



2018

**INSTITUTIONAL
SELF
EVALUATION
REPORT**

**BAKERSFIELD
COLLEGE**

Bakersfield College

Institutional Self-Evaluation Report

In Support of Reaffirmation of Accreditation

Submitted by:

Bakersfield College
1801 Panorama Drive
Bakersfield, CA 93305

Submitted to:

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

July 5, 2018

Institutional Self-Evaluation Report Certification Page

Date: July 5, 2018

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

From: Dr. Sonya Christian, President
Bakersfield College
1801 Panorama Drive, Bakersfield, CA, 93305

This institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signed:



Dr. Sonya Christian
*President,
Bakersfield College*



Tom Burke
*Chancellor,
Kern Community College District*



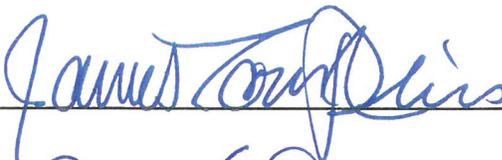
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History

Established in 1913, Bakersfield College (BC) is one of the oldest continuously operating two-year colleges in nation. In 1913, BC opened its doors to 13 students. The needs of Kern County and the future success of our students has been our highest priority for the past 103 years. Until 1956, BC shared a campus with Bakersfield High School.

It was April 30, 1953 that Bakersfield College broke ground and began construction on an empty, barren, *probably very dirty and dusty*, 153-acre lot on the Panorama Bluffs. Breaking ground on our beloved campus, overlooking the prolific Kern River oil field was just the beginning of a rich history at 1801 Panorama Drive. At the time, the campus had 15 buildings and greeted 1,400 students and 89 faculty members. In 1975, BC added the Downtown Center, now known as the Weill Institute.

Thirty-five miles to the north, the Delano Campus opened with 20 courses and nearly 400 enrollments. In 1981, the campus expanded to about 100 courses and maintained 600–800 students and 2,400 enrollments annually. Enrollment remained stable until the 2005 construction of the Delano Campus Science and Technology Building. In 2009, the Delano Campus consolidated operations at the current site on Timmons Avenue, where we now serve about 11,000 enrollments across over 400 sections annually.

The Panorama Campus now has 35 buildings over 700,000 square feet of instructional space, a 10-acre agriculture lab, and a full range of athletics facilities. In November 2016, Kern County citizens voted to pass Measure J, generating \$502 million in bond funding for improvements and expansion of our facilities and infrastructure.

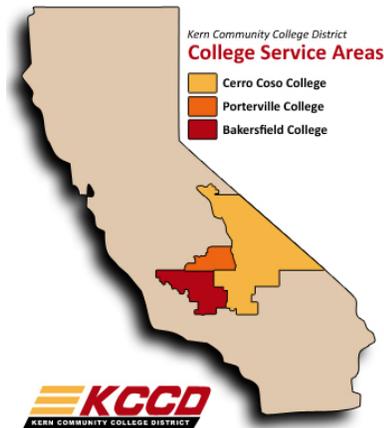
Today, BC's enrollment exceeds 33,000 students annually and we continue to grow, having seen a nearly *35 percent increase* in enrollment in the past five years. In 2016-17, the campus served over 15,800 full-time equivalent students. Our students are diverse and represent the communities we serve, with BC holding designation as a Hispanic Serving Institution.

With Kern County known as one of the largest agricultural and oil producers in the country, it is no surprise BC's expansive list of vocational, technical, and career-driven programs have captured attention statewide. In January 2015, the California Community Colleges Chancellors Office announced their selection of BC as one of 15 California colleges to pilot a four-year baccalaureate degree program in Industrial Automation. In May 2018, BC conferred its first BS degrees to the inaugural class, followed by nearly 2,000 -- among them, our first cohort of high school students earning their AS degrees before their high school diplomas. ***We Are BC!***

-
- 1913** ● **Opened doors** on Bakersfield HS Campus
 - 1953** ● **Began Construction** at 1801 Panorama Drive
 - 1975** ● **Added** Downtown Center "Weill Institute"
 - 1981** ● **Expanded** Delano Campus Course Offerings
 - 2005** ● **Delano Campus Construction** of Science & Technology Building
 - 2009** ● **Delano Campus Consolidation** at Timmons Avenue
 - 2013** ● **President Sonya Christian Began** Tenure as 10th President
 - 2015** ● BC Selected to Offer **Baccalaureate Degree**
 - 2016** ● Measure J \$502M **Bond Passed**

Service Area

Situated at the southern end of the Central Valley, Bakersfield College (BC) is located 118 miles north of Los Angeles. Bakersfield College serves approximately 5,000 square miles, offering over 70 associate's degrees, more than 30 certificate programs, and a baccalaureate degree to a rapidly growing population. Our service area is approximately 143 miles wide from east to west and is larger than the states of Connecticut, Rhode Island, and Delaware combined.



The largest of the three colleges in the Kern Community College District, BC serves over 31,000 students annually – the majority of students representing a high-need population with many hailing from surrounding rural communities. Bakersfield College students represent approximately 75 percent of the district-wide Full Time Equivalent Student count. Fed primarily by the Kern High School District, California's largest 9-12 district, BC offers students a direct educational pipeline to a local California State University (CSU) while also affording students the opportunity to gain valuable career and vocational training.

Bakersfield College plays a critical role in improving the quality of life for the great majority of the citizens of Kern County who come from underserved communities. For most, higher education is the only way they can attain any measure of a middle class standard of living.

Service-Area Educational Attainment: In a recent study of 98 of the 100 largest metro regions in the country, researchers at the non-profit Measure of America found that Kern County has the highest rate of disconnected youth in the country. With 21.2 percent of those ages 16 to 24 either not in school nor employed, over 26,000 young people in Kern County are completely disengaged. According to data reported by the California Department of Education, Kern County's baccalaureate attainment rates are of significant concern at roughly half the statewide rate. In rural service areas like Arvin, fewer than three in every 100 residents holds a bachelor's degree or higher. Over 28 percent of those in BC's service area lack a high school diploma.

Service-Area Poverty & Unemployment: The per capita income in the area is among the lowest in California, at just \$21,094– well below the state average of \$31,458. The U.S. Bureau of Labor Statistics reports that the unemployment rate in Kern County well exceeds the national rate at 7.4% as of November 2017, while nearly a quarter of residents live below the poverty line. In many of our service-area rural communities, residents experience poverty rates topping 35% and debilitating unemployment over double the national average.

Service-Area Industry Landscape: Agriculture remains the economic base of the Bakersfield area; California's Central Valley is the most productive agricultural region in the U.S. and a critical part of the nation's food supply. Across all industries in Kern County, BC has diligently prepared our graduates for careers that meet industry demand. In 2015, The Brookings Institution ranked BC first in California and sixth in the nation for value-added mid-career earnings for alumni.

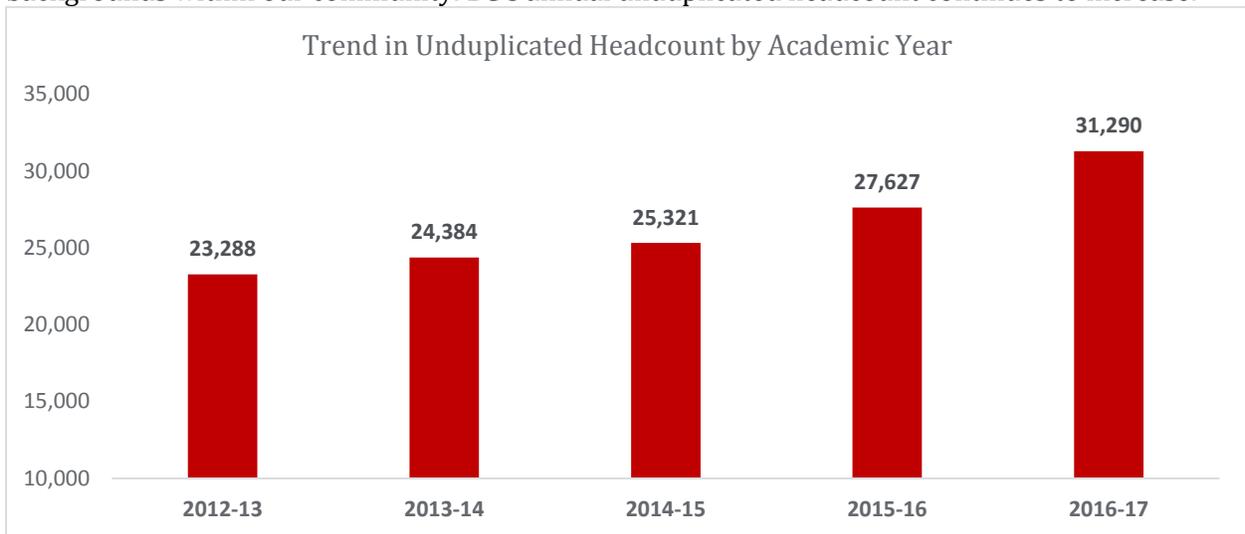
Today, BC students are making a difference in people's lives throughout the county and the state. Our hospitals have BC nursing graduates; BC-Westec graduates fill our law enforcement ranks; our firefighters, our auto technicians, our journalists, our child educators, our welders, our construction engineers, our oil field engineers, our agricultural researchers.... **We Are BC.**

Data Elements: Enrollment, Demographic, and Achievement Trends

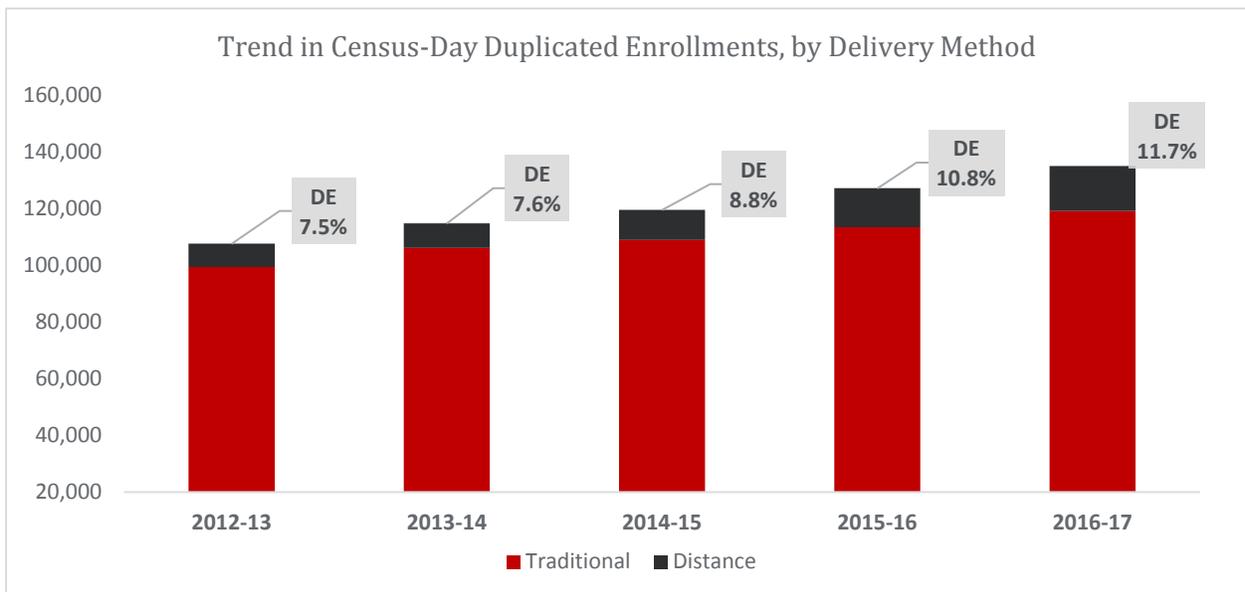
Mission Statement: *Bakersfield College provides opportunities for students from diverse economic, cultural, and educational backgrounds to attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer. Our rigorous and supportive learning environment fosters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

Our Students

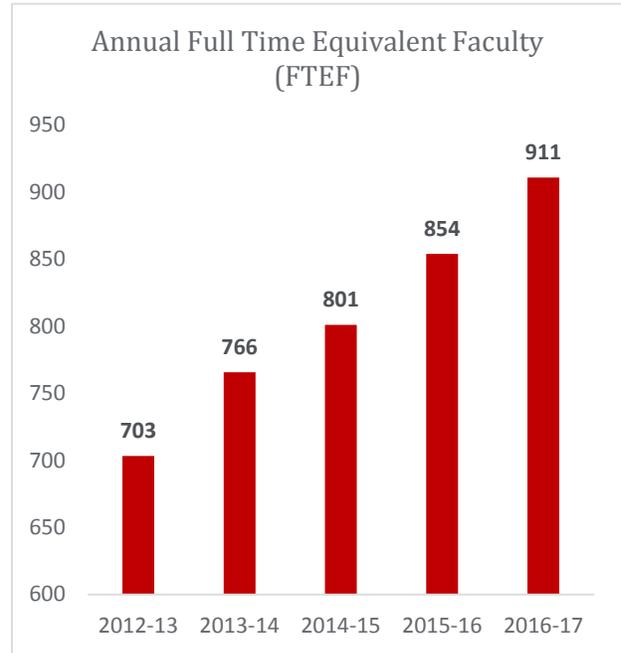
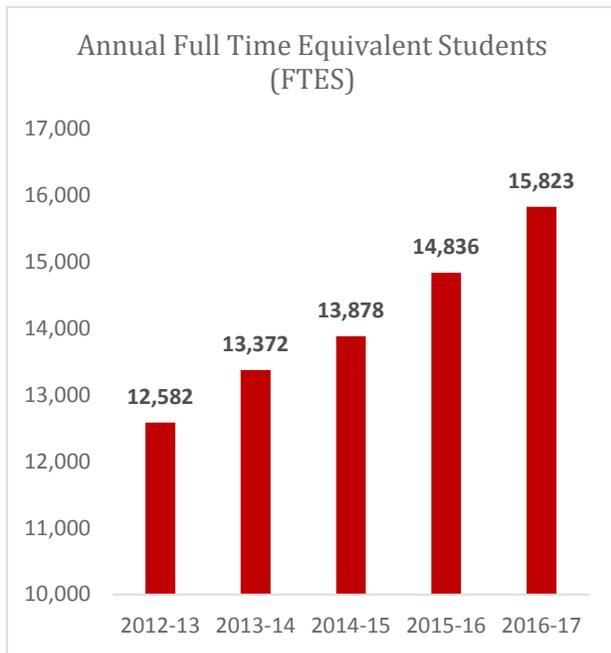
Bakersfield College (BC) is committed to serving the diverse economic, cultural, and educational backgrounds within our community. BC's annual unduplicated headcount continues to increase.



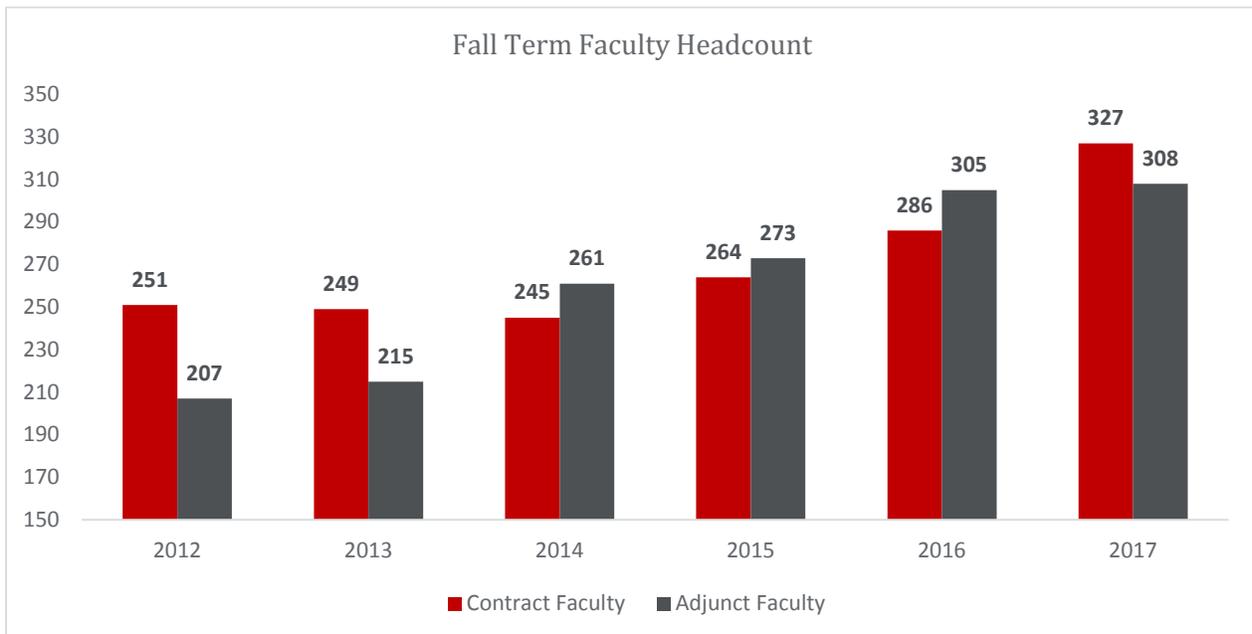
BC has also expanded distance education (DE) enrollments to serve the diverse needs of students. Significantly, the proportion of students enrolling in distance education relative to all enrollments has steadily increased over the past five years from 7.5% to 11.7%.



As BC's annual Full-Time Equivalent Students (FTES) has increased over the past five years, so, too, has the annual Full-Time Equivalent Faculty (FTEF), thanks to large increases in the hiring of contract faculty in the past five years.



While the numbers of contract faculty and adjunct faculty have been relatively close for some time, in fall 2017 the number of contract faculty surpassed the number of adjunct faculty.



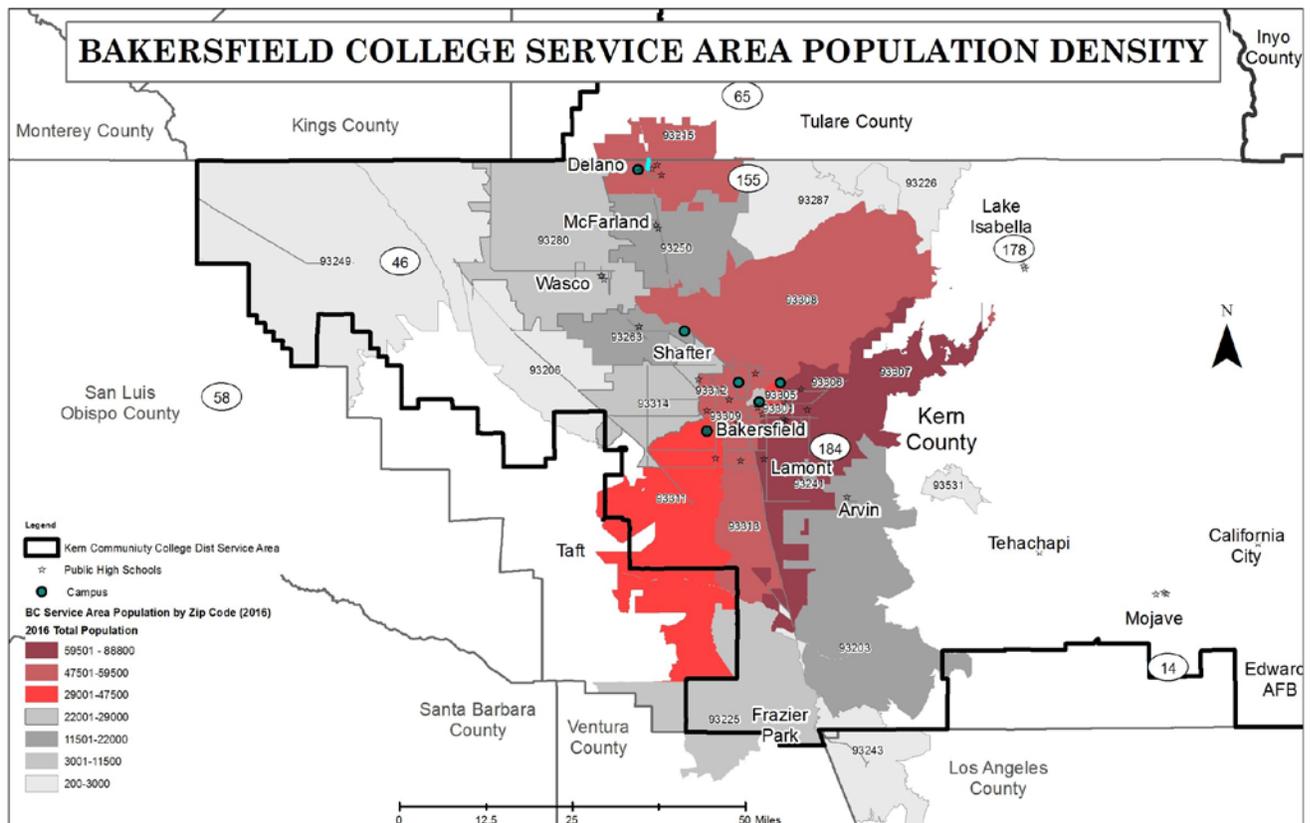
Our Community

The population of BC's service area is projected to increase at an annual rate of 1.14% between 2016 and 2021.

Table 1. Census Place Population Trends in the BC Service Area

Source: ESRI/Cambridge West

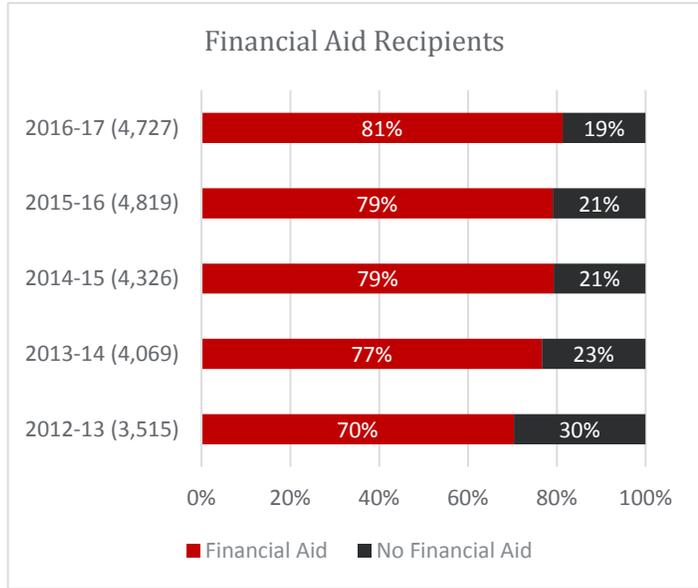
	2000	2010	2016	2021	2016-21 Annual Rate of Change	2000-16 % Change	2010-21 % Change
<i>Assigned Service Area</i>	530,688	689,951	736,458	779,322	1.14%	38.8%	13.0%
City of Arvin	13,887	19,304	20,475	21,472	0.96%	47.4%	11.2%
City of Bakersfield	253,569	347,514	376,151	399,702	1.22%	48.3%	15.0%
City of Delano	40,036	53,041	52,478	54,382	0.61%	31.8%	2.5%
Lamont CDP	13,301	15,120	15,333	15,744	0.53%	15.3%	4.1%
Lost Hills CDP	2,085	2,412	2,501	2,594	0.73%	20.0%	7.5%
City of McFarland	9,932	12,707	14,227	15,440	1.65%	43.2%	21.5%
City of Shafter	13,045	16,988	18,310	19,480	1.25%	40.4%	14.7%
City of Wasco	21,604	25,545	26,283	27,897	1.20%	21.7%	9.2%
Kern County	661,649	839,631	888,823	937,729	1.08%	34.3%	11.7%
Delano Cluster	62,771	80,739	82,757	86,315	0.85%	31.8%	6.9%
Northwest Cluster	38,028	46,631	48,976	52,090	1.24%	28.8%	11.7%
South Cluster	30,131	37,914	39,318	40,796	0.74%	30.5%	7.6%



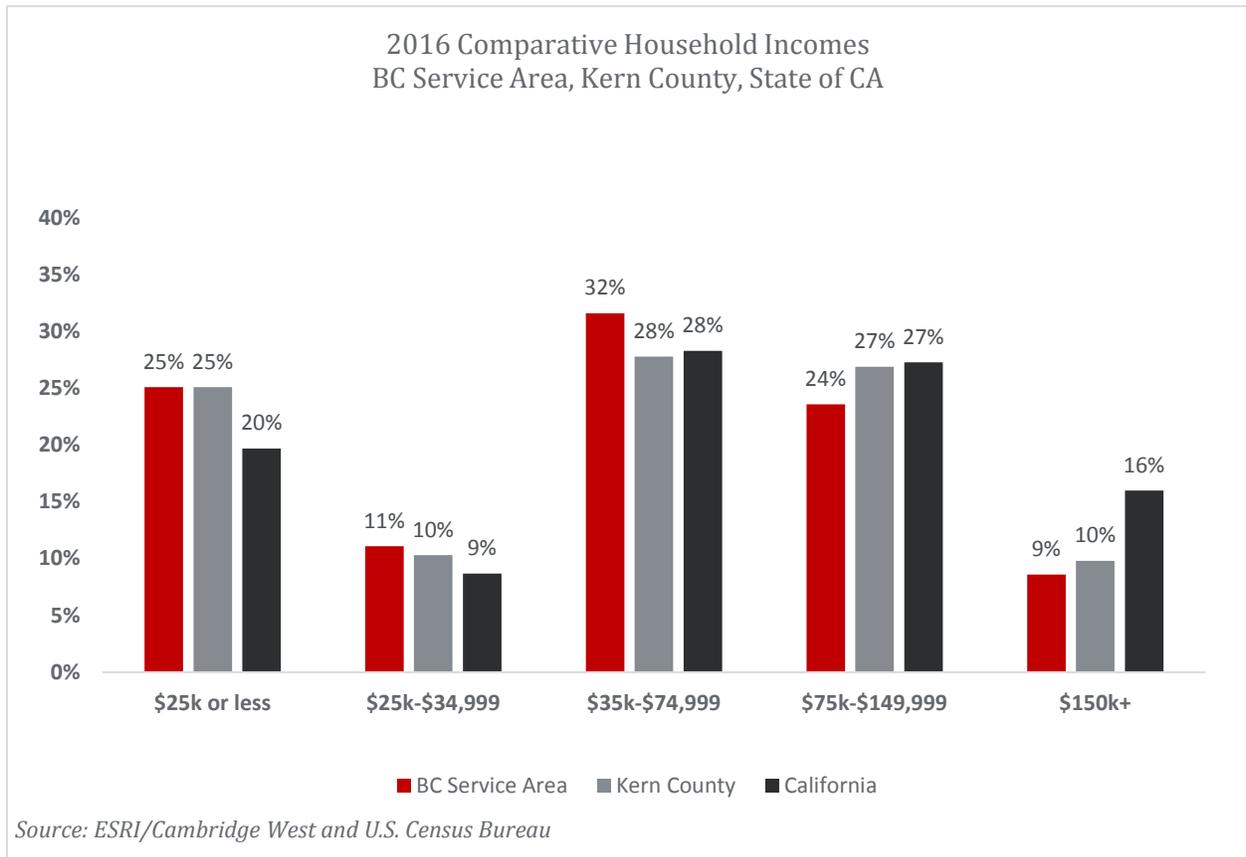
Diverse Economic Backgrounds

Though Bakersfield College’s students come from diverse economic backgrounds, the majority of BC students are low-income, first generation students who rely on financial aid. This is reflected in how household incomes in BC’s service area compare to California (see figure below). One quarter of households in BC’s service area have an income of \$25,000 or less; a large portion of those in Bakersfield College’s service area live below the poverty line.

In 2016-17, 81% of BC students received financial aid. This is a 15.7% increase since 2012-13.

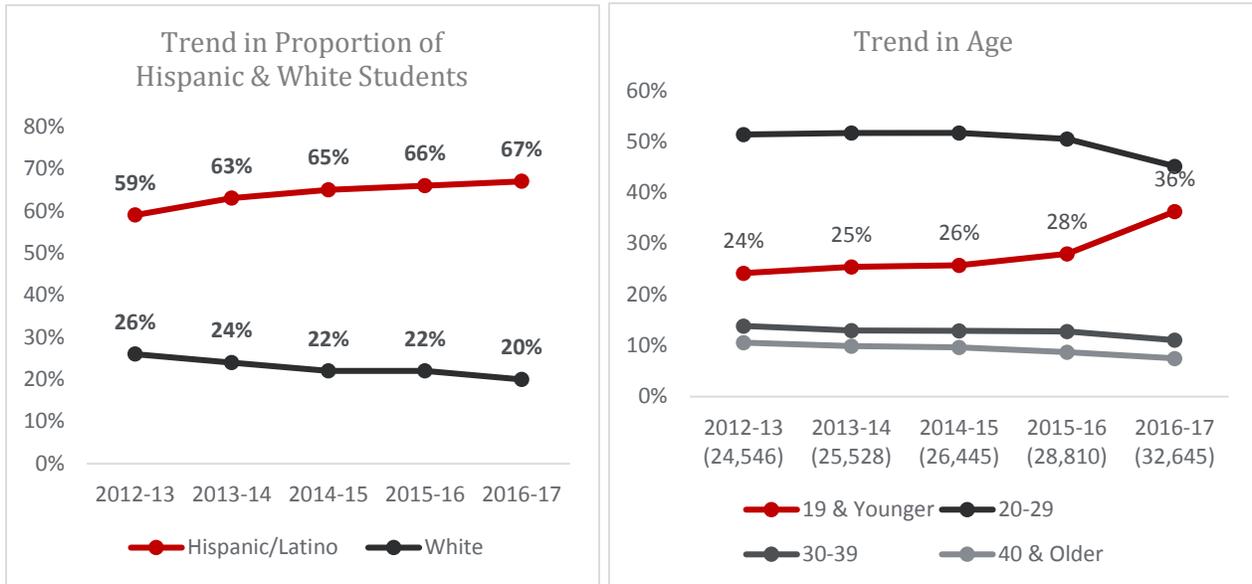


More students are accessing Bakersfield College’s programs, and BC is working hard to remove financial barriers by awarding financial aid, pursuing additional funding support, and providing supplemental support like the Renegade Pantry to address food insecurity.



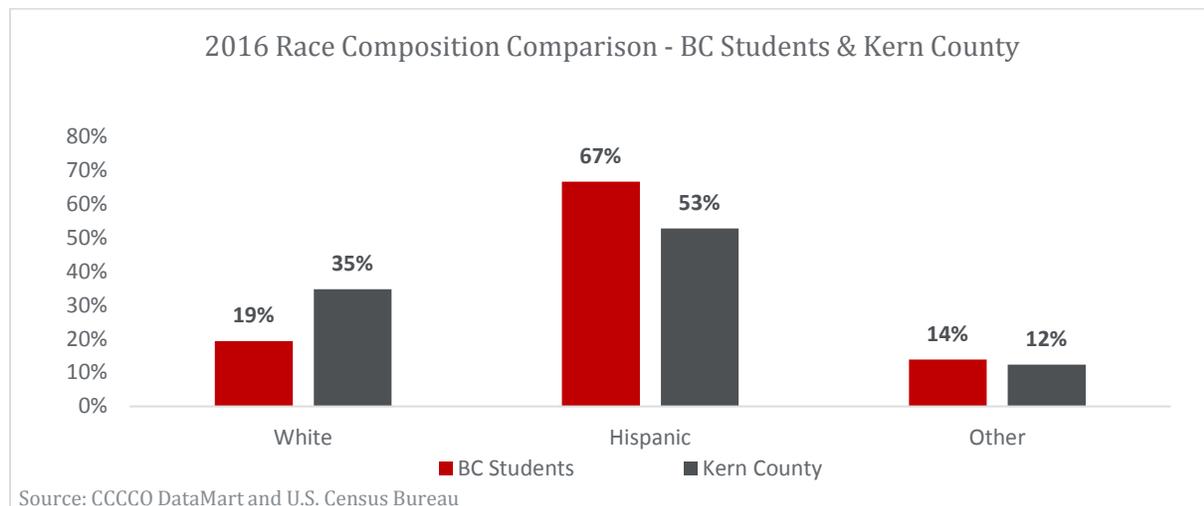
Demographics

For the past five years, BC's student body has consistently comprised 55% female, 44% male, and 1% unknown, or not reported. The 19 and younger age range is increasing compared to other age groups. This trend is evidence of BC's recent efforts to expand dual and concurrent enrollment efforts and improve outreach and high school matriculation strategies, thereby improving the K-12 to higher education pipeline through efforts such as the Student Success & Support Program (SSSP), The Kern Promise, and the college's equity-driven Rural Initiatives.



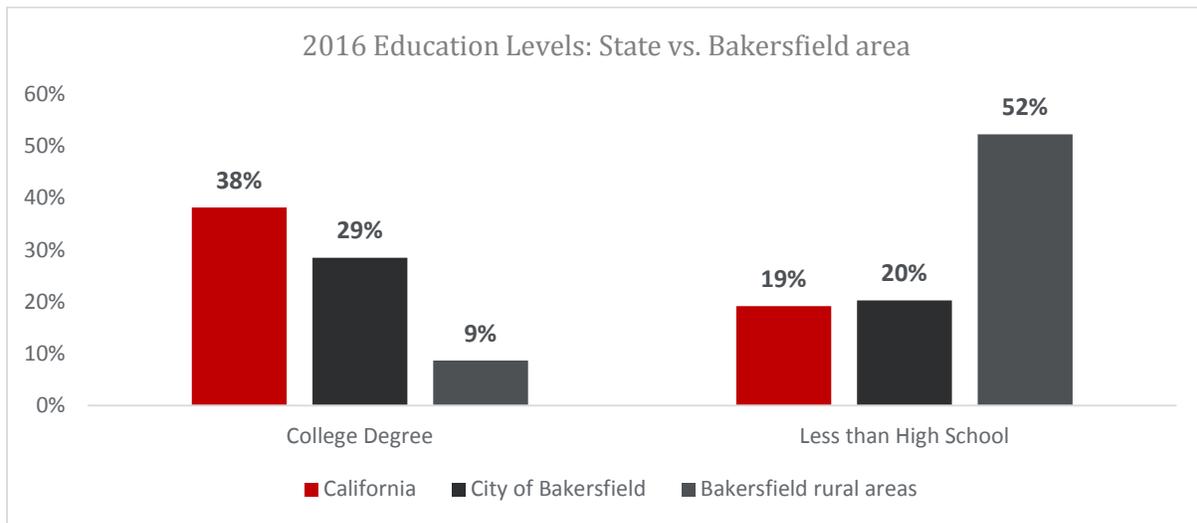
Diversity

Bakersfield College's population represents the diverse communities we serve, with Hispanic/Latino students representing the majority of students enrolling at the college. Hispanic/Latino student enrollment has been increasing steadily from 59% to 67% over the past five years. In that time, the college has opened several centers and established multiple agreements with high schools in rural communities. BC has also been officially designated as a Hispanic-Serving Institution by the federal government.



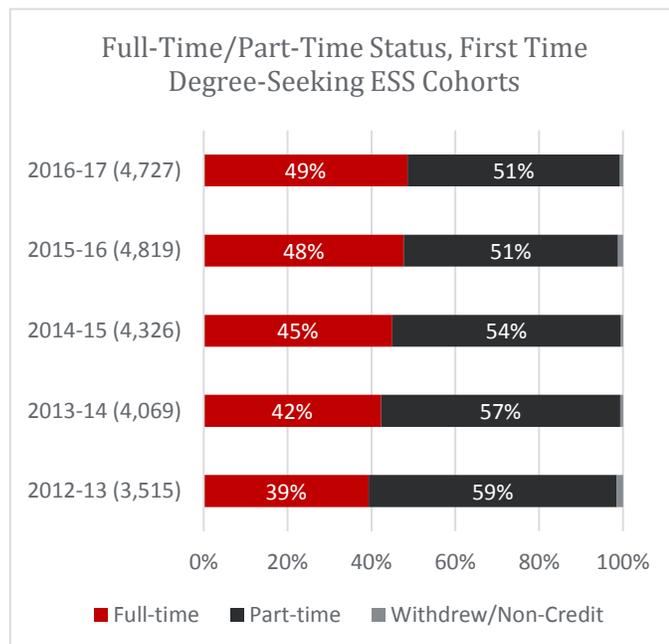
Educational Backgrounds

Attainment of a college degree or credential is critical to the economic advancement of individuals across the state and this is certainly true of those in the communities served by Bakersfield College. As shown in the figure below, within Bakersfield’s city limits, attainment of a college degree is markedly lower than the average for all of California (29% vs. 38%). However, degree attainment in the surrounding rural areas (Delano, South West, and North West cluster) is even lower (9% vs. 38%), just a fraction of the statewide average. These extremely low levels of education underscore the critical urgency of BC’s mission to “provide opportunities for students from diverse economic, cultural, and educational backgrounds to attain Associate and Baccalaureate degrees and certificates”. Additionally, the majority of individuals in BC’s rural areas have less than a high school education.



Elements of Student Success

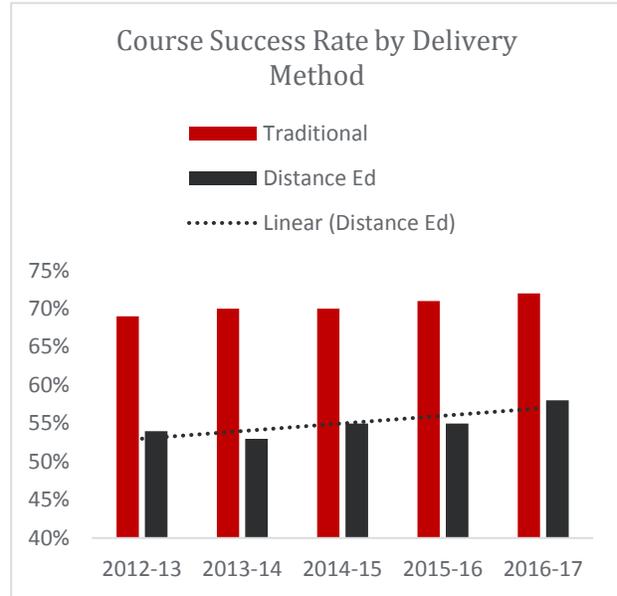
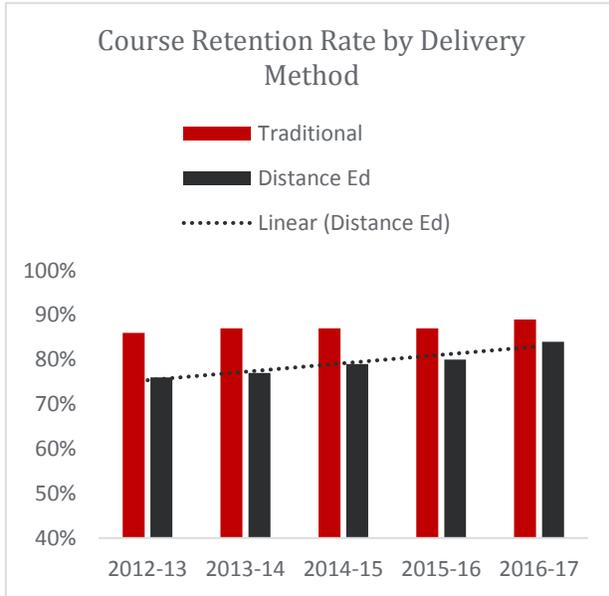
BC tracks cohorts of first-time, degree-seeking students who begin each fall term. These groups of students are referred to as the **Elements of Student Success (ESS) cohorts**. A degree-seeking student is defined as a student who has declared a goal of transfer or degree/certificate completion. Students are also included if, in their first fall term, they enroll in a degree-applicable course or in a CTE course coded as “clearly occupational” or higher. Transfer-in students are not included but students previously enrolled as concurrent high school students and students enrolled during the preceding summer who subsequently enrolled in the fall term are included.



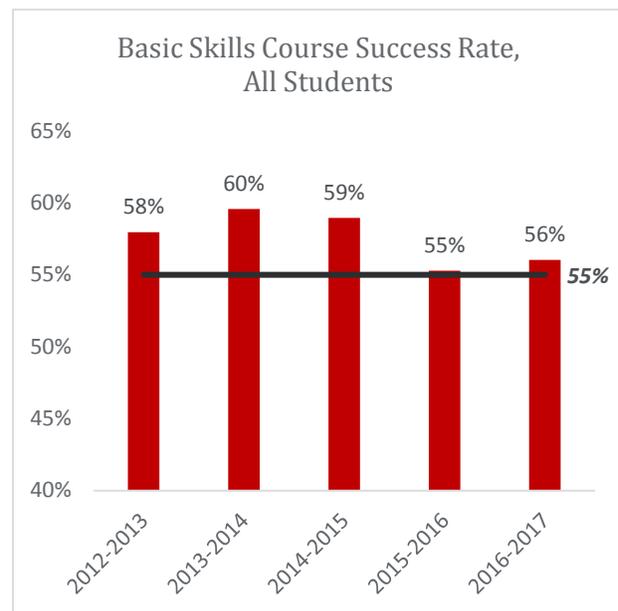
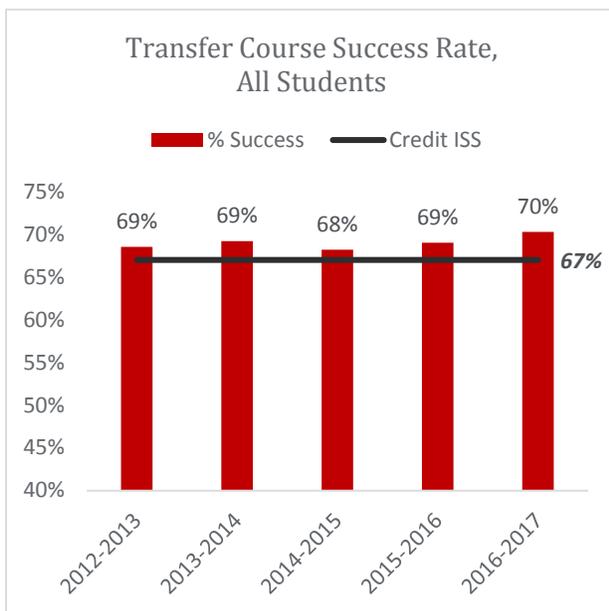
A large percentage of ESS students are enrolled in 12 or more units in their first term. The percentage has been increasing steadily over the past five years from 39% to 49%.

Course Retention & Success

BC's success in providing opportunities for students to attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer can be observed through a variety of metrics, including course retention and course success. We disaggregate retention and success by several factors, including delivery method (online vs. traditional). Though retention and success has been increasing for students in both modalities, we continue to see students in traditional, face-to-face courses consistently achieving higher success rates than those in online or DE courses.

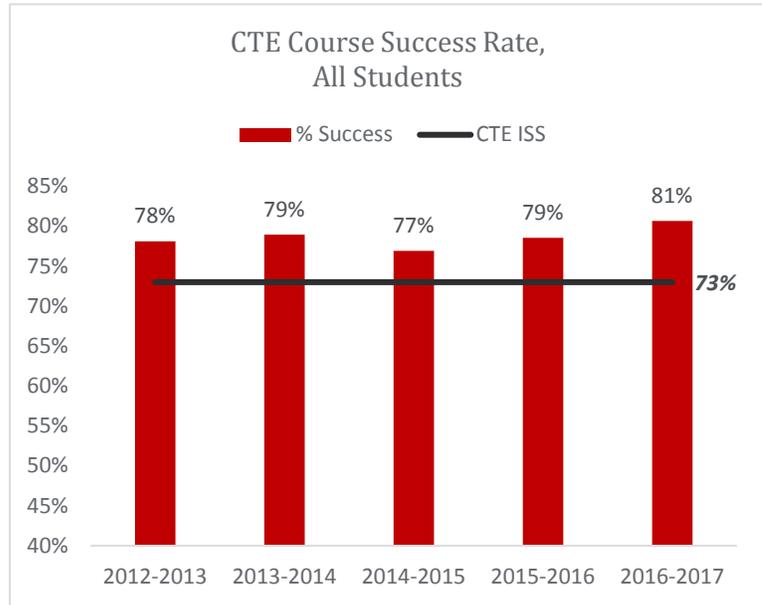


Since 2015, BC has been applying multiple measures of assessment criteria to place more students in college- and transfer-level coursework. Even with this shift, the college has maintained its success rates in transfer-level courses.

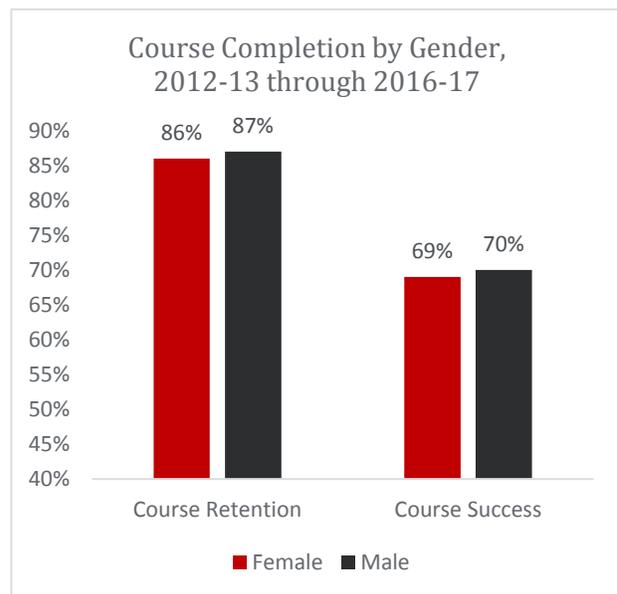
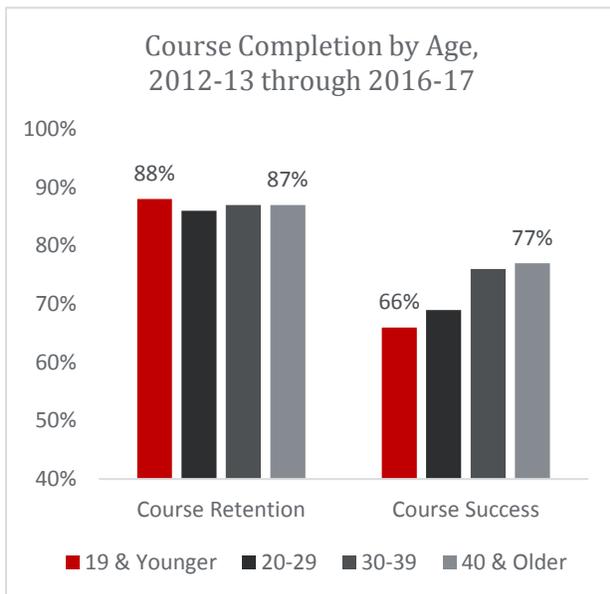


Success rates in Career & Technical Education (CTE) courses have shown positive movement over the past five years. Many students at BC declare a CTE pathway upon enrollment, with popular fields including Nursing & Allied Health, Welding, and Fire Technology. Our largest meta-major, or “Learning & Career” pathway is Health Sciences.

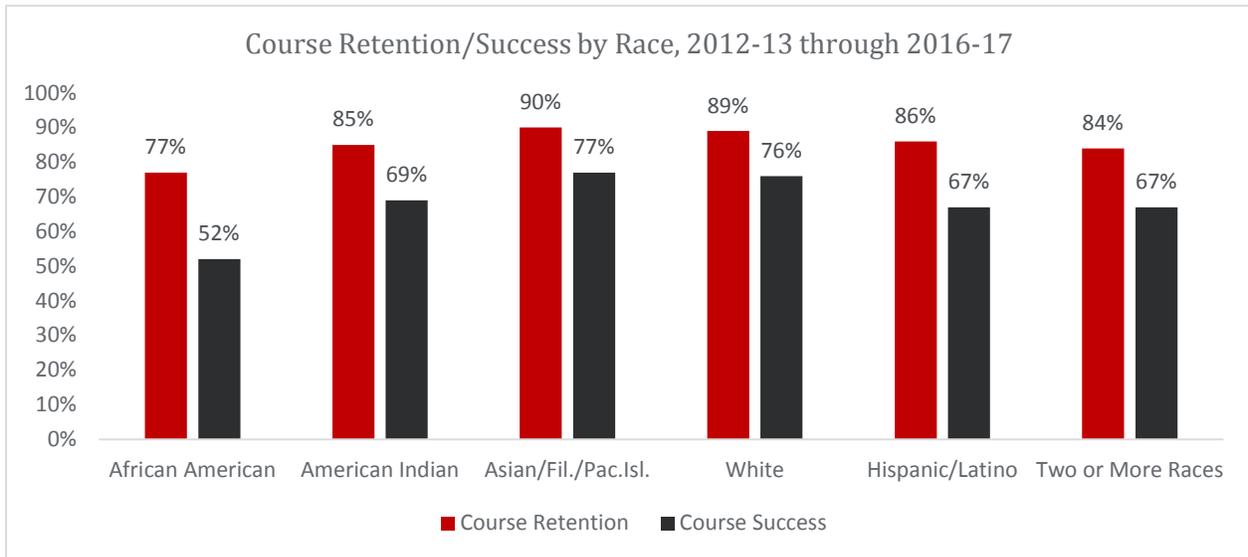
Recent categorical funds have enabled the college to expand in-demand course and program offerings in CTE to include areas like Health Information Technology in order to meet industry needs.



Campus-wide, course retention rates have improved from 85% in 2012-13 to 89% in 2016-17. Similarly, course success rates have climbed from 68% to 71% campus-wide in the same period. Data that course success rates are highest among those students ages 40 and older, though course retention holds steady for all age groups. Women and men share similar course retention and success rates overall,

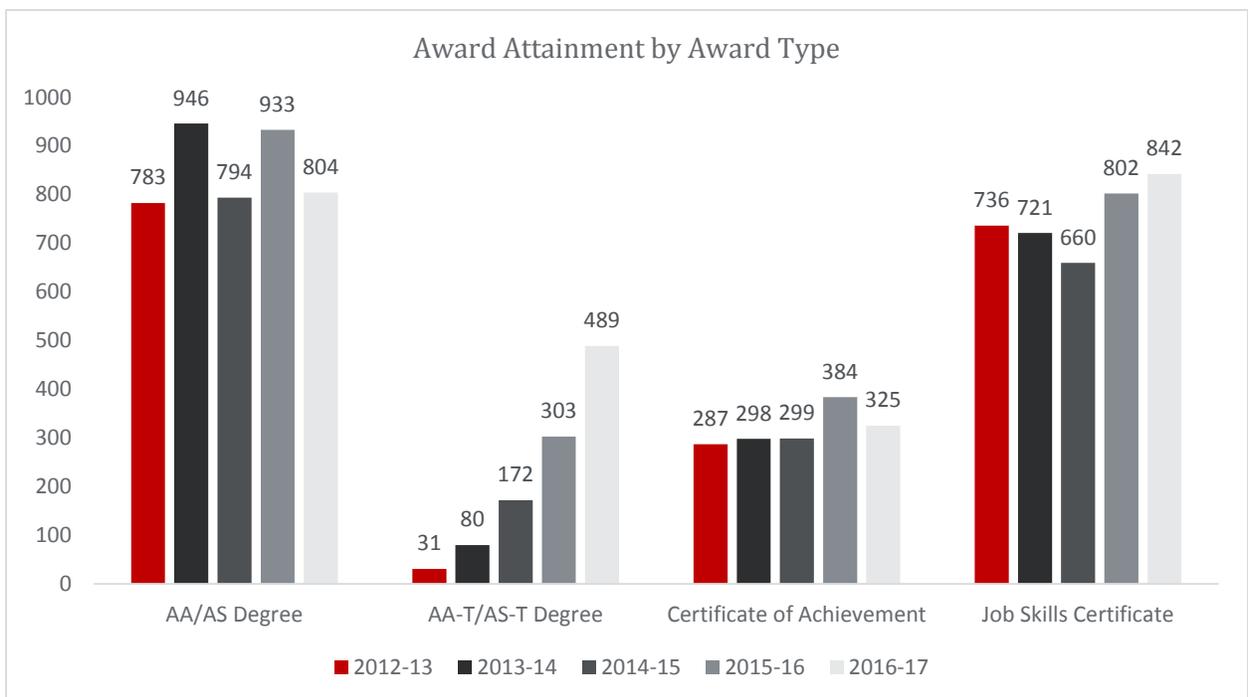


Disaggregating course retention and success by race is critical in understanding and addressing persistent equity gaps on campus. The largest gaps in course retention and success are among African American students with White students and Asian/Filipino/Pacific Islander students serving as the comparison group. To address this, Bakersfield College has implemented a robust African American Initiatives, including a Completion Coaching Community, an award-winning African American Mentor Program, and Umoja Learning Community.

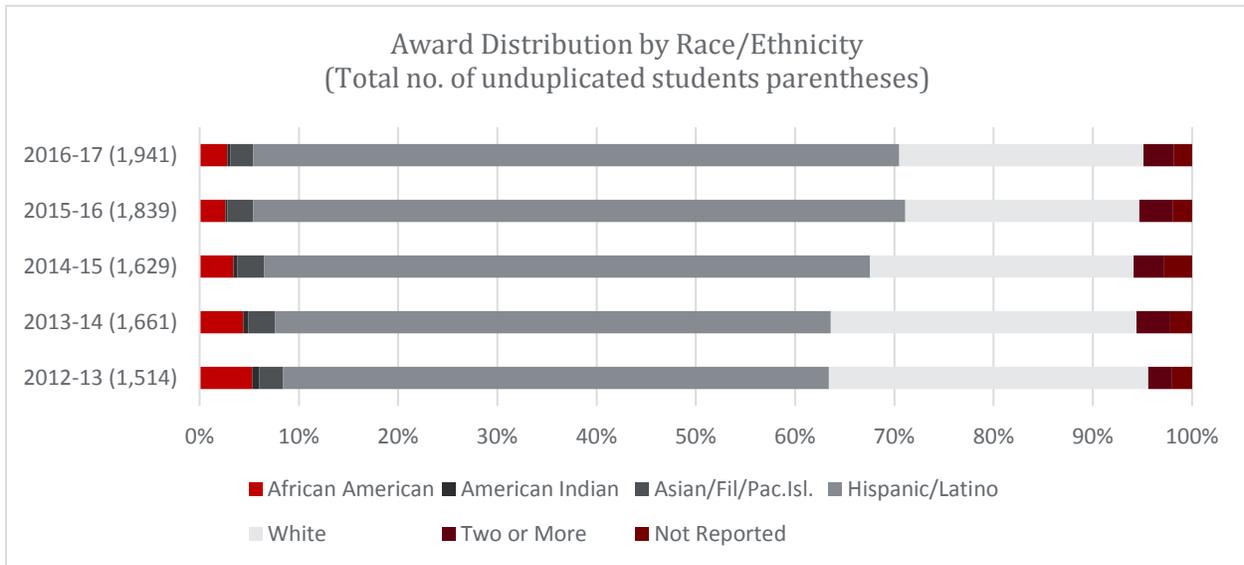


Completion and Awards

Since the passage of Senate Bill 1440 legislating Associate Degrees for Transfer (ADT), Bakersfield College has developed and begun offering 30 ADT pathways, and the number of ADT completers has grown significantly since 2012-13 from 31 to 489 in 2016-17 – a more than 1,400% increase in five years. In 2016-17, BC awarded more degrees and certificates than ever before and is on track to set another record in 2017-2018.



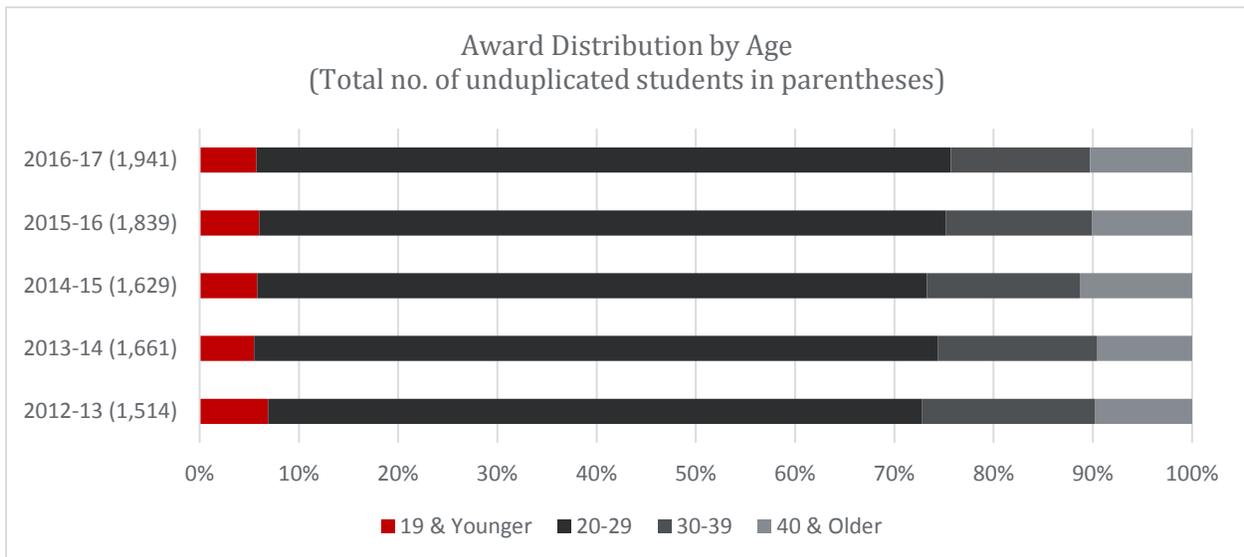
Bakersfield College’s award distribution by race shows a growth in awards distributed to Hispanic/Latino students over time that corresponds with the growing enrollment of this student population.



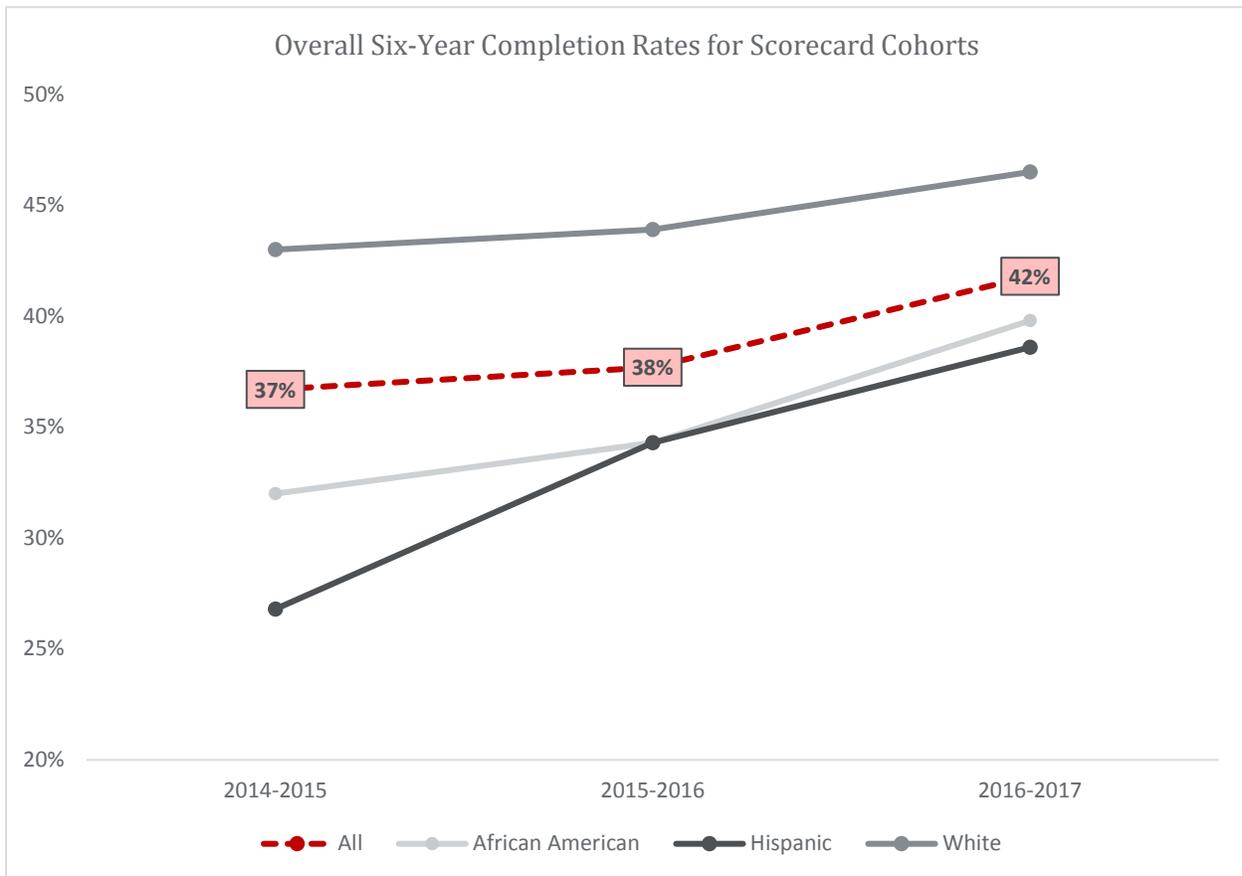
Overall, more women earn awards from Bakersfield College than men, though the distribution was more even in 2016-17 than in prior years (60% vs. 40%).

	2012-13 (1,514)	2013-14 (1,661)	2014-15 (1,629)	2015-16 (1,839)	2016-17 (1,941)
Female	63%	64%	65%	65%	60%
Male	37%	36%	35%	36%	40%

A large majority (70%) of Bakersfield College awardees are between the ages of 20 and 29; the next largest group of awardees is students between the ages of 30 and 39 (14%).

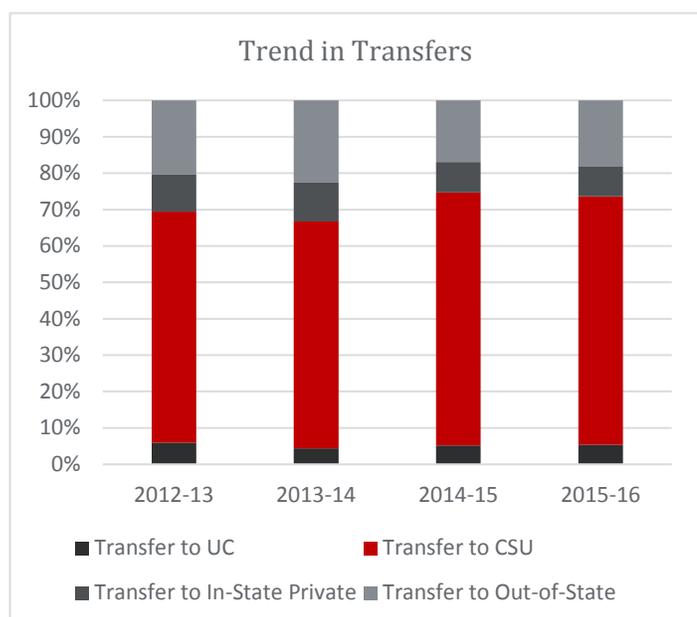


The completion rates of Bakersfield College’s Scorecard cohorts, shown in the figure below, have trended upward over the past three years to a new high of 42% for the latest cohort. Disaggregation of completion rates by ethnicity show that though completion rates for African American and Hispanic/Latino students are improving, there is still disproportionate impact on this metric.



Transfer

Kern County’s baccalaureate attainment rates trail the statewide rates substantially. BC’s focus on transfer pathways, high-touch and high-tech alignment with our major transfer partner, CSU-Bakersfield, and efforts to improve placement in and integrated academic support for transfer-level courses has led to larger numbers of students transferring to the CSU over time. The next largest transfer destination are out-of-state institutions, with relatively few students attending a University of California system school after transferring from Bakersfield College.



Institution-Set Standards

Because of BC's desire to create the rigorous and supportive learning environment described in our mission statement, BC has established Institution-Set Standards (ISS) for student achievement that are appropriate to the College's mission. These mutually-agreed upon, objective metrics enable all stakeholders to have a common frame of reference. BC began setting institutional standards in 2013, even before they were required by ACCJC standards.

We use the ISS process to set both minimum performance standards and aspirational goals. In ***pursuit of continuous improvement***, BC reviews trend metrics for the past five years, revising goals upwards when they are achieved. We also have a process, developed by the Office of Institutional Effectiveness at the request of College Council, to engender further review and to develop action plans to improve outcomes if we fall below an ISS.

Analysis of BC student progress and success in degree, certificate, and transfer completion show an overall multi-year positive trend across all measures.

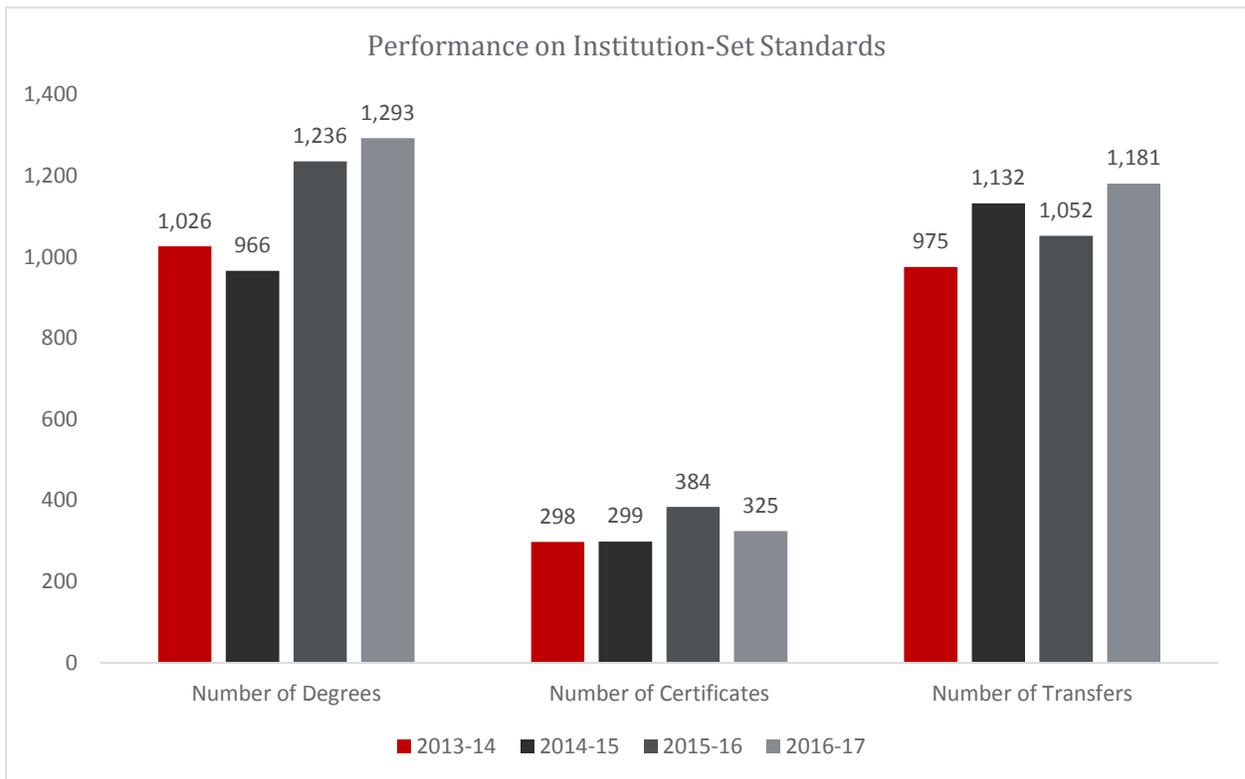


Table 2. Institution-Set Standards and Aspirational Goals

	ISS Metric	Source	2013	2014	2015	2016	2017	Institution-Set Standard	Aspirational Goal
Course Success Rates	Credit Course Success (Fall)	Data Mart	68.8%	69.0%	68.8%	69.0%	70.3%	67%	72%
	Online Course Success (Fall)	Data Mart	53.8%	52.2%	55.6%	59.4%	63.3%	52.5%	67%
	CTE Course Success (Fall)	Data Mart	76.5%	73.7%	75.5%	77.2%	78.1%	73%	77%
	Basic Skills Course Success (Fall)	Data Mart	60.9%	62.1%	55.5%	55.3%	54.4%	55%	60%
Milestones	Transfer English Achievement Yr. 1	Scorecard	20.7%	22.6%	26.3%	29.3%	NA	26%	40%
	Transfer English Achievement Yr. 2	Scorecard	36.8%	40.2%	40.2%	44.6%	NA	44%	60%
	Transfer Math Achievement Yr. 1	Scorecard	7.8%	8.1%	9.6%	7.5%	NA	12%	20%
	Transfer Math Achievement Yr. 2	Scorecard	14.5%	14.8%	15.8%	15.3%	NA	20%	30%
Outcomes	Degree completion	KCCD	1,017	1,026	966	1,236	1,293	875	1400
	Certificate completion	KCCD	273	298	299	384	325	250	400
	Transfer Counts	KCCD	976	975	1,132	1,052	1,193	850	1200
	Skills Builders ¹	Scorecard	NA	17%	19.1%	34.9%	34.3%	14%	TBD
Licensing Pass Rates	NCLEX - RN	Board	98%	91%	91%	93%	91%	85%	95%
	LVN Licensed Vocational Nursing	Board	94%	100%	50%	89%	NA	85%	95%
	CNA	Board	97.6%	90.2%	93.5%	NA	NA	50%	95%
	Radiologic Technology	Board	82%	91%	94%	85%	91%	85%	95%
	Paramedic	Board	92%	100%	94%	92.3%	NA	85%	100%

¹ The median percentage change in wages for students who completed higher level CTE coursework and left the system without receiving any type of traditional outcome such as completion of a degree, certificate, or transfer.

		Employment Rates		2013	2014	2015	Institution-Set Standard	Aspirational Standard
Job Placement Rates	NCLEX - RN	RN-Web	88%	91%	96%	75%	96%	
	LVN Nursing	LVN-Web	70%	89%	95%	75%	96%	
	CNA	Perkins/Datamart	62%	68%	81%	60%	80%	
	Radiologic Technology	Rad-tech Web	100%	100%	100%	75%	100%	
	Paramedic	Web-page	76%	76%	71%	70%	80%	
	Accounting	Perkins/ Datamart	53%	71%	80%	60%	80%	
	Admin. of Justice	Perkins/ Datamart	74%	71%	86%	60%	90%	
	Automotive Technology	Perkins/ Datamart	60%	57%	78%	60%	75%	
	Business & Commerce	Perkins/Datamart	43%	61%	75%	60%	80%	
	Child Development	Perkins/ Datamart	55%	62%	72%	55%	80%	
	Drafting	Perkins/ Datamart	69%	79%	77%	60%	75%	
	Electrical	Perkins/ Datamart	100%	100%	n/a	60%	80%	
	Electronics/Elec tech	Perkins/ Datamart	n/a	80%	76%	60%	80%	
	Emergency Medical Tech	Perkins/ Datamart	68%	84%	82%	60%	80%	
	Fire Technology	Perkins/ Datamart	79%	88%	60%	50%	80%	
	Human Services	Perkins/ Datamart	59%	68%	73%	50%	75%	
	Machine Tool/ Shop	Perkins/ Datamart	71%	61%	89%	60%	85%	
Welding and Cutting	Perkins/ Datamart	83%	82%	71%	60%	70%		

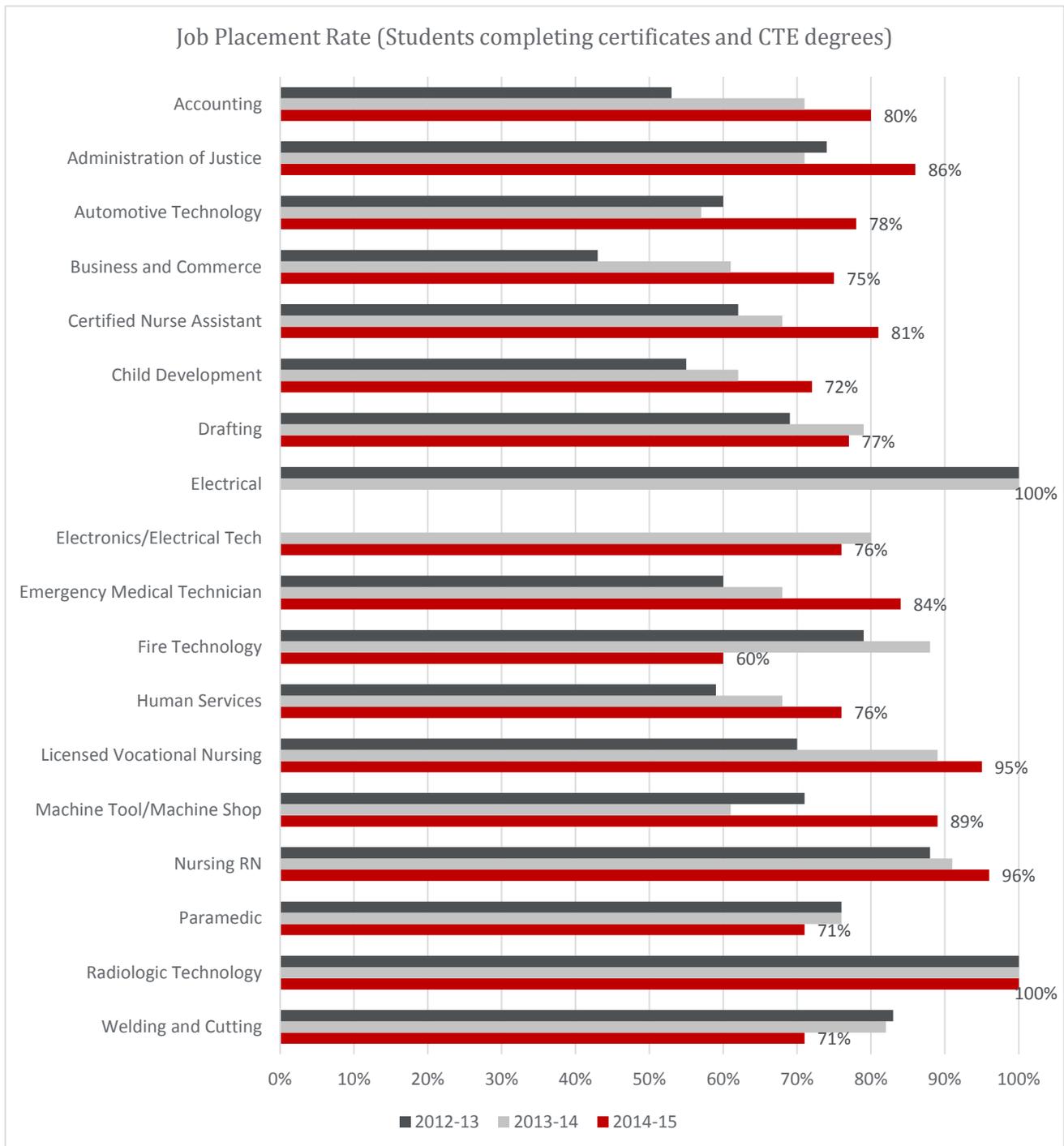
Supportive Learning Environment

In accordance with our mission, BC fosters a rigorous and supportive learning environment through the dedication of our diverse faculty and staff. BC employees are highly diverse. For instance, the proportion of African American employees at BC equals or exceeds the proportion of African American students at the college across all employee types. Moreover, the majority of classified staff and administrative employees are people of color. Bakersfield College employs more women than men overall, with a relatively even distribution of men and women in faculty ranks. Seventy percent of BC's faculty were full-time in 2015-16.

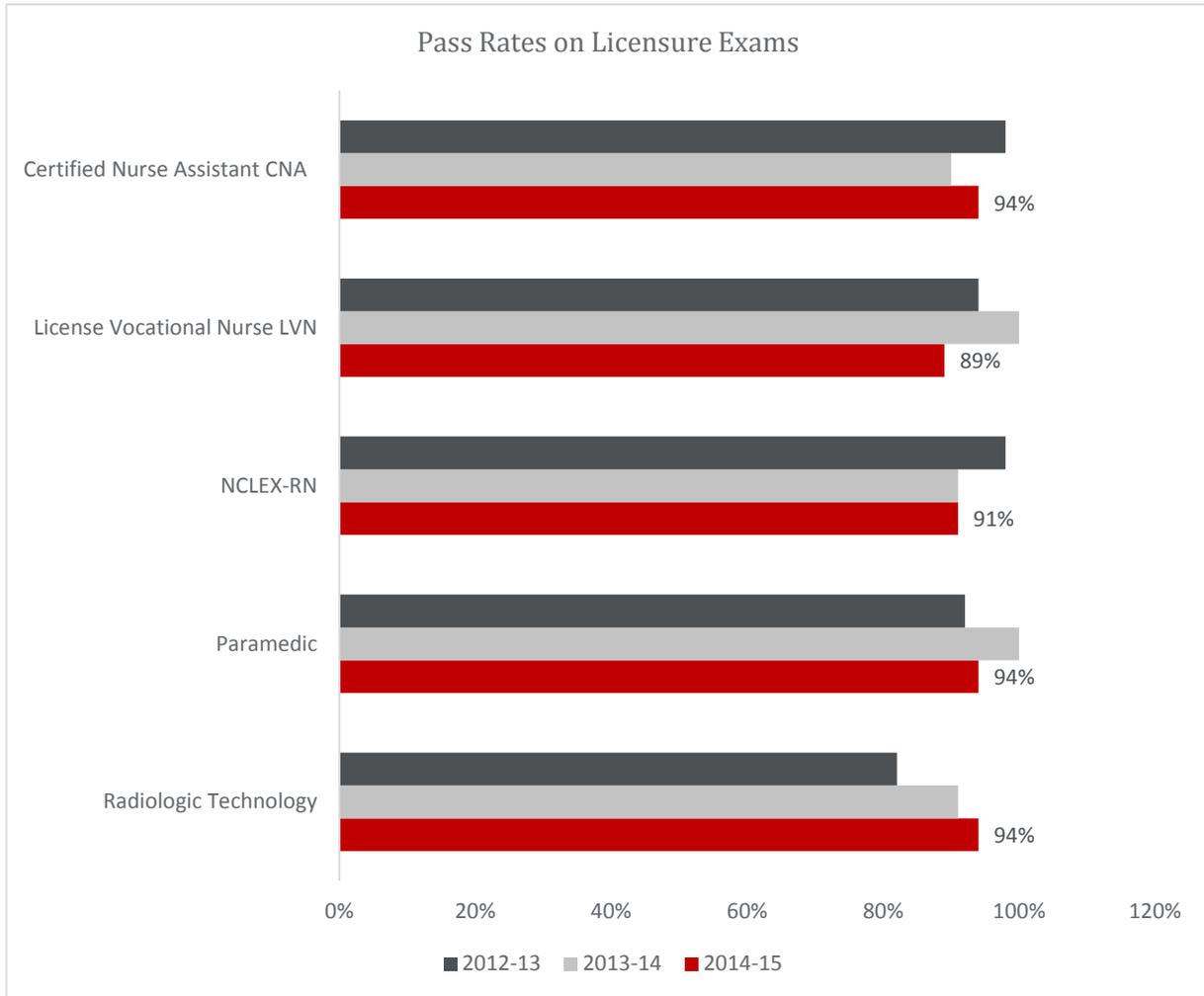
	Administrator	Contract Faculty	Adjunct Faculty	Classified
African American	9%	5%	6%	7%
Asian/Filipino/Pacific Islander	9%	5%	4%	5%
Hispanic/Latino	30%	15%	17%	33%
American Indian	4%	1%	1%	1%
White	46%	70%	68%	41%
Race - Not Reported	4%	4%	4%	14%
Men	39%	49%	57%	34%
Women	61%	51%	53%	66%

Productive Engagement in Community

Bakersfield College CTE programs provide cutting-edge, rigorous and relevant instruction to prepare skills builders/incumbent workers and future employees for a wide range of high-wage, high-skill, and high-demand careers. Job placement data provide concrete evidence of students' attainment and practical application of BC's Institutional Learning Outcomes. For example, in a national survey among two-year colleges, BC ranked sixth for producing the highest value-added in mid-career earnings. Job placement rates among students who earned a CTE certificate averaged above 70% for the 2014-15 cohort.



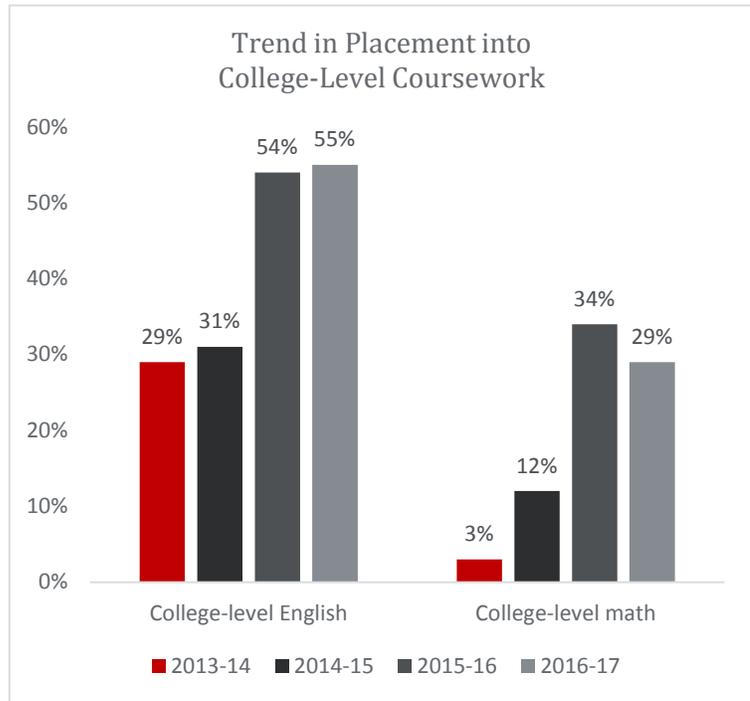
To ensure that CTE graduates demonstrate technical and professional competencies that meet employment standards and that they are prepared for external licensure and certification, BC uses a three pronged-approach: 1) collaboration with local and regional advisory committees, 2) ensuring adequate preparation for licensure exams, and 3) regular assessment of learning outcomes. The impact of this work can be seen in licensure exam pass rates exceeding 90% on average for the 2014-15 cohort.



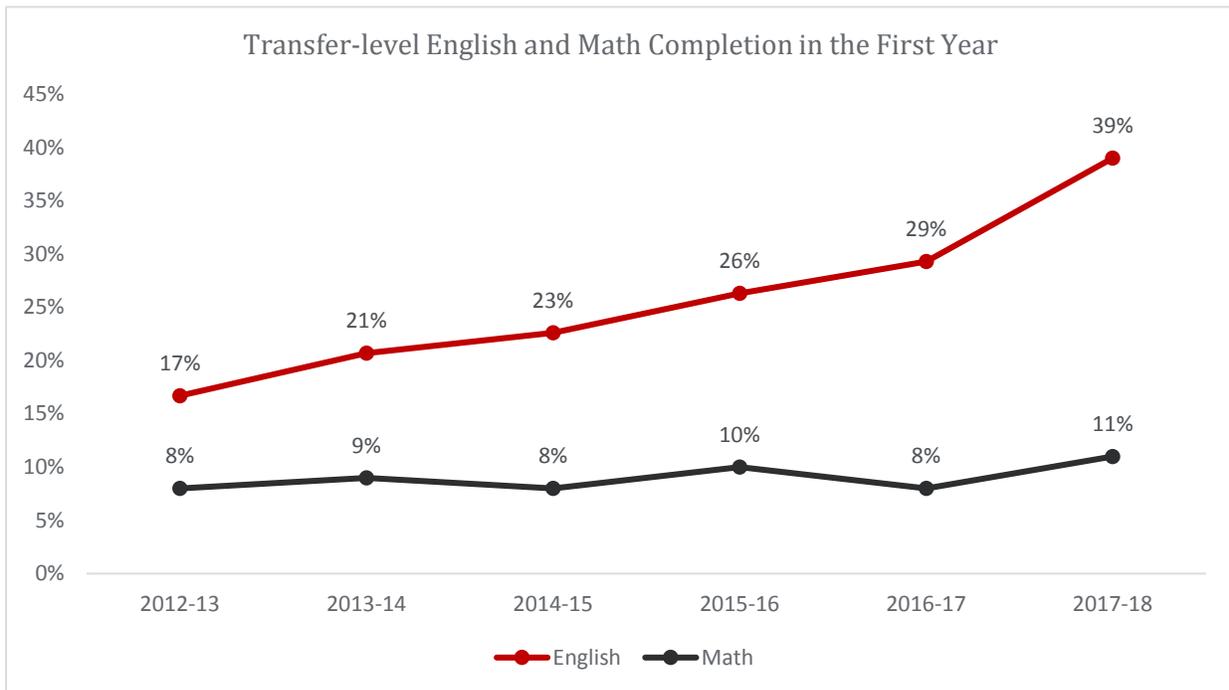
Rigorous Learning Environment

We support a rigorous and challenging learning environment for BC's students, as evidenced by the early adoption of multiple measures (MMs) of assessment criteria. As part of an effort to better match student capacity for success with opportunities to enroll in appropriate college- and transfer-level coursework, BC's use of MMs has resulted in many more students having access to college-level English and math.

Timely completion of transfer-level English has substantially increased over the past five years. Since 2012-13, Bakersfield College has more than doubled the rate at which students are completing transfer-level English in their first year.



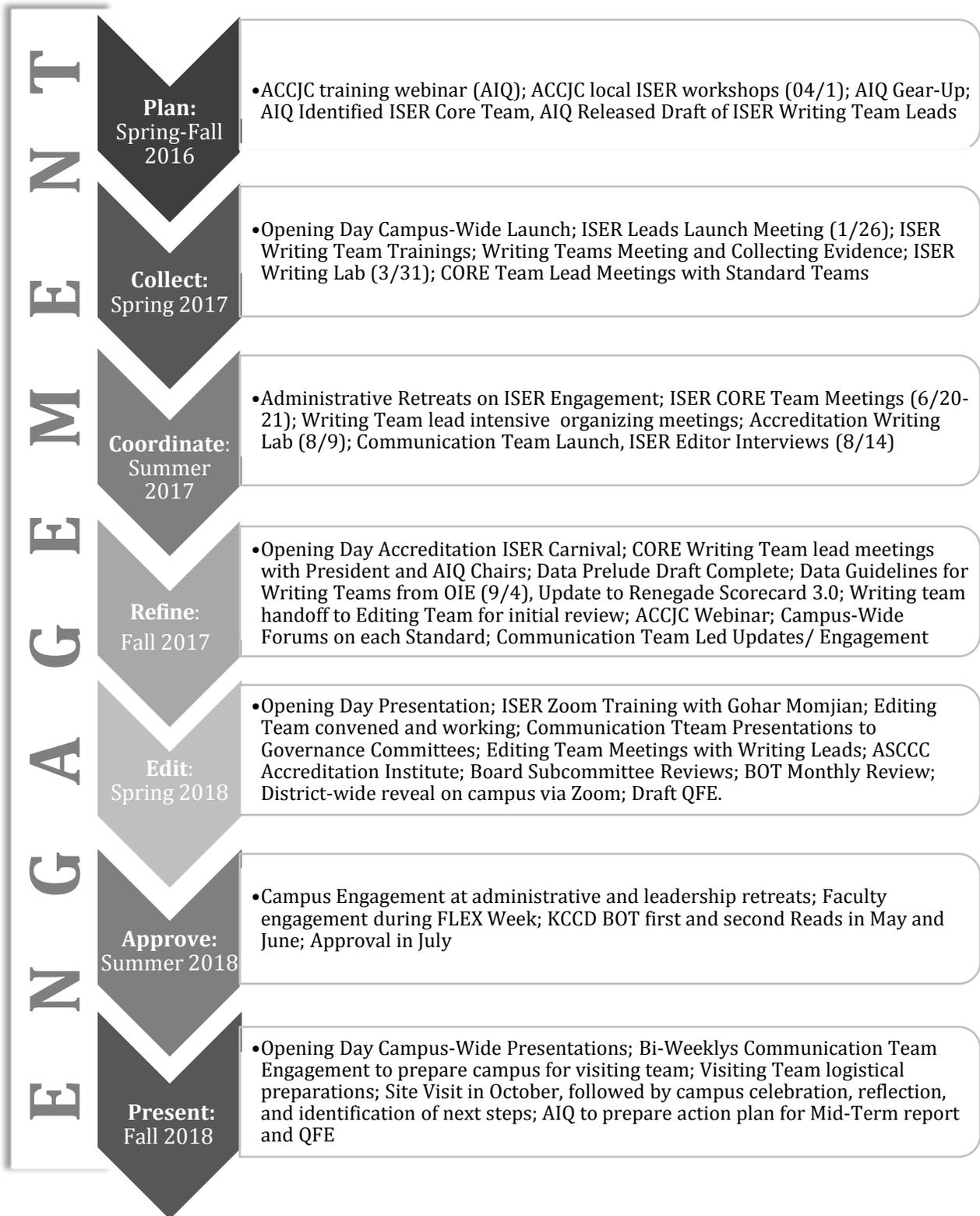
Completion of transfer-level math in the first year also increased 38% from 2012-13 to 2017-18, while the rate of improvement has not been as dramatic as with English, innovation in math instruction and placement practices continues unabated and should result in further increases transfer-level math completion in future years.



Source: CCCCO Scorecard supplemented with local data for 2017-18.

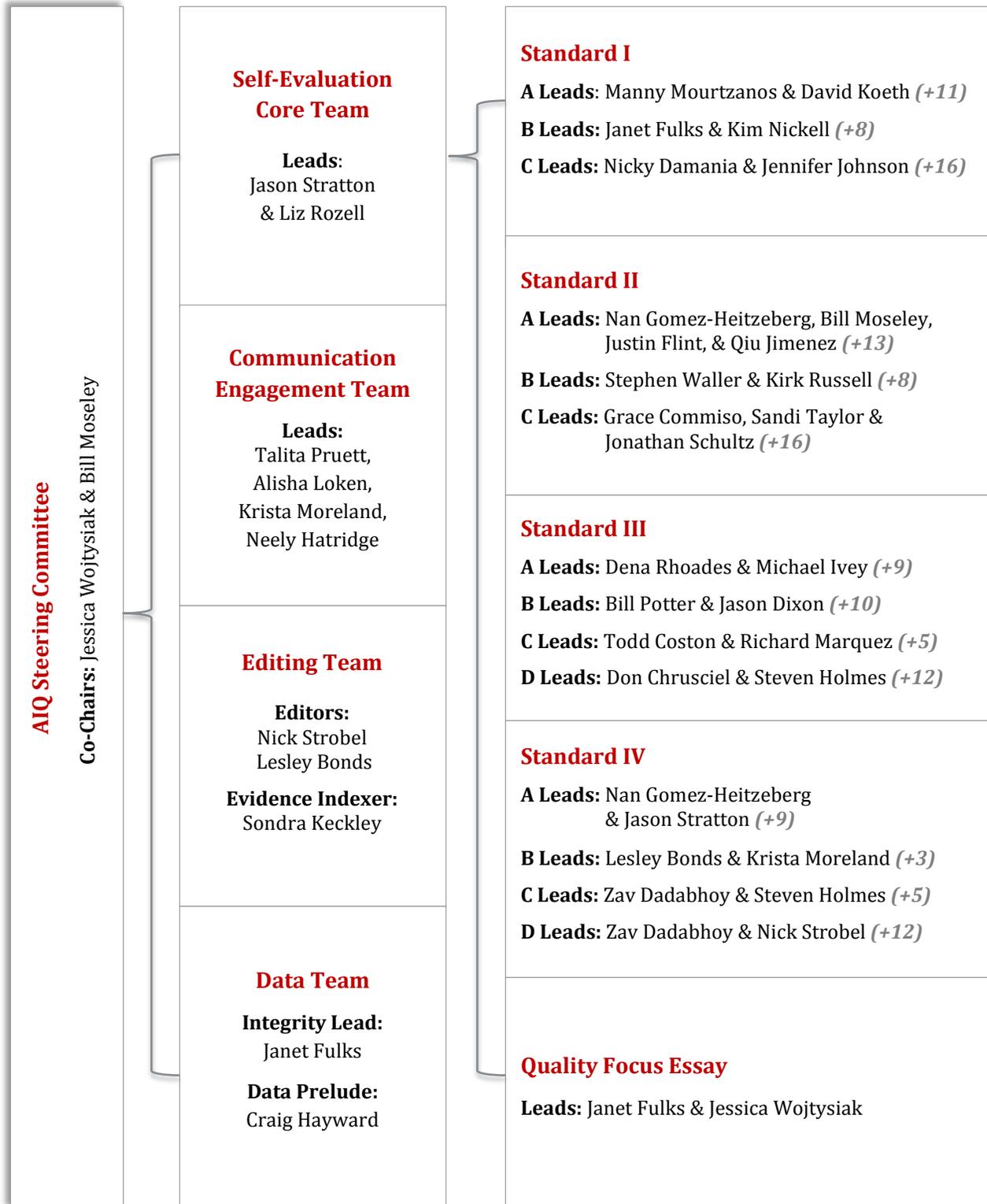
Organization of the Self-Evaluation Process

The following timeline graphically summarizes the major developments in our preparation and creation of this Institutional Self-Evaluation Report. Over 200 faculty, staff, administrators, and students engaged on writing teams, in open forums, and through our 12 campus-wide committees.



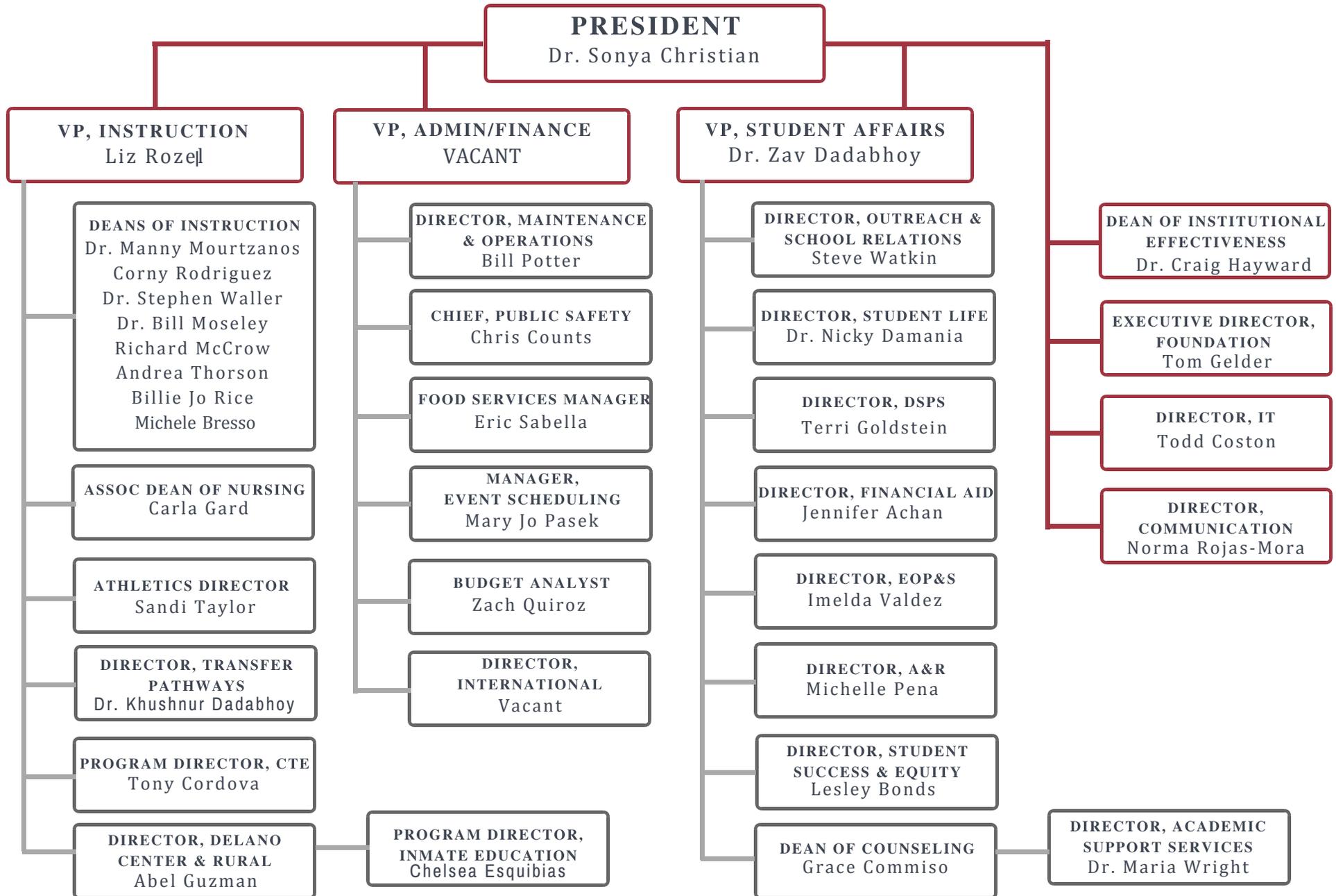
Organization of the Self-Evaluation Process: Organizational Structure

While hundreds of faculty, staff, administrators, and students engaged in our Institutional Self-Evaluation process through our shared governance structure, a core team, guided by the Accreditation and Institutional Quality Committee, took leadership of the report as detailed below.



BAKERSFIELD COLLEGE ORGANIZATIONAL CHART

May 2018



Functional Maps

The Functional Map includes indicators that depict the levels and types of responsibilities.

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity		
	College	District
I.A: Mission		
I.A.1	P	S
I.A.2	P	S
I.A.3	P	S
I.A.4	SH	SH
I.B: Assuring Academic Quality & Institutional Effectiveness		
I.B.1	P	S
I.B.2	P	S
I.B.3	P	S
I.B.4	P	S
I.B.5	P	S
I.B.6	P	S
I.B.7	P	S
I.B.8	P	S
I.B.9	P	S
I.C: Institutional Integrity		
I.C.1	P	S
I.C.2	P	S
I.C.3	P	S
I.C.4	P	S
I.C.5	P	S
I.C.6	P	S
I.C.7	SH	SH
I.C.8	P	S
I.C.9	P	N/A
I.C.10	SH	SH
I.C.11	N/A	N/A
I.C.12	P	S
I.C.13	SH	SH
I.C.14	P	S

Standard II: Student Learning Programs and Support Services		
	College	District
II.A: Instructional Programs		
II.A.1	P	S
II.A.2	P	N/A
II.A.3	P	N/A
II.A.4	P	S
II.A.5	P	S
II.A.6	P	S
II.A.7	P	S
II.A.8	P	S
II.A.9	P	S
II.A.10	P	S
II.A.11	P	S
II.A.12	P	S
II.A.13	P	S
II.A.14	P	S
II.A.15	P	S
II.A.16	P	S
II.B: Library and Learning Support Services		
II.B.1	P	S
II.B.2	P	S
II.B.3	P	S
II.B.4	P	SH
II.C: Student Support Services		
II.C.1	P	S
II.C.2	P	S
II.C.3	P	S
II.C.4	P	S
II.C.5	P	S
II.C.6	SH	SH
II.C.7	P	S
II.C.8	SH	SH

Standard III: Resources		
	College	District
III.A: Human Resources		
III.A.1	SH	SH
III.A.2	P	S
III.A.3	P	S
III.A.4	SH	SH
III.A.5	SH	SH
III.A.6	N/A	N/A
III.A.7	P	S
III.A.8	P	S
III.A.9	P	S
III.A.10	P	S
III.A.11	S	P
III.A.12	SH	SH
III.A.13	SH	SH
III.A.14	P	S
III.A.15	S	P
III.B: Physical Resources		
III.B.1	SH	SH
III.B.2	SH	SH
III.B.3	SH	SH
III.B.4	SH	SH
III.C: Technology Resources		
III.C.1	SH	SH
III.C.2	SH	SH
III.C.3	SH	SH
III.C.4	P	S
III.C.5	P	S
III.D: Financial Resources		
III.D.1	SH	SH
III.D.2	SH	SH
III.D.3	SH	SH
III.D.4	SH	SH
III.D.5	SH	SH
III.D.6	SH	SH
III.D.7	S	P
III.D.8	SH	SH
III.D.9	S	P
III.D.10	SH	SH
III.D.11	SH	SH
III.D.12	S	P
III.D.13	SH	SH
III.D.14	SH	SH
III.D.15	P	S
III.D.16	SH	SH

Standard IV: Leadership & Governance		
	College	District
IV.A: Decision-Making Roles and Processes		
IV.A.1	P	S
IV.A.2	SH	SH
IV.A.3	SH	SH
IV.A.4	P	S
IV.A.5	SH	SH
IV.A.6	SH	SH
IV.A.7	SH	SH
IV.B: Chief Executive Officer		
IV.B.1	P	S
IV.B.2	P	S
IV.B.3	P	S
IV.B.4	P	S
IV.B.5	P	S
IV.B.6	P	S
IV.C: Governing Board		
IV.C.1	S	P
IV.C.2	S	P
IV.C.3	S	P
IV.C.4	S	P
IV.C.5	S	P
IV.C.6	S	P
IV.C.7	S	P
IV.C.8	S	P
IV.C.9	S	P
IV.C.10	S	P
IV.C.11	S	P
IV.A.12	S	P
IV.A.13	S	P
IV.D: Multi-College Districts		
IV.D.1	S	P
IV.D.2	S	P
IV.D.3	S	P
IV.D.4	S	P
IV.D.5	SH	SH
IV.D.6	SH	SH
IV.D.7	S	P

- *P-Primary Responsibility*
- *S-Secondary Responsibility*
- *SH-Shared Responsibility*
- *N/A-Responsibility Not Applicable*

Certification of Institutional Compliance with Eligibility Requirements

1. Authority

Bakersfield College (BC) is a public two-year community college that has been in continual operation since 1913. In 2015, the California Community College Chancellor's Office (CCCCO) approved BC to pilot a baccalaureate degree; our first graduates earned their Bachelor of Science in Industrial Automation degrees in spring 2018. Bakersfield College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, which is recognized by the Council for Higher Education Accreditation and the U.S. Department of Education ([ER.1-1](#); [ER.1-2](#)). The college operates under the CCCCCO and authorized by the State of California. The college is one of three community colleges in the Kern Community College District (KCCD) service area, which is divided into five segments for elected representation as described in Standard IV.C.

2. Operational Status

Bakersfield College is operational, having served 31,292 students headcount in 2016-17 through diverse course offerings ([ER.2-1](#); [ER.2-2](#)). Our headcount continues to increase, with a 34.4 percent increase in enrollment over the last five years ([ER.2-3](#)). Bakersfield College students are actively pursuing degrees, with a 33.9 percent increase in awards over the last five years and the highest number of students who transferred last year at 670 – a 36.2 percent increase ([ER.2-4](#); [ER.2-5](#)). Bakersfield College is not only operational, it is thriving and students are earning awards and transferring at increasingly high rates in line with our mission, as discussed in our evaluation narrative in Standards I and II.

3. Degrees

As a Guided Pathway college, students enroll into a designated education pathway at entry. Nine Learning & Career Pathways lead to certificates, degrees, and/or transfer, while one pathway has been designed to help students explore and identify a goal in the first semester at the college. Evidence of our degree offerings are available in Standards I.A.1, I.C.2, I.C.4, II.A.1, and II.A.9, II.A.12, and II.A.13.

4. CEO

Dr. Sonya Christian was appointed president of Bakersfield College by the Board of Trustees (BOT) in January 2013. The President is responsible to the KCCD Chancellor and maintains the policies, procedures, rules, and regulations as set forth by the Chancellor, the BOT, the California Education Code, the Board of Governors of the CCCCCO, and the laws of California and of the U.S. The President delegates power and duties as appropriate and allowable per Board Policy. Evidence of the CEO's scope of responsibility as delegated by the KCCD BOT are described fully in Standards IV.B and IV.C.

5. Financial Accountability

An outside entity annually audits the KCCD while an independent, certified public accountant audits and certifies all auxiliary accounts as required in Board Policy (BP). Fiscal Accountability is delegated to the KCCD Chancellor, the Chief Financial Officer, and Internal Auditor through BP 3A14 and detailed in Procedure 3A14A. Evidence of all annual external audit reports, as well as budget and quarterly financial reports is described fully in Standard III.D. The college is Title IV compliant and certifies compliance annually in order to meet higher education responsibilities FDCR.A.10.060 ([ER.5-1](#)). The evidence file shows the student loan default rate has been decreasing as indicated in the financial aid report.

Certification of Institutional Compliance with Commission Policies

Public Notification of an Evaluation Team Visit and Third Party Comment

[Regulation citation: 602.23(b).]

Bakersfield College (BC) has solicited third party comments through a variety of face-to-face meetings ranging from student information to faculty and college-wide meetings. The college held a series of open forums for each of the standards ([CFR.1-1](#); [CFR.1-2](#); [CFR1-3](#); [CFR.1-4](#)). Bakersfield College also hosted a link for third party comments on our publicly accessible website ([CFR.1-5](#)). The college complies with the Commission *Policy on Rights and Responsibilities of the Commission and Member Institutions* on third party comments.

Standards and Performance with Respect to Student Achievement

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

Evidence documented in Standard I.B and II.A describe student performance and achievement at BC. Program Review, Strategic Directions scoring, and Assessment processes integrate evaluation of student achievement within programs and link the results with planning and decision-making. In addition, BC's guided pathways redesign of processes integrate new levels of student performance and achievement with intrusive messaging. The Institutional Scorecard defines the standards of student performance based upon our mission and reports the measurements through a college-wide process that addresses the Institution-Set Standards. These standards include required elements of job placement rates for program completers. For programs in fields where licensure is required, the licensure examination passage rates for program completers. Data Coaching practices discussed in Standards I.A.2, I.B.3, I.B.6, and IV.A.5 describe the broad discussions about student data at BC, an area that has expanded, and become part of the college DNA. The college complies with the Commission *Policy on Standards and Performance with Respect to Student Achievement*.

Credits, Program Length, and Tuition

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

Credit hour assignments and degree program lengths are within the range of good practice in higher education, comply with strict California regulation, C-ID and Transfer degree agreements that align with four-year institutions. Course and program descriptors are being even more thoroughly scrutinized within the Guided Pathways framework. Curriculum committee review, external program accreditation such as Radiologic Technology and Nursing programs, in addition to recent work with transfer institutions and Strong Workforce planning has resulted in verification of credit hours, clinical practice course and degree paths.

The college website, catalog and curriculum documents comply with units, hours, rigor and adherence to higher education practice. Clock hour conversions adhere to Department of Education formulas, policies and procedures. Degrees and credits comply with the commission's policies, standards for institutions of higher education and CCCCO regulations. Tuition for all programs are the same with the exception of the baccalaureate degree, which clearly explain the additional costs of upper division work. The college complies with the Commission *Credits, Program Length, and Tuition*.

Transfer Policies

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

The website, catalog, and other program documents appropriately display information about transfer policies including the acceptance of transfer units, AP/CREF and other testing results. BC complies with the commission's policy on Transfer of Credit and clearly describe this to students. Evidence of BC's transfer policies are detailed in Standard II.A.10. The college complies

with the Commission *Policy on Transfer Policies*.

Distance Education and Correspondence Education

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

Bakersfield College has specific processes, policies and procedures for defining, creating, and validating online/Distance Education (DE) coursework that is consistent with the Online Educational Initiative and U.S. Department of Education (USDE) definition of DE, as detailed with evidence in Standard II.A.2. The Curriculum Committee sets consistent policies and procedures that require regular and substantive interaction with the instructor and online activities that are factored into the student's grade. The college consistently applies standard practices for verifying the identity of students, and protects student information, with required FERPA training a critical component of employment as discussed in Standard II.C.8. The college complies with the Commission *Policy on Distance Education and Correspondence Education*.

Student Complaints

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

The BC Catalog and website describe clear policies and procedures for handling student complaints as detailed in Standard I.C.2. Student complaint files for the previous six years are available and demonstrate accurate implementation of the complaint policies and procedures. The accreditation associations and agencies are available on the website at the bottom of the page as a single click. Appropriate student complaint policies are documented in the ISER II.C. Public information for advertising and recruitment are consistent with the commission policies and regulations. The college demonstrates compliance with the Commission *Policy on Representation of Accredited Status* and the *Policy on Student and Public Complaints against Institutions*.

Title IV Compliance

[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.]

In BC's self-evaluation of Standards III.D10 and III.D.15, the college provides evidence of compliance with USDE Title IV regulations including the findings from any audits. The college and district standard practices with regard to financial responsibility requirements, program record keeping, and accountability. The district reports audit results annually, and presents at meetings of the Kern Community College District Board of Trustees regularly.

The institutional student loan default rate is within the USDE acceptable range and has been in decline because of policy changes and the restructuring of our student financial aid offices at the college. The college provides evidence in Eligibility Requirement 5 and Standard III.

All contractual relationships regarding student support services, library, tutoring, and other areas align with the standards. Bakersfield College complies with the Commission *Policy on Contractual Relationships with Non-Regionally Accredited Organizations* and the *Policy on Institutional Compliance with Title IV*.

STANDARD I: Mission, Assuring Academic Quality & Institutional Effectiveness, Institutional Integrity

Standard I.A: Mission

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

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

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

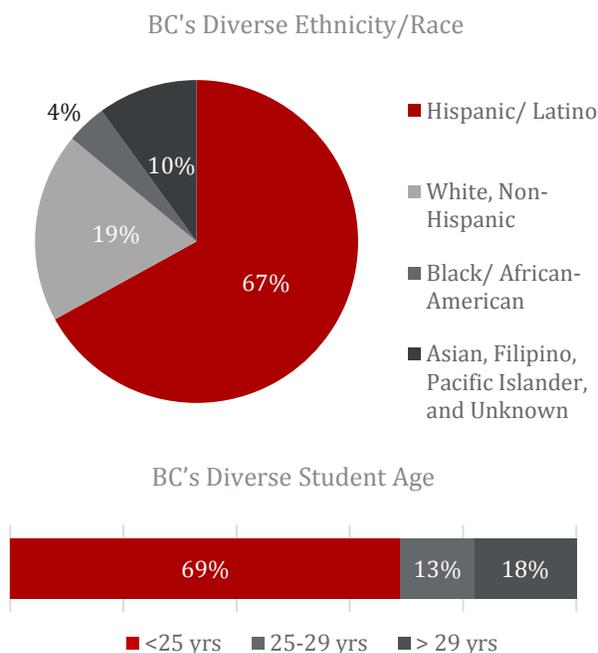
Analysis and Evaluation

Bakersfield College's mission statement describes its threefold educational purpose (college degrees, workplace skills, and transfer preparation), and our commitment to providing the diverse students we serve the intellectual skills they will need to thrive in the 21st century. Let's unpack the mission statement to get a better picture of what we do at Bakersfield College and who we serve.

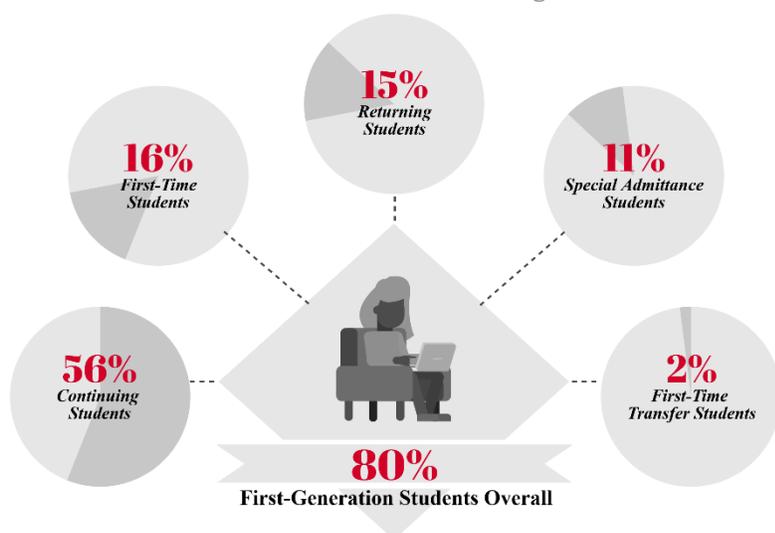
Intended Student Population

Bakersfield College students come from **diverse economic backgrounds**. Approximately 78% of BC students receive some form of financial aid. In 2015-16, eligible BC students received more than \$56 million in financial aid through various means, including Board of Governors (BOG) Enrollment Fee Waivers, Cal Grants, CARE Grants, Pell Grants, EOP&S Grants, Federal Direct Student Loans, scholarships, work study programs, and several other grants ([I.A.1-1](#)).

Bakersfield College students come from **diverse cultural backgrounds**. In 2016-17, 31,302 students enrolled at BC, comprised of the populations shown in the charts at right ([I.A.1-2](#)). Fifty-three percent are women, and 45% are men.



BC's Diverse Educational Backgrounds



The figure at left shows that BC students come from **diverse educational backgrounds**. In 2016-17, BC students were first time, returning, continuing, transfer, and special admits ([I.A.1-2](#)).

In rural areas of Kern County such as Lamont and Arvin, the percentage of First Generation students leaps up to 97% ([I.A.1-3](#); [I.A.1-4](#)).

In Fall 2017, BC enrolled 417 Inmate Scholars, as well as, 2,843 dual enrolled high school students in 149 sections ([I.A.1-5](#); [I.A.1-6](#)).

Degrees and Other Credentials

BC delivers an extensive set of undergraduate programs and learning opportunities for students to earn degrees, certificates, and/or credentials in a wide range of academic disciplines, career and technical education programs, and basic-skills education. In 2017-18, BC offers **111 academic programs** approved by the California Community Colleges Chancellor's Office, including 29 transfer degrees (ADTs), 39 AA/AS degrees, and 43 Certificates of Achievement. Of these programs, 76 are identified as career and technical education (CTE) programs ([I.A.1-7](#)).

Baccalaureate Degree

BC began offering courses through the **baccalaureate degree program**, the Bachelor of Science (BS) in Industrial Automation (IA) in fall 2016. The purpose of the BS aligns with the spirit of BC's mission, and we selected industrial automation to fill industry need for technologists that bridge the employment gap between a technician and an engineer. Our first BS students graduated in May 2018. ([I.A.1-8](#))

Commitment to Student Learning and Student Achievement

Bakersfield College's learning environment is **rigorous**. In 2015-2016, 1,055 students transferred from BC. In fall 2017, more than 1,000 transferred to CSU Bakersfield. Students who pursued two or fewer CTE classes at BC realized an average wage increase of 34.9% the following year.

Bakersfield College's learning environment is **supportive**. With a focus on the 80% of First Generation students, BC is deploying a high-tech, high-touch strategy through teams of faculty and staff we call our Completion Coaching Communities. Completion coaches work together to ensure all students have access to the tools they need to be successful from entry to transfer and/or employment. ([I.A.1-9](#)).

BC's rigorous and supportive learning environment ensures students attain our four Institutional Learning Outcomes (ILOs) described in the mission statement. Upon completion of an associate degree at BC, students will:

- **Think** critically and evaluate sources and information for validity and usefulness.

- **Communicate** effectively in both written and oral forms.
- **Demonstrate** competency in a field of knowledge or with job-related skills.
- **Engage** productively in all levels of society—inter-personal, community, the state and nation, and the world.

By ensuring clear alignment of all course-level Student Learning Outcome (SLOs) to the college’s ILOs, BC is able to assess and monitor students’ attainment of ILOs. Further, transfer rates and job placement data provide concrete evidence of students’ attainment and practical application of ILOs. For example, in a national survey among two-year colleges, BC ranked sixth for producing the highest value-added benefit to students’ education with respect to mid-career earnings ([I.A.1-10](#)).

The College meets Standard I.A.1.

I.A.2 | The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Bakersfield College determines how effectively it is accomplishing its mission through the use of data organized through four distinct data strands: 1. Student Learning; 2. Student Achievement; 3. Operational data; and 4. Perception data. These strands provide structure to the college’s **Strategic Directions (SD)** which detail five institutional priorities tied to our Mission Statement ([I.A.2-1](#)). BC reviews and revises these priorities every three years. We discuss in Standard I.B our re-organization of the SD for 2018-21 into the four pillars of Guided Pathways to coincide with the collegewide Guided Pathways System redesign.

The Renegade Scorecard, organized by the four data strands, has been integrated with SD since 2015. ([I.A.2-2](#)) Through the Renegade Scorecard, BC provides publicly-accessible institutional data and information pertaining to student enrollment, achievement, engagement, equity, and other key indicators of institutional effectiveness. The Renegade Scorecard also reports data from our administration of the Community College Survey of Student Engagement (CCSSE) that includes measures of critical thinking in our coursework.

Analysis and Evaluation

Our SD website details the specific goals and action plans for the three-year SD, as well as the status of our progress to meeting those goals. ([I.A.2-3](#)). Bakersfield College’s mission drives institutional priorities, as clearly evidenced in our Strategic Directions.

2015 Strategic Direction	Action Plans linked to BC Mission
Student Learning	Create a rigorous learning environment for students to demonstrate competencies and skills while pursuing associate and baccalaureate degrees and certificates, workplace skills, and preparation for transfer
Student Progression & Completion	Restructure college matriculation and academic support to provide opportunities for students from diverse economic, cultural, and educational backgrounds to access quality education, enter a clear pathway seamlessly, and access quality academic support needed to stay on the path
Facilities	Create a safe learning environment for twenty-first century instruction
Oversight & Accountability	Attain resources to improve student learning and completion and attain the resources needed to meet our mission .
Leadership & Engagement	Strengthen the leadership skills of all employees and students to engage productively in their communities and the world

Assessing for Improvement

To improve our ability to analyze our effectiveness in meeting our mission, BC established an Office of Institutional Effectiveness (OIE) staffed by a dedicated Educational Administrator, Researcher, Analyst, Executive Secretary, and Data Coaches in fall 2016. (I.A.2-4). Data Coaches are employees from all classifications trained to access various institutional data sources to support committees, completion coaching teams, departments, and others access quality data needed for planning and decision-making processes. (I.A.2-5)

Baccalaureate Degree

In order to meet our updated mission, we implemented the BS as a major initiative in the 2015 SD – Student Learning strand. The baccalaureate degree participates in the same program review and assessment processes we describe in our responses to Standards I.B and II.A.

The College meets Standard I.A.2.

I.A.3 | The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Perhaps the clearest illustration of the alignment of our programs and services to our mission and how the mission guides our decision-making, planning and resource allocation, is Bakersfield College’s annual Program Review process. Results from these processes inform the **decision-making** process related to resource requests, such as personnel, fiscal, facility, and technology requests for ongoing program growth and improvement. Individual departments, programs, committees, and work groups show **connections** to Bakersfield College’s mission in their annual program reviews (I.A.3-1). The BSIA follows the same program review process (I.A.3-2).

Analysis and Evaluation

The Program Review form requires each program, support service, and administrative unit to describe **how programs support the BC mission** through the following prompts:

- Describe how the program supports the Bakersfield College mission
- Link goals to one or more of the institutional goals from the BC strategic plan
- Analyze trend data from the last five years to identify unexpected changes or challenges and explain how the trend data impacted decision-making
- Justify the effectiveness of their resource request as linked to student success
- Tie personnel requests to the college’s Strategic Directions (I.A.3-3)

In culmination of the program review process, the President’s office creates an annual report called *Closing the Loop* showing how **resource allocation** is connected to the strategic goals and mission of the college. Beginning in spring 2013, this document compiles metrics showing results and the integration of the budget with our planning. (I.A.3-4).

In spring 2017, Bakersfield College released the Educational Master Plan (EMP) 2017-2020 that demonstrates how we will operationalize the Strategic Directions in advancing **student learning and achievement**. The EMP 2017-2020 shows how we are answering two critical questions for our future: (1) how will we continue to meet the growing needs of a community characterized by many students that live between financial and educational resource gaps; and (2) how will we maintain

rigor while increasing timely completion and valuing each student's goals and life challenges? As such, BC has embarked on a systemic Guided Pathways redesign of how we guide students to complete their educational goals ([I.A.3-5](#)).

Baccalaureate Degree

The BS follows the same program review process ([I.A.3-6](#); [I.A.3-2](#)). The baccalaureate program is discussed in several places of the 2017-2020 Educational Master Plan ([I.A.3-6](#)).

The College meets Standard I.A.3.

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

Bakersfield College **widely publishes** the mission statement in various locations, including the BC Catalog ([I.A.4-1](#)), the Educational Master Plan ([I.A.4-2](#)), the Student Handbook ([I.A.4-3](#)), and the Faculty Handbook ([I.A.4-4](#)), all of which are publicly accessible on the BC website. BC's mission is also posted on the Panorama and Delano campuses. Not surprisingly in this digital age, significantly more people have read our mission statement on the website than through any other modality: almost 75% on the web vs. the next highest place (the BC catalog) at 50% ([I.A.4-5](#); [I.A.4-6](#)).

Analysis and Evaluation

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

BC **updated** the institutional mission statement in 2015 to specifically denote the College's authority to confer baccalaureate degrees ([I.A.4-7](#)) as well as to include BC's updated Institutional Learning Outcomes. The Kern Community College Board of Trustees adopted the current mission statement on May 15, 2015 ([I.A.4-8](#)).

Bakersfield College's work related to its mission is widely publicized to the community through the Career-Technical Advisory Committee, the BC Foundation, the president's blog, and other traditional and social media forums.

The College meets Standard I.A.4 and Eligibility Requirement 6.

Standard I.B: Assuring Academic Quality & Institutional Effectiveness

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

Bakersfield College has a deeply-rooted culture of dialog that occurs in our formal structure as well as less formally in workshops and in between meetings. Our formal structure is **intentionally designed** to ensure a systematic and regular dialog happens. We embed these dialogs in our annual program review and assessment processes as well as the longer-term processes of our Educational Master Plan and Strategic Directions that are developed and implemented over a three-year cycle.

Analysis and Evaluation

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

Committee	Evidence of Multi-Dimensional Dialog
Program Review Committee (PRC): Facilitates an annual, systematic self-assessment of institutional effectiveness for instructional, student services, administrative, and operational areas (I.B.1-3).	In a peer review process that adds another dimension to the dialog, the PRC provides feedback to each program and administrative unit (I.B.1-4 ; I.B.1-5). The PRC receives feedback about the process and adjusts accordingly for the next cycle (I.B.1-6)
Assessment Committee (AC): representatives from all programs, coordinates all processes related to the assessment of Institutional, Program, and Student Learning Outcomes (ILOs, PLOs, SLOs) (I.B.1-7).	The program assessment form includes questions about outcomes assessment, ILO alignment, SLO dialog; and projects or objectives advancing student equity (I.B.1-8). Faculty and administrators complete the annual SLO Assessment Worksheet and the AC gives feedback (I.B.1-9 ; I.B.1-10 ; I.B.1-11).
Accreditation & Institutional Quality Committee (AIQ): Representatives review and monitor the collection of evidence and progress to ensure they result in integrated, meaningful, and sustained college improvement (I.B.1-12).	Ensures that the three-year Strategic Directions are reviewed with input from all constituent groups each term and updated as necessary. Reports to College Council and posts the results on the Strategic Directions website (I.B.1-13).

The faculty committee chairs from the PRC and the AC are members of AIQ, thereby ensuring dialog about meeting our goals for equity, academic achievement, and student learning has the rich data needed to spur improvement.

Although SLO processes are robust, we are continually looking for ways to improve student learning. In 2017, a team of faculty and administrators received a grant from the Institutional Effectiveness Partnership Initiative to support efforts to establish a new system that integrates curriculum and student learning outcomes assessment in a way that enables streamlined, easy collection of individual student learning outcome data directly from Canvas assessments ([I.B.1-14](#)).

The other **three-year dialog process** we engage in is the **Educational Master Plan (EMP)**. We have created two EMPs since our last accreditation self-evaluation report in 2012. We created the 2014-

17 EMP through a collaborative effort by members of the BC community, bringing together key information that guides and informs the College through 2017. The college held focus groups with administrators, faculty, and staff who represent the areas of focus: Career and Technical Education, Transfer, and Basic Skills to discuss how to best serve students in alignment with the College's Strategic Focus Plan ([I.B.1-15](#)). In addition, the community engages regularly through advisory committees.

The latest EMP for 2017-20 will guide us through 2020. The 2017-20 EMP is set in the Guided Pathways framework to improve student success and promote equity in achievement and learning outcomes ([I.B.1-16](#); [I.B.1-17](#); [I.B.1-18](#)).

**Evidence of Leadership in
Community & State Dialog**

**Annual Community Leader
Meetings**

([I.B.1-19](#); [I.B.1-20](#); [I.B.1-21](#))

Statewide Professional Summits

([I.B.1-23](#); [I.B.1-24](#))

BC also engages in *dialog with our community* about how best to meet the needs of our marginalized and underserved populations. For example, Equity TV is a weekly, hour-long program designed to inspire future students and their families to pursue higher education. High schools and churches use Equity TV in their outreach efforts ([I.B.1-22](#)).

Our collegial dialog includes *learning from colleagues across the state and country* when we invite colleagues for a day of engagement. In the past two years, BC has organized and hosted multiple statewide institutes which grappled with issues raised by the BC's strategic directions: *Leadership Matters* in spring 2017, and *Redesigning Community Colleges* in spring 2016.

Through active engagement of students in the classroom and co-curricular activities, BC gives *all* students the intellectual skills they will need to thrive in the 21st century: thinking critically, communicating effectively, and engaging productively in their communities and the world.

The College meets Standard I.B.1.

I.B.2 | The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

As discussed in I.B.1, BC's Assessment Committee ensures we have *defined and are assessing* student learning outcomes. Assessment data are gathered in our annual program review process ([I.B.2-1](#)) and other activities coordinated by the AC ([I.B.2-2](#)). BC initially utilized CurricUNET for SLO assessment work ([I.B.2-3](#)) but now utilizes eLumen to enhance our ability to disaggregate outcomes data at all levels and to provide clarity in reviewing, reporting, and archiving reports.

Analysis and Evaluation

BC has mapped all of its course level SLOs to its PLOs and the ILOs as well as the General Education SLOs where appropriate ([I.B.2-4](#)). Program level student learning assessment data are gathered in the fall as part of the program review process ([I.B.2-5](#); [I.B.2-6](#)). Every SLO in a course is assessed within a six-year cycle. Course level SLOs and PLO assessment data and analysis are posted on the AC's website for *all* programs ([I.B.2-2](#)). (ER11)

For nearly two decades, BC has been *assessing, revising, and improving course, program and institution-level outcomes*. For example, the Biology Associate of Science program's assessment of

student learning showed the need to implement Supplemental Instruction (SI). The Biology department is currently comparing success rates of SI attendees vs. those who do not ([I.B.2-7](#)).

All student and learning support services at BC have developed **Administrative Unit Outcomes** (AUOs) and/or goals that align with the ILOs. The assessment of the AUOs is also gathered in the annual program review process and posted on the AC's website. As reported in our Annual Reports to ACCJC for the past three years, all of our courses, programs and student services and learning support student learning outcomes have been assessed ([I.B.2-8](#); [I.B.2-9](#); [I.B.2-10](#)).

As discussed in Standard I.A, we improved our ILOs to better align with our mission in 2013. In addition to the course-level SLO and PLO mapping to the ILOs, we also assess the ILOs using various tools. These tools include surveys and by aggregating actual performance assessments that are then analyzed to find out how to improve the institutional learning process.

BC's ILOs
Think critically
Communicate effectively
Demonstrate competency
Engage productively

Examples of our assessment of the ILOs can be seen in both instructional and student affairs units. Our multiple-course assessment of Critical Thinking (ILO I) in 2014 led us to reshape the student support services delivery ([I.B.2-11](#); [I.B.2-12](#); [I.B.2-13](#); [I.B.2-14](#); [I.B.2-15](#)). Over 40 faculty normed their expectations and, using a rubric, scored and discussed the outcomes. As a result, BC expanded SI to general education courses with no prerequisites, therefore representing large numbers of under-prepared students. In spring 2017, a sample of English B53 students' were assessed for engagement with their community, nation and world ([I.B.2-16](#)).

The fall 2016 survey of student employees offers further evidence of our **college-wide assessment of our ILOs** ([I.B.2-17](#)). Through the survey, BC examined student employee perceptions of ILO competencies and used the results to shape peer mentor training.

Baccalaureate Degree

Baccalaureate degree outcomes and assessment tools were developed through discussions with the CSU and the industry partners. A review of upper division curricular outcomes ([I.B.2-18](#)) indicate high level student outcomes such as "create, design, diagnose, propose processes, implement processes, evaluate, synthesize, examine" and the program outcomes focus on competency in the specific field including technical and management competencies. Student support is integrated into the coursework using college resources and an embedded counselor. Assessment is mapped from the courses to the program to the instructional learning outcomes and assessed via a timeline. ([I.B.2-19](#); [I.B.2-20](#)) The program review assessment report clearly displays the use of assessment to improve the program, particularly in the alignment of curriculum. ([I.B.2-21](#)) Further evidence effective outcomes assessment and support is the student achievement data, particularly persistence and completion rates ([I.B.2-22](#)).

The College meets Standard I.B.2 and Eligibility Requirement 11.

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

Because of our desire to create the rigorous and supportive learning environment described in our mission statement, BC has established ***Institution-Set Standards*** (ISS) for student achievement that are appropriate to our mission ([I.B.3-1](#)). These objective, mutually-agreed upon metrics enable all stakeholders to have a common frame of reference. BC began setting institutional standards in 2013, before they were required.

We have also established Institutional Effectiveness Program Initiative (IEPI) goals required by the California Community College Chancellor’s Office (CCCCO) ([I.B.3-2](#)) and standards reported in the ACCJC Annual Report ([I.B.3-3](#); [I.B.3-4](#); [I.B.3-5](#)). To simplify the various metrics we gathered as a part of our involvement in Achieving the Dream and the American Association of Community Colleges (AACC) Pathways Project, BC partnered with KCCD Institutional Research to create a matrix aligning reporting requirements and standards into the Elements of Student Success ([I.B.3-6](#)).

Analysis and Evaluation

BC’s ISS are appropriate to our mission and are publicly available on the Renegade Scorecard ([I.B.3-7](#)).

Mission Statement	ISS Alignment
<i>...attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer</i>	Metrics for course success rates, transfer-level English and Math completion, Skills Builders, degree, certificate & transfer outcomes, licensing pass rates in allied health, and our job placement rates
<i>...opportunities for students from diverse economic, cultural, and educational backgrounds</i>	Disaggregated by socio-economic status, race/ethnicity, and educational background

BC has ***assessed our progress*** and made steps to continuously improve the ISS through an ***iterative process***. The first ISS were based on the student success scorecard data, "ARCC 2.0," through college-wide dialog and voting and have since evolved ([I.B.3-8](#)). The second iteration of the ISS aligned with our Strategic Directions. BC developed the current ISS in spring 2017 through a process of data review by the Office of Institutional Effectiveness, and Data Coaches ([I.B.3-9](#)). As a result, BC added three new factors into the ISS:

- ***IEPI key indicators*** from the CCCCCO
- ***Guided Pathways metrics*** for milestones and completion
- ***CTE and Employment data*** – CTE success, awards, Skills Builders, award specific employment and gainful employment

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

Our ISS create both a floor and an aspirational goal. In ***pursuit of continuous improvement***, BC reviews trend metrics for the past five years and has developed an action plan to improve our processes if we fall below an ISS. At the request of College Council, the Office of Institutional Effectiveness developed the plan and it has been approved through the governance process ([I.B.3-10](#); [I.B.3-14](#); [I.B.3-15](#); [I.B.3-16](#)). (ER11)

In addition, the CCCCCO requires colleges and districts to set their IEPI standards and aspirational goals each year ([I.B.3-17](#)). Our IEPI goals are still evolving as described in the IEPI 2017 College Goal-setting process document ([I.B.3-18](#)).

Baccalaureate Degree

Bakersfield College has established ISS for the baccalaureate program separately from the associate degree programs, although the processes, review, and dialog discussed throughout this standard are applicable to the baccalaureate degree ISS. Because the program is relatively new with our first BS graduates completed the program in May 2018, the following standards are reported on the Renegade Scorecard and BC will include employment data in the future:

- Student Retention
- Course Success (BS-level courses)
- Completion Rate
- Employment TBD

The College meets Standard I.B.3 and Eligibility Requirement 11.

I.B.4 | The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

The monitoring of progress on BC's Strategic Directions through the college's committee structure ensures that assessment of student learning and student achievement are always front and center in decision-making. The PRC and AC work closely to collect relevant assessment data at the course, program, and institutional levels and analyze it ([I.B.4-1](#); [I.B.4-2](#); [I.B.4-3](#); [I.B.4-4](#)). Both committees work with AIQ to get a college-wide view of progress and determine necessary systems changes to improve student learning and achievement ([I.B.4-5](#)).

BC's Four Data Strands

**Student Learning
Student Achievement
Operational Data
Perception Data**

We determine how effectively we are accomplishing our mission through the use of data organized through four distinct **data strands**. These strands provide organization to the 2015-18 Strategic Directions ([I.B.4-6](#)) and the website shows how the other three strategic directions all support the primary directions of student learning and student progression & completion. AIQ monitors our evaluation activities to ensure they are integrated

with our Strategic Directions. The faculty chair of AIQ is a member of both the Academic Senate's Executive Board and College Council to make sure we keep our efforts focused on sustaining our improvement of how we **support student learning and achievement**.

As this ISER was being developed, we mapped the Strategic Directions into the four pillars of Guided Pathways to coincide with the collegewide Guided Pathways System redesign ([I.B.4-7](#)). The four pillars (Clarify the Path, Enter the Path, Stay on the Path, and Ensure Learning) are described more fully in other parts of the ISER. Because the 2018-2021 Strategic Directions were still in development as this ISER was finalized, our analysis and evaluation throughout the ISER will use the 2015-18 Strategic Directions. What hasn't changed is that the other strategic directions still support the primary directions of student learning and student progression & completion

Analysis and Evaluation

The four data strands provide a structure in organizing our data and metrics for all of the various initiatives and operations happening at an institution focused on student learning and achievement.

Data Strand	Evidence in BC Initiatives (2015-18)
Student Learning	eLumen SLO Module, Program Reviews (I.B.4-1)
Student Progression & Achievement	Achieving the Dream, Making It Happen, Habits of the Mind, Equity Plan, and Basic Skills Initiative Plan
Operational Data	Student Success & Support Program, Student Equity, Human Resources, Finance, and local metrics
Perception data	CCSSE Benchmarks; supplemental questions on Habits of Mind; BC Perception Survey; and KCCD Climate Survey

As a result of a variety of efforts flowing from the strategic plan data strands, we created a matrix to help us visualize the integration and collaboration between the various plans related to institutional goals and student learning ([I.B.4-8](#)).

Below is a sampling of evidence of the broad range of support services created as a result of assessment across the middle two Guided Pathways pillars:

Enter the Path	Stay on the Path
<p>Summer Bridge: Intensive orientation for incoming first year students, providing them with success strategies and tools. It is also an intensive professional development activity available to all new and current faculty (I.B.4-9).</p> <p>Student Success and Equity (I.B.4-10)</p>	<p>Extend the Classroom for ACDV B72, Math B60 (I.B.4-11)</p> <p>Supplemental Instruction (I.B.4-12)</p> <p>Writing Center (I.B.4-13)</p> <p>AAMP, ASTEP, Math Tutors (I.B.4-14; I.B.4-15)</p> <p>STEM Center, support for higher-level math (I.B.4-16)</p>

Determining course level SLOs, PLOs, and ILOs and the alignment and our mapping work falls under the Clarifying the Path pillar while the assessment of the SLOs, PLOs, and ILOs is part of the Ensuring Learning pillar; they are inherently interconnected.

The College meets Standard I.B.4.

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

BC's annual Program Review and Strategic Directions updating and monitoring processes are the primary ways we assess how well we are accomplishing our mission and the process through which we evaluate our goals, objectives, student learning outcomes, and student achievement. The Kern Community College District (KCCD) Institutional Research office collaborates with BC to organize and analyze the course, program and institutional data appropriately disaggregated.

Analysis and Evaluation

All academic programs (including our baccalaureate program), student affairs and other administrative units participate in the annual program review process, designed to assess each program's *progress toward achieving institutional goals* to ensure student achievement ([I.B.5-1](#)). Every three years, the program or unit completes a comprehensive review and an annual update in the intervening years. Example prompts in the Program Review include:

Program Review Form	Program Assessment Form
Describe program support of BC's mission	How the outcomes assessment informs program planning
Demonstrate each program goal linkage to one or more institutional goals	PLOs and AUOs alignment with and mapping to ILOs
Analyze trend data from the last five years to identify changes or challenges, and to explain how trend data impacted the decision-making process for the program	Engagement in collegial dialog about SLOs, and how projects or objectives will impact student equity (I.B.5-2).
Justify the effectiveness of program's resource request (personnel, technology, equipment, facilities, etc.)	

The KCCD IR Office annually provides **disaggregated data** for use in program review ([I.B.5-3](#)). Additionally, district IR annually provides BC a distance education report while the Office of Academic Technology closely monitors online sections via a daily report developed by the Office of Institutional Effectiveness ([I.B.5-4](#)).

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

Program Review Data Disaggregation

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

Program Assessment via Program Review

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

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

The College meets Standard I.B.5.

I.B.6 | The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

BC uses support provided by the KCCD's IR Office as well as its own Office of IE and a team of Data Coaches to collect, analyze and report institutional data ([I.B.6-1](#)). As described in our responses to Standards I.B.3 and I.B.5 above, our student success, progression and completion data are disaggregated in numerous ways so that we can evaluate how well we are providing "opportunities for students from diverse economic, cultural, and educational backgrounds to attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer." Besides the Program Review data described above, the analyses of disaggregated data are evident in other institutional documents including the Student Equity Plan ([I.B.6-2](#)), Student Success and Support Program (SSSP), and Achieving the Dream.

In the future, we hope to improve our capabilities to educate our diverse student population by disaggregating and analyzing the learning outcomes (SLOs, PLOs, and ILOs) by subpopulations of students. Our SLO data was housed in CurricUNET and assessment documented in a homegrown database of Excel spreadsheets. In 2017-18 we moved the data to eLumen allowing faculty to generate reports to facilitate analysis on the assessment results as well as comprehensively mapping course SLOs to PLOs and ILOs ([I.B.6-3](#)).

Analysis and Evaluation

In BC’s Program Review process, programs use data to disaggregate student achievement by various elements, success by program type, and other demographic variables as needed. Faculty and staff address equity in the program review process and set goals to address achievement gaps ([I.B.6-4](#)). Furthermore, we *disaggregate and analyze* student access data, completion and transfer rates, and basic skills math/English learning outcomes by sub-populations. Evaluation of these data has led to institutional changes to reallocate human, fiscal and other resources; for example, following a data review of trailing success rates among our African American student population, BC established a robust African American Initiatives team with staffing and programmatic support. This work has been recognized locally and nationally, with the Kern County Black Chamber of Commerce recognizing BC as the Corporate Partner of the Year in 2018.

Evidence of *resource allocation and repurposing* can be seen by our institutional response to a BC data analysis by Peter Bahr in 2015, which revealed that students starting at four levels below transfer had less than a 1% chance of ever getting to the transfer-level math courses ([I.B.6-5](#)). Further, a large achievement gap for African American, Hispanic, and returning adult students persisted at every level of remediation. Examples are below:

Enter the Path	Stay on the Path
<p>Grew outreach from 800 to 8000+ in mostly rural areas from 2014-16 (I.B.6-6)</p> <p>Began offering transfer-applicable courses in prisons throughout Kern County (I.B.6-7; I.B.6-8)</p> <p>Implemented multiple measures (I.B.6-9)</p> <p>Massive hiring in counseling/advising; focus on Latino and Black students (I.B.6-10; I.B.6-11)</p> <p>Scaled technology project to address inadequate numbers of minimally qualified faculty in 43 dual enrollment locations (I.B.6-12)</p> <p>Curricular redesigns to reduce remediation sequence (I.B.6-13; I.B.6-14)</p> <p>Rewrote math curriculum to accelerate courses (I.B.6-15)</p> <p>Piloted EducoSoft in to explore remediation effectiveness (I.B.6-16)</p>	<p>Hired professional and student tutors in academic support redesign (I.B.6-17)</p> <p>Converted ACDV B72 class structure to an Extend the Class (ETC) model (I.B.6-18)</p> <p>Increased rental calculators (I.B.6-19)</p> <p>Doubled PSYC B5 sections to meet student demand</p>

Example success resulting from our implemented strategies:

- Research (Bahr 2016) revealed that acceleration of remedial math courses greatly increased student probability of college level math completion ([I.B.6-20](#)).
- ETC has increased student success by 18% and student retention by 35%. English B53 and Math B60 began using the ETC model, funded by integrated sources (BSSOT, BSI, Title V).

In our implementation of Guided Pathways, BC has recognized a need to focus on offering more of the sequential classes students need to complete their program’s pathway in a timely manner, with a particular focus on math.

The College meets Standard I.B.6.

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

Because BC embraces its mission, we regularly evaluate our policies and practices at the course level, program level, department level, committee level, and college-wide level to identify successful strategies and obstacles to overcome to improve student learning and achievement. BC has a deeply-rooted formal and informal systems of intentionally-designed evaluation dialog.

Analysis and Evaluation

As described in our responses to Standards I.B.1, I.B.2, I.B.4, I.B.5, this institutional dialog is demonstrated in the ongoing annual work of various committees and the long-term development of the three-year Educational Master Plan and Strategic Directions.

The annual Program Review process includes the individual program data collection and reflection by the programs. The PRC **regularly evaluates its practices and seeks feedback** about how well the program review process works in helping programs and administrative units assess their effectiveness (I.B.7-1). PRC modifies the forms according to broadly collected feedback. (I.B.7-2; I.B.7-3; I.B.7-4). The evidence shows the evolution of the program review forms over the past two years; specifically, at the conclusion of the 2015-16 Program Review cycle, we determined that a few new forms were needed to help facilitate the program review process:

- **Resource request form** for "other" instructional equipment to address technology not directly computer or AV-related but still considered instructional for each program, such as welding tools and automotive diagnostic tools (I.B.7-5).
- An **assessment form** to facilitate data collection for committee work and reporting (I.B.7-6).

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

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

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

BC’s longer-term evaluation process is the three-year timeline for the Educational Master Plan and Strategic Directions. We use this evaluation process to determine **policy revisions** and changes to practices. Section III of the 2017-20 Educational Master Plan describes the major structural shifts we are undertaking to implement Guided Pathways. (I.B.7-18; I.B.7-19). Implemented practice

changes include the organization of all programs of study into 10 meta-majors with associated Completion Coaching Communities. ([I.B.7-18](#)).

Baccalaureate Degree

As described above, BC has a rigorous, ongoing, annual review of all programs which integrate learning support needs, budgeting, human resource, facility, and technical needs. The baccalaureate program is uniquely reviewed based upon upper division coursework and learning outcomes. In addition, because the program is a statewide pilot, Biannual Progress reports track unique issues such as outreach, upper division General Education requirements, roll out of coursework, faculty minimum qualifications, and cohort pathways, fiscal tracking, financial aid processes, employment tracking, and admission criteria ([I.B.7-20](#); [I.B.7-21](#); [I.B.7-22](#)).

The College meets Standard I.B.7.

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

BC's deeply-rooted culture of dialog, formally sustained, ensures transparency in communication of assessment and evaluation results. BC ***broadly communicates*** our points of pride alongside our challenges and shortcomings on the BC website and the 12 campus-wide committee webpages. The broad communication facilitates meaningful dialog in less formal settings of workshops and in between meetings throughout the college. At BC, we actively practice our ***core values of Learning and Community***, creating a community where employees share in ongoing learning.

Evidence of BC's Broad Communication

Renegade Scorecard
([I.B.8-1](#))

Committee Websites
([I.B.8-2](#))

BClearns
([I.B.8-3](#))

The president routinely communicates to the campus through the Renegade Roundup, which regularly includes data and assessment results. The documents posted on the committees' webpages include, but are not limited to, agendas, committee minutes, presentations, survey results, supporting documents and reports from guests. All agenda items require written materials. The Renegade Scorecard is a public tool for both communication and honest dialogue about our important work at the college to transform our students' lives.

In 2015, the Strategic Directions Taskforce was formed and created a process which provides campus-wide engagement in goal-setting, action plan development, and assessment of progress through the Strategic Directions Reports. The report process provides the opportunity for dialog and collaboration among college committees and administration.

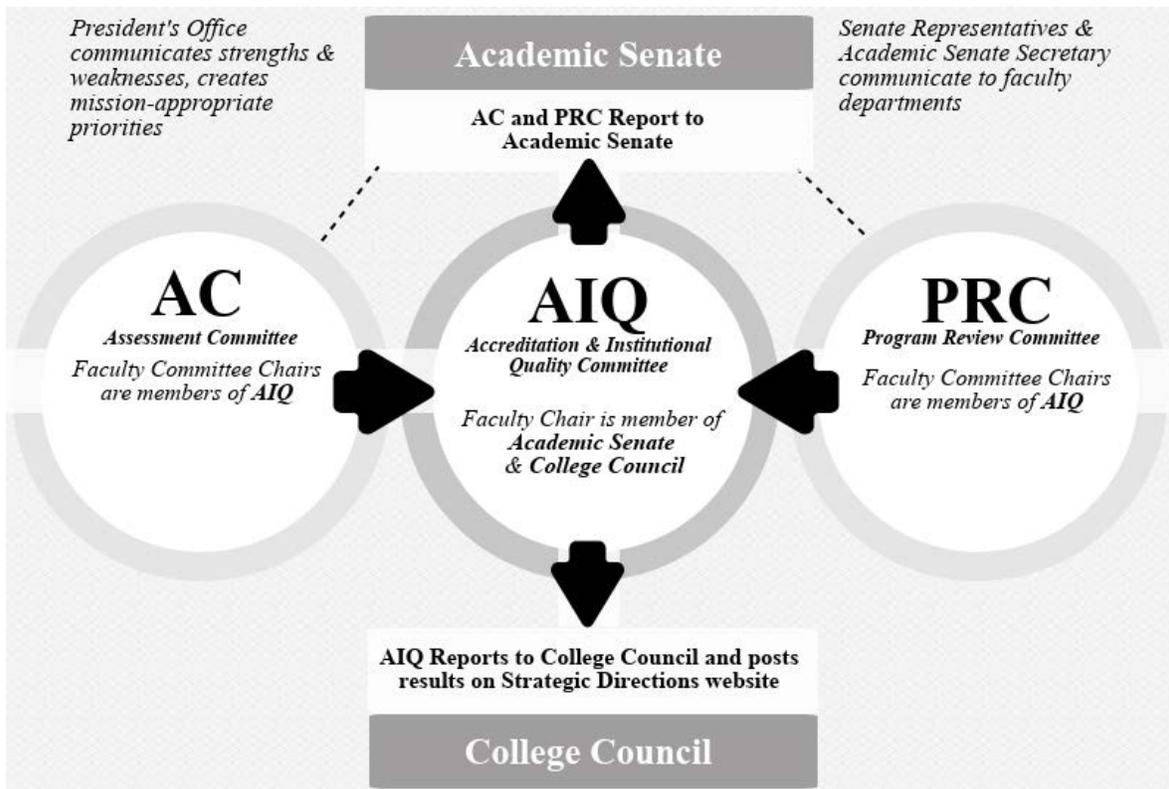
Analysis and Evaluation

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

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

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

The AC and PRC report to the **Academic Senate** at each meeting and their faculty chairs sit on the Senate's Executive Board to ensure communication regarding assessment and evaluation activities. Although the reports are posted in Senate minutes, Senate representatives are responsible for communicating results of assessment and evaluation activities back to their departments. The Academic Senate Secretary also emails a brief recap of the recent Senate meeting to all of the faculty ([I.B.8-17](#)).



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

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

The College meets Standard I.B.8.

I.B.9 | The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. (ER 19)

BC's formal structure is intentionally designed to ensure that we engage in continuous, broad-based, systemic evaluation and planning. The PRC works in conjunction with other campus committees and departments, including Information Services Instructional Technology, Assessment, Facilities, Budget, Human Resources and Curriculum to provide a robust process. Through careful documentation and analysis, the PRC facilitates the process for instructional and non-instructional programs to reflect on the effectiveness of their programs, to develop goals and action plans, and to work toward enhancing their programs to achieve improved quality ([I.B.9-1](#)). The PRC works with AIQ to get a college-wide view of our progress toward accomplishing our mission ([I.B.9-2](#)).

Evidence of BC's Systemic Evaluation & Planning

Annual & Comprehensive Program Review Completion:

104 in 2016-17

109 in 2017-18

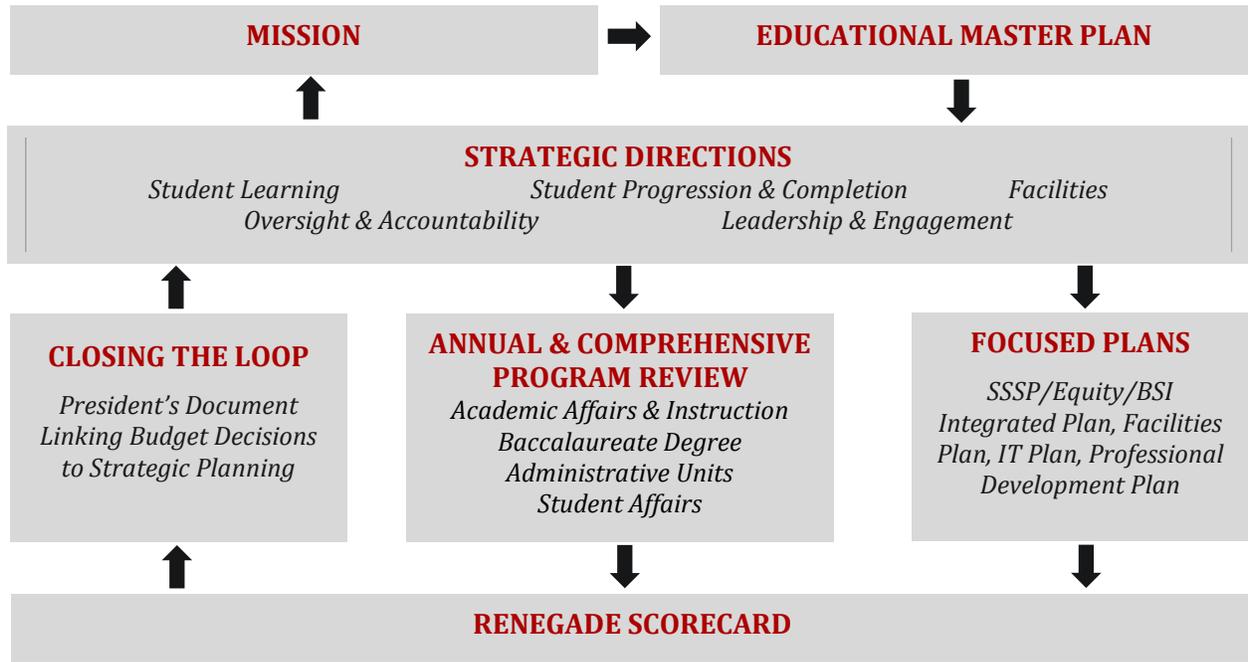
([I.B.9-3](#); [I.B.9-4](#))

Analysis and Evaluation

As discussed in detail throughout this Standard, every program – whether instructional (including our baccalaureate program), non-instructional, administrative, or grant funded, participates in *continuous, systemic evaluation* through program review. Through the Comprehensive Program Review, faculty and administrators analyze changes in student access, progression, and success in advancement of the institutional Strategic Directions. Faculty and staff submit personnel, facility, technology, equipment, and budget resource requests in the annual Update through which all requests must be tied to student success. Each PRC member is assigned a group of program reviews to review and provide feedback. The committee implemented a standardized feedback form to ensure anonymity and consistency ([I.B.9-5](#); [I.B.9-6](#)).

In culmination of the program review process, the President's office creates an annual report connecting resource allocation to the strategic goals of the college. Since the first *Closing the Loop* in spring 2013, BC faculty and staff have used the document as a tool to reflect on the progress of the strategic goals and to calibrate our activities. In other words, the President's office uses the document to describe how it *translated the student learning and support needs* identified from the program review, into personnel, facility, & technology allocations and reallocations that enable us to *meet our mission, improve effectiveness, and ensure quality* ([I.B.9-7](#)). (ER19)

The figure below summarizes how we integrate our three-year planning process of the Educational Master Plan and Strategic Directions with annual processes of Program Review, assessment, and other institutional plans.



The College meets Standard I.B.9 and Eligibility Requirement 19.

Standard I.C: Institutional Integrity

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

Bakersfield College communicates information about our mission, learning outcomes, educational programs, and support services through the BC website and publicly-accessible BC Committee websites. This is the primary way we communicate information to current and prospective students, employees, and the public ([I.C.1-1](#); [I.C.1-2](#); [I.C.1-3](#)). We also communicate to students, staff, and public via social media, and now have an app for mobile devices (BC Renegades app) that includes information about the student handbook, campus safety information, official BC notifications, links to campus email and college directory, and more ([I.C.1-4](#)).

The mission statement, institutional and program learning outcomes, and information about our educational programs are also printed in hardcopy form in the BC Catalog available on our website ([I.C.1-5](#); [I.C.1-6](#)). Our mission statement is posted in every building while BC's accreditation status is posted in the footer of every page on BC's website. Our accreditation website houses the past institutional self-evaluation and visiting team reports, and is one click away from the BC landing page ([I.C.1-7](#)). (ER20)

Analysis and Evaluation

BC assures clarity, accuracy, and integrity of information related to our mission statement, learning outcomes, educational programs, and student support services through a two-pronged approach:

- Intentionally embedding a systematic review of these items into our annual cycle of operations as described in our Decision Making Document ([I.C.1-8](#)); and
- Requiring the 12 campus-wide committees and departments to have their review and other information posted on a public website.

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

- **Mission Statement:** College Council reviews and reaffirms our mission statement annually and carries out a comprehensive review every two to three years to ensure the statement is clear and accurately reflects our purpose.
- **Student Learning Outcomes:** The Assessment Committee (AC) works with faculty to create clear course-level student learning outcomes (SLOs) that accurately describe the course and to assess learning outcomes. The Curriculum Committee works with faculty to create clear Course Outlines of Record that accurately describe the instructional methods and subject topics that enable students to meet the learning outcomes ([I.C.1-9](#); [I.C.1-10](#); [I.C.1-11](#)).
- **Educational Programs:** The Curriculum Committee works with faculty to create the course sequences and learning outcomes of degree and certificate programs (PLOs). The Curriculum Committee also ensures program outlines meet state requirements for transferable degrees and for certificates. The Program Review Committee (PRC) works with faculty in the annual program review of our educational programs described in our responses to sections of Standard I.B.

- **Student Support Services:** Our student support service units are included in our annual program review process coordinated by the PRC.

The Curriculum Committee is responsible for the clarity and accuracy of the information presented in the Catalog about the mission statement, educational programs, including their learning outcomes, and the student support services.

BC ensures the integrity of information and enhances transparency by requiring all committees and departments to **post their information on public websites** so anyone can verify the information. Information about SLOs are in the Course Outline of Record that were housed in CurricUNET and will be housed in eLumen moving forward. In the public-access parts of these platforms, current and prospective students, college personnel, and community members can access the information they need. SLO assessment data have been housed in homegrown databases of Excel spreadsheets posted on the AC website ([I.C.1-10](#)). Each program's responses to the PLO assessment form included in our annual program review process are also posted on the AC website. (ER20)

In addition, our Marketing & Public Relations Office (MPR) has the technological tools to scan the thousands of pages on the BC website to flag outdated pages as well as check for accessibility for Section 508 compliance. Further, MPR has a standardized procedure to review the accuracy and integrity of all sections of the BC website ([I.C.1-12](#); [I.C.1-13](#)).

Baccalaureate Degree

Information for the baccalaureate degree is clearly indicated on the website and in the catalog each of which document outcomes and requirements ([I.C.1-14](#); [I.C.1-15](#)). A dedicated counselor provides guidance and direction on a very personal basis to the students in the program and in the incoming cohort. This program is part of the Meta-major (Learning and Career Pathway) for industrial and Transportation Technology which includes a completion coaching team to help students receive the support they require for financial aid, educational advising, discipline expertise, data coaching, academic development and student support ([I.C.1-16](#)).

The College meets Standard I.C.1 and Eligibility Requirement 20.

I.C.2 | The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements" (see endnote). (ER 20)

Bakersfield College provides both a print and online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements" of the Accrediting Commission of Community and Junior Colleges (ACCJC) ([I.C.2-1](#); [I.C.2-2](#)). (ER20)

Analysis and Evaluation

BC updates its catalog annually and regularly posts catalog addendums to the Catalog website. The Catalog Redesign Taskforce of the Curriculum Committee regularly redesigns the Catalog to improve the clarity of the information to students. As noted on page three of the printed 2017-18 Catalog, we redesigned the Catalog in 2017 as part of our guided pathways implementation. As we progress in our guided pathways implementation, BC will build an interactive web version of the

Catalog to enable students to find information based on a meta-major, or “Learning and Career Pathway” as we call it ([I.C.2-3](#); [I.C.2-4](#)).

The chart below lists the ACCJC Catalog Requirements and the page numbers where these items are found in the printed 2017-18 BC Catalog.

ACCJC Catalog Requirement	Location(s) in 2017-18 Catalog
Official Name, Address(es), Telephone Number(s), and Website Address of the Institution	3, 5, 7
Educational Mission	9
Representation of Accredited Status with ACCJC	
▪ The Commission	3
▪ California Board of Registered Nursing	3, 188, 190, 192
▪ California Community College Athletic Association.....	26
▪ California Veterinary Medical Board	78
▪ ASE, AERA, BAR, MACS (Automotive)	92-98
▪ Western Assoc. Food Chains	107
▪ Joint Appr Comm. Of CA Dept Corrections and CA Correctional Peace Officers Assoc.	128
▪ Emergency Medical Services Authority	138, 198, 199, 200, 201
▪ National Fire Protection Association	147, 148, 150
▪ Office of the State Fire Marshall	148, 150, 285, 288, 289, 290
▪ California Department of Public Health	193
▪ California Board of Vocational Nursing and Psychiatric Technicians	194
▪ Commission on Accreditation of Allied Health Education Programs	198, 199, 200, 201
▪ National Highway Transportation and Safety Administration	198, 199
▪ Department of Public Health, Radiologic Health Branch	241
▪ Joint Review Committee on Education in Radiologic Technology	216
▪ Commission on Peace Officers Standards and Training	240, 241
▪ Association of Records Managers and Administrators	258
▪ Corrections Standards Authority for counties participating in the Standards	258, 261
and Training for Corrections Program	
▪ Education Foundation of the National Restaurant Association	282
▪ National Wildfire Coordinating Group	284, 285, 288
▪ American Health Information Management Association	294
▪ American Heart Association Healthcare Provider BLS	304
▪ California Association of Nurseries & Garden Centers and Professional	314
Landcare Network	
Course, Program, and Degree Offerings	35-36, 62-232, 237-335
Student Learning Outcomes for Programs and Degrees	62-232
Academic Calendar and Program Length	5, 62-232
Academic Freedom Statement	34
Available Student Financial Aid	27-28
Available Learning Resources	32-33
Names and Degrees of Administrators and Faculty	336-355
Names of Governing Board Members	6
Admissions	13-15
Student Tuition, Fees, and Other Obligations	22-23
Degrees, Certificates, Graduation, and Transfer	34-58
Academic Regulations, Including Academic Honesty	34-41
Nondiscrimination	10-11

Acceptance and Transfer of Credits36, 37-55
 Transcripts18, 20, 24
 Grievance and Complaint Procedures3, 10, 11, 29, 40
 Sexual Harassment11, 29
 Locations/Publications Where other Policies may be found10-11

The College meets Standard I.C.2 and Eligibility Requirement 20.

I.C.3 | The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Bakersfield College documents its assessment of student learning and evaluation of student achievement on the BC website, particularly in the Renegade Scorecard ([I.C.3-1](#)), the publicly-accessible BC Committees website ([I.C.3-2](#)), and reporting at the public meetings of the Board of Trustees.

Analysis and Evaluation

Through the *Renegade Scorecard*, BC provides publicly-accessible institutional data pertaining to student enrollment, student achievement, student engagement, student equity outcomes, and other key indicators of institutional effectiveness. BC strives to be transparent in our communication of assessment and evaluation results to all of our constituencies to ensure the accuracy and integrity of the assessment information while our deeply-rooted culture of dialog helps us improve the clarity of the information.

In our response to Standard I.B.8, we describe the communication of our assessment and evaluation efforts through our *intentional design of our committee structure*. Current and prospective students and the public are able to access the Renegade Scorecard and the Committees website from the “About BC” link at the top of every page of the BC website and choosing the appropriate item under the “Our Institution” menu. (ER19)

In addition, we communicate our assessment and evaluation efforts in the *Educational Master Plan* posted on the BC website, accessible via the Office of the President website via the welcome menu. The 2014-17 and 2017-2020 Educational Master Plans are posted in the “College Projects” section of the President’s website as well as on the Institutional Plans webpage ([I.C.3-6](#); [I.C.3-7](#)). Annually, the District is required to present the BC results for the *Student Success Scorecard* of the California Community College Chancellor’s Office, as evidenced by the Student Success Scorecard report ([I.C.3-8](#)) and the related Board of Trustees review on their agendas ([I.C.3-9](#)).

Evidence of Communication of Academic Quality

Renegade Scorecard
[\(I.C.3-1\)](#)

Assessment Committee Website
 Assessment Data
[\(I.C.3-3\)](#)

Accreditation & Institutional Quality Committee Website
 Strategic Directions Plan
[\(I.C.3-4](#); [I.C.3-5\)](#)

Baccalaureate Degree

As stated previously in I.B.8, SLO and student achievement data are used for improvement through the program review and strategic directions processes ([I.C.3-10](#)). Documented assessment of

student learning is posted on the BC Assessment Committee website and student achievement results are summarized in the Renegade Scorecard, with detailed information for each discipline provided by the District Office Institutional Research Office ([I.C.3-11](#); [I.C.3-12](#)).

The College meets Standard I.C.3 and Eligibility Requirement 19.

I.C.4 | The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Bakersfield College describes its certificates and degrees, including the baccalaureate program, in both the printed and online catalog ([I.C.4-1](#); [I.C.4-2](#)). We also describe the certificates and degrees on the Degrees & Certificates section of the BC website in terms of their purpose, content, course requirements, and expected learning outcomes ([I.C.4-3](#)). Certificate and Degree program information is housed in CurricUNET and we are in the process of moving the information to eLumen.

Analysis and Evaluation

Instructional programs must submit all course, certificate and degree program proposals to the Curriculum Committee ([I.C.4-4](#)) using a template to ensure all of the Title 5 criteria are met ([I.C.4-5](#); [I.C.4-6](#)). In addition to the information requirements of this Standard, all program proposals submitted to the Curriculum Committee must also include the following:

- A discussion of how the program supports the college mission
- Labor market data that supports workforce demands
- Career options
- Projected number of students who will complete the program
- Information about the scheduling of classes
- Department in which the program will be housed
- Similar programs at other colleges in our service area

The Curriculum Committee assures accuracy, clarity and integrity of the program and course information by following the systematic review process described in the Program and Course Approval Handbook from the CCCCO's Division of Academic Affairs ([I.C.4-7](#)).

Baccalaureate Degree

Dissemination of information about the college's baccalaureate program offerings is provided in the Catalog posted on the BC website. The catalog serves as a resource for both students and employees regarding academic quality, courses, programs of study, and expected learning outcomes ([I.C.4-8](#); [I.C.4-9](#)).

The College meets Standard I.C.4.

I.C.5 | The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Because BC embraces its mission, we regularly evaluate our policies, procedures, and publications to identify best practices as well as obstacles we have unintentionally created that may prevent our students from learning and achieving their educational goals. BC has intentionally designed a structure to maximize college-wide engagement in the ongoing evaluation process. Our formal decision-making structure is detailed in the Decision-Making Document for college-level matters and the Decision-Making Process section of the KCCD Chancellor’s website for districtwide matters ([I.C.5-1](#); [I.C.5-2](#); [I.C.5-3](#)).

...Our rigorous and supportive learning environment fosters students’ abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world.

Analysis and Evaluation

Our responses to Standards I.A.2, I.A.3, I.B.1, I.B.2, I.B.4, I.B.5, and I.B.7 describe the ongoing annual work of the PRC, AC, and the Accreditation & Institutional Quality (AIQ) Committee of **evaluating and revising college policies and procedures** as needed to accomplish our mission as student needs change. Those responses also describe the three-year process we use to review and revise our Strategic Directions. AIQ ensures that the Strategic Directions are reviewed with input from all the committees, deans, and vice-presidents each fall and spring and updated as necessary. By intentionally embedding this systematic review of college policies, procedures, and Strategic Directions into the work of these committees, we ensure we are aware of the redesigns needed in order to accomplish our mission.

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

BC has three **primary publications** that describe who we are, what we do, and why we’re doing things in the manner we’re doing them. Through our implementation of guided pathways, BC has worked to improve the clarity of our pathways to degrees, certificates, transfer, as evidenced in the organization of programs of study into meta-majors published in our redesigned 2017-18 BC Catalog ([I.C.5-7](#); [I.C.5-8](#)).

Evidence of BC’s Three Primary Publications

- BC Catalog
[\(I.C.5-9\)](#)
- Educational Master Plan
[\(I.C.5-10\)](#)
- Strategic Directions
[\(I.C.5-11\)](#)

BC has two formal **three-year evaluation processes**: 1) the Strategic Directions, and 2) the Educational Master Plan (EMP). AIQ oversees our Strategic Directions process, reports its analysis to College Council, and posts results online. BC is in the second three-year cycle of the Strategic Directions process. Our response to Standard I.B.1 details the process we used to develop the newest EMP for 2017-2020. Section III of the 2017-20 EMP ([I.C.5-12](#)) describes the major structural redesigns we are making via Guided Pathways.

The College meets Standard I.C.5.

I.C.6 | The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Bakersfield College accurately informs current and prospective students about all of the costs associated with enrolling, registration, and taking classes at BC through a variety of avenues including: the Catalog ([I.C.6-1](#)), the Tuition & Fees website ([I.C.6-2](#)), the Class Schedule website ([I.C.6-3](#)), and linking to the CCCC's Net Price Calculator and the National Center for Education Statistics College Navigator from the Financial Aid website ([I.C.6-4](#); [I.C.6-5](#); [I.C.6-6](#)). Specific textbook information and costs needed for particular classes are found on the BC Bookstore website or by visiting the bookstore ([I.C.6-7](#); [I.C.6-8](#)).

Analysis and Evaluation

The information we provide current and prospective students about tuition, fees, and other required expenses such as textbooks and other instructional materials via several websites is accurate. In accordance with state regulations, when materials fees are charged, the information is listed in the catalog; the exact cost is listed in the class schedule during registration. The College Navigator and the Net Price Calculator websites also provide estimates on living expenses while attending school.

The College meets Standard I.C.6.

I.C.7 | In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students.
(ER 13)

Bakersfield College's academic freedom and responsibility policies are published in the BC Catalog, KCCD Board Policies, and the faculty contract "Agreement between the KCCD and KCCD CCA/CTA/NEA" ([I.C.7-1](#); [I.C.7-2](#); [I.C.7-3](#)).

Analysis and Evaluation

The *Academic Freedom* section of the faculty contract is restated in the BC Catalog, a publication easily accessible to the students and public. Item one of the Academic Freedom section makes clear BC's commitment to the free pursuit and dissemination and knowledge, while item four states, "The college recognizes the fundamental right of the faculty member to be free from any censorship or restraint which might interfere with the faculty member's obligation to pursue truth and maintain his/her intellectual integrity in the performance of his/her teaching functions." Board Policy also makes clear our commitment to the free pursuit and dissemination and knowledge. BP 4B10A1 states, "The College recognizes the discussion of public issues on the campus plays a significant role in promoting the education of its students and in preparing them for intelligent participation in society." BP 4B11C notes that "the discussion of controversial issues in the classroom is essential to the development of informed and responsible citizens." (ER13)

Education in a democracy depends upon earnest and unceasing pursuit of truth and upon free and unrestricted communication of truth –Academic Freedom section in BC Catalog

Evidence of **Bakersfield College's commitment to intellectual freedom** that exists for all constituencies include the following, non-exhaustive list:

- **Norm Levan Center for the Humanities:** Provides programs that recognize and encourage scholarship and intellectual exchange among faculty and students, and involve the Bakersfield community in examining the importance of the humanities in the lives of people ([I.C.7-4](#)).
- **Cultural Historical Awareness Program (CHAP):** Designed to bring exciting and intellectually stimulating speakers, forums, films, and events to the BC Delano campus ([I.C.7-5](#); [I.C.7-6](#)).
- **Office of Student Life and the Student Government:** Host a Distinguished Speakers Series with speakers of national and/or international significance ([I.C.7-7](#)); publishes a weekly newsletter ([I.C.7-8](#)).
- **Pre-Law Program:** Hosted attorney forum regarding Deferred Action for Childhood Arrivals ([I.C.7-9](#)). Power Lunches with local legislators ([I.C.7-10](#)).

Board Policy also states the expectation of faculty to create an atmosphere in which intellectual freedom exists for their students in their classroom. BP 4B11C states, "Instructors are to be encouraged to provide opportunities for the development of clear thinking, balanced judgment, intelligent choices, and an understanding of the methods and devices of propaganda.

In addition to these examples of special events and presentations, BC has **designed student engagement** in the membership list for the 12 campus-wide committees and **actively seeks student participation** in public presentations ([I.C.7-11](#)). All participatory governance committees have at least one student representative and our SGA President and Director of Student Life actively recruit representatives to serve on those committees. The recent implementation of a smoke and tobacco free campus illustrates the active role of student government in the decision-making process for making this change to KCCD Board Policy ([I.C.7-12](#)).

The College meets Standard I.C.7 and Eligibility Requirement 13.

I.C.8 | The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

BC has established and publishes clear policies and procedures that promote honesty, responsibility and academic integrity in the Catalog, the Student Handbook, the BC website, and the KCCD Board Policy Manual ([I.C.8-1](#); [I.C.8-2](#); [I.C.8-3](#); [I.C.8-4](#)).

Analysis and Evaluation

KCCD Board Policy (BP) Chapter 7 covers employee, students, volunteers, and trustees behavior expectations and ethics ([I.C.8-5](#)). Board Policy 7E is our ethics code for *all persons associated with the District*. The preamble to BP 7E states, "The Kern Community College District recognizes that a

commitment to the highest ethical and professional standards on the part of *all persons associated with the District* is necessary to fulfilling our mission and realizing our vision, which are policies of the District....”

... we further understand that legal requirements are necessary but not sufficient, and we endeavor always to do what is right and just, even when no one is watching, compelling, or evaluating our actions –BP7E

The first principle is recognition of **the dignity of all persons**. The second principle is a commitment to fulfilling our obligations to others **using fair and honest means**. “All associates in the Kern Community College District, faculty, students, management, classified staff, and trustees, as well as volunteers and vendors,” are accountable per Board Policy for acting ethically in pursuit of our mission. (emphasis added) [\(I.C.8-6\)](#). BP 7D covers Equal Employment Opportunity and Unlawful Discrimination and BP 7F defines the District’s Whistleblower Protection policy.

Board Policy 4F7 covers student conduct including a list of 28 offenses in BP 4F7D that could lead to disciplinary action and repeated on the Student Code of Conduct webpage of the Student Conduct website [\(I.C.8-7\)](#). Academic honesty is item 11 in the list and Appendix 4F7D defines plagiarism and cheating. These definitions are repeated in the Academic Information of the BC Catalog and the Academic Integrity of the Student Conduct website [\(I.C.8-8\)](#). Board Policy 4F7E gives the seven levels of sanctions possible. Procedure 4F7 describes the Student Conduct Hearing Panel Procedure in step-by-step detail and the forms we use to collect information about student conduct infractions is posted in the Student Conduct website [\(I.C.8-9\)](#).

Department	Evidence of Student Conduct & Academic Honesty Programming
Office of Student Life	In 2016-17, 574 individual students went through the formal student conduct process , led by the Director of Student Life (I.C.8-10)
Library Courses	Library B1 course thoroughly covers academic integrity; Hosts library workshops on avoiding plagiarism; Maintains the “ LibGuides ” online resource, and the Grace Van Dyke Bird YouTube channel with several videos on academic integrity (I.C.8-11)

The College meets Standard I.C.8.

I.C.9 | Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

BC’s academic freedom and responsibility policies are published in the BC Catalog, KCCD Board Policies, and the faculty contract “Agreement between the KCCD and KCCD CCA/CTA/NEA” [\(I.C.9-1; I.C.9-2; I.C.9-3\)](#).

Analysis and Evaluation

Item three of the **Academic Freedom** section of the BC Catalog makes clear our support for an atmosphere in which intellectual freedom exists for all constituencies. The policy states:

Faculty members acknowledge that in the exercise of academic freedom they have a responsibility to be accurate and comprehensive in making reports, to be fair-minded in making interpretations and judgments, to respect the freedoms of other persons, to exclude irrelevant matters from classroom discussions and instructional exercises, and to make appropriate distinctions between statements of fact made as faculty subject matter specialists and opinions made as private citizens.

Further, BP establishes that instructors “shall refrain from using classroom privileges to promote partisan politics, sectarian religious views, or selfish propaganda of any kind.” Board Policies 4B10 and 4B12 cover the **responsible exercise of free speech** and personal advocacy by students, staff and other persons of the general public at a public institution in a way that does not diminish the primary function of the College: education.

The College meets Standard I.C.9.

I.C.10 | Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Bakersfield College requires students to abide by a student code of conduct published in the Catalog, the Student Handbook, the BC website, and the KCCCD Board Policy Manual ([I.C.10-1](#); [I.C.10-2](#); [I.C.10-3](#); [I.C.10-4](#); [I.C.10-5](#)). Faculty academic responsibilities and duties are given in the faculty contract “Agreement between the KCCCD and KCCD CCA/CTA/NEA” ([I.C.10-6](#)). All persons associated with the Kern Community College District are required to abide by behavior expectations and a code of ethics published in the publicly-accessible KCCCD Board Policy Manual.

Analysis and Evaluation

The student handbook states that students are expected to act in a manner consistent with BC’s Student Code of Conduct, showing such respect for order, morality, personal honor and the rights of others as demanded of good citizens. Failure to do so will be sufficient cause for disciplinary action. The **Student Code of Conduct** and our related expectation for student behavior are posted in hardcopy and electronic format on publicly-accessible sources. The **faculty contract** is posted on the publicly accessible KCCCD Human Resources website and the Board Policy website ([I.C.10-7](#); [I.C.10-8](#)). Board Policy 7E is our ethics code for all persons associated with the District.

The College meets Standard I.C.10.

I.C.11 | Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Bakersfield College does not operate in foreign locations ([I.C.11-1](#); [I.C.11-2](#)).

The College meets Standard I.C.11.

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

In addition to the operational policies established by the Board of Trustees (BOT) to ensure compliance with Title V and the Educational Code, BC abides by the accreditation standards set forth by the Accrediting Commission of Community and Junior Colleges (“the Commission” and ACCJC hereafter in this Standard), the two-year education division of the Western Association of Schools and Colleges, in order to maintain its accredited status. We create an Institutional Self-Evaluation Report (ISER) every six years in order to remain accredited. We conducted the last self-evaluation during academic year 2011–2012 which was approved by the BOT in September 2012 and submitted to ACCJC in October 2012.

The Commission took action to reaffirm accreditation, with a requirement that BC complete a follow-up report in addition to the mandated mid-term report. We completed the follow-up report in October 2013 addressing progress on specific recommendations. The Commission accepted the follow-up report in February 2014, reaffirmed that we had met the expectations of the Commission and that we had *fully* addressed the College and District Recommendations from the 2012 site visit, and therefore *fully* meet associated Standards. BC will demonstrate how we have sustained those changes during our next regularly scheduled visit by the ACCJC evaluation team in fall 2018.

Analysis and Evaluation

To intentionally embed the accreditation standards in our ongoing work, BC established the Accreditation Steering Committee (ASC) in spring 2010. In other words, BC sought to help college personnel internalize the standards so that accreditation was more than just a once-in-a-six-year event. With ASC’s primary function for the development of the 2012 Self-Evaluation Report and the 2013 Follow-Up Report finished, we understood BC must sustain the improvements in our quality and thus upgraded ASC in spring 2014 to become AIQ: the ***Accreditation & Institutional Quality Committee*** in our preparation for the 2015 MidTerm Report (I.C.12-1). In addition to steering the college’s preparations for the accreditation self-evaluation, midterm, and follow-up reports, AIQ monitors our institutional effectiveness in an ongoing way to ensure a systematic evaluation of all processes occurs (I.C.12-2).

Evidence of BC’s ISER Development Organization

2018 ISER Org Chart
(I.C.12-3)

ISER Engagement Plan
(I.C.12-4)

2018 ISER Team Chart
(I.C.12-5)

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

Finally, all accreditation standards are embedded within the scope of work of the 12 campus-wide governance committees to provide oversight, increase transparency, and improve communication of our work to our stakeholders. Our publicly-accessible ***BC Committees website*** pages house all

participatory governance committees’ and operational committees’ agendas, minutes, presentations, survey results, supporting documents and reports from invited guests ([I.C.12-7](#)). Through the BC Committees website, we readily make known our adherence to all of the accreditation standards. (ER 21)

The President’s weekly blog and monthly newsletter, The Renegade Roundup, recap what has happened at BC, advances our communication around the work of various committees, work groups, student groups, and staff ([I.C.12-8](#)).

Further evidence of actions taken in response to ACCJC’s requests may be found in the Academic Senate minutes ([I.C.12-9](#)) from the following dates:

11/18/2015	08/31/2016	10/12/2016	01/25/2017
04/27/2016	09/28/2016	10/26/2016	03/22/2017
04/13/2016	08/31/2016	11/30/2016	

The College meets Standard I.C.12 and Eligibility Requirement 21.

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

BC fosters open, honest, transparent communication with all constituents, external agencies and stakeholders, and the public by providing easy public access to information online. Below is a table of evidence demonstrating our strategies to practice honesty and integrity in our relationships, including compliance with regulations and statutes and to communicate our accreditation status:

Accessibility	Content
Via BC Website one click from Landing Page	Institutional guiding plans, including Facilities Master Plan, Strategic Directions, and Educational Master Plan (I.C.13-1)
	College mission, vision, and core values (I.C.13-2)
	BC’s Accreditation status, past institutional self-evaluation and visiting team reports and responses from the ACCJC (I.C.13-3)
	Facility improvement, including Measure G Bond (passed November 2002) and Measure J Bond (passed November 2016) (I.C.13-4 ; I.C.13-5)
Via Committee Websites	All the participatory governance committees’ and operational committees’ agendas, minutes, presentations, survey results, supporting documents and reports from invited guests (I.C.13-6)
	Standards of our disciplinary and regional accrediting and compliance organizations (AIQ) (I.C.13-7)
Via Renegade Scorecard	Student enrollment, student achievement, student engagement, student equity outcomes (I.C.13-8)

Additionally, The President’s “Renegade Roundup” provides key institutional information to the College and District constituencies and external agencies. ([I.C.13-9](#))

Analysis and Evaluation

BC has created an *Institutional Review Board* to ensure a consistent process for vetting and responding to research requests. Institutional Review Board committee members at BC will guide such processes as publishing internal research, collaborating on research with outside institutions, assisting in the completion of graduate work for employees and with undergraduate research with the purpose of protecting research participants and providing information and/or data as necessary ([I.C.13-10](#); [I.C.13-11](#); [I.C.13-12](#)).

In our responses to Standard I.B we described the multi-dimensional dialog we engage in both internally and with external colleagues and the community we serve. In order for the dialog to be authentic and productive, there needs to be trust between the parties of the dialog. Because BC has a deeply-rooted culture of dialog that occurs in our formal structure, we ensure the sustainability of that dialog by being transparent in our communication through publicly-accessible websites. We post our assessments, evaluation results, institutional set standards, and our rationale for decisions— posting the things we are doing well along with the challenges and shortcomings on the BC website and easily accessible committees’ webpages. Having the faculty chair of AIQ serve as a voting member of both the Academic Senate’s Executive Board and College Council is another way we ensure that we keep our efforts focused on sustaining our improvement in how we support student learning and student achievement while being compliant with all standards of our accrediting agencies. (ER21)

The College meets Standard I.C.13 and Eligibility Requirement 21.

I.C.14 | The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Bakersfield College is a public institution committed solely to high-quality education, student achievement, and student learning. Aside from the State of California, BC does not have investors nor a parent organization, and there are no supporting external interests ([I.C.14-1](#)). The BC Foundation cultivates donors and philanthropists to help advance BC's mission.

Analysis and Evaluation

Examples of the way BC ensures student achievement and student learning are paramount to other objectives is by collecting information on students’ employment attainment and Skills Builder gains, and by establishing Institution Set Standards ([I.C.14-2](#)). Because we are committed to improving the quality of education we provide our community, our entire 2017-20 Educational Master Plan is set in the framework of a whole-institutional redesign. Our guided pathways implementation actively promotes student success and student equity in achievement and learning outcomes ([I.C.14-3](#); [I.C.14-4](#); [I.C.14-5](#); [I.C.14-6](#)), as evidenced by early movement across our institutional guided pathways momentum points.

BC's Early Momentum Points

- Attempt **15 units** in the first semester
- Complete transfer-level **English** and **Math** in the first year
- Attempt **30 units** in the first year
- Complete **9 core pathway units** in the first year

The College meets Standard I.C.14.

STANDARD II: Student Learning Programs and Support Service

Standard II.A: Instructional Programs

II.A.1 | All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Bakersfield College (BC) continually evaluates student achievement through the intentional design of the regular, ongoing work of our committees. Through our curriculum review process of the Curriculum Committee (CRC), we ensure that the instructional programs we offer at our various locations are consistent with our mission, meet all legal mandates and accreditation requirements, and that they are of a rigor appropriate to higher education ([II.A.1-1](#)).

ISS Metrics for Student Achievement

Course Success
Transfer-level English and Math
Skills Builders
Degree, Certificate, and Transfer
Licensing Pass Rates
Job Placement Rates

Through our annual program review process, we evaluate how well our students are attaining their educational goals, the Student Learning Outcomes (SLOs), and the skills needed for employment or transfer to other higher education programs ([II.A.1-2](#)). In addition, we update our Institution-Set Standards (ISS) every year and post them on the publicly accessible Renegade Scorecard website ([II.A.1-3](#)).

Analysis and Evaluation

Bakersfield College used CurricUNET for our curriculum tracking and approval platform through spring 2017 and then transitioned to eLumen in 2017-18. In the **Course Outline of Record (COR)**, faculty must state how the course meets one or more of the core mission areas of the college:

- CurricUNET Section 18 *Core Mission Applicability* ([II.A.1-4](#))
- eLumen: Section 4 *Associated Programs* ([II.A.1-5](#))

The program templates we use in our curriculum development and review ensure that we are deliberate in **making the connection of our programs of study to our mission** ([II.A.1-6](#)). Item 4 *Master Planning* of the Program Template form that is used in eLumen makes the connection between the program and our mission even clearer ([II.A.1-7](#)). These template forms ensure that we have identified the program level SLOs. Curriculum review at the course and program level occurs in a six-year cycle to ensure that course material is current and that programs remain relevant to larger state and national trends in education and careers ([II.A.1-8](#); [II.A.1-9](#)).

We describe in our responses to Standards I.A and I.B how the work of the Program Review Committee (PRC), Assessment Committee (AC), and Accreditation & Institutional Quality (AIQ) Committee ensures that we **regularly and systematically assess** SLOs at the course, program, and institutional levels, and that we evaluate our effectiveness. As we describe in our response to Standard I.C, BC posts the assessments of SLOs and evaluation of student achievement on public websites to assure the clarity, accuracy, and integrity of the information related to our mission

statement, learning outcomes, educational programs, and student support services (II.A.1-10). Student achievement of Program Learning Outcomes (PLOs) is assessed through capstone course assessment, as well as through the mapping of course-level SLOs to PLOs (II.A.1-11; II.A.1-12).

Baccalaureate Degree

The Bachelor of Science (BS) in Industrial Automation is consistent with our mission to *provide opportunities for students from diverse economic, cultural, and educational backgrounds to attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer.* From 2012 to 2016, enrollment in Electronics Technology courses increased 69 percent and students declaring Electronics Technology as a major increased 47 percent (II.A.1-13). Labor market data from the California Employment Development Department show that there will be increased demand over the next 10 years for occupations supported by our BS program (II.A.1-14). BC designed curriculum for the upper division coursework using various delivery modalities; 55 percent of the courses approved to be taught fully online, 45 percent approved to be taught in a hybrid learning environment, and all courses approved for face to face instruction (II.A.1-15).

The College meets Standard II.A.1, Eligibility Requirement 9, and Eligibility Requirement 11.

II.A.2 | Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Bakersfield College faculty ensure that instructional content and methods are of the high quality and rigor expected of a higher education institution through a multi-pronged approach:

- 1) Professional development workshops (II.A.2-1)
- 2) Regular evaluation of faculty by their peers (II.A.2-2)
- 3) Systematic and regular curriculum review process (II.A.2-3)
- 4) Annual program review process for all programs (II.A.2-4)

Analysis and Evaluation

Our first Strategic Direction is Student Learning. Because we are committed to providing a holistic education that develops curiosity, inquiry, and empowered learners, effective pedagogy is the focus of all faculty development and training. The Academic Technology Department strategically coordinates instructional technology and **professional development** efforts on campus (II.A.2-5). All new BC faculty are **required** to participate in the New Faculty Seminar in their first year of teaching (II.A.2-6), through which they have many opportunities to discuss, share, and learn about effective teaching practices. Other workshops and institutes throughout the year for all faculty, including adjunct, focus on the craft of teaching today's students (II.A.2-7). Adjunct faculty have targeted professional development, as well, and are compensated to attend many professional development opportunities available to full-time instructors.

We have adopted the course quality guidelines and rubric from the California Community Colleges' **Online Education Initiative** (OEI) (II.A.2-8). The OEI guides, endorsed by the Academic Senate, are integrated into our faculty development and training for instruction, whether it be Distance Education (DE) or face-to-face. (II.A.2-9).

Bakersfield College follows a **systematic, standardized evaluation** schedule and procedures for all faculty (full-time and adjunct) detailed in the faculty contract *Agreement between the KCCD and KCCD CCA/CTA/NEA*. We evaluate full-time faculty in each of their first four years, and once every three years following the granting of tenure. We evaluate part time faculty in their first semester teaching, and every three years thereafter.

Faculty Evaluation	Elements that Ensure Continuous Improvement
Faculty Contract (Articles Four, Six, and Seven)	Professional expectations that include maintaining currency in the subject matter, instructing courses with college-level rigor, and using appropriate instructional technology to enhance student learning and access
Faculty Packet	Reflection on goals and accomplishments; brief narrative on SLO assessment
Comprehensive Evaluation	Syllabus review and Critique; Class observation, student evaluations, committee dialogue regarding teaching methodologies

The CRC reviews every course in a six-year cycle using the **systematic curriculum review process** described in the Program and Course Approval Handbook from the CCCC's Division of Academic Affairs. This review ensures that course topics are current, that learning outcomes are relevant and appropriate, and that the methods of instruction and evaluation will enable the students to meet the learning outcomes ([II.A.2-11](#); [II.A.2-12](#)).

Curriculum Review Items

- Course SLOs
- Course Objectives
- Methods of Instruction & Evaluation
- Topical Outline ([II.A.2-10](#))

Bakersfield College has a mature and thorough **annual program review process** for all instructional programs. We describe in our responses to Standards I.A and I.B how the work of the PRC, AC, and AIQ Committee ensure the annual program review process includes assessment of relevant and appropriate learning outcomes, future planning, and that program goals and needs are tied to institutional planning and resource allocation ([II.A.2-13](#); [II.A.2-14](#); [II.A.2-15](#)). Program review forms ensure that we include all items required of the accreditation standards, including the following:

- Program and institutional goal alignment; goal statements describe the expected performance of the student or specific behaviors expected from graduates of the program
- Analysis of the program's trend data that includes reporting on unexpected changes or challenges encountered in the past year, how the trend data impact the decision-making process for the program, changes to student success and retention for face-to-face and online/distance courses, and changes to student demographics
- Reporting on how the outcomes assessment results inform program planning, how the PLOs align with the ILOs, and how faculty engage in collegial dialog about SLOs

With the related *Closing the Loop*, the President's office communicates back to the entire college its understanding of BC's student learning and support needs identified in our program review process to create the mission-appropriate priorities reflected in the allocation of resources ([II.A.2-16](#)).

The College meets Standard II.A.2.

II.A.3 | The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Bakersfield College's Assessment Committee is the primary agent responsible for ensuring we have defined and are assessing SLOs for all of our courses, programs (including our baccalaureate degree), and institutional levels ([II.A.3-1](#)). The AC works with the Curriculum Review Committee to ensure that all CORs have appropriate SLOs ([II.A.3-2](#)). The AC works with the PRC to ensure that PLOs are assessed as part of the program review process ([II.A.3-3](#)). The Faculty Handbook states that the course syllabus must include the course's SLOs and the faculty evaluation process includes an examination of the syllabus ([II.A.3-4](#); [II.A.3-5](#)).

Analysis and Evaluation

As described in our response to Standard I.B, the intentional design of our formal structure ensures dialog among the faculty about creating, updating, and assessing learning outcomes at the course, program, and institutional levels. The CRC has template forms that all faculty must use to ensure we have all of the information required by legal mandate and accreditation. Section twelve of the BC COR template in eLumen is where Course Objectives and Course SLOs are listed. Faculty list PLOs in Item 1 of the Program Template form in eLumen ([II.A.3-6](#)).

Bakersfield College has mapped all of its course level SLOs to its PLOs and the ILOs as well as the General Education (GE) SLOs where appropriate ([II.A.3-7](#)). BC gathers program level SLO assessment data as part of the program review process ([II.A.3-8](#), [IIA_PRC_AssessFrm-2017_doc](#)). BC regularly gathers course level SLO assessment data such that every SLO in a course is assessed within a six-year cycle. Course level SLOs and PLO assessment data and analysis are posted on the AC's website for *all* programs at BC, including our baccalaureate degree ([II.A.3-8](#)).

[The syllabus is] a contract between the student and the faculty member. As such, the faculty member should be careful to be both clear and specific as to what is expected of the student in the course and of what the student may expect from the faculty member. In this manner, the syllabus will determine the rights and duties of both the student and the faculty member.

-P.14 of the Faculty Handbook

The Faculty Handbook gives a list of required elements for the syllabus and *course objectives/student learning outcomes* is the second item in the list. Every semester, instructional deans require all instructional faculty to submit copies of their syllabi. In addition to the annual reporting of the learning outcome assessment described above, the faculty evaluation process includes a brief narrative of the assessment of the SLOs for the courses they teach and the faculty evaluation committee members review each course syllabus to verify they contain the items listed in the Faculty Handbook.

The College meets Standard II.A.3.

II.A.4 | If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Bakersfield College offers both pre-collegiate and collegiate level curriculum. The CRC systematically reviews and approves the two levels of curriculum clearly designated in the CORs, with the pre-collegiate curriculum designed to be the on-ramp to the collegiate-level pathway ([II.A.4-1](#); [II.A.4-2](#); [II.A.4-3](#)). The distinction between the pre-collegiate and college-level courses is communicated to students in the BC Catalog and Schedule of Classes ([II.A.4-4](#); [II.A.4-5](#); [II.A.4-6](#); [II.A.4-7](#)). Faculty subject-matter experts establish the link between the pre-collegiate and collegiate curriculum through a comprehensive content review to ensure pre-collegiate courses build to smooth transitions to collegiate courses to improve student readiness and success ([II.A.4-8](#)).

We shape our curriculum and offerings based on a myriad of factors, using data and assessment of need gained through dialog with constituent groups and historical research. For example, dialogue with high school partners, student needs revealed in our local assessment and placement processes, and statewide multiple measures (MMs) data have informed our placement practices and pre-collegiate curriculum development. As described in II.A.16, the research work of Dr. Peter Riley Bahr informed the design of accelerated courses ([II.A.4-9](#)).

Analysis and Evaluation

Through a collaboration among the AC, CRC, and Enrollment Services unit, a holistic approach to pre-collegiate education at BC includes student placement into math and English pre-collegiate courses using MMs of assessment, curriculum development of pre-collegiate courses approved through our curriculum review process, and course scheduling.

As part of our Guided Pathways (GP) work, BC has **redesigned pre-collegiate curriculum** so that students can accelerate through remediation and quickly enter the pathway toward a degree, increasing their chances of completion. This alignment is also integrated with our curriculum approval process in Section 8 *Requisites* of the COR in our curriculum platform. These recommendations (advisories) and requirements (co-requisites and pre-requisites) are validated through dialog between discipline faculty and our Academic Development faculty using standardized content review forms to ensure a smooth transition for our students between the pre-collegiate courses and the college-level courses. In spring 2018, BC started discussions to further redesign pre-collegiate curriculum to support new legislation (AB 705) which goes into effect in fall 2019. Each of BC's 10 meta-major Completion Coaching Communities has a designated faculty member from Academic Development to ensure that students are on-ramping from pre-collegiate courses to college-level courses.

As a part of the Kern Adult Education Block Grant Consortium to bring Adult Education services to the greater Bakersfield area, BC has found it can meet needs identified in dialog with industry partners through **short-term training or contract education** ([II.A.4-10](#)).

The College meets Standard II.A.4.

II.A.5 | The institution’s degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Bakersfield College follows all legal mandates for curriculum review and approval stipulated in California Education Code, Title 5 and federal regulations. Further, BC has adopted guidance from the Program and Course Approval Handbook from the California Community Colleges Chancellor’s Office Division of Academic Affairs ([II.A.5-1](#)), as well as the Academic Senate of California Community Colleges’ publications, *The Curriculum Committee* and *Ensuring Effective Curriculum Approval Processes* ([II.A.5-2](#); [II.A.5-3](#)).

Because curriculum development and approval is one of the primary responsibilities of faculty, our faculty ensure both academic quality and rigor across all subject areas through a thorough curriculum review and approval process of the Curriculum Committee (CRC), a sub-committee of our Academic Senate ([II.A.5-4](#); [II.A.5-5](#); [II.A.5-6](#)). The curriculum review and approval process uses standardized templates and forms in our curriculum-warehousing platform to ensure that all standards, policies, and procedures are enforced through the curriculum approval process ([II.A.5-7](#); [II.A.5-8](#); [II.A.5-9](#); [II.A.5-10](#)).

Analysis and Evaluation

Bakersfield College approves all courses and programs through an established systematic curriculum process. We follow the guidelines in Section 55063 of the ***Title 5 California Code of Regulations*** that states that the associate degree must be composed of a minimum of 60 units, of which at least 18 units must be in the major area or emphasis, and at least 18 units are in a GE course package ([II.A.5-11](#)). We are also in compliance with the Commission Policy on Institutional Degrees and Credits.

Our associate’s degrees require the completion of a GE pattern, either the BC GE Pattern, the CSU GE Breadth, or the Intersegmental General Education Transfer Curriculum (IGETC). The quality and rigor of these courses is consistent with the academic standards appropriate to higher education ([II.A.5-12](#)).

Baccalaureate Degree

As discussed in Standard II.A.12, students in the BS must complete the CSU GE Breadth pattern. The baccalaureate degree also has specific prerequisite lower division courses, including the electronics courses. The number of units required by the lower and upper division coursework meets the minimum requirements of 120 units with over 40 semester upper division units in the major and nine upper division GE units. The course numbering for disciplines in the upper division courses all use three digits of the form CRSE B1xx while the lower division courses in those disciplines use just one or two digits of the form CRSE Bx or CRSE Bxx. The CORs for the upper division courses in our BS show that the students will be expected to work, think, and analyze at the higher levels of knowledge and intellectual inquiry expected at the baccalaureate level ([II.A.5-13](#); [II.A.5-14](#); [II.A.5-15](#)).

Unit Distribution for BC’s BS

41	<i>Lower Division GE</i>
29	<i>Lower Division Technical</i>
9	<i>Upper Division GE</i>
42	<i>Upper Division Technical</i>
<hr/>	
121	<i>Total Units</i>

The College meets Standard II.A.5 and Eligibility Requirement 12.

II.A.6 | The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Bakersfield College schedules all degree and certificate courses in a manner that enables all students to complete their program within a **reasonable timeframe** for that program: one year for a certificate, two years for the associate degrees, and four years for the baccalaureate degree. The complex task of course scheduling employs the focused attention of department faculty, deans, and the Enrollment Management Committee, informed by data from our course scheduling system, as well as our Completion Coaching Communities.

All academic programs, including the baccalaureate degree, must list the semester-by-semester sequence of all courses needed for the program in Item 3 of the CRC Program Template ([II.A.6-1](#)). Counselors and advisors use those course sequences to create Student Educational Plans ([II.A.6-2](#); [II.A.6-3](#)). Related software tools like DegreeWorks ([II.A.6-4](#)) and targeted nudges and interventions by BC's **Completion Coaching Communities** enhance student awareness of course sequences, influencing the choice architecture and, in turn, influencing course scheduling to meet demand.

Analysis and Evaluation

Since 2010, BC has used a **block schedule** ([II.A.6-5](#)) for all programs including our baccalaureate degree. Distance education classes are offered in many subjects and high demand courses to provide additional options and flexible scheduling for our students ([II.A.6-6](#); [II.A.6-7](#)). We analyze waitlist and fill rates to measure student demand and make appropriate adjustments in the scheduling of courses.

In consultation with the appropriate dean, department faculty create a preliminary master schedule using a **waitlist and fill rate analysis**, as well as consideration for program course sequence needs. Department chairs and deans collaborate in the recruitment and screening of adjunct faculty in order to meet the instructional demands for their areas. The **Enrollment Management Committee** also makes recommendations for the addition of sections based on trend data and current demand throughout the registration period ([II.A.6-8](#)).

The course sequence in the Program Template used by the CRC ensures that we create a reasonable and effective distribution of GE, prerequisite, and major courses in all the semesters of the program, including our baccalaureate degree. The BSIA Template has a four-semester course sequence for the lower-division coursework and a four-semester course sequence for the upper-division coursework with fifteen units each semester ([II.A.6-9](#)).

For several years, BC has tracked several momentum points that help us determine whether or not a student will graduate in a timely manner. Students who achieve these momentum points show a significantly higher rate of degree completion within a targeted timeframe ([II.A.6-10](#); [II.A.6-11](#)):

- Completing 15 or more units in the first semester
- Completing 30 or more units in the first year
- Completion of transfer-level math and English in the first year

Completion Coaching Communities described in II.C use the early momentum points of *attempting* 15+ units in the first semester/30+ units in the first year for their intervention efforts.

The College meets Standard II.A.6 and Eligibility Requirement 9.

II.A.7 | The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

In support of our mission, BC employs several modes of delivery to meet the needs of our diverse student body: interactive television, online, face-to-face, and hybrids, as well as bridging the digital divide in Kern County by sending faculty out to our previously overlooked rural communities ([II.A.7-1](#); [II.A.7-2](#)). We also use interactive television to stream courses from the Panorama campus to the rural high school sites, as well as from high school site to high school site through the **Rural Initiative Distance Education** (R.I.D.E.) Project ([II.A.7-3](#); [II.A.7-4](#)). We also offer classes in some of the prisons in Kern County ([II.A.7-5](#)).

As described above in our response to II.A.6, we regularly assess the need for each delivery mode, adding course sections of different delivery modes to address student demand and community needs ([II.A.7-6](#)). Our **Enrollment Management Committee** makes recommendations from its college-wide view of enrollment trends, waitlists, and fill rates ([II.A.7-7](#); [II.A.7-8](#)).

Analysis and Evaluation

In response to changing student need, the CRC approved 92 courses for **distance education** in fall 2017 ([II.A.7-9](#)). In spring 2018, BC applied for the OEI consortium with a special focus on student equity and improving access to culturally responsive teaching ([II.A.7-10](#)). We regularly review our DE performance to ensure progression in key data points ([II.A.7-11](#); [II.A.7-12](#)). The KCCD IR department includes DE performance in the data faculty use for their analyses in our annual program review ([II.A.7-13](#)).

We employ a **variety of teaching methodologies and course structures** to meet the diverse and changing needs of our students, offering courses in compressed as well as regular, semester-length formats, allowing students to move at speeds that contribute to their success ([II.A.7-14](#)). BC hosts professional development for all faculty to discuss effective, research-based teaching techniques ([II.A.7-15](#)). In our response to Standard II.A.2, we describe the ongoing focus on the relationship between teaching methodologies and student performance in the curriculum review and faculty evaluation processes.

Our faculty utilize a **variety of student learning assessment strategies**, as listed in Section 11 of the COR ([II.A.7-16](#); [II.A.7-17](#)). Reports posted on the AC website show the varied ways BC faculty assess course SLOs and PLOs ([II.A.7-18](#)). Our learning support services work to meet students' **diverse needs and learning styles** ([II.A.7-19](#); [II.A.7-20](#); [II.A.7-21](#); [II.A.7-22](#); [II.A.7-23](#); [II.A.7-24](#); [II.A.7-25](#)). Our response to Standard II.B describes our learning support services in detail.

Bakersfield College also identifies underserved and marginalized student populations and offers specialized support accordingly. For example, Disabled Students' Programs and Services (DSPS) provides ongoing counseling, registration, testing, and assessment of special needs, as well as

assistance with communicating these needs to their instructor and arranging for specific assistance in their classes, such as sign interpreters or note takers ([II.A.7-26](#)).

Through our GP implementation, BC has identified eight student populations through which structured **Completion Coaching Communities**, as discussed in detail in Standard II.C support their academic and co-curricular progression along their pathways, providing timely intervention to ensure they achieve the momentum points described in our response to Standard II.A.6. ([II.A.7-27](#)).

BC Affinity Completion Coaching Communities

**African American Initiatives,
Athletes, DREAMers, DSPS,
EOP&S, Foster Youth,
The Kern Promise, and Veterans**

Our research shows that our early guided pathways work is already closing the gap of student success in the math gateway course and it has mitigated the gap in the English gateway course for our African American and Hispanic/Latino students.

The College meets Standard II.A.7.

II.A.8 | The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Some CTE programs offer students the opportunity to attempt industry-specific qualifying exams for certification or licensure. These optional exams do not affect students' grades, and external entities or agencies are responsible for their administration and for the validity and reliability of the exams. Although BC does not use any department-wide course and/or program examinations, we have procedures in place to ensure that examinations and measures of learning are valid and reliable.

The determination of course prerequisites is an embedded part of the curriculum development and review process by the CRC, a sub-committee of the Academic Senate ([II.A.8-1](#)). The CRC has created content review forms to standardize the placement of appropriate prerequisites on a course and posted them on the publicly accessible CRC website.

In our **content review process for prerequisites**, faculty with subject matter expertise validate the specific requirements for listing a course as a prerequisite by labeling SLOs from the intended prerequisite course on a scale from 1 (not relevant) to 5 (critically relevant) as they relate to likely student success in the target course ([II.A.8-2](#)). Three faculty raters ensure sufficient accuracy, and the ratings are averaged to determine the applicability of the intended prerequisite course to the target course. The outcome of the content review process can be a required prerequisite, a recommended prerequisite (advisory), or a non-affirmation of the prerequisite course.

We use a similar content review process to determine the minimum levels of reading, English, and math proficiency needed for the course after a dialog between the target course faculty and the English, math, or Academic Development faculty ([II.A.8-3](#)).

- COR Section 8: Content review analysis ([II.A.8-4](#))

- COR Section 11: List of assessment strategies including a sample critical thinking assignment

Bakersfield College has significantly emphasized a student’s prior learning in our placement process with **multiple measures of assessment** for all students since fall 2014. While MMs usually use high school GPA and the student’s last math or English course, we also include military credit, Advanced Placement (AP) and College-Level Examination Program (CLEP) test results for placement, and in some instances, course credit ([II.A.8-5](#); [II.A.8-6](#)).

We have established several protocols to standardize measures of student learning across courses and departments. In the faculty evaluation process, faculty present course syllabi to their evaluation committee who check for a number of required elements, including course SLOs and adherence to the published COR ([II.A.8-7](#)).

Analysis and Evaluation

Bakersfield College uses several institution-wide standards and procedures to ensure that examinations and measures of learning are fair and consistently applied across courses and across the college. This increases reliability and validity, and reduces disproportionate impact.

Institutional Process	Ensuring Validity and Reliability
Centralization of content review procedures with the CRC and the use of rubrics following CB21 guidelines	Ensures that we apply the basic reading, English, and math prerequisites levels evenly across all target courses and disciplines. (II.A.8-8)
Multiple measures of assessment placement method	Statewide Multiple Measures of Assessment Project (MMAP) data tested reliability, showing method to be more accurate than the use of test scores alone (II.A.8-9). Since the introduction of MMs at BC, students have completed college-level math and English at higher rates and BC is seeing a reduction in the success gap in gateway courses for African American and Hispanic students (II.A.8-10)
Policy of using AP and CLEP tests	Provides a standardized, unbiased opportunity to receive credit for prior learning; may be applied toward the completion of a BC program.
Faculty evaluation process	Ensures each individual faculty member’s participation in assessment efforts is coordinated with the department, promoting standardization across class sections taught by the department.

The College meets Standard II.A.8.

II.A.9 | The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to- credit-hour conversions. (ER 10)

The BC Catalog states the criteria for evaluating student learning and awarding course credit ([II.A.9-1](#)). The criteria for course credit for all of our courses, including the upper division courses in our baccalaureate program, reflect Board Policy and are in line with Title 5 regulations and Commission Policy on Institutional Degrees and Credits ([II.A.9-2](#)). Student evaluation processes, grading criteria, and SLOs are published in the COR and appear in course syllabi ([II.A.9-3](#); [II.A.9-4](#); [II.A.9-5](#)).

Our faculty conduct ongoing assessment of learning outcomes, and regularly report assessments to the AC, which posts reports on the publicly accessible AC website ([II.A.9-6](#); [II.A.9-7](#)). Faculty ensure alignment of course content and outcomes ([II.A.9-8](#)).

The BC Catalog states the requirements for the awarding of degrees and certificates ([II.A.9-9](#)), including our BSIA, and the listed requirements include minimum competencies ([II.A.9-10](#)). When a new course is entered into the curriculum management system, the clock-to-credit-hours are automatically calculated for the course ([II.A.9-11](#)).

Analysis and Evaluation

Bakersfield College awards academic credit according to established and accepted standards in higher education, which are enforced and approved during the curriculum review and approval process of the CRC ([II.A.9-12](#)). All degrees, COAs, and the courses contained in them must also pass a rigorous state-level approval process. The publicly accessible CORs demonstrate that we follow Federal standards for *clock-to-credit-hour conversions* in the awarding of credit. Faculty develop SLOs, which the CRC and AC review and approve in the curriculum approval process. BC holds dual enrollment instructors to the same standard as those teaching conventional courses. Dual enrollment instructors must track and report positive attendance hours for classes that are positive attendance.

The Catalog also lists PLOs in the Program of Study template ([II.A.9-13](#)). All course level SLOs are mapped to PLOs to ensure that the PLOs are attained when degrees and certificates are awarded ([II.A.9-14](#); [II.A.9-15](#); [II.A.9-16](#); [II.A.9-17](#)). This mapping makes explicit the connection between successful completion of SLOs and PLOs and the attainment of degrees and certificates. Faculty report on the assessment of the PLOs as part of the annual program review process and those results are posted on the PRC website ([II.A.9-18](#)).

Baccalaureate Degree

As shown in our responses to Standards II.A.5 and II.A.12, students in the BS will take a total of 121 units, of which 71 units are in its technical area of inquiry. The baccalaureate program participates in the same program review process, as well as the reporting of assessment of course level SLOs ([II.A.9-19](#)).

The College meets Standard II.A.9 and Eligibility Requirement 10.

II.A.10 | The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Supported by our mission, BC students transfer to a wide variety of universities ([II.A.10-1](#)). We offer transfer guarantees to both the CSU and UC systems and maintain articulation agreements with four-year colleges that include major preparation, GE, and transferable-course agreements,

which are available at the Articulation System Stimulating Inter-institutional Student Transfer (ASSIST.org) website. Our articulation officer is a voting member of the CRC and there is a standing agenda item for the officer's report at every meeting ([II.A.10-2](#); [II.A.10-3](#)).

Board Policy procedures ensure we address **transfer of course work** ([II.A.10-4](#)). A member of the Admissions & Records (A&R) office evaluates incoming college transcripts to ascertain that the expected learning outcomes are comparable to BC's expectations, and if questions arise, A&R consults discipline faculty. Over 160 courses are part of the Course Identification Numbering System (C-ID) which assures that courses bearing the same C-ID number are comparable in the entire California Community College system and are designed to be transferable to any CSU and UC ([II.A.10-5](#); [II.A.10-6](#)).

The **Associate Degree for Transfer (ADT)** offered at BC guarantees admittance to the CSU system through the SB1440 legislation, thereby greatly facilitating our students' transitions to the CSU system. With an ADT, students are guaranteed to transfer with 60 credits to a CSU at junior-level status. In 2017-18, BC and CSUB received a grant from the College Futures Foundation to have faculty at both institutions complete the specific details of the ADT transfer pathways. We began with three ADTs in 2011 and saw the approval of the 24th ADT in 2016, receiving a statewide award for this significant increase ([II.A.10-7](#)). The 2017-18 BC Catalog lists 29 ADTs ([II.A.10-8](#)). In the 2012-13 academic year just 31 students received an ADT, but the number has increased to 491 students with an ADT in the 2016-17 academic year ([II.A.10-9](#)).

Analysis and Evaluation

To advance our mission to support student transfer to four-year schools, BC has:

- Nearly 500 courses in 65 subjects that transfer to four-year schools
 - 176 courses certified for CSU Breadth GE and
 - 135 courses certified for IGETC ([II.A.10-10](#))
- Over 160 C-ID courses, vetted through a thorough statewide peer review process.
- 30 ADTs with more in development. No CA community college has more ADTs ([II.A.10-11](#); [II.A.10-12](#))
- A baccalaureate degree in a technical field that is not available at our local CSU.

Bakersfield College's **Transfer Center** offers resources and services to all students with transfer-of-credit needs. The annual Transfer Day brings four-year admissions representatives from colleges and universities to the Panorama and Delano campuses ([II.A.10-13](#); [II.A.10-14](#); [II.A.10-15](#); [II.A.10-16](#)). Other college representatives visit campus periodically ([II.A.10-17](#)). Students may utilize computers in the transfer center to access to online resources such as ASSIST.org. In addition, two on-site admission advisors from CSU Bakersfield hold regular hours in the BC Counseling Center ([II.A.10-18](#)).

Transfer Procedure Resources

BC Catalog Transfer Guide
([II.A.10-19](#))

Transfer Services Website
([II.A.10-20](#))

Transferable Course Agreements on ASSIST.org

Baccalaureate Degree

Bakersfield College has dedicated a counselor to provide academic counseling services to engineering and the BS cohort. A member of the A&R Office, in conjunction with the Electronics Technology faculty, evaluates official transcripts to determine if the learning outcomes are comparable to the pre-requisite courses for the upper division program. The BS counselor manually tracks each student's progress through application to acceptance into the program.

The College meets Standard II.A.10 and Eligibility Requirement 10.

II.A.11 | The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

The first sentence of BC’s mission statement gives the three major areas for which we offer instructional programs: associate and baccalaureate degrees and certificates, workplace skills (CTE), and transfer to four-year schools. The second sentence of our mission statement reflects the ILOs we want our students to achieve. The ILOs are described more fully for students and the public in the BC Catalog, posted online ([II.A.11-1](#); [II.A.11-2](#)). Our ILOs are also posted on publicly-accessible websites:

BC’s Institutional Learning Outcomes

**Think Critically
Communicate Effectively
Demonstrate Competencies
Engage Productively**

Educational Master Plan	Institutional Plans webpage (II.A.11-3 ; II.A.11-4)
ILO Chart and Mapping Template	AC website (II.A.11-5 ; II.A.11-6 ; II.A.11-7)
Program Review Handbook	PRC website (II.A.11-8 ; II.A.11-9)

Analysis and Evaluation

Although our ILOs do not use the specific language of the accreditation standard, the character of the standard is seen in the ILOs by mapping the accreditation standard onto the ILOs as follows:

Bakersfield College ILO	Communication Competency	Information Competency	Quantitative Competency	Analytic Inquiry	Ethical Reasoning	Engage Diverse Perspectives
<i>I. Pursue knowledge and evaluate its consequences</i>	X	X	X	X		X
Think critically, abstractly, logically, and algorithmically to evaluate and solve problems		X	X	X		
Integrate new information to formulate principles and theories and display openness to different opinions		X		X		X
Share the desire for intellectual creativity and acquisition of knowledge	X					X
<i>II. Communicate clearly and effectively in both written and oral forms.</i>	X				X	X
<i>III. Demonstrate knowledge and abilities in a chosen area of study</i>	X	X	X	X	X	X
Demonstrate an understanding of resources and procedures of a field and the ability to use them	X	X	X	X	X	
Demonstrate the ability to use current technology to acquire, organize, and analyze information appropriately		X		X	X	
Possess a core of knowledge and skills in a chosen field	X	X	X	X	X	X
<i>IV. Appreciate civil responsibilities</i>	X	X		X	X	X
Reflect upon the cultural and ethical dimensions of life				X	X	X
Contribute to society as an actively engaged citizen	X	X			X	X

We ensure all of our students receiving degrees or certificates achieve the ILOs in three ways:

- Regularly assess and map SLOS, PLOs to the ILOs and, if applicable, GELOs
- Require all students to take a GE pattern of courses
- Assess the ILOs directly

In our response to Standard II.A.3, we describe how the AC works with the CRC to ensure that all CORs and Programs of Study have appropriate learning outcomes. Because BC has mapped all of its course level SLOs to its PLOs and ILOs, as well as the GELOs where appropriate, the systematic and regular assessment of the SLOs and PLOs ensures that we are also addressing the assessment of the ILOs. The BSIA program participates in the same program review process and as well as the reporting of assessment of course level SLOs ([II.A.11-10](#)).

Our assessment of Critical Thinking (ILO I) in 2014 led us to reshape the student support services delivery. In fall 2016, we engaged in a college-wide assessment of our ILOs using a survey of student workers that incorporated self-reported questions about all four ILOs ([II.A.11-11](#)).

The College meets Standard II.A.11.

II.A.12 | The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

As stated in the BC Catalog under the *Graduation: General Requirements* section, our associate's degrees **require the completion of a General Education pattern**: 1) the BC GE Pattern, 2) the CSU GE Breadth, or 3) the IGETC ([II.A.12-1](#)). The BC GE Pattern includes courses required of all students, regardless of major or career goals, for the associate degree or for transfer. The BC GE Pattern has five subject areas: 1) Communication in the English Language, 2) the Physical Universe and Life Forms, 3) Arts, Literature, Philosophy, and Foreign Language, 4) Social, Political, Legal and Economic Institution, and Behavior, Historical Background, and 5) and Lifelong Understanding and Self Development ([II.A.12-2](#)). The CSU GE Breadth covers the same five subject areas but uses different labels ([II.A.12-3](#)).

The General Education Program has been designed to address the needs of men and women of all ages, abilities, ethnic identities, life styles, and goals. Through general education, the college seeks to foster knowledge, skills, and attitudes that will empower students to shape the direction of their lives and their environment. Its goal is to encourage students to strive for the highest quality of life, both at leisure and at work, for themselves, their families, and the larger community. –BC GE Philosophy excerpt from the Catalog

Analysis and Evaluation

The BC Catalog lists the learning outcomes for the five subject areas. Using established criteria derived from the **General Education Learning Outcomes (GELOs)**, the CRC evaluates course inclusion in the GE pattern and publishes the criteria on the CC website ([II.A.12-4](#)). The CRC uses the *Guiding Notes for General Education Course Reviewers* published by the CSU and UC systems when evaluating courses for submission to the CSU/UC GE review ([II.A.12-5](#)). Our GELOs include student preparation for and acceptance of responsible participation in civil society, skills for lifelong learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. As described above in our responses to Standards II.A.1, II.A.3, II.A.9, and II.A.11, we have mapped all course level SLOs to PLOs and ILOs, as well as the GELOs where appropriate ([II.A.12-6](#); [II.A.12-7](#)). This mapping ensures that we are assessing the GELOs.

Unit Distribution for BC's BS

41	Lower Division GE
29	Lower Division Technical
9	Upper Division GE
42	Upper Division Technical
<hr/>	
121	Total Units

Baccalaureate Degree

Students in the BS must complete the CSU GE Breadth pattern. The CORs for the upper division courses in our BS show that the students will be expected to work, think, and analyze at the higher levels of knowledge and intellectual inquiry expected at the baccalaureate level ([II.A.12-8](#); [II.A.12-9](#); [II.A.12-10](#)).

The College meets Standard II.A.12 and Eligibility Requirement 12.

II.A.13 | All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and includes mastery, at the appropriate degree level, of key theories and practices within the field of study.

The 2017-18 BC Catalog lists our programs of study as follows ([II.A.13-1](#)):

- Bachelor of Science in Industrial Automation
- 29 Associate Degrees for Transfer
- 37 Associate Degrees
- 44 Certificates of Achievement (over 18 units of study)
- 26 Job Skill Certificates (less than 18 units of study for this local certificate)

Analysis and Evaluation

As described in our response to Standard II.A.9, the curriculum review process ensures all courses and programs, including the baccalaureate degree, have appropriate learning outcomes as the basis for awarding credit ([II.A.13-2](#); [II.A.13-3](#); [II.A.13-4](#)). Their templates and curriculum review process ensure that all courses and programs meet all legal mandates, ACCJC accreditation standards, industry requirements, and practices common to American higher education. The AC reviews all learning outcomes to make sure that they are appropriate to the program's area of inquiry, measurable, and that there is a regular assessment of all learning outcomes ([II.A.13-5](#); [II.A.13-6](#)).

All course level SLOs are mapped to PLOs to ensure that the PLOs are attained when degrees and certificates are awarded ([II.A.13-7](#); [II.A.13-8](#); [II.A.13-9](#); [II.A.13-10](#)). This mapping ensures that the mastery of key theories and practices at the course level leads to the mastery of the overarching key theories and practices of the student's area of inquiry. The continual assessment of the course level SLOs, coupled with the continual assessment of the PLOs, assures the student and their employer or transfer institution that the student's degree or certificate means the student has truly mastered the key theories and practices within that level of the field of study.

Baccalaureate Degree

As shown in our responses to Standards II.A.5 and II.A.12, students in the BS will take a total of 121 units, of which 71 units are in industrial technology and automation. The BS degree program participates in the same program review process as well as the reporting of assessment of course level SLOs.

The College meets Standard II.A.13.

II.A.14 | Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Bakersfield College Career & Technical Education (CTE) programs provide cutting-edge, rigorous and relevant instruction to prepare skills builders/incumbent workers and future employees for a wide range of high-wage, high-skill, and high-demand careers ([II.A.14-1](#); [II.A.14-2](#); [II.A.14-3](#)). To ensure CTE graduates demonstrate technical and professional competencies that meet employment standards and preparation for external licensure and certification, BC uses a three pronged-approach:

- Collaboration with local and regional advisory committees, external licensing and credentialing agencies, and industry experts to establish competencies and learning outcomes for programs ([II.A.14-4](#); [II.A.14-5](#))
- Ensuring that graduates of CTE programs that require licensure examinations are adequately prepared ([II.A.14-6](#))
- Regularly assessing SLOs and PLOs, and evaluating program viability through the program review process ([II.A.14-7](#); [II.A.14-8](#))

Analysis and Evaluation

Every CTE program has an advisory committee that includes business and industry experts. The BC CTE programs hold, at minimum, biannual program advisory meetings to review curriculum and entry-level competencies and to ensure relevance of the program content to industry practice and standards. The evidence files are minutes from advisory committees of one of our oldest CTE programs, Radiologic Technology, and one of the newer CTE program, the BSIA ([II.A.14-9](#); [II.A.14-10](#); [II.A.14-11](#); [II.A.14-12](#); [II.A.14-13](#)).

Outside accrediting or regulatory agencies establish standards for some occupational programs and require external license and certification for employment. Employment data, job projections, and licensure rates are obtained from respective licensing agencies, Bureau of Labor Statistics, LaunchBoard, and the California Employment Development Department ([II.A.14-14](#); [II.A.14-15](#); [II.A.14-16](#); [II.A.14-17](#)).

Analysis and Evaluation

Every CTE program has an **advisory committee** that includes business and industry experts. The BC CTE programs hold, at minimum, biannual program advisory meetings to review curriculum and entry-level competencies and to ensure relevance of the program content to industry practice and standards. The evidence files are minutes from advisory committees of one of our oldest CTE programs, Radiologic Technology, and one of the newer CTE program, the BSIA ([II.A.14-9](#); [II.A.14-10](#); [II.A.14-11](#); [II.A.14-12](#); [II.A.14-13](#)).

Outside accrediting or regulatory agencies establish standards for some occupational programs and require **external license and certification for employment**. Employment data, job projections, and licensure rates are obtained from respective licensing agencies, Bureau of Labor Statistics, LaunchBoard, and the California Employment Development Department ([II.A.14-14](#); [II.A.14-15](#); [II.A.14-16](#); [II.A.14-17](#)).

To ensure currency and compliance with local industry needs, BC reviews CTE programs every two years. CTE faculty collaborate with industry peers, the Local Workforce Investment Board, the Central Mother Lode Regional Consortium and Deputy and State Sector Navigators to **align curriculum and training** ([II.A.14-18](#); [II.A.14-19](#); [II.A.14-20](#)). New and existing courses in the BSIA program will follow the Industrial Federation’s Automation Competency Model ([II.A.14-21](#); [II.A.14-22](#)). Faculty maintain professional competency through on-going professional development supported both internally and externally ([II.A.14-23](#)).

Three examples of successful programs are:

CTE Program	Demonstrated Success in Meeting the Standard
Registered Nursing	Accredited by the California Board of Registered Nursing, students are eligible for licensure as a California Registered Nurse (II.A.14-24). Pass rates for the National Council for Licensure Exam (NCLEX-RN) have been 91% to 97% for the past five years, which is 514 students (II.A.14-25). Licensed students are eligible to transfer to a baccalaureate nursing program.
Automotive	Maintains certifications through the National Automotive Technician’s Education Foundation, Bureau of Automotive Repair, and the American Welding Society, resulting in direct job placements for students.
Culinary Arts	Operate a public restaurant, The Renegade Room. The program incorporates lecture-based lessons followed by hands-on training in nutrition, cost control, supervision and management, baking, food production, dining room services and food service safety and sanitation. Students also meet the requirements necessary for certification (ServSafe exam) from the Education Foundation of the National Restaurant Association.

Graduates of our CTE programs demonstrate technical and professional competency as defined by the approved PLOs. Additionally, faculty use Core Indicator Reports focused on skill attainment, completions, persistence, and transfer and employment to track SLOs ([II.A.14-26](#)). All CTE programs, like our other programs, participate in the annual program review process, validating competencies for employment, technical skills, labor market demand, and program viability ([II.A.14-27](#); [II.A.14-28](#)).

To assure that graduates are employable, BC is increasing its **work-based learning** opportunities through which students put the skills that they have learned in CTE programs to use in a real work environment ([II.A.14-29](#)). We use the CTE Outcomes Survey (CTEOS) to improve data collection and **track employment** of CTE students ([II.A.14-30](#)). The CTEOS shows students who complete BC CTE courses have positive employment outcomes, whether they earn a credential or not:

- Almost 67% of the students secured a job closely related to their program of study
- Students who secure jobs similar to their programs of study have greater wage gains
- Over 73% of the respondents were able to find a job within three months and 68.4% were in full-time jobs
- The CCCCO's Workforce and Digital Futures recognized several of our CTE programs as Strong Workforce Stars because of their outstanding post-college outcomes: 11 Bronze Star programs, 3 Silver Star programs, and 2 Gold Star programs ([II.A.14-31](#)).

To advance our employment tracking and reporting capacity, and improve employer relations, BC recently purchased the "JobSpeaker" software platform ([II.A.14-32](#); [II.A.14-33](#)).

The College meets Standard II.A.14.

II.A.15 | When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Bakersfield College follows the Academic Senate's Procedure for Program Discontinuance approved by the Academic Senate in November 2009 that reflects BP 4B6 on Program Discontinuance to ensure enrolled students can still complete their education in a timely manner when a program is eliminated or significantly changed ([II.A.15-1](#); [II.A.15-2](#)). The procedure stipulates that currently enrolled students must be allowed to complete their program of study in accordance with the rights of students as stated in the BC Catalog ([II.A.15-3](#)). As detailed in the Catalog, students maintain catalog rights if they maintain *continuous enrollment* during the five-year period from initial enrollment. Continuous enrollment means the student must earn a grade, including "W", "IP" or "I" in at least one course each academic year. These students may elect to keep their initial program requirements or change their program requirements to a more recent BC Catalog.

Analysis and Evaluation

Although few programs are completely discontinued, highly enrolled programs at BC have undergone significant changes when transitioning from local graduation requirements to the state-adopted ADT requirements. Changes that result in the discontinuance or deactivation of local programs are vetted through the Academic Senate's Procedure for Program Discontinuance and approved by the BOT. For example, in 2013 the local Art AA program was deactivated with BOT approval and replaced with the Studio Art AA-T program ([II.A.15-4](#); [II.A.15-5](#)). The 2013-14 Catalog listed both during the transition ([II.A.15-6](#)). Continuing students who initially declared the local Art AA retained catalog rights, and graduation data shows that they have been completing their education in this eliminated program ([II.A.15-7](#)).

To support catalog rights, we allow students to substitute courses within a degree program in cases where courses from that program are no longer offered. Students must contact the faculty chair of the appropriate department to complete the course substitution paperwork and get a dean of instruction's approval. Thus, continuing students with catalog rights to an eliminated program can complete their education with minimal disruption ([II.A.15-8](#)). Additionally, BC provides appropriate arrangements such as course substitutions to ensure that students are able to complete their education from an eliminated program in a timely fashion with a minimum of disruption.

The College meets Standard II.A.15.

II.A.16 | The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

We have intentionally designed our committee structure to ensure we engage in continuous, broad-based, systemic evaluation and improvement of the quality and currency of all BC instructional programs, regardless of delivery mode or location. The PRC works in conjunction with other campus committees and departments to provide a robust process, facilitating through careful documentation and analysis the process for instructional and non-instructional programs to reflect on the effectiveness of their programs, to develop goals and action plans, and to work toward enhancing their programs to achieve improved quality ([II.A.16-1](#)). The PRC works with the AIQ Committee to get a college-wide view of our effectiveness in improving student learning and achievement ([II.A.16-2](#)).

The ongoing, systematic work of the PRC, AC, and AIQ Committee is described more fully in our responses to Standards I.A and I.B. In our responses to the other sections of this Standard, especially to Standard II.A.2, we describe how we use our program review process, curriculum review process, faculty evaluation process, and professional development to:

- **Regularly, objectively, and consistently evaluate the effectiveness** of all our courses and programs, regardless of the type of program (baccalaureate, collegiate, developmental, etc.)
- Ensure that course level SLOs and PLOs are relevant, appropriate, and that they are assessed and used in institutional planning
- Ensure that courses and programs are kept current with regard to content and teaching methodologies as well as community needs and employment requirements
- Make the needed changes identified and re-evaluate the effectiveness of those changes

In BC’s Guided Pathways restructuring, we have addressed systemic barriers to success for our First Generation students. The GP framework can be organized into four pillars. Much of Standard II.A falls under the first and fourth pillar except our work in pre-collegiate courses and programs which falls under the second pillar of helping students enter the appropriate (collegiate) pathway. In our analysis, we will detail redesign elements that have **improved the quality and currency** of our courses and programs to enhance student learning and achievement.

Guided Pathways Pillars

- Clarify the Path
- Enter the Path
- Stay on the Path
- Ensure Learning

Analysis and Evaluation

Our Guided Pathways work involves three partners: high school, community college, and transfer institution or business/industry. We are **collaborating with high schools** to:

- Implement MMs of assessment beginning with 500 students in 2014 and scaling to all first-time students in fall 2016 ([II.A.16-3](#)). These MMs were continuously improved in coordination with the MMAP data analysis ([II.A.16-4](#); [II.A.16-5](#))
- Align curriculum by implementing the Expository Reading and Writing Course as the required fourth-year English curriculum that prepares students for collegiate non-fictional writing courses ([II.A.16-6](#))
- Train high school counselors annually since 2014 at our High School Counselor Conference that informs them of programs, collaboration, and creating assessment proctors so that placement testing could take place at the high schools, resulting in better placement test results ([II.A.16-7](#))

Through the program review process, BC identified a need to increase and improve the support for pre-collegiate students, leading to changes described in our responses to Standards I.B.4, I.B.6, II.B, and II.C. ([II.A.16-8](#)). We have **redesigned our placement and course sequencing** practices:

Evaluation	Improvement
Math Department Program Review (II.A.16-9)	Created Math B65, <i>Intermediate Algebra for Statistics</i> , for non-STEM students, which has shown great success, particularly for students of color (II.A.16-10). Approximately 71% of our students have declared majors that could meet the math requirement with statistics (II.A.16-11).
Analysis by Dr. Peter Bahr in 2014-15 (II.A.16-12)	Courses have been aggressively redesigned through compression, acceleration, and integration, e.g. integrating reading and writing (II.A.16-13 ; II.A.16-14). Further research by Bahr found improved student success for the changes that had been made through spring 2016 (II.A.16-15).
Early adoption and application of MMs	Decreasing enrollment in basic skills courses despite increasing enrollment growth college-wide. Maintaining success rates in basic skills despite shift of more well-prepared students being directly placed into college-level coursework (II.A.16-16).

The college GPS includes the **transfer institution** in any pathway that has a baccalaureate degree, requiring intensive dialog and coordination. When a student enters a pathway at a community college that will require a bachelor’s, BC’s GPS will show them the entire process from admission at a community college to getting their bachelor’s at the transfer institution, including the skills sets they will need to acquire along the way. Steps toward that include the **Pathways Program Mapper**, a visual representation of our curriculum we are using in our spring 2018 high school matriculation efforts, and intense work with our largest transfer partner, California State University Bakersfield (CSUB) to clarify and smooth the ADT transfer pathways ([II.A.16-17](#); [II.A.16-18](#); [II.A.16-19](#)).

Fifty percent of all our transfer students go to CSUB ([II.A.16-20](#)). While working with CSUB, BC and CSUB discovered strong ILOs alignment, demonstrating consistency in our curricular expectations ([II.A.16-21](#)), thereby improving cross-institutional dialog that has resulted in extensive pathway mapping work ([II.A.16-22](#); [II.A.16-23](#)). The payoff for this improved collaboration include:

- 19% increase in completion of transfer students' bachelor's degrees at CSUB over the past 5 years, while the system-wide increase has been just 9%
- 47.7% of BC students who transfer to CSUB complete their program in two years, compared to 42.4% of all students transferring to CSUB completing their program in two years, and an even smaller CSU system-wide transfer student completion rate of just 32.6% ([II.A.16-24](#))
- Identifying obstacles in our pathways that prevent seamless transitions for students with ADT's to CSUB ([II.A.16-25](#)).

In December 2017, CSUB was recognized as a transfer champion because of the increase of the ADT degree holders it was enrolling and graduating, most of whom are BC ADT's ([II.A.16-26](#)).

Our BSIA was a ***direct response to local business and industry requests*** for qualified workers in high-paying jobs ([II.A.16-27](#); [II.A.16-28](#)). The BSIA program has articulations with high schools and internships with industry over the summer.

Through the Guided Pathways System, BC provides and will continue to provide information about the employment end-point so that students will understand the employment prospects and the skills they need to pick up along the way as they make their choices of a particular pathway to take. Of course, the best-laid plans, the most clarified path, will still come up against the realities of life and our work on the third pillar, staying on the path, will give our students the tools and support they need to stick to the path or get back on the path as quickly as possible. We will describe this work in our responses to Standards II.B and II.C.

The College meets Standard II.A.16.

Standard II.B: Library and Learning Support Services

II.B.1 | The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

In order to provide a rigorous and supportive learning environment to meet our mission, Bakersfield College (BC) uses a three-pronged approach to learning support services:

- 1) Providing the cornerstone of a higher education institution: a **library** with sufficient print and electronic sources to support our wide variety of courses;
- 2) Offering a range of **academic support services** that provide tutoring hubs staffed with faculty and other academic professional experts to give students the direct help they need on assignments and to strengthen academic skills to succeed in the classroom; and
- 3) Operating many **computer labs** and a full-service **Media Services** department that provide the technology necessary for our face-to-face classes at multiple locations and our distance education classes.

BC's Institutional Learning Outcomes

Think Critically
Communicate Effectively
Demonstrate Competencies
Engage Productively

Analysis and Evaluation

The BC **Grace Van Dyke Bird Library** offers print and electronic sources, which are sufficient in quantity, currency, depth, and variety to support our educational programs regardless of location or means of delivery. Library resources as of June 30, 2017, include a reference and general collection of **91,847 volumes**, including 10,671 e-books. In 2015-16, the Library added 1,404 volumes to the collection and circulated 11,050 items. In 2016-17, 741 volumes were added and 9,955 items circulated. The Library also subscribes to 140 print periodicals, 39 online databases, and an e-book database with over 140,000 titles ([II.B.1-2](#); [II.B.1-3](#)).

...contribute to and support the Bakersfield College mission by serving as an information and research center, and providing direct and instructional support with a full range of timely information resources. The primary goals are to help students college-wide to learn and succeed, and to support the Bakersfield College curriculum by serving students, faculty, staff, and administration
–**Grace Van Dyke Bird Library Mission**
([II.B.1-1](#))

The Library's numerous online databases make the sources students and faculty need available 24/7 from anywhere there is an internet connection to **ensure accessibility regardless of location or mode of delivery** ([II.B.1-4](#)). Additionally, at least one librarian is on duty during open hours.

- Panorama: open 60 hours/week in fall and spring; 42 hours/week in summer.
- Delano: open 40 hours/week; students may request materials from Panorama campus.

- Inmate Scholars: Librarians create and mail annotated bibliographies and packets of resources to inmates since prison students are not able to access computers or the physical library ([II.B.1-5](#)).

Ongoing instruction for users of the Library include:

- **Library B1 Introduction to Library Research** course, a one-unit transferable course on the basics of research for academic courses, including when to use the internet and when to avoid it ([II.B.1-6](#))
- Six **library/research-skills workshops** offered multiple times every semester during the middle ten weeks of the term ([II.B.1-7](#); [II.B.1-8](#))
- **Tailored orientations** in the Library or in classrooms to meet the needs and assignments of each individual class ([II.B.1-9](#))
- **One-on-one instruction** with our librarians while the Library is open.

In spring 2017, the Library acquired a software suite from SpringShare—**LibChat, LibGuides, and LibAnswers**. LibChat will enable our distance education and rural students to chat with our librarians. LibGuides provide tutorials and discipline-specific pathfinders that can be embedded in the Library’s website and in the instructor’s class website on Canvas ([II.B.1-10](#); [II.B.1-11](#)).

We offer a wide range of **academic support services** to advance student learning and achievement as a crucial component of the third pillar of the Guided Pathways system at BC (“Stay on the Path”). These services include:

Support Service	Overview
Math, Engineering-Science, Achievement (MESA)	-Peer and faculty tutoring, Academic Excellence Workshops using peer-to-peer problem-solving with a faculty sponsor who assists the student workshop facilitator (II.B.1-12)
Math Learning Center (MLC)	-Developmental instruction in Pre-, Beginning, and Intermediate Algebra hybrid courses through the ALEKS-based program -Faculty and peer tutoring for those in hybrid and face-to-face courses. -Daily monitoring of student progress ensures early identification of at-risk students and timely intervention to support the student -Proctored math exams for students not in the hybrid courses -Accommodations for Delano campus students (II.B.1-13 ; II.B.1-14 ; II.B.1-15)
Student Success Lab (SSL)	-Free reading, writing, and math guided tutorials using the PLATO software at both the Panorama and Delano campuses -One-on-one faculty assistance during all open hours -Provides instruction on the basics of computer use, such as accessing campus email, using the Banner registration system, navigating course websites on Canvas, and using the Microsoft Office Suite. (II.B.1-16 ; II.B.1-17)
Tutoring Center	-Free peer tutoring for most of our courses for 44 hours per week at the Panorama campus and 32 hours per week at the Delano campus -Students can receive one scheduled 50-minute session per week for any subject and multiple 15-minute drop-in tutoring sessions per week for math and English. (II.B.1-18 ; II.B.1-19)
Writing Center	-Open for 44 hours per week and 32 hours per week at the Panorama and Delano campuses, respectively (II.B.1-20) -Free one-on-one and workshop assistance in writing across the curriculum for all students, including those in the Baccalaureate program ; support from nine degreed professional writing specialists and three student workers per term (II.B.1-21)

	-Exam proctoring for the English and EMLS courses
Supplemental Instruction (SI)	-Group tutoring sessions for specific courses or subjects: 168 course sections in 42 course subjects in fall 2017. -SI Leaders attend the course meetings all semester and hold two hours of weekly study sessions for students enrolled in the course they are supporting (II.B.1-22 ; II.B.1-23 ; II.B.1-24) -SI Leaders have already passed the course with an A or B grade and have been recommended by the discipline faculty

Bakersfield College heavily utilizes **computer and audiovisual technology** with over 1,000 computers in specialized computer labs to support student learning and achievement in tutoring, math, computer graphics, multimedia, drafting, business, and health sciences.

- 160 computers in the open Computer Commons lab in the Library
- 90 computers in Academic Development computer lab on the Panorama campus
- 10 computer labs with 183 computers at the Delano Center campus ([II.B.1-25](#); [II.B.1-26](#))

Our **Media Services Department** provides instructional technology and support for classes as well as video production and video-conferencing services for students, staff, and faculty at the Panorama campus, Delano campus, Weill Institute, Arvin High School, and Delano high schools. Approximately 141 classrooms are technology-enhanced with computer-media technology installed in the room. We identify technology upgrade needs through our annual program review process.

Baccalaureate Degree

The Library is building a collection to support the new Bachelor of Science (BS) in Industrial Automation program and has acquired the EBSCO Applied Science & Technology Source database, and provides links on the library website to online journals related to the program ([II.B.1-27](#)). The BS faculty and librarians collaboratively select resources. Technology and other learning support needs are identified through our annual program review process.

The College meets Standard II.B.1 and Eligibility Requirement 17.

II.B.2 | Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Bakersfield College uses the annual program review process described in our responses to Standards I.A and I.B to identify the educational equipment and materials needs of the instructional programs and student support areas. Two groups with faculty representatives from across the College, the **Information Services Instructional Technology (ISIT) Committee** and the **Career and Technical Education Council (CTEC)** prioritize educational technology equipment requests from the program review process and make recommendations of equipment selection and maintenance to the college president ([II.B.2-1](#); [II.B.2-2](#)).

Librarians select books, journals, and other library materials through discipline faculty requests, reviews from professional journals, an understanding of college curricula, course

assignments, information gleaned from working with students, and class reading lists.

Analysis and Evaluation

The **Library Collection Development Policy** states materials that *directly meet student curricular needs in the courses and/or programs of instruction offered* are top priority in collection development, followed by materials that support student papers and reports. Other considerations are materials that add depth and breadth to the collection, support faculty preparation of class instruction, and that support faculty professional development ([II.B.2-3](#)). A library faculty sits on the Curriculum Committee to ensure the Library stays abreast of new course offerings and related course needs. Correlating circulation statistics with book purchases show that current selection decisions are meeting student needs.

Top 5 Subjects Circulated in 2016-17

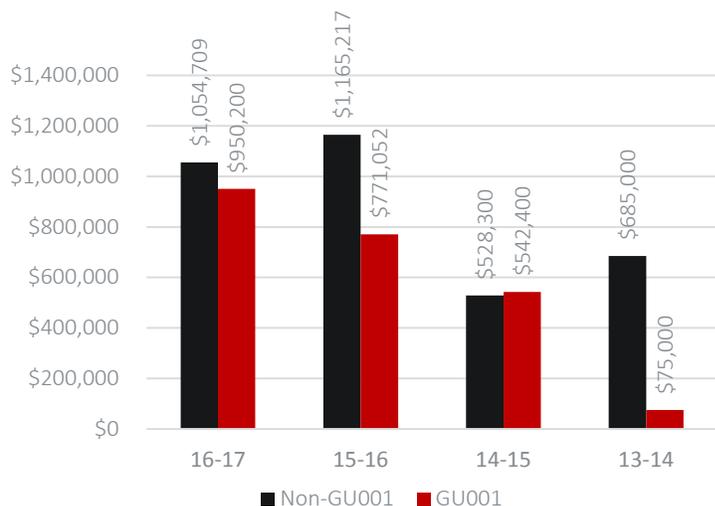
- Social Sciences
 - American History
 - Religion/Philosophy/Psychology
 - Literature
 - Medicine
- ([II.B.2-4](#); [II.B.2-5](#))

While funding for book and periodical purchases is sufficient, subscription costs have increased ([II.B.2-6](#)). Librarians evaluate database usage annually to ensure resources are meeting student research needs. Usage of nearly all databases has increased, with the exception of Gale’s Academic One File, which we have retained as the only database that includes full- text of the New York Times. In 2016 the Library initiated a subscription to EBSCO’s Applied Science and Technology Source in support of the new BSIA. The database has seen

significant use with 187,419 searches during the 2016-17 academic year. It appears it is being used by students well beyond the small cohort currently in the program ([II.B.2-7](#); [II.B.2-8](#)).

The selection and maintenance of all **educational equipment and materials** to support student learning and enhance the achievement of the mission happens through our annual program review process on the Technology Request form (aka “the ISIT form”) ([II.B.2-9](#)). The ISIT Committee reviews requests and members vote to prioritize them. This prioritized list is used to purchase new technology equipment as funding becomes available ([II.B.2-10](#); [II.B.2-11](#)). The college follows a three- to five-year replacement cycle as closely as the budget allows.

Mix of Technology Funding Allocations



The CTEC may also select educational equipment for CTE programs. Through the program review process, CTE department chairs present requests for prioritization to CTEC, which votes to prioritize the requests. The CTE Dean evaluates the prioritization list for appropriate funding streams using grant and categorical funding sources when possible. The Educational Administrators Council (EAC), led by the Vice President of Instruction, also reviews the priority

list. We have been able to purchase the majority of equipment needs through this process the past two years. As shown in the chart above, our technology funding allocations over the past four years demonstrates our creative integration of grants, categorical, bond, and general fund monies to pay for our equipment needs in order to achieve our mission ([II.B.2-12](#)).

The College meets Standard II.B.2.

II.B.3 | The institution evaluates the library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Our intentionally designed, formal structure ensures that a systematic evaluation dialog about the Library and other learning support services happens. The Library and other learning support services participate in the annual program review process and regularly survey students and faculty.

Analysis and Evaluation

The annual program review process requires the learning support service to explain how their goals match up with the college's Strategic Directions, the first two of which are Student Learning and Student Progression & Completion. The process also requires the service to give an assessment of its strengths and weaknesses, and to include an assessment of learning outcomes on the Assessment Report Form. The Program Review Committee and Assessment Committee provide feedback to the services.

The *Library assesses its effectiveness* in myriad ways:

- Program Review ([II.B.3-1](#))
- Assessment of Student Learning Outcomes (SLOs) in the Library B1 course ([II.B.3-2](#))
- Analysis of how the library workshops contribute to the attainment of student learning outcomes through a graded assignment as well as an evaluation form for student feedback on the effectiveness of the workshop ([II.B.3-3](#); [II.B.3-4](#))
- Survey of instructors who request a library orientation ([II.B.3-5](#); [II.B.3-6](#))

At the end of the semester, the librarians analyze the trends, successes, weaknesses, and the improvements that need to be made by creating a *workshop debriefing* document summarizing the trends and student assessments. In Fall 2017, the Library conducted a comprehensive review and found very positive perceptions of the Library but there needed to be more truly quiet places and better advertising to all faculty about the library services ([II.B.3-7](#); [II.B.3-8](#)).

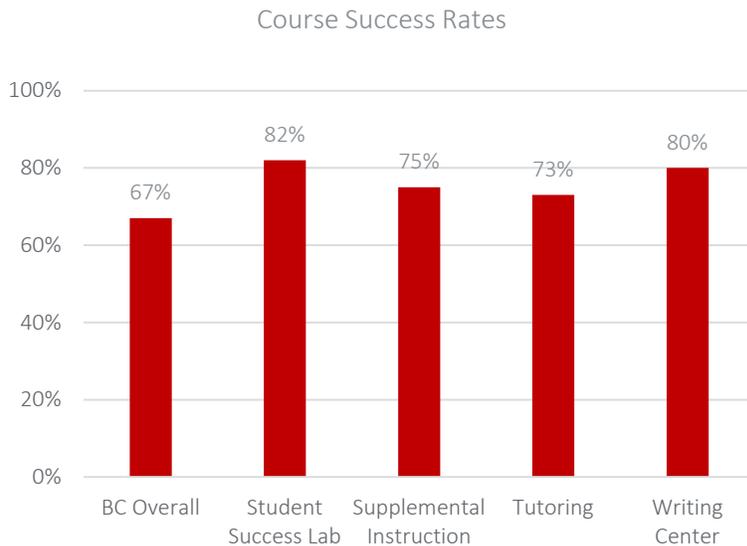
BC Service's Survey Evidence of Library Effectiveness

98% agreed, the Library provides effective services

Utilization of *academic support services* has increased in recent years with resulting success rates in critical courses at the college. Utilization highlights include:

- **Student Success Lab:** over 300 students per day; 4,347 total sessions totaling over

- 5,475 hours logged in spring 2017 ([II.B.3-9](#); [II.B.3-10](#))
- **Tutoring:** 3,486 scheduled appointments with 70 tutors for 90 subjects on the Panorama campus; 609 appointments with 16 tutors in 44 subjects on the Delano campus ([II.B.3-11](#); [II.B.3-12](#); [II.B.3-13](#))
- **Writing Center:** Average of 3,700 sessions per term since fall 2015 ([II.B.3-14](#); [II.B.3-15](#); [II.B.3-16](#))



The chart at left shows the success rates for students who used our academic support services compared to the success rates for all students in all courses. Note that the first bar includes students who used the support services and those who did not.

Additionally, although MESA students are all considered at-risk among STEM students, the MESA student success rates match or exceed the rest of the STEM population and general BC student body ([II.B.3-17](#); [II.B.3-18](#); [II.B.3-19](#)).

Bakersfield College also assesses Academic Support Services through structured campus-wide assessment practices, such as program review and distribution of campus-wide surveys. The **program review process** includes the following related to academic support services:

- Math Department: Math Learning Center ([II.B.3-20](#); [II.B.3-21](#))
 - The Math department disaggregates MLC student assessments from the face-to-face students. The evidence file shows the most recent assessment results an analysis for improvement for SLO#2 for the students taking the Pre-, Beginning, and Intermediate Algebra hybrid courses through the ALEKS-based program in the MLC ([II.B.3-22](#))
 - As a result of the SLO assessment results and low student success rates, the MLC Coordinator is implementing a trial period starting in fall 2017 of new online applications ([II.B.3-23](#))
- Technology Services Department: Media Services and Instructional Technology ([II.B.3-24](#))
- Academic Development Department: Student Success Lab and Tutoring Center
- Supplemental Instruction ([II.B.3-25](#))

Various **campus-wide surveys** help academic support services analyze effectiveness:

Survey	Evidence
Student Technology Survey (STS)	Annually; includes Math Learning Center services PLATO and ALEKS: 2016, 80% of students using PLATO and 78% using ALEKS rated them very effective or somewhat effective (II.B.3-26).
Tutoring Center Survey	Distributed during weeks 9 and 10 of the semester: 89% to 98% positive response to questions regarding effectiveness of peer tutors and overall tutoring service for the questions asked (II.B.3-27).

ISIT Committee Survey	Distributed each fall guides priorities for change and improvement; fall 2016: 50% use campus computer labs on either a monthly or weekly basis. 60% indicated that computer labs were either very effective or somewhat effective (II.B.3-28 ; II.B.3-29).
SI faculty and student surveys	End of term surveys guide changes to subsequent semester offerings, training, and communication (II.B.3-30 ; II.B.3-31).

The College meets Standard II.B.3.

II.B.4 | When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17).

The college collaborates with multiple outside entities to offer educational support services and documents contractual agreements through Independent Contractor Agreements and Memorandums of Understanding. The college regularly evaluates agreements through a multi-level approval process to ensure effectiveness.

Analysis and Evaluation

The Library has an agreement with California State University, Bakersfield to provide limited borrowing privileges to students. A student may request a referral form at the BC library reference desk to borrow up to five books at a time ([II.B.4-1](#)). Media Services collaborates with many organizations to provide services and continually evaluates these partnerships to ensure the highest level of service in a cost-effective manner. Established agreements include:

- **Library:** Library management system: SirsiDynix; electronic usage or content: Gale, EBSCO, CQ Press, JSTOR, Oxford University Press, ProQuest, OCLC, GOBI, The Library of Congress, and SpringShare ([II.B.4-2](#))
- **Media Services:** ASCAP, SESAC, BMI music licensing, 3CMedia, CCC Confer, CCC Zoom, Delano Joint Unified School District, Kern High School District, Kern Educational Telecommunications Consortium, Kern County Superintendent of Schools, Polycom, SPS, Extron, Crestron, Serban Sound, Inc., PacWest Sound, Inc., Verizon, and Freestyle Event Services.

In early 2016, the Library initiated a subscription to EBSCO’s Applied Science and Technology Source in support of the new BSIA ([II.B.4-3](#)).

The College meets Standard II.B.4 and Eligibility Requirement 17.

Standard II.C: Student Support Services

II.C.1 | The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Bakersfield College (BC) continues to grow in enrollment and in the diversity of student support needs. With 80% of our students coming from families that have no one with a college degree, we have established a wide array of access points to provide quality higher education and a correspondingly wide array of quality **student support services** to assist our students in entering and staying on their pathways toward their academic goals ([II.C.1-1](#)).

BC Sites	Examples of our Comprehensive Services
Delano Campus Shafter Center Arvin Center Online BC Southwest Dual Enrollment Inmate Education	<p>Co-curricular experiences: II.C.1-2; II.C.1-3; II.C.1-4; II.C.1-5</p> <p>Educational advising: II.C.1-6; II.C.1-7; II.C.1-8</p> <p>EOP&S, DSPS, and Financial Aid: II.C.1-9; II.C.1-10; II.C.1-11; II.C.1-8</p> <p>Matriculation Services: II.C.1-12; II.C.1-13; II.C.1-14</p> <p>Registration: II.C.1-15; II.C.1-16; II.C.1-17</p> <p>Student Employment: II.C.1-18</p>

Analysis and Evaluation

Bakersfield College **regularly evaluates** student support services each semester through the evaluation processes we describe in our responses to Standards I.A and I.B: program review, SLO assessment for counseling services, and other assessment measures such as Strategic Directions ([II.C.1-19](#); [II.C.1-20](#); [II.C.1-21](#)). Through these evaluation processes we ensure that all student support services **support student learning** and **enable BC to meet its mission**.

All student affairs administrators evaluate their programs annually through the program review process ([II.C.1-22](#)). In addition, each administrator has an annual work plan and an annual evaluation of that plan through the accomplishments document posted on the website. Through program review, we justified new faculty and staff hiring to meet the needs of a continually growing student population coupled with state and federal mandates such as the SB 1456 (2012) legislation ([II.C.1-23](#); [II.C.1-24](#); [II.C.1-25](#); [II.C.1-26](#)).

Workshop	Fall 2015	Fall 2016
Application	15	34
Orientation	25	44
Assessment	31	59
Counseling (ASEP)	93	81
Registration	31	13
Total	195	231

It was found through our program review process that there was a very low level of matriculation for our first time in college (FTIC) students. In 2015 we redesigned our matriculation delivery to boost the level of full matriculation by quickly scaling off-site delivery to FTIC in over 40 surrounding feeder high schools. In 2016 we delivered 231 workshops at feeder high school leading to more FTIC students with priority registration.

Our program review process has identified the need for dozens of Admissions & Records evaluators, educational advisors, tenure-track counselors, academic support services experts, student employees, and managers to serve students at all campus locations and online. Over the past few years we have been able to hire these positions by maximizing Student Success and Support Program (SSSP) and Student Equity funding, while aggressively pursuing other funding avenues as described in the 2015–2017 *Closing the Loop* documents ([II.C.1-27](#); [II.C.1-28](#); [II.C.1-29](#)).

Finally, our program review process has led to improvements in student service transactions such as reduced transcript evaluation times (going from 28-week times in Spring 2015 to being able to evaluate transcripts as soon as they were received in Fall 2016), reducing student wait times in Financial Aid by 42 minutes, creation of the one-stop “Welcome Center”, and other examples listed in the Student Services State of the College report evidence ([II.C.1-30](#)).

The College meets Standard II.C.1 and Eligibility Requirement 15.

II.C.2 | The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support service and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Bakersfield College’s Student Affairs regularly *assesses learning support outcomes* through the annual program review process that includes SLO assessment for counseling services and other longer-term assessment measures such as our three-year Strategic Directions ([II.C.2-1](#); [II.C.2-2](#)). As part of the program review process each instructional unit, student support unit, and administrative unit identifies their unit’s outcomes and assessment of those outcomes on the Assessment Report form. The completed forms are posted on the Program Review Committee’s website and are analyzed by the Assessment Committee ([II.C.2-3](#); [II.C.2-4](#)). The assessment measures of the initiatives we developed to achieve Bakersfield College’s five strategic directions are posted on the Strategic Directions website and they are analyzed the Accreditation & Institutional Quality Committee as described in our responses to Standards IA and IIB ([II.C.2-5](#); [II.C.2-6](#)).

Analysis and Evaluation

Bakersfield College has used the assessment data from our annual program review process and Strategic Directions reporting to make **significant improvements in our student support programs and services**. Here are some of the improvements we have made:

Identified Area of Need	Continuous Improvements
Evaluation found in Program Review showed low matriculation for FTIC students	Significantly expanded matriculation service delivery off-site, growing from 37% fully matriculated FTIC students to 72% from 2012-13 to 2016-17 (II.C.2-7)
Student success and equity plan data from Dr. Peter Bahr, OIE and RP Group evaluation demonstrate need for expanded support in courses prior to transfer-level in English in math (II.C.2-8 ; II.C.2-9)	Creation of the “ Extend the Classroom ” model for English B53, Math B60, Math B65, and ACDV B72 (II.C.2-10 ; II.C.2-11); deployed an automated weekly academic support attendance reports via Engineerica AccuSQL tracking software, disaggregated by course (II.C.2-12 ; II.C.2-13). We will be moving the academic support attendance tracking to StarFish in Spring 2018.
Enrollment trend data and student equity plan data demonstrate a need for expanded support services for marginalized student populations	Education Opportunity Program & Services (EOP&S) began offering EOP&S Student Development course in Fall 2017. Grew EOP&S using Student Equity Funds from 1,078 students in 2015-16 to 1,443 students and 39,818 contacts in 2016-17 (II.C.2-14).
Fall 2016 Student Focus Groups and Student Employee Surveys suggest need for more student employment opportunities and practical skill	Reorganization of Student Employment services to align with Strong Workforce initiatives reporting to Dean of CTE. Embed “Earn & Learn” program more prominently with instructional

development aligned with workforce outcomes (II.C.2-15)	program outcomes and invested in additional staff members, new software, and a physical location (II.C.2-16 ; II.C.2-17 ; II.C.2-18).
The annual <i>Athletic Interest Survey</i> distributed via CCCApply drives co-curricular offerings (II.C.2-19)	In 2016, the athletic department <i>added men's soccer and women's beach volleyball</i> as a direct response to the cultural needs of the community (II.C.2-20).
Fall 2016 <i>AACC Pathways Project Student Focus Groups</i> illuminated advisement issues and desire to be seen and heard as individuals (II.C.2-21)	As described in our responses to Standards I.B.7 and II.A.7, we organized our 70 programs of study into <i>10 meta-majors</i> , each with an associated Completion Coaching Community to sub-divide 30,000+ students into manageable groups, making individual students become more visible. We also have 8 supplemental <i>"affinity groups"</i> with their own completion coaches to ensure a focus on equity (II.C.2-22 ; II.C.2-23).
Fall 2016 <i>AACC Pathways Project Faculty Focus Groups</i> emphasized need for counseling and discipline faculty integration. (II.C.2-24)	All <i>Completion Coaching Communities</i> integrate counseling and discipline faculty along with other student support service personnel. We use SSSP/Equity to pay faculty and counselors during off-contract periods at Summer and Winter Pathways Institutes to ensure coordinated work (II.C.2-25).

With student enrollment continuing to significantly increase and 80% of those students coming from families that have no one with a college degree, we are implementing a Guided Pathway System (GPS) to increase the number of students achieving the momentum points described in our response to Standard II.A.6. Here are some of the signature interventions we have created to help us **achieve our desired outcomes** grouped by the GPS pillars described in our response to Standard II.A.16:

Clarify the Path	Enter the Path	Stay on the Path	Ensure Learning
-Abbreviated and Comprehensive Educational Planning -Starfish Degree Planner -Kern Promise -Dual Enrollment -Pathways Mapper	-HS Outreach -Multiple Measures -Summer Bridge -Kern Promise -Welcome Center -Priority registration -Dual Enrollment -Course acceleration	-Completion Coaching -Supplemental Instruction -Math Hub and Lab -Extend the Classroom -Writing Center -Starfish CONNECT -AccuSQL Tracking -Umoja Learning Community	-Earn & Learn Student Employment -Learning Outcomes

The College meets Standard II.C.2.

II.C.3 | The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Bakersfield College ***assures equitable access to appropriate, comprehensive, and reliable*** student support services for all students through the re-designed Catalog, extensive use of the web, including social media, and major investments in support personnel using SSSP and Student Equity funding ([II.C.3-1](#); [II.C.3-2](#); [II.C.3-3](#); [II.C.3-4](#); [II.C.3-5](#)). This funding has enabled us to provide face-to-face personal student support service as part of our Rural Initiative beyond what we've already provided through the Delano Center ([II.C.3-6](#); [II.C.3-7](#)).

Analysis and Evaluation

Bakersfield College assures reliable and equitable access to comprehensive services through a deliberate reallocation of unrestricted, categorical, and grant funds to create an effective combination of personal and technology-mediated support for our students whether they are located at the main campus, Weill Institute, BC Southwest, or in rural communities. As noted in our response to II.C.1, we bring on-site matriculation services to the high school campuses ([II.C.3-12](#)). We also host one-day matriculation and registration events for working adults ([II.C.3-13](#)).

Evidence of Tech Solutions to Ensure Equitable Access

Online Matriculation: [II.C.3-8](#)
Phone & Zoom Counseling: [II.C.3-9](#)
Online Workshops: [II.C.3-10](#)
Financial Aid TV: [II.C.3-11](#)

To improve access to services, our student support services host group workshops: Counseling's SEP, transfer, and academic probation workshops ([II.C.3-14](#)); Financial Aid's Appeal, Satisfactory Academic Progress, and FAFSA Dream Act workshops ([II.C.3-15](#)); Office of Student Life's Renter's Rights workshops ([II.C.3-16](#)); and EOP&S workshops ([II.C.3-17](#)). We take our mobile unit of student support services (enrollment, financial aid, counseling, and more) to all locations and service modes.

In 2013 BC launched Dual Enrollment (high school students earning high school and college credit simultaneously) with a small group and has grown the program to 31 high schools in the Bakersfield area. Nearly 3000 high school students had taken the Student Development courses by Spring 2017 ([II.C.3-18](#)).

The College meets Standard II.C.3 and Eligibility Requirement 15.

II.C.4 | Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Bakersfield College provides a wide array of co-curricular programs and athletic programs that support our mission and contribute to our Strategic Directions of Student Learning, Student Progression & Completion, and Leadership & Engagement. Our co-curricular programs and athletic programs enrich the learning environment by providing real-world applications of concepts and skills taught in the classroom and develop students' passions for their future vocations and as well as avocations that will help them be engaged productive citizens. Here is what we provide:

Program	Social & Cultural Contribution
Intercollegiate Athletics: 20 programs	Facilitate student success through sport, to provide equitable opportunities for student-athletes and staff (II.C.4-1). We offer 20 intercollegiate sports (II.C.4-2 ; II.C.4-3). We serve student athletes through a completion coaching community model that includes a dedicated educational advisor who intrusively tracks their progress and success (II.C.4-4 ; II.C.4-5).
Office of Student Life	Provides learning, leadership, and service opportunities outside the classroom (II.C.4-6 ; II.C.4-7 ; II.C.4-8).
Student Government Association	Engages, educates, and empowers students to take action in the best interest of the student body and the college community (II.C.4-9). BCSGA officers serve on participatory governance committees at the college and district levels (II.C.4-10).

Student Organizations: 65 organizations	Provide the opportunity to join in 65 academic or professional, honor, political, service, social, cultural and/or spiritual groups and societies (II.C.4-11).
Student Assistance Program (Pantry) + Off-Campus Housing	Maintains student health and welfare through BC and community sponsorships, and donations of nonperishable food items (II.C.4-12). The Renegade Pantry provides daily bread and breakfast items, weekly fresh fruits and vegetables, a Clothing Closet, hygiene products, school supplies. Off-Campus Housing assists students in meeting their housing needs in the college neighborhood (II.C.4-13).
Student Employment: 520 student employees	Provide career awareness via work-based learning activities aligned with BC's mission of a supportive learning environment (II.C.4-14).
Music and Theater	Provide opportunities for students from diverse backgrounds to attain skills and preparation for transfer through exposure to the performing arts (II.C.4-15).
Levan Institute for Lifelong Learning	Provides educational and learning experiences available to those 55 and over in the BC service area (II.C.4-16 ; II.C.4-17).

Analysis and Evaluation

Bakersfield College annually evaluates the quality and effectiveness of its co-curricular programs and athletics programs through its program review process ([II.C.4-18](#); [II.C.4-19](#)). The evidence files are the program review forms plus budget development forms for the past two years. These show that our educational administrators **maintain financial control** for all co-curricular and athletics programming as well as how the programs fit into BC's mission and Strategic Directions. Co-curricular programs are supported by the general fund, categorical programs, and supplemented by fundraising and direct donations.

Educational administrators make sure all co-curricular and athletics programs and services are in compliance with all college, district, state, and federal **educational policies and standards of integrity**. The BC Athletics Director is the College President's designee and assures compliance with following regulations and policies:

- KCCD Board Policy 4F regarding Student Activities and Organizations, including Intercollegiate Competition ([II.C.4-20](#)). BP 4F1B ensures equitable access for student athletes. The Athletics Director and the Admissions & Records eligibility clerk monitor student athlete eligibility ([II.C.4-21](#)).
- California Community College Athletics Association ([II.C.4-22](#); [II.C.4-23](#); [II.C.4-24](#); [II.C.4-25](#); [II.C.4-26](#)).
- Western State Conference Regulations ([II.C.4-27](#)) and WSC Program Review ([II.C.4-28](#)).
- Southern California Football Association Regulations ([II.C.4-29](#)).
- Submission of the annual Equity in Athletics Disclosure Act survey for the U.S. Department of Education ([II.C.4-30](#)).

The Office of Student Life ensures that student conduct reflects the **standards of good behavior** stated in BP 4F7 ([II.C.4-31](#)). The Office of Student Life reviews, investigates, and works with each student conduct case carefully while integrating student development theories modeled after restorative justice practices ([II.C.4-32](#); [II.C.4-33](#); [II.C.4-34](#)). The BC Student Employee Handbook includes our expectations for **student conduct, confidentiality, and computer/internet usage** ([II.C.4-35](#)). Student employees who work with student information must sign a confidentiality agreement.

The College meets Standard II.C.4.

II.C.5 | The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Bakersfield College employs 25 full-time *counselors* and 21 full-time *educational advisors* (II.C.5-1). Counselors and advisors provide career and educational planning, evaluation of transcripts, preparation for *transfer* and *degree and certificate completion*. In coordination with the Office of Outreach & School Relations, counselors and advisors lead matriculation service delivery following Student Success & Support Program legislation (II.C.5-2). The Counseling Department hosts *student education plan workshops* to advise students on courses needed for their pathways and transfer requirements (II.C.5-3; II.C.5-4). Counselors teach four *student development courses* that focus on personal, social, and career counseling: Student Development B1, B2, B3, and B6 (II.C.5-5).

Analysis and Evaluation

Bakersfield College *prepares counselors and educational advisors* by requiring all counselors and advisors to participate in *ongoing training and professional development*, attend bi-weekly department meetings, and the training track for new hires led by the department chair (II.C.5-6; II.C.5-7). To ensure accuracy in student educational planning, counselors and advisors work directly with program faculty and staff in our Completion Coaching Teams for the Learning & Career Pathways (meta-majors) and affinity groups (II.C.5-8). Throughout the courses, students create their educational plans that map out their chosen pathway. This educational planning is also happening in many of the dual enrollment classes as well—61 of the 144 dual enrollment courses in Spring 2017 were the Student Development B3 (Career, Life, and Educational Planning) course (II.C.5-9).

In addition to regular training of counselors and advisors and embedding them in the completion coaching teams, BC also assures the information we give students is *timely, useful, and accurate*:

Evaluation	Ensuring Timely, Useful & Accurate Information
Program Review	Annual evaluation of programs and services; includes student satisfaction with information received from counselors, advisors, and faculty/staff in Academic Support Services, International and Veterans Student Services (II.C.5-10; II.C.5-11).
Faculty Tenure Evaluation	BC evaluates all counseling faculty according to procedures in the KCCD CCA faculty contract to ensure they are providing relevant and up-to-date information, accurate advising, and quality service. Tenure review includes student survey responses (II.C.5-12).
Common Course Assessment	Teaching counselor faculty assess student learning through documentation of successful completion of a chosen assignment (II.C.5-13).

The College meets Standard II.C.5.

II.C.6 | The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Bakersfield College adheres to **admission policies consistent with its mission** to provide educational opportunities to students from diverse economic, cultural, and educational backgrounds. These policies follow KCCD Board Policy approved by the Board of Trustees, particularly BP 4A that establishes enrollment requirements for admissions and concurrent enrollment ([II.C.6-1](#)). These requirements are published in the online and hardcopy Catalog ([II.C.6-2](#); [II.C.6-3](#)) and on the Admissions & Records website ([II.C.6-4](#); [II.C.6-5](#)). The matriculation services outlined in BP 4A meet all of the SB 1456 (2012) requirements for mandatory matriculation and priority enrollment ([II.C.6-6](#)). BC also publishes **clear pathways** to degree and certification completion and transfer in the Catalog and on individual program websites ([II.C.6-7](#)).

Analysis and Evaluation

With the clear need to go beyond the usual advising modes of publishing admission policies and clear pathways to program completion and transfer and one-time meetings with counselors in a counseling center, Bakersfield College is re-structuring itself to implement a Guided Pathways System (GPS) that we have described in our responses to Standard II.C.2 and in other standards. Two components of the GPS relevant to this accreditation standard are the organization of all programs of study into **meta-majors** (“Learning & Career Pathways”) and embedding counselors and educational advisors with program faculty and student support service staff in completion coaching teams formed around these meta-majors and affinity groups ([II.C.6-8](#)). The meta-major clustering continue to enhance clarity of program requirements. The completion coaching teams enable the embedded counselor and advisor to specialize in the area, thereby improving accuracy and consistency of student advising in that area. In May 2018, BC won the CCCCCO Innovation Award for its pathways work. One project of focus is a visual web representation of all of our degree pathways.

In addition, all fully matriculated students have access to MyDegreePath, a web-based advising tool and **degree audit system**, where students can view their course completion progress towards their degree, certificate, or educational goal ([II.C.6-9](#)). All prospective and current students may make an appointment with a counselor or advisor for additional academic, career, and personal counseling related to the student’s education goal.

Baccalaureate Degree

In fall 2016, BC offered its first courses for the Bachelor of Science (BS) in Industrial Automation with eligibility requirements, including grade point average and prerequisites, for admission ([II.C.6-10](#); [II.C.6-11](#)). The program has two levels of acceptance based on students’ qualifications, as detailed in the program requirements ([II.C.6-12](#)). In addition, a counselor who specializes in the baccalaureate program’s requirements, works exclusively with BS students ([II.C.6-13](#)).

The College meets Standard II.C.6 and Eligibility Requirement 16.

II.C.7 | The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Bakersfield College uses **CCCApply** for its **admission instrument** (II.C.7-1). CCCApply is used broadly throughout the California Community College system. To supplement our HS matriculation outreach efforts, BC created a Welcome Center in 2016 where students without internet access can complete all matriculation steps, including the application (II.C.7-2).

Students applying to the Associates Degree Nursing program must complete pre-requisite courses and take the **ATI Test of Essential Academic Skills** (II.C.7-3). If they score below the minimum threshold on the test, they must complete a remediation program within 12 months and retake the test. Students applying to the Associate Degree Radiologic Technology program must complete pre-requisite courses and submit a separate application with transcripts for evaluation (II.C.7-4).

Bakersfield College follows the Title V regulations for appropriate **placement** (II.C.7-5). Bakersfield College has used a combination of the state-approved **ACCUPLACER** assessment instrument and high school academic performance in a **Multiple Measures of Assessment** process since 2015 (II.C.7-6; II.C.7-7; II.C.7-8). The high school academic performance includes data on cumulative high school GPA and course completion data from the high school transcripts.

Analysis and Evaluation

The College Board has vetted ACCUPLACER to **minimize test bias** (II.C.7-9). ACCUPLACER test questions undergo both internal and external analyses consistent with industry-standards. To ensure established cut scores are effective and accurate for placement, we **periodically review** placement of new students. Students may retest under three incremental options following their original testing date (II.C.7-10; II.C.7-11).

In our **program review process** we found our practice of having incoming students take the ACCUPLACER test on campus reduced student performance significantly. We moved to having high school students take the ACCUPLACER test in their more familiar high school environment as part of our re-designed matriculation delivery described in our response to Standard II.C.1. We also used the findings of the Multiple Measures Assessment Project to set our high school performance metrics for student placement (II.C.7-12). **Our research** shows that the use of Multiple Measures placement has significantly increased the number of students placing into transfer level English and math courses and that the multiple-measures students are succeeding (II.C.7-13). We will continue to improve our placement processes as required by the recent AB 705 (2017) legislation (II.C.7-14).

The College meets Standard II.C.7.

II.C.8 | The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Bakersfield College has published policies and procedures in place designed to **maintain student records permanently, securely, and confidentially**. BC maintains student records according to

Board Policy 4F8: Student Records, Directory Information, and Privacy ([II.C.8-1](#)). This policy governs the release of student records and defines directory information. Additionally, BC follows the Federal Family Educational Rights and Privacy Act (FERPA), California Educational Code, and California Code of Regulations, Title 5, regarding the maintenance and storage of student academic records.

Analysis and Evaluation

Several methods are used to *ensure accuracy and security* of records:

- All Admissions and Records (A&R) staff members are trained to ensure accuracy of registration transactions ([II.C.8-2](#))
- Each semester, the registrar inspects a report on all enrolled students to identify any anomalies that require further investigation. A&R also runs reports each semester to ensure compliance with various regulations (meeting prerequisites, concurrent enrollment permits, etc.) ([II.C.8-3](#))
- Faculty members are required to ensure all students who are attending their class are officially enrolled ([II.C.8-4](#))
- All staff computer stations are password protected and behind a district firewall with enterprise-level anti-virus software running and other network security procedures are in place as needed to keep information secure ([II.C.8-5](#))
- Only employees in possession of a key fob or key are allowed entry in the area where A&R records are stored ([II.C.8-6](#))
- All microfiche records are kept in locked cabinets in a room that is locked when not directly monitored by A&R personnel ([II.C.8-7](#))
- All faculty and staff must sign a FERPA agreement upon hire, and all those working with student records sign a confidentiality agreement ([II.C.8-8](#))
- Student workers are trained on FERPA regulations ([II.C.8-9](#))
- Access rights to student information are granted according to job classification and the needs of the College. Privileges granted are documented ([II.C.8-10](#))

The College meets Standard II.C.8.

STANDARD III: Resources

Standard III.A: Human Resources

III.A.1 | The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Bakersfield College (BC) employs the most qualified faculty, classified, and administrative staff to educate and support our students who come from diverse economic, cultural, and educational backgrounds to attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer. The Human Resources (HR) Department in the Kern Community College District Office (KCCD DO) administers all HR functions, with campus-based management support at each college in the district ([III.A.1-1](#)).

Bakersfield College strictly adheres to hiring criteria adopted by the Board of Trustees (BOT) that reflect section 7B1 of the Board Policy (BP) Manual ([III.A.1-2](#)). Minimum qualifications required for each job meet the requirements of the Title 5 California Code of Regulations and California Education Code.

Position	Minimum Qualifications
Faculty	Master's degree or more related to their specific discipline or the equivalent. For the disciplines that do not require a master's degree, a bachelor's degree with two years of related experience or an associate's degree with six years of related experience will suffice. Faculty minimum qualifications are established by the state Chancellor's Office (III.A.1-3).
Baccalaureate Faculty	Master's degree (or academic credential at least one level higher than the bachelor's degree) or doctoral degree in an appropriate discipline. In cases where no master's degree is available for the field of study, upper division faculty need to have a bachelor's degree in a closely-related discipline, and a master's degree in any discipline, and demonstrated industry work experience in the field for a minimum of six years, as well as commonly required industry-recognized certification or professional licensure (III.A.1-4).
Educational Administrators	At the minimum, these positions all require a master's degree and one year of experience (III.A.1-5).
Classified	Developed and reviewed on an ongoing basis to ensure that the positions are accurate, reflect the work, and meet the mission of the college. Minimum qualifications for these positions may or may not be subject to educational requirements or may allow for experience as a substitute for educational credentials (III.A.1-6).

The comprehensive hiring process as outlined in Title 5 50321 includes advertising, application, interview, demonstration, and testing ([III.A.1-7](#)). The HR Department ensures that all aspects of the screening and selection process are fair and equitable to all and in compliance with ACCJC Policy on Institutional Advertising and ACCJC Policy Statement on Diversity.

Analysis and Evaluation

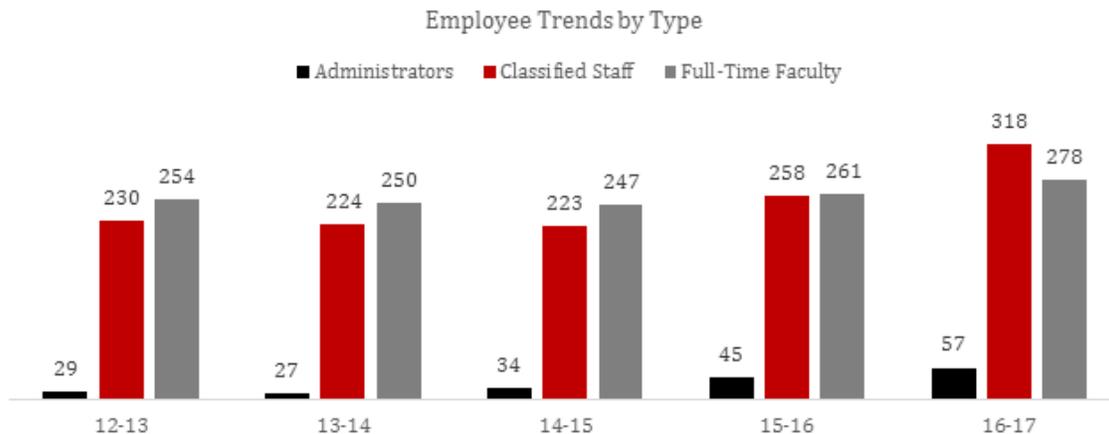
All permanent **job postings** are listed on the KCCD Careers website for a minimum of 10 working days (III.A.1-8). Temporary classified positions and adjunct positions are posted on an ongoing basis and updated annually based on the needs of the college. Classified positions post internally for five working days as specified in the California School Employees Association (CSEA) agreement; if there are no eligible candidates for the position, the position is then posted to the public for the standard 10 days (III.A.1-9). If an applicant pool is not considered viable upon first review, the posting is extended for at least another 5 working days. To support our commitment to diversity, BC uses a wide variety of advertising sites, both online and hardcopy (III.A.1-10), and the hiring manager may request additional advertising to broaden and strengthen the candidate pool.

Bakersfield College follows the **five-step hiring process** discussed in II.A.12 for all faculty.

- Screening committee reviews qualifications, sets timeline, and develops interview questions
- Individual screening committee members analyze and score applications
- Screening committee meets to review scores and identify applicants for interviews
- HR Department facilitates interviews; screening committee identifies finalists
- College president or designee interviews finalists; reference checks completed

Faculty and management recruitment and hiring occurs nationwide. For example, BC utilizes sites like HBCU Connect, Divese-Ed, and Hispanic Higher Ed to recruit a diverse applicant pool (III.A.1-11).

Through its consultation and review process, KCCD develops and implements **personnel policy and procedures** that ensure consistency in recruiting employees, equal opportunity, and employee safety districtwide. The HR Department organizes personnel staffing to adjust to accommodate the needs of our students. Since 2015, BC has seen a tremendous growth in its recruitment due to student demand and continual increase in enrollment with 9.5 percent increase in full-time faculty hires, 38.3 percent increase in classified hires, and a 96.5 percent increase in administrators.



Bakersfield College has established recruitment and hiring procedures based on a shared responsibility of faculty, classified staff, and administrators to participate effectively in all phases of the hiring process, as appropriate. All hired personnel meet the minimum qualifications, have been thoroughly screened, and the responsible hiring manager checks all references. We carefully match the skills sets of prospective employees with the department and student needs for a good fit.

The College meets Standard III.A.1.

III.A.2 | Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Bakersfield College has a great reputation statewide and nationally for teaching and learning because of its highly-qualified and capable faculty, staff, and administrators who share our core values. We place the same emphasis on high quality for all prospective faculty, regardless if they are full time, part time, vocational, transfer, or baccalaureate. In addition to our great reputation for teaching and learning, other competitive advantages to attracting high-quality faculty are BC's stable finances described in our responses to Standard III.D and highly-ranked salary and benefit compensation package coupled with a low cost of living ([III.A.2-3](#); [III.A.2-4](#)).

BC's Core Values

**Learning
Diversity
Integrity
Community
Wellness
Sustainability**
([III.A.2-1](#); [III.A.2-2](#))

Job descriptions include language on education and experience, including the minimum qualifications that align with the Chancellor's Office handbook *Minimum Qualification for Faculty and Administrators in California Community Colleges* ([III.A.2-5](#)). Job descriptions also list specific areas of knowledge and abilities needed for the faculty position, including curriculum development and assessment of student learning outcomes ([III.A.2-6](#)).

Article four of the faculty contract *Agreement between the KCCD and KCCD CCA/CTA/NEA* covers professional expectations that include maintaining currency in the subject matter, instructing courses with college-level rigor, and using appropriate instructional technology to enhance student learning and access ([III.A.2-7](#)).

Applicants apply through the KCCD Careers website ([III.A.2-8](#)). The Human Resources (HR) Department conducts an initial internal review process to ensure that all applicants forwarded on to the screening committee have a complete application portfolio and minimum qualifications are identified. The screening committee's faculty members are approved by the Academic Senate. The screening committee re-evaluates the applicants for minimum qualifications. Applicants can request equivalency by filling out the Equivalency form (linked to from within every job description posting) which is forwarded to the Equivalency Committee for determination ([III.A.2-9](#); [III.A.2-10](#)).

Analysis and Evaluation

Bakersfield College ensures recruitment processes for faculty are fair, equitable, and thorough by using a formalized process administered by the HR Department with standardized procedures that reflect Section 5 of the BP Manual ([III.A.2-11](#)). The HR Department verifies through a consistent review process that all applicants forwarded to the screening committee meet the minimum qualifications for the position and have a complete application packet.

After the HR Department liaison trains each **screening committee** on the policies and procedures of recruitment and each member signs the confidentiality agreement. The screening committee follows a five-step process described in the evidence files ([III.A.2-12](#); [III.A.2-13](#)). This multi-step

process ensures that the person hired has an adequate and appropriate knowledge of their field and their skill set matches the needs of the department and our students.

All **faculty job postings**, including those for our baccalaureate degree, use a standardized template to ensure that all faculty job descriptions include the responsibility for curriculum oversight and student learning outcomes assessment. ([III.A.2-14](#)).

Baccalaureate Faculty Qualifications

As discussed in Standard III.A.1, faculty in our BS in Industrial Automation who teach the upper division courses must have a master's degree (or academic credential at least one level higher than the bachelor's degree) or doctoral degree in an appropriate discipline. In cases where no master's degree is available for the field of study, upper division faculty need to have a bachelor's degree in a closely-related discipline, and a master's degree in any discipline, and demonstrated industry work experience in the field for a minimum of six years, as well as commonly required industry-recognized certification or professional licensure ([III.A.2-14](#)).

Because of our reputation and hiring practices, we already had faculty in related disciplines who had the necessary qualifications to teach the upper division courses before we created the baccalaureate degree.

The College meets Standard III.A.2 and Eligibility Requirement 14.

III.A.3 | Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Bakersfield College administrators and employees responsible for educational programs and services are well qualified based on a rigorous and thorough process similar to what we describe in Standard III.A.2 for faculty. Job descriptions include language on education and experience, including the minimum qualifications that align with the Chancellor's Office handbook *Minimum Qualification for Faculty and Administrators in California Community Colleges* ([III.A.3-1](#); [III.A.3-2](#)).

Candidates apply through the KCCD Careers website and the HR Department ensures applicants have appropriate credentials, transcripts and references, as well as a complete application including application form, résumé, transcripts, letter of intent, and references. After the initial HR screening, the search committee re-evaluates the applicants for minimum qualifications ([III.A.3-3](#)).

Analysis and Evaluation

Bakersfield College ensures that the recruitment processes for administrators is ***fair, equitable, and thorough*** by using a formalized process administered by the HR Department with standardized procedures that reflect Sections 6B and 7 of the BP Manual and Title 5 regulations ([III.A.3-4](#); [III.A.3-5](#); [III.A.3-6](#)).

The search committee process for administrators is the same as detailed in our response regarding faculty recruitment in Standard III.A.2; however, Step 5 may include an ***open, moderated, college-wide*** to allow various constituent groups to meet and ask finalists

questions ([III.A.3-7](#); [III.A.3-8](#)). This multi-step process ensures that the administrator or other employee responsible for educational programs and services possesses the qualifications necessary to perform the duties required to sustain institutional effectiveness and academic quality and that their skill set matches the needs of the department and our students.

The College meets Standard III.A.3.

III.A.4 | Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Bakersfield College ensures that degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies by requiring applicants to produce **official, unopened transcripts** from their institution to the HR Department in the application process.

Analysis and Evaluation

Designated personnel in the HR Department verify that official transcripts are from accredited institutions. The process of vetting transcripts from outside the U.S. requirements is clearly stated on job announcements: *Degrees and credits must be from accredited institutions (Title V Section 53406). Any degree from a country other than the United States, including Canada and Great Britain, must be evaluated by an evaluation service ([III.A.4-1](#); [III.A.4-2](#); [III.A.4-3](#); [III.A.4-4](#)).* Many faculty and administrators have doctorates in their respective fields of expertise ([III.A.4-5](#)).

The **BC Equivalency Committee** meets regularly and will convene off schedule if the need arises to review faculty qualifications to determine if the individual meets minimum qualifications using the Equivalency Criteria stated in Procedure 5G4C1 of the BP Manual ([III.A.4-6](#)). The committee then notifies the candidate, department administrator, and HR of their decision ([III.A.4-7](#)).

The College meets Standard III.A.4.

III.A.5 | The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Bakersfield College employee evaluation procedures for both faculty (full-time and adjunct) and classified employees are outlined in their respective collective bargaining agreements ([III.A.5-1](#); [III.A.5-2](#)). The respective bargaining units negotiate the evaluation process unit within the district,

resulting in different evaluation criteria for each of the bargaining groups. Confidential employees and management employees are not represented by a bargaining unit; as such, the process for each of these employee groups is outlined in the KCCD BP 6E ([III.A.5-3](#)).

While the employee evaluation process varies across employee groups, the purpose is the same for all employees: to provide feedback that leads to improvement of their job performance. All departments are responsible for ensuring their evaluations have been completed and filed. In addition, the HR department monitors documented evaluation submissions for timeliness.

Analysis and Evaluation

Bakersfield College evaluates all personnel and documentation is on file in the employee's permanent personnel file stored in the HR Department. Established written criteria for evaluating personnel enable us to accurately measure the effectiveness of personnel in performing their duties. HR distributes the written criteria in both faculty and classified collective bargaining agreements and in Board Policy for confidential and management employees. All classified and management evaluations are up-to-date.

Full-time faculty are evaluated in each of their first four years, and once every three years following the granting of tenure as specified in the faculty collective bargaining agreement. Part-time faculty are evaluated in their first semester teaching, and every three years thereafter. The faculty evaluation process is described more fully in our responses to Standards II.A.2, II.A.3, and II.A.8.

The HR monitoring system ensures evaluations are complete. For classified evaluations, HR sends campus mail reminder with the due date and evaluation form to the employee's direct supervisor. One month past the due date, HR sends the a reminder to the direct supervisor. For management evaluations, HR provides a quarterly report of the status of all manager evaluations to President's Cabinet. The status reports include current, upcoming, and past due evaluations ([III.A.5-4](#)).

The College meets Standard III.A.5.

III.A.6 | The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

<<This Standard has been removed by the Commission>>

III.A.7 | The institution maintains a sufficient number of qualified faculty, which includes full-time faculty and may include part-time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.

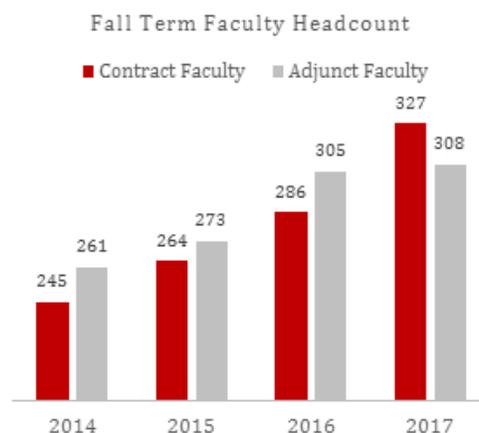
Bakersfield College uses state law and regulations to determine the sufficient number of qualified faculty. Bakersfield College adheres to California Education Code, section 84362(d), known as the “50% law” that requires districts to have at least 50% of their expenses be toward the direct instruction of students (III.A.7-1). Bakersfield College adheres to California Code of Regulations Title 5, section 51025, requiring districts to adjust the number of full-time faculty from the prior year’s number in proportion to the amount of growth in funded credit Full-Time Equivalent Student (FTES) (III.A.7-2). The state Chancellor’s Office sets the **Faculty Obligation Number** (FON) for the KCCD. Subsequently, the KCCD Chancellor’s Cabinet sets individual college FON targets (III.A.7-3). The FON ensures that BC has the appropriate staffing levels for the college as a whole.

Baccalaureate Degree

Our Baccalaureate degree program in Industrial Automation has a lead faculty plus other faculty assigned to support the program (III.A.7-4; III.A.7-5).

Analysis and Evaluation

Under the leadership of our president, BC has hired a large number full-time faculty as described in our response to Standard III.A.1. In our response to Standard III.D.4 we show BC’s ratio of direct instruction expenditures to total expenditures for the past 5 years as 64 percent or greater. BC uses its program review process described in our responses to Standards I.A and I.B to identify faculty and staffing needs for each program and service (III.A.7-6). Using the Faculty Request form, a program provides a summary and rationale for their faculty position request (III.A.7-7).



The Faculty Chairs and Directors Council (FCDC) conducts a **voting process for prioritization** after lengthy discussion of each department’s needs following each program review cycle (III.A.7-8; III.A.7-9; III.A.7-10). Following the vote, the BC president works in conjunction with the Vice President of Finance and Administrative Services to analyze the budget impact of the requests, including long-term financial impact of adding new faculty to ensure we have sustainable financial resources. The president uses the FCDC prioritization list as a guideline for final recruitment decisions within the constraints of meeting the FON, and then submits a revised prioritization list to the Chancellor for review and approval according to KCCD BP 6A5A7 and 6A5B2 (III.A.7-11). Multiple levels of review and analysis ensure we make informed and strategic decisions regarding appropriate staffing levels for each program and service. The Baccalaureate program meets the requirement of the number of full-time faculty.

Adjunct faculty are evaluated in their first semester and, following an initial positive evaluation, every three years thereafter. Observation by peers, collection of student evaluations, and discussion of assessment address specific criteria for the evaluation.

The College meets Standard III.A.7.

III.A.8 | An institution with part-time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Bakersfield College adheres to the evaluation, security, and seniority of part-time and adjunct faculty policies and practices negotiated by the KCCD and the faculty Community College Association (CCA) union. Policies on evaluation, security, and seniority of part-time and adjunct faculty are covered in Article Eight of the faculty collective bargaining agreement ([III.A.8-1](#)).

Analysis and Evaluation

Bakersfield College offers multiple opportunities for part-time and adjunct faculty to integrate into the life of the institution. Specific examples include:

- **Adjunct Orientation** prior the start of each semester ([III.A.8-2](#))
- Invite to **BC FLEX week workshops** that occur before the start of each semester ([III.A.8-3](#))
- Invite to **Opening Day** to get a big-picture view of the direction of the college from the president and other college leaders ([III.A.8-4](#))
- Publish regularly a **newsletter** that describes available trainings and professional development opportunities ([III.A.8-5](#); [III.A.8-6](#))
- Invite to serve as mentors in our **Summer Bridge** extended orientation

In addition, part-time and adjunct faculty are invited to participate in any of the participatory governance committees on campus as well as other special initiatives related to our strategic directions. These activities help them to be appropriately oriented to BC and our students, and to become engaged with the academic processes of BC.

The College meets Standard III.A.8.

III.A.9 | The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Bakersfield College uses its program review process described in our responses to Standards I.A and I.B to identify staffing needs for each program, service, and administrative area ([III.A.9-1](#)). One of the forms in the program review process is the *Classified Position Request* form in which a program provides a summary and rationale in three sections for the request ([III.A.9-2](#)).

Analysis and Evaluation

The process that BC uses to prioritize classified staff needs is very similar to the process for faculty requests described in our response to Standard III.A.7. The FCDC, in collaboration with the CSEA Classified union, creates a prioritized list after a thorough analysis of the **Classified Position Request** forms and short oral reports by each area for their support staffing needs ([III.A.9-3](#)). Each member of FCDC can vote for a certain number of classified positions equal to half the requests plus one; for example, if there are 23 requests, each member can vote for 12 positions ([III.A.9-4](#)). Votes are compiled and the position with the highest number of votes is designated the highest priority and so on.

As with faculty requests, the BC president then works in conjunction with the Vice President of Finance and Administrative Services to analyze the budget impact of the requests, including long-term financial impact of adding new classified staff to ensure we have sustainable financial resources. The president revises the prioritization list as necessary and submits the list to the chancellor for review and approval according to KCCD BP 6A5A7 and 6A5B2 ([III.A.9-5](#)).

Multiple levels of review and analysis ensure we make informed and strategic decisions regarding **appropriate staffing levels** for each program and service.

The College meets Standard III.A.9 and Eligibility Requirement 8.

III.A.10 | The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution’s mission and purposes. (ER 8)

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

Analysis and Evaluation

During the analysis of the administrative structure, the Administrative Structure Task Force considers quantity of full-time faculty members and classified employees reporting to the position, other grants or initiatives under the purview of the administrator, volume of day-to-day work, and evaluation of the impact of new grants, initiative, or staffing on the horizon. Our comprehensive administrative structure review process ensures that we maintain a **sufficient number** of administrators with **appropriate preparation and expertise** to provide continuity and effective administrative leadership and services that support BC’s mission and purposes.

The College meets Standard III.A.10 and Eligibility Requirement 8.

III.A.11 | The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Bakersfield College adheres to the written personnel policies and procedures stated in the KCCD BP Manual sections 5, 6, and 7, along with any negotiated items in the collective bargaining agreements for faculty and the classified staff. Other important forms are posted and accessible as follows:

Item	Location
BP Manual Sections 5, 6, and 7	Under the BOT section, one mouse-click away from the KCCD homepage (III.A.11-1).
Collective Bargaining Agreements	Human Resources Website (III.A.11-2) and the BOT section of the KCCD website.
Employee Forms	Employees section of InsideBC or Inside KCCD (III.A.11-3 ; III.A.11-4).

Analysis and Evaluation

Bakersfield College publicizes its personnel policies on easily-accessible public websites. In our response to Standard I.C.5, we describe how we regularly review and, if necessary, revise our institutional policies, including our personnel policies. Through the *negotiation process*, any personnel policies and procedures contained in collective bargaining agreements are analyzed carefully and regularly. Publishing the policies and procedures on public websites and educating our employees about those policies and procedures represent the ways we hold ourselves accountable to each other for a consistent and equitable administration of those policies and procedures.

Other accountability measures are the *KCCD Climate Survey* distributed every two to three years and the *BC Accreditation Survey* that we will describe more fully in our responses to Standard IV.D ([III.A.11-5](#); [III.A.11-6](#)). The surveys inquire about the effectiveness and quality of services provided by the various service and administrative areas, including Human Resources, and about interactions between the employee groups with opportunities to provide narrative explanations. The Climate Survey also has a section regarding work atmosphere that measures how valued employees feel, the morale at their work location, and how open the work environment is to diverse perspectives. Inconsistent and inequitable administration of our personnel policies and procedures would lead to low scores in those areas of the survey, enabling us to identify and correct particular problem areas.

Relevant highlights from the 2016 KCCD Climate Survey include:

- Over 70 percent said they felt valued as BC employees, a substantial increase from 2013
- 20 percentage point increase in morale compared to previous years
- 79 percent positively rated interactions with immediate supervisors
- Substantial increase in the percentage of employees who said they felt consulted and listened to regarding workplace decisions

The College meets Standard III.A.11.

III.A.12 | Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

One of BC's Core Values is Diversity; as such, we provide a broad range of trainings that support, encourage, and address issues related to diversity on campus and among a diverse population of personnel and students. The Professional Development Committee (PDC) ensures that Flex Week and other workshops in the year address such topics ([III.A.12-3](#)).

In addition, we keep a focus on diversity issues through the Equal Opportunity & Diversity Advisory Council (EODAC) ([III.A.12-4](#)). BC also hosted two statewide Equity Conferences, in 2014 and 2015, to help focus attention and build personnel capacity to support key equity and diversity work ([III.A.12-5](#); [III.A.12-6](#)).

Analysis and Evaluation

Bakersfield College's professional development, adherence to BP and other personnel policies, and its formalized committee structure ensures fair treatment and promotes an understanding of equity and diversity. Our Diversity Core value is also expressed in our commitment to **hiring a diverse faculty and staff**, and we keep track of our employment records to regularly assess for equity in hiring for all employee classifications ([III.A.12-7](#); [III.A.12-8](#)). We utilize JobElephant, a subscription site, to advertise positions broadly in an effort to recruit a diverse talent pool. As charged, the EODAC reviews recruitment strategies and makes recommendations to KCCD HR accordingly ([III.A.12-4](#)). In our program review process, each program, service unit, and administrative unit makes professional development requests and presents topics the program or unit is willing to present on the Professional Development Request form ([III.A.12-9](#)). The PDC seeks input through program review process for activities and opportunities, which will enhance job performance, personal growth, and social interaction among all Bakersfield College employees, thereby developing a sense of campus community ([III.A.12-10](#)).

We insist that diversity be valued and promoted, recognizing that multiple perspectives lead to a better education and knowledge of the world. Listening and witnessing different experiences helps us to understand and contextualize power and privilege related to gender, race, class, religion, disability, and sexuality in terms of access and barriers to resources and opportunities -BC's Core Value of Diversity ([III.A.12-1](#); [III.A.12-2](#))

Bakersfield College employees generally responded positively in Section 3 of the KCCD Climate Survey, which is about diversity ([III.A.12-11](#)). Responses ranged from 71% for religion to 83% for both race/ethnicity and gender. In our response to Standard I.B.1, we describe **Equity TV**, our weekly program that hosts a diverse range of local community members, faculty, staff, students, and dignitaries who explore educational and career goals and other opportunities made possible by pursuing higher education ([III.A.12-12](#)).

The College meets Standard III.A.12.

Diverse Recruiting Strategies

WomenandHigherEd.com
VeteransinHigherEd.com
DisabledinHigherEd.com
LatinosinHigherEd.com
BlacksinHigherEd.com
Asian-Jobs.com
AffirmativeAction.org
HBCUconnect.com
NativeAmericansinHigherEd.com
DiverseEducation.com
LGBTinHigherEd.com
HispanicsinHigherEd.com

III.A.13 | The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

One of BC's Core Values is Integrity; as such, we support and adhere to the KCCD Ethics Code stated in Section 7E of the BP Manual ([III.A.13-3](#)). Consequences for violations are addressed in the collective bargaining agreements for classified staff and faculty and follow California Education Code section 87732 for all employees ([III.A.13-4](#); [III.A.13-5](#); [III.A.13-6](#)). We use #BCLearns to promote the importance of professional development in the context of learning.

We continue to develop and follow an ethical and moral consciousness, which places the collective wellbeing and health above the self. This principled environment allows for open, constructive conversations and teaches us to trust each other's vision so that we will be useful and effective in providing support, resources, and encouragement - BC's Core Value of Integrity (III.A.13-1; III.A.13-2)

Analysis and Evaluation

Bakersfield College has an approved ethics policy for all of its personnel which details consequence for violation. Anyone may submit an anonymous report of ethical misconduct that may violate KCCD Ethics Policy or even criminal conduct through EthicsPoint from the Report Misconduct link at the bottom of every page on the BC website (III.A.13-7).

EthicsPoint reports are distributed to the appropriate administrator and investigated promptly, and the person or party who reported the misconduct is kept updated online.

The College meets Standard III.A.13.

III.A.14 | The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Although BC's Core Value of Learning makes one think of the excellent education we provide our students, we realize our greatest resource is our employees, so we offer a multitude of trainings for faculty, classified staff, and administrators throughout the year. Our professional development efforts arise out of our desire to ensure learning happens through continuous professional development directed toward enhancing student learning, student achievement and student success.

Special attention to professional development also arises from our Core Value of Sustainability. In our responses to Standards II.A.2 and II.A.7, we describe the professional development we provide our faculty directed toward improving teaching methodologies. In our response to III.A.12 we describe our professional development around diversity and equity training.

*...unceasingly place our energies into imagining how we might sustain and renew our fiscal, **human**, and environmental resources into the future -BC's Core Value of Sustainability (III.A.14-1; III.A.14-2)*

Analysis and Evaluation

BC uses **#BCLearns** to promote the importance of employee learning and professional development. The **Professional Development Committee** (III.A.14-3) offers a variety of avenues for professional development at BC including:

- **FLEX Week** workshops the week prior to the start of the fall and spring semesters (III.A.14-4; III.A.14-5)
- **FLEX workshops** offered throughout the year (III.A.14-6)
- Hosting conferences and summits on the BC campus with specific themes tied to the priorities of the college (III.A.14-7)
- Send staff from all three employee groups to conferences and off-site trainings – in many cases as presenters for various relevant topics (III.A.14-8)

Additionally, the **KCCD Leadership Academy** is a year-long program designed to help classified, faculty, and management employees prepare for leadership roles at every level of the organization ([III.A.14-9](#); [III.A.14-10](#)).

Data collection and analysis help us identify and respond to needs to improve teaching and learning. The two methods that the PDC gathers information about training needs are: 1) Two short surveys conducted each semester ([III.A.14-11](#)), and 2) Data input in the program review process ([III.A.14-12](#)).

In the **Resource Request and Analysis section** of the program review form, each program or service/administrative unit is asked to briefly describe the effectiveness of the professional development the program/unit has been engaged in (either providing or attending) during the last cycle. Each program/unit can also submit the Professional Development Request form that asks for needed professional development opportunities as well as topics about which the program or unit would be willing to present a workshop ([III.A.14-13](#)).

The College meets Standard III.A.14.

III.A.15 | The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Bakersfield College ensures security and confidentiality of personnel records and provides access to employees and supervisors upon request and as appropriate.

Analysis and Evaluation

The KCCD HR Department maintains all official personnel records and stores files in a **secure room** with keypad access to which only designated HR employees may access. Additionally, the HR branch at BC maintains copies of employee files and stores them in a locked room with **designated access**. The KCCD secures employee medical files separately in locked, secure location.

The collective bargaining unit agreements for faculty and classified enables employees to **review and access** their personnel records and files with a HR staff member present. Direct supervisors may review the personnel files of their employees. All requests for review of personnel files and records shall be in writing and require an appointment with HR ([III.A.15-1](#); [III.A.15-2](#)).

The College meets Standard III.A.15.

Standard III.B: Physical Resources

III.B.1 | The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

In recognition that a supportive learning environment needs safe and sufficient physical resources, Bakersfield College (BC) assures **safe physical resources** in support of our mission via several avenues: around the clock public safety service, updating security and safety features of buildings and other physical resources, and getting input from employees and students on maintenance needs.

If you see something, say something, do something.
-BC Department of Public Safety Slogan

Arising out of a core value of Community, BC employees and students work collaboratively to assure safe and sufficient physical resources at all locations where we offer courses, programs, and learning support services ([III.B.1-1](#)). Modeling the fourth Institutional Learning Outcome in our mission statement of *active engagement in our communities and the world*, BC has several processes by which all personnel and students can report unsafe

physical facilities as well as plan for improving our facilities that include working on committees, the program review process, and online 24/7 reporting.

Our formal structure and processes ensure that we remain steadfast in meeting safety and maintenance needs in all parts of our campuses. Our participatory governance committees assist the Maintenance and Operations (M&O) Department in identifying facility needs and planning future upgrades. Employees and students can report unsafe facilities or hazards through the Public Safety website, by requesting a M&O work order through the online forms service, or at the Public Safety office ([III.B.1-5](#); [III.B.1-6](#)).

Participatory Governance Committees

Facilities & Sustainability Committee
([III.B.1-2](#))

Safety Advisory Committee
([III.B.1-3](#))

Accessibility Task Force
([III.B.1-4](#))

Analysis and Evaluation

We **assure public safety** 24 hours a day, 7 days per week at all sites where we offer courses, services, and programs ([III.B.1-7](#); [III.B.1-8](#)). We ensure all facilities meet federal, state, and county mandates for access, including the Americans with Disabilities Act. Examples of **proactive training and support** include:

- Provide security escorts for students, faculty, and staff to/from their vehicles
- Prepare for emergencies by routinely conducting emergency preparedness drills ([III.B.1-9](#); [III.B.1-10](#))
- Require all employees to complete FEMA National Incident Management System training
- Routinely provide Active Shooter trainings ([III.B.1-11](#))
- Distribute timely Clery Act information ([III.B.1-12](#))
- Include safety information and training in new student orientation ([III.B.1-13](#))

We ensure safety of our facilities by **upgrading safety systems** already in place at our sites. Examples include 1) the fire alarm system project, 2) a card lock system on all buildings, and 3) the switch to LED lamps on the Panorama campus exterior lighting ([III.B.1-14](#); [III.B.1-15](#); [III.B.1-16](#)).

Bakersfield College assures **sufficient physical resources** by providing instruction at a number of sites beyond the 154-acre Panorama campus and 51-acre Delano Center campus, including college classes at high schools, in community facilities, and via a significant distance education presence ([III.B.1-17](#)). New facility needs are identified with the Facilities Request form submitted in our annual program review process ([III.B.1-18](#); [III.B.1-19](#)).

Data from the program review process, feedback from committees and other campus groups, and work order requests all showed that though our facilities are sufficient for the present day, there was plenty of room for improvement in our facilities, and the facilities would not be sufficient in the decades to come as we continue to grow. Because much of the Panorama campus built several decades ago for a student body of just a few thousand students, BC asked Kern County to support us in bringing BC facilities into the twenty-first century to serve a present-day student body of over 33,000. Due to the active engagement of our employees, students, and many city and county leaders, **Kern County overwhelmingly approved the “Measure J” local bond**, for \$502.8 million, in November 2016 that we will describe in to Standard III.B.2 ([III.B.1-20](#)).

The College meets Standard III.B.1.

III.B.2 | The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Bakersfield College has intentionally designed its formal structure to assure the effective utilization and continuing quality of its physical resources to support its programs and services and achieve its mission. The M&O Department is led by a director, manager, and two custodial supervisors who plan and manage all functions related to building maintenance and repair, custodial responsibilities, and grounds operation ([III.B.2-1](#); [III.B.2-2](#); [III.B.2-3](#)). M&O manages and maintains a periodic inspection of buildings and facilities to assure compliance with applicable fire, safety, security and sanitary codes and regulations. M&O also develops space allocation reports fed into the statewide space allocation FUSION database ([III.B.2-4](#)). The M&O Department was recognized with the President's Leadership Award in May 2018.

The Facilities and Sustainability Committee provides a communication link between M&O and the rest of the college about new, ongoing, and future facilities projects and planning ([III.B.2-5](#)), including day-to-day operations and new construction projects, and their impact on existing facilities and instruction. BC also identifies individual program facility needs with the Facilities Request form submitted in our annual program review process ([III.B.2-6](#); [III.B.2-7](#)).

The Facilities Master Plan is mapped from the BC Educational Master Plan, so our program instructional needs drive the facilities maintenance and planning for upgrades and replacements ([III.B.2-8](#)). The Cambridge West Partnership assisted us in our long-term planning for growth, economic forecasts, and sustainability ([III.B.2-9](#)).

Analysis and Evaluation

Bakersfield College’s formal structure—the administrative organization with highly-qualified leaders, the committee decision-making and communication process, and the program review process—ensures that the needs of programs and services are considered for maintenance and future facility improvements. M&O conducts an annual review, including a **review of space utilization**, of all instructional, office and lab space for the FUSION reporting. Our program review process and our deliberate process of creating the **Facilities Master Plan** from the Educational Master Plan also ensures that our facilities planning is aligned with our mission, as explicitly stated on page 25 of the 2014 Facilities Master Plan and pages 10, 24, 50 of the 2018 Facilities Master Plan draft as ISER was being created ([III.B.2-10](#)).

KCCD Bond Measures

2002: Measure G

\$180 million passed with 59% Vote
([III.B.2-11](#))

2016: Measure J

\$502.8 million passed with 65% Vote
([III.B.2-13](#); [III.B.2-14](#))

Bakersfield College has a high level of community support, evidenced by Kern County voters’ support of two local bond measures in less than 15 years. The extensive list of Measure G bond projects includes remodeling and upgrading existing facilities and new construction ([III.B.2-12](#)).

Of the \$502.8 million bond for Measure J, BC will receive \$415 million for capital outlay, drought, energy, exterior, safety, parking, roofing, utility/mechanical, technology, and Delano campus projects ([III.B.2-15](#); [III.B.2-16](#)). The first 10 years of Measure J projects have been determined from college and community feedback ([III.B.2-17](#); [III.B.2-18](#); [III.B.2-10](#)).

The College meets Standard III.B.2.

III.B.3 | To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Bakersfield College assures the feasibility and effectiveness of physical resources in supporting institutional programs and services through our **annual program review process** and by developing **space allocation reports** (including utilization measurements) that are fed into the statewide master space allocation FUSION database ([III.B.3-1](#); [III.B.3-2](#)). BC identifies new facility needs, including requests for renovations, furniture, and construction with the Facilities Request form submitted in our annual program review process ([III.B.3-3](#)). Instructional programs and service and administrative units must also explain how receiving any facilities renovation or upgrades beyond routine maintenance impacted their program and contributed to student success ([III.B.3-4](#)). BC employees also request instructional or office equipment that are not technology related, e.g., tractors, welding equipment, engineering program equipment, etc., through the program review process ([III.B.3-5](#)). The Program Review Committee distributes requests to the appropriate committees that prioritize them and make recommendations to administration, pending funding.

Analysis and Evaluation

As we describe in our response to Standard III.B.2, BC has drawn its Facilities Master Plan from the Educational Master Plan, so long-term facility planning always follows the needs of institutional

programs and services. Our formal structure and committee work responsibilities, especially our annual program review process, ensures that BC regularly assesses the use of its facilities and that we loop back to evaluate the impact any improvements made to our facilities or equipment on the program and student success.

With the annual ***Closing the Loop*** report, the BC President's office explains how it translated program review requests for personnel, facility, and technology into the allocation of resources, demonstrating how we meet our mission in supporting student learning, progression, and completion ([III.B.3-6](#); [III.B.3-7](#); [III.B.3-8](#)).

Baccalaureate Degree

As we describe in our responses to Standards I.A, I.B, II.A, the Bachelor of Science (BS) in Industrial Automation follows the same program review process as the rest of our programs and units. The program facilities are in Project 2 *STEM Grant Bldg* and Project 4 *Math/Science/ Engineering* of the 2014 Facilities Master Plan Addendum and in the *STEM Neighborhood* of the 2017 Facilities Master Plan presentation slides ([III.B.3-9](#); [III.B.3-10](#)). Inclusion of the BS in our regular annual and long-term evaluation and planning efforts ensures that the facilities and other physical resources are feasible and effective for the program.

The College meets Standard III.B.3.

III.B.4 | Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Bakersfield College's Facilities Master Plan is drawn from the Educational Master Plan to ensure that our long-term facility planning always follows the needs of the institutional programs and services ([III.B.4-1](#)). The college reviews and revises our priorities, called Strategic Directions, every three years, with the 2015-18 phase concluding this year and our next iteration under development. The third Strategic Direction in both sets of the three-year plans is "Facilities and Technology" ([III.B.4-2](#); [III.B.4-3](#)). In our response to Standard I.A, we describe how the Facilities and Technology Strategic Direction and others all support the primary directions of student learning and student progression & completion. The updated the Facilities Master Plan was approved by the Board of Trustees on June 14, 2018 ([III.B.4-4](#)).

Analysis and Evaluation

Because of how BC intentionally creates the ***long-term Facilities Master Plan*** and the ***three-year Facilities and Technology Strategic Direction***, our long-range capital projects are intrinsically linked to our institutional planning efforts. The Facilities Master Plan linkage to the Educational Master Plan, the process of creating the Strategic Directions, and the annual program review process ensure that all capital projects support college goals.

Our 2014 Facilities Master Plan considers the ***total cost of ownership*** of new facilities as far as technology infrastructure and long-term maintenance needs on page 26. The cost analysis on pages 85 to 87 includes infrastructure (technology and utility), parking, access to campus facilities, equipment and furnishings, and construction management. The 2018 Facilities Master Plan (draft during ISER development) considers total cost of ownership on page 6.

The College meets Standard III.B.4.

Standard III.C: Technology Resources

III.C.1 | 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.

Bakersfield College (BC) ensures that all of its technology needs are satisfied through a two-prong approach: a dedicated Technology Support Services (TSS) department and a governance committee. TSS collaborates with the IT department at the District Office (DO) to provide a reliable technological environment that enables BC to meet its mission ([III.C.1-1](#); [III.C.1-2](#)). The participatory governance committee, *Information Services and Instructional Technology* (ISIT), is comprised of administrative, faculty, classified staff, and student representatives ([III.C.1-3](#)). The ISIT Committee keeps abreast of technology needs and is responsible for prioritizing and making recommendations for policy, procedures, and allocation of resources.

Analysis and Evaluation

The ISIT Committee developed the *College Technology Process* in 2013 for how technology needs are *prioritized* and processed and how the effective use of technology is *assessed* ([III.C.1-4](#)). Instructional programs, student support services, and administrative service units submit their technology requests through annual program review. The request forms are submitted to the ISIT Committee for prioritization described in the College Technology Process document ([III.C.1-5](#)). An evaluation of the request and prioritization process led to changes in the form in 2017. TSS is evaluated through the annual program review as well as in ISIT committee discussions ([III.C.1-6](#)).

Another avenue for determining technology needs is through surveys of constituent groups. Students are surveyed every fall semester to find out their technology needs and what technology the students feel we should support in order to help students achieve academic success. ([III.C.1-7](#)). BC employees are also regularly surveyed to determine technology needed to effectively contribute to student success and how technology support can be improved ([III.C.1-8](#)). A subcommittee of ISIT analyzes the results of these surveys to identify common themes in issues and needs ([III.C.1-9](#)). Reviewing feedback from the surveys and the program review's technology requests, ISIT seeks alternative methods to fund requests.

A reoccurring theme in BC technology surveys is the need for better WiFi coverage on the Panorama campus. In response to this documented need, BC placed the expansion of WiFi in the Measure J local bond, passed by voters in 2016 ([III.C.1-10](#)). Technology support is provided campus-wide via a 24/7 help desk while network reliability and security are provided by the DO. The evaluation of services provided by the DO Information Technology department is described in our response to Standard IV.D.

Baccalaureate Degree

The Bachelor of Science in Industrial Automation program participates in the same annual program review process as the rest of the college. The program's technology needs are prioritized and effective technology use are assessed using the same College Technology Process.

The College meets Standard III.C.1.

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

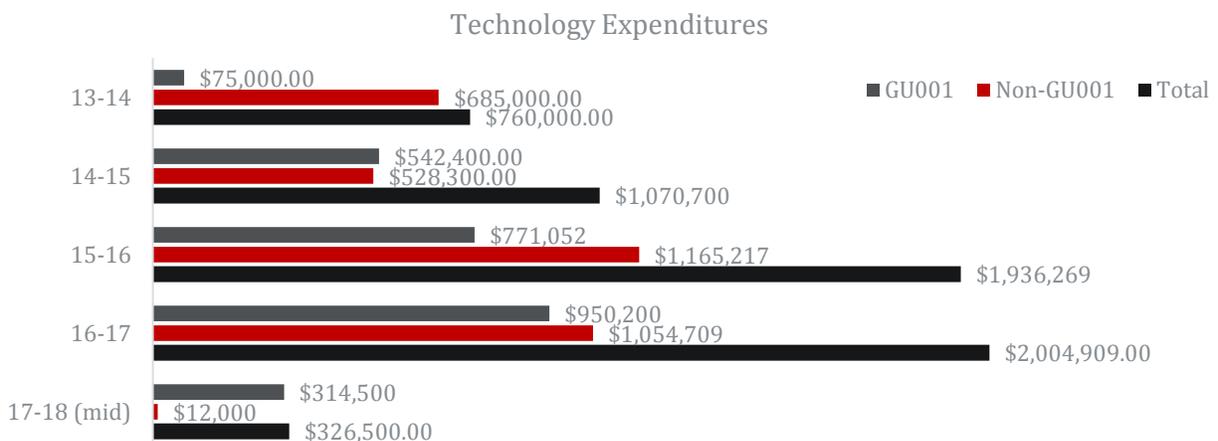
The TSS department in collaboration with the ISIT committee updates the **BC Technology Plan** every three years ([III.C.2-1](#)), which is approved by College Council ([III.C.2-2](#)). In addition to the prioritization outlined in the Technology Plan, the TSS works with the DO Infrastructure group,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

Instructional programs, student support service units and administrative service units all submit their requests through the annual program review process. The request forms are given to the ISIT committee for prioritization ([III.C.2-4](#)). TSS also conducts annual planning for technology updates through program review and in ISIT ([III.C.2-5](#)). In addition to future upgrade plans of TSS, the evidence file shows that all programs and service units must describe how the technology they receive impacts their program and contributes to student success.

Analysis and Evaluation

The BC Technology Plan shows how the **technology updates will ensure that the technology infrastructure, quality, and capacity are adequate to support our mission, operations, programs, and services**. The annual updates in program review show our progress in meeting those long-term goals along with the assessment of requests. The ISIT Committee adopted a new prioritization process in 2016 where programs and services were given the opportunity to give a brief, two-minute presentation of their requests along with the required form ([III.C.2-6](#)). This process enables ISIT to get clarification of requests stated on the program review's form. ISIT then creates a prioritized list that can be implemented if funding is identified ([III.C.2-7](#)).

In the annual *Closing the Loop*, the BC President's office explains how it translated the technology requests from program review and the longer-term Technology Plan into the allocation of resources and how that allocation of resources enables us to **meet our mission** ([III.C.2-8](#); [III.C.2-9](#)). BC spent approximately \$2.3 million on technology in fiscal year 2016-17. Other years' technology expenditures are shown in the figure below as of December 2017 ([III.C.2-10](#)).



The College meets Standard III.C.2.

III.C.3 | The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Bakersfield College's TSS collaborates with the IT department at the DO to provide a **reliable, safe, and secure** technological environment that enables BC to meet its mission ([III.C.3-1](#); [III.C.3-2](#)). The DO is primarily responsible for technology security at the colleges ([III.C.3-3](#)). Ellucian's Banner Suite is our information system, encrypted to protect student and employee information.

Analysis and Evaluation

Technology maintenance occurs during regularly-scheduled monthly downtimes for applying upgrades and patches along with other maintenance activities ([III.C.3-4](#)). Scheduled downtimes are posted at the start of the academic year and reminders are sent to the entire college ([III.C.3-5](#)). The KCCD has also built a **Banner Disaster Recovery site** at our sister college ([III.C.3-6](#)). If a disaster strikes the main KCCD site in downtown Bakersfield, the Porterville site could be used to provide all of the necessary operations. To intensify a focus on security for all KCCD colleges, the District IT Department added a position of IT Security.

The DO IT department maintains a website of all current projects that gives descriptions and the status of the project ([III.C.3-7](#)). The three individual college IT teams meet with the DO IT team twice a month to discuss common issues, get updates on projects and collaborate to solve various technology challenges.

The College meets Standard III.C.3.

III.C.4 | The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Bakersfield College created the Academic Technology Department in 2016 to be responsible for strategic and instructional leadership of technology and professional development efforts at the College ([III.C.4-1](#); [III.C.4-2](#)). The Dean of Academic Technology leads the department comprised of instructional design faculty and support staff. The Academic Technology department goes through the same program review evaluation process as other instructional and student support and administrative units ([III.C.4-3](#)).

Analysis and Evaluation

Reflecting our Student Learning Strategic Direction, instruction and support for the effective use of technology and technology systems is provided throughout the year for students and employees also, for employees, during the week prior to the start of each semester. The Academic Technology department collaborates with the Professional Development Committee (PDC), a governance committee that provides and supports activities and opportunities to enhance job performance, personal growth, and social interaction among all BC employees ([III.C.4-4](#)).

The PDC surveys campus staff on their training needs and also receives professional development requests via the annual program review process ([III.C.4-5](#); [III.C.4-6](#)). The evidence file gives a sample of the face-to-face and online workshops that were offered at BC in 2017 ([III.C.4-7](#)). The Program Manager for Professional Development conducts pre- and post-evaluations of workshops.

PDC Technology Workshops

CCCConfer
ConferZoom
ZipGrade
TurnItIn
Prezi
Canvas
Campus portal

Survey results indicate a high level of knowledge and skill across campus. In the 2017 BC Annual Technology Needs Survey, 87.9 percent of faculty respondents indicated they know how to use technology to achieve their course SLOs.

Further, 86.4 percent indicated they know how to request technology support while 92.3 percent indicated they receive technology support when requested.

Students receive technology training year-round via multiple platforms ([III.C.4-8](#)). In addition, incoming first-time college students receive training through our Summer Bridge orientation ([III.C.4-9](#)). During this interactive day, students engage with faculty one-on-one and in groups, receiving training on how to navigate and locate resources on the BC website. Summer Bridge is also recognized as a great orientation for newer faculty ([III.C.4-10](#)).

The College meets Standard III.C.4.

III.C.5 | The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Bakersfield College adheres to the technology policies specified in Section 3E of KCCD Board Policy Manual ([III.C.5-1](#)). The policies address acceptable use of technology, email, employee expectations of privacy, and general security. Students and employees must agree to the **KCCD Acceptable Use Policy** (BP 3E1) when logging into a computer attached to the KCCD network ([III.C.5-2](#); [III.C.5-3](#)).

Analysis and Evaluation

Bakersfield College also adheres to federal guidelines for **ADA and Section 508 compliance**. Faculty receive reminder emails each semester of ADA and 508 compliance concerns for technology and they receive resources for addressing relevant issues ([III.C.5-4](#)). BC complies with ADA requirements for video captioning, including video productions and live open captioning for streamed events ([III.C.5-5](#); [III.C.5-6](#)). The college has policies and procedures that guide the appropriate use of technology in the teaching and learning process. DSPS has brought Gaer Dietrich (Director of CCC High Tech Center Training Unit) to BC several times to provide training on making all instructional materials and other communication accessible to everyone. The Accessibility Task Force and ISIT broadened the 2018 trainings to reach more of the college over two days as part of ISIT's goal #2 to improve accessibility college-wide ([III.C.5-7](#); [III.C.5-8](#); [III.C.5-9](#); [III.C.5-10](#)).

The College meets Standard III.C.5.

Standard III.D: Financial Resources

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

The Kern Community College District (KCCD) receives state apportionment funding based primarily upon Full-Time Equivalent Student (FTES) enrollments ([III.D.1-1](#); [III.D.1-2](#)). Those funds are allocated to Bakersfield College (BC) through the adopted budget procedures according to the Budget Allocation Model (BAM) ([III.D.1-3](#)). The KCCD BAM takes into account 13 parameters defined in the evidence file: Revenue, Base Allocation, Base Non-Credit FTES Rates, Base Credit FTES Rate, FTES Rate Equalization, COLA, Startup Stabilization Funding, Growth/Decline, Stabilization, Strategic Initiative Funding, Reserves, Carryover, and District Office & Regulatory Allocations. We also receive funding from non-profits, grants, and federal & state categorical funding sources. Categorical funds are financial support from state and federal governments that are targeted for particular categories of students, special programs, or special purposes ([III.D.1-4](#)).

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

Analysis and Evaluation

All instructional programs and student support and administrative service units submit their budget requests and personnel/facility/technology/equipment requests through BC's annual **program review** process ([III.D.1-9](#)). As described in detail in our responses to other standards, the requests are distributed to other committees for analysis and prioritization. Reflecting our Core Values of Integrity, Community, and Sustainability, the President's Office explains in the annual *Closing the Loop* document how it translated the requests from program review and institutional planning documents (such as Strategic Directions, Educational Master Plan, etc.) into the allocation of resources enabling us to **meet our mission** and supporting the **development, maintenance, and enhancement of our programs and services** ([III.D.1-10](#); [III.D.1-11](#); [III.D.1-12](#); [III.D.1-13](#); [III.D.1-14](#)).

Some metrics extracted from *Closing the Loop* documents show our financial resources are **sufficient to support and sustain student learning programs and services and improve institutional effectiveness**. These tables provide information regarding our budgets for the past four years and our funding per FTES.

Fiscal Period	2013-14	2014-15	2015-16	2016-17	2017-18
TOTAL BUDGET *	78,207,962	85,243,667	96,537,761	109,855,259	127,984,822
Total GU001 Budget	68,122,615	74,983,068	83,600,477	92,452,895	102,220,602
Percent Categoricals	13%	12%	13%	16%	20%

Fiscal Period	2013-14	2014-15	2015-16	2016-17
Full Time Equivalent Students (FTES)	12,762	13,878	14,837	15,879
Total GU001 Budget (Published Adopted)/FTES	\$5,338	\$5,403	\$5,635	\$5,822

Our categorical programs have improved institutional effectiveness by capitalizing on grants for the Extended Opportunity Programs and Services, Student Success and Equity, and Disabled Student Programs and Services. Other examples of improvements made possible by categorical funding include enhancements to the Student Success Lab and career training programs, creation of the Writing Center, and expansion of math tutoring.

As the state revises its funding formula to incorporate low-income student enrollment and program completion calculations, BC's Budget Committee is working to maximize student completion and, at the same time, maximize BC's allocation ([III.D.1-15](#); [III.D.1-16](#)).

Baccalaureate Degree

Bakersfield College's financial resources are sufficient to support and sustain the Bachelor of Science in Industrial Automation program ([III.D.1-17](#)). The financial allocations illustrated in the table below ensure the financial stability of the program.

Budget (217BDP)	2015-2016	2016-2017	2017-2018
Expenditures	\$377,395	\$554,809	\$447,272, Preliminary

The College meets Standard III.D.1.

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

All instructional programs and student support and administrative service units submit budget requests through **program review** ([III.D.2-1](#)). Justifications for requests must be tied to our Strategic Directions ([III.D.2-2](#)). Bakersfield College's Strategic Directions and initiatives updates, coordinated by the Accreditation & Institutional Quality (AIQ) committee, as well as long-term planning related to the Educational Master Plan and Technology Plan drive financial planning ([III.D.2-3](#); [III.D.2-4](#); [III.D.2-5](#)).

Bakersfield College manages its expenses, revenues, payables, and receipts in conjunction with the KCCD Business Services Department in accordance with section 3A of the KCCD Board Policy (BP) Manual and other policies and procedures posted on the KCCD website ([III.D.2-6](#); [III.D.2-7](#)). Employees access business forms and procedures via the InsideBC portal ([III.D.2-8](#)).

Bakersfield College disseminates financial information in a timely manner throughout the college by: (1) granting access of finance budget queries in the Banner system to fiscal managers ([III.D.2-9](#); [III.D.2-10](#); [III.D.2-11](#)); and (2) sharing key financial metrics with the college via *Closing the Loop* at the mid-point and end of the academic year ([III.D.2-12](#); [III.D.2-13](#); [III.D.2-14](#); [III.D.2-15](#)).

Analysis and Evaluation

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

Fiscal managers receive monthly budget activity reports of what has been spent year to date in their respective budgets ([III.D.2-17](#); [III.D.2-18](#)). The reports show managers their spending trends on labor, benefits, supplies, services, capital outlay, and other outgo and what is left to spend in the year. Appropriate administrators receive a report each month that shows the campus-wide budget status for appropriate follow-up with their managers ([III.D.2-19](#)). Fiscal managers can also get current information through the Banner Finance system. BC uses specific calendars for financial calendars and timelines, including cutoff dates for annual financial reports, posted on the Budget Committee's website, distributed via email, and at operational committee meetings such as the Faculty Chairs/Directors Council ([III.D.2-20](#)).

District-wide unrestricted general fund reserves shall be no less than 15% and that colleges shall maintain a minimum of 3% reserve

-Board Policy 3A1A16

The Budget Committee website features the **Budget Decision Criteria** that informs President's Cabinet and campus departments' budget decision-making ([III.D.2-21](#)). The Budget Decision Criteria align all budget decisions to our mission. The President's Office uses the Budget Decision criteria in creating *Closing the Loop* that ties the financial decisions to the Strategic Directions and shows how the various college committee planning processes lead to resource allocations along with constraints of the policy on reserves.

In addition to the *Closing the Loop*, the Budget Committee hosts college-wide budget forums to discuss the budget ([III.D.2-22](#); [III.D.2-23](#)). We provide the details of our cash-flow and reserves in our response to III.D.9.

The College meets Standard III.D.2.

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

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

Analysis and Evaluation

Requests with a financial impact are collected in the program review process and prioritized in our committees. We provide opportunities for feedback and adjustments through committee work and all-college forums. The president uses these prioritizations to create the BC budget recommendation to the BOT. At meetings open to the public, trustees approve a tentative budget in June and participate in a September budget work study session that is followed by final budget approval.

The process is listed in the annually-reviewed *budget development calendar* ([III.D.3-2](#)). We have intentionally designed the dialogs about student learning and achievement and the financing needed to achieve student learning and achievement in our formal structure as described in Standard I.B.

The College meets Standard III.D.3.

III.D.4 | Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Fiscal managers participate on committees that establish institutional goals and plans. This participation provides *realistic assessments of the available financial resources* as well as what *new financial resources and partnerships* will need to be developed to meet the goals. Fiscal managers receive monthly budget activity reports of what has been spent year to date in their budgets such as the evidence files for a faculty department chair, a dean, and the Vice President of Finance & Administrative Services ([III.D.4-1](#); [III.D.4-2](#); [III.D.4-3](#)). These reports are targeted to specific levels of approvers. In addition, fiscal managers can access current information and annual reports through the Banner Finance system ([III.D.4-4](#); [III.D.4-5](#)).

Approval Levels

Level 3: \$250 or less; Faculty Chairs & Managers

Level 4: \$5,000 or less; Deans and Directors

Level 5: Above \$5,000; VPs and President

Bakersfield College's funding priorities are set by our Strategic Directions ([III.D.4-6](#); [III.D.4-7](#)). Initiatives are developed and updated annually to meet those Strategic Directions. Budget requests for the initiatives must be tied to Strategic

Directions ([III.D.4-8](#)). Specific project budget requests for processing by the District Office's Business Services are input with the Project Budget Request form ([III.D.4-9](#)). The Project Budget Request is a multiple tabbed Excel form that requires a budget manager and his or her staff to populate the form with dollar amounts requested or needed. Requests for budget adjustments are made with the Budget Request form as shown in the example evidence file ([III.D.4-10](#)).

Analysis and Evaluation

Our intentionally-designed formal structure ensures that the people involved in institutional planning have the accurate financial information to tie dollars to our specific plans. Regular meetings of the committees, councils, and operational groups in our formal structure also ensure

that we keep on top of changing financial realities and make timely adjustments in our expenditures as necessary. This formal structure and our program review process also ensures that we keep our funding priorities tied to our mission.

Bakersfield College's Budget Committee and KCCD closely track the state budget picture and use this information in the development of our initial budget models, beginning with the Governor's January Proposed State Budget and continuing on through the May revise and final state budget adoption ([III.D.4-11](#); [III.D.4-12](#); [III.D.4-13](#)). As described in our response to III.D.1, KCCD's primary funding comes from state allocations and are distributed to the colleges via the KCCD BAM ([III.D.4-14](#)). We also actively seek additional funding support through mission-appropriate grants.

The College meets Standard III.D.4.

III.D.5 | To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Funds from the state are allocated by KCCD to the colleges according to formulae in the KCCD BAM ([III.D.5-1](#)). All budget requests, including personnel and equipment requests, are submitted through BC's annual program review process and those requests must be tied to the Strategic Goals. Fiscal managers are members of the committees and councils that review and prioritize the requests in our budget development process as outlined in the annually-reviewed budget development calendar ([III.D.5-2](#)). These fiscal managers have access to dependable and timely information about the budget and expenditures through two ways: monthly budget reports emailed to them and secure access to the Banner Finance, which tracks all financial activity in KCCD, to verify and review transactions and get current budget status ([III.D.5-3](#); [III.D.5-4](#); [III.D.5-5](#); [III.D.5-6](#); [III.D.5-7](#)).

As described in our response to Standards III.D.2 and IV.D.4, BC manages its financial processes (expenses and revenues; payables and receipts) in conjunction with the KCCD Business Services department. All transactions are tied to specific activity codes according to the California Community Colleges Budget and Accounting Manual ([III.D.5-8](#); [III.D.5-9](#)). All expenditures are processed through established budget forms that require multiple levels of approval at the College and then further compliance checking in the KCCD Business Services department ([III.D.5-10](#); [III.D.5-11](#); [III.D.5-12](#)).

Analysis and Evaluation

The Banner Finance system enables all fiscal managers to track financial activity such as purchase orders, budget transfers, and expenditure transfers. As an example, the PO evidence file was created several months after the purchases were made ([III.D.5-11](#)) and one sees all of the steps in the PO approval process. Each department has specific individuals for fiscal authorizations and the multiple levels of approval provide a checks-and-balances system for proper control of expenditures. BC's Vice-President of Finance & Administrative Services meets weekly with the KCCD Chief Financial Officer to discuss financial implications of budget transactions and processes. We discuss the evaluation of these processes in Standard IV.D.

The President’s Office compiles the budget decisions that have been made throughout the year to create *Closing the Loop* that shows the link between budget and planning from the program review evaluation process and how the dollars expended reflect our Strategic Directions and mission ([III.D.5-13](#); [III.D.5-14](#); [III.D.5-15](#); [III.D.5-16](#)). In addition to *Closing the Loop*, the Budget Committee hosts college-wide budget forums to discuss the budget ([III.D.5-17](#); [III.D.5-18](#)).

The College meets Standard III.D.5.

III.D.6 | Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Bakersfield College’s budget development process ensures that we have an ***appropriate allocation and use of financial resources to support student learning programs and services***. We describe in other parts of Standard III.D how our financial planning is tied to the Strategic Directions, including Student Learning, in the annual program review process and the development of the tentative and adopted budgets that are approved by the KCCD BOT in public meetings in May and September, respectively ([III.D.6-1](#)). The KCCD tentative and adopted budgets for the past five years are posted in the Reports section of the KCCD Business Services website ([III.D.6-2](#); [III.D.6-3](#)). Bakersfield College’s adopted General Fund budget for 2017-18 is on pages 31 to 43 of the 2017-18 budget evidence file and other BC funds such as the BC Stadium Fund, Student Rep fee fund, student financial aid, enterprise funds (e.g., campus bookstore, cafeteria, farm operations, etc.), Measure G and J bond funds, are listed in other parts of the evidence file.

Also posted in the reports section of the Business Services website are the quarterly Annual Financial and Budget Report 311A and quarterly 311Q reports that are submitted by KCCD to the California Community College Chancellor’s Office ([III.D.6-4](#); [III.D.6-5](#)). The 311A and 311Q summarize and communicate the results of budgetary decisions and transactions of all governmental, proprietary, and fiduciary funds for each annual fiscal period. The annual 311A are presented to the KCCD BOT in October. The annual audits are posted in the Reports section of the Business Services website as well and are presented to the BOT in December ([III.D.6-6](#); [III.D.6-7](#)).

Analysis and Evaluation

State officials can review and address any concerns regarding fiscal compliance through the 311A and 311Q reports. The 311A report includes several key compliance reports (50 Percent Law, Lottery expenditure report, Gann compliance, etc.). The state Chancellor’s office also creates a financial trend analysis for KCCD from the data ([III.D.6-8](#)). BC has significantly exceeded the 50 Percent Law; BC’s calculation for the past six years is detailed in the table below ([III.D.6-9](#)).

50% Law Calculation	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Bakersfield College	66.74%	63.66%	65.32%	65.71%	64.59%	64.84%

**Education Code Section 84362 states that at least 50 percent of the general fund expenditures must be toward the direct instruction of students.*

These figures demonstrate the **high degree of credibility** and appropriate allocation of resources to student learning programs and services in our financial planning. The extensive participation of employees and students in the development of the budget through our formal structure ensures that the budget is credible.

The KCCD audit process is consistent and thorough. See Standard III.D.7.

The College meets Standard III.D.6.

III.D.7 | Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

In the Reports section of the Business Services website are the quarterly Annual Financial and Budget Report 311A and quarterly 311Q reports that are submitted by KCCD to the California Community College Chancellor's Office as well as the annual audits ([III.D.7-1](#); [III.D.7-2](#); [III.D.7-3](#); [III.D.7-4](#)). The annual 311A and external audit reports are presented to the KCCD Board of Trustees in October and December, respectively.

Analysis and Evaluation

All audit findings are discussed with the Chancellor, Board of Trustees, President of the College, Chief Financial Officer, the Vice President of Finance and Administrative Services, the Chancellor's Cabinet, Administrative Council, District Consultation Council, and relevant department managers. The KCCD audit process is consistent and thorough. The external audit includes all findings and KCCD's response and plan for addressing any concerns identified in those findings. There have been no material findings for the fiscal years up to June 30, 2016 and one qualified opinion for the fiscal year ending June 30, 2017 due to an unintentional error of Positive Attendance recorded for two students which resulted in improved training of faculty teaching positive attendance classes (see page 88 of the 2016-17 Audit evidence file).

The College meets Standard III.D.7.

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

Bakersfield College regularly reviews its financial management process through effective and regularly required state and federal annual audits. These audits include any special or categorical funds as well as unrestricted funds. The audit reports are presented to the KCCD BOT at their public December meeting and the reports are posted on the publicly-accessible Business Services website ([III.D.8-1](#); [III.D.8-2](#)).

As we describe in greater detail in our response to Standard III.B, the voters passed two local bonds, Measure G in 2002 and Measure J in 2016 under the “Smaller Classes, Safer Schools and Financial Accountability Act” (Proposition 39) that require performance audits and citizen oversight committees ([III.D.8-3](#)). Reports for the Measure G and J bonds are also posted on the Business Services website ([III.D.8-4](#)).

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

Analysis and Evaluation

The audit reports show that our financial management practices are sound and executed with integrity. The audits show that expenditures from restricted and unrestricted and bond funds are consistent with all legal and regulatory requirements. Evaluations of our systems as part of program review and Strategic Directions initiatives reporting enables us to respond to any deficiencies.

In addition to these evaluation instruments, KCCD subscribes to EthicsPoint to mitigate fraud. Reports of ethical misconduct are made through EthicsPoint from the “Report Misconduct” link at the bottom of every page on the BC website, and are investigated promptly ([III.D.8-8](#)).

The BC Vice-President of Finance and Administrative Services, the District Director of Accounting Services, and the KCCD Chief Financial Officer meet regularly to review current fiscal issues at the colleges and the District operations: weekly teleconference meetings to discuss financial matters and monthly face-to-face meetings to review issues in more depth.

The College meets Standard III.D.8.

III.D.9 | The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Section 3A1A6 of the Board Policy states, “Unallocated District-wide unrestricted general fund reserves shall be no less than fifteen percent (15%) ... Each of the colleges shall maintain a minimum reserve of three percent (3%)” ([III.D.9-1](#)). The 15% level was adopted in Board Policy in April 2014 ([III.D.9-2](#)). Section 3A1A7 of the KCCD Board Policy states the purpose of the District-wide unrestricted general fund reserve is to “provide resources for cash flow management, unfunded liabilities, risk mitigation, significant emergencies, and a buffer against future budget reductions.”

Each year the KCCD finalizes the financial activity from the previous year and determines the ending balance from the previous year. Bakersfield College’s unrestricted adopted budget reserve (line 7910 GU001 & CE) and the amount that was carried over into the next year’s budget (line 8989AB) is shown below:

Academic Term	Budget All Reserves (line 7910)	Percent of Adopted GU001 Budget	Percent of Total Adopted Budget	Actual Carryover (line 8989AB)	Above (below) Projected Reserve
2011-12	\$3,775,641	5.33%	5.13%	\$3,907,608	\$131,967
2012-13	\$245,422	0.39%	0.33%	\$2,802,350	\$2,556,928
2013-14	\$2,202,693	2.87%	2.82%	\$5,258,266	\$3,055,573
2014-15	\$4,773,148	5.48%	5.60%	\$5,230,979	\$457,831
2015-16	\$6,530,206	7.00%	6.76%	\$8,443,238	\$1,913,032
2016-17	\$6,673,860	7.95%	6.08%	\$8,172,501	\$1,498,641
2017-18	\$9,099,162	8.72%	7.11%	--	--

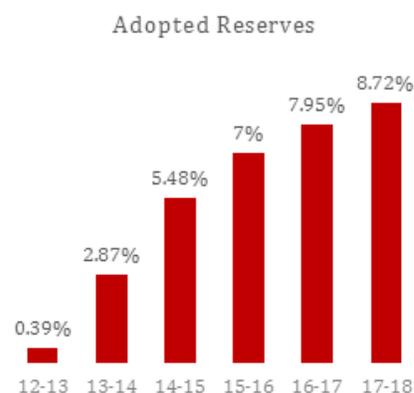
([III.D.9-3](#); [III.D.9-4](#); [III.D.9-5](#); [III.D.9-6](#); [III.D.9-7](#); [III.D.9-8](#); [III.D.9-9](#)). These College reserve funds are additional funds beyond the 15% unrestricted District-wide reserve (line 7910 GU001 & CE) given in the table below:

Academic Term	Adopted KCCD Budget All Reserves (line 7910)	Percent of Adopted GU001 Budget	Actual Carryover (line 8989AB)	Above (below) Projected Reserve
2011-12	\$11,599,943	9.07%	\$9,639,047	(\$1,960,896)
2012-13	\$9,334,838	7.98%	\$12,015,508	\$2,680,670
2013-14	\$10,844,785	8.57%	\$15,161,376	\$4,316,591
2014-15	\$13,356,427	9.48%	\$19,299,578	\$5,943,151
2015-16	\$26,719,849	16.15%	\$27,155,102	\$435,253
2016-17	\$25,431,736	14.70%	\$32,030,392	\$6,598,656
2017-18	\$30,424,295	16.00%	--	--

KCCD accomplished its buildup of reserves through the implementation of expenditure control initiatives, organizational changes, management of reserves, conservative budget planning, and management of student enrollment.

Analysis and Evaluation

Bakersfield College’s budgeted reserves in the past four years are significantly greater than the required minimum of 3 percent. Upon beginning her tenure at the college, President Christian made it a priority to increase reserves which started at 0.39 percent when she started as president in 2012-13 to 8.2 percent in 2017-18. In addition, KCCD transferred a portion of its unrestricted reserves to debt repayment and capital outlay funds in anticipation of future debt service requirements. This transfer will also fund overdue scheduled maintenance facilities projects.



KCCD is part of the Self-Insured Schools of California Joint Powers Agreement (JPA) for General Property and Liability Insurance. The current level of coverage combined with proactive programs provided by the JPA minimizes KCCD’s risk. KCCD also requires contractors to provide insurance certifications and indemnifications commensurate with the risks associated with their service.

Cash flow is managed using multiple sources including reserves and Tax Revenue Anticipation Notes. Should the need arise, the KCCD has access to Certificates of Participation debt repayment funds for short-term borrowing. KCCD uses Self-Insured Schools of California for self-funded health benefits and has sufficient insurance coverage for all other risks stated in BP section 3A13A.

We are planning for the change in the state funding formula that will no longer be based solely on FTES enrollment but instead will also include proportions for low-income student enrollment and program completion. At the time of writing, the state is still determining the proportions for different terms in the funding formula ([III.D.1-15](#); [III.D.1-16](#)).

The College meets Standard III.D.9.

III.D.10 | The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Bakersfield College assesses its financial processes in two main ways: through annual program review evaluation of the processes in our Office of Financial Aid, BC Foundation, and Administrative Support Service office; and annual audits of KCCD finances that include financial aid disbursement, grants, externally funded programs, contractual relationships, and institutional investments and assets ([III.D.10-1](#); [III.D.10-2](#); [III.D.10-3](#); [III.D.10-4](#); [III.D.10-5](#)).

As described in Standards III.D.2, III.D.4, and III.D.5, we oversee all financial reporting and management in close conjunction with KCCD Business Services in accordance with BP section 3A ([III.D.10-6](#)). Because the processing of financial activity by Business Services is a District Office function, we discuss the evaluation of these processes in Standard IV.D.

Analysis and Evaluation

As part of KCCD, BC has well-established *financial policies and procedures* that ensure we stay in compliance with all state and federal regulations, including Federal Title IV financial aid. Our program review evaluation and audits reveal any problems in our processes that we then fix. Section 3A4 and Procedure 3A4(a) of Board Policy set thresholds on contracts for work to be done, services to be performed, and goods, equipment or supplies that require approval by the BOT. In 2018, the amounts for construction are \$45,000 and for non-construction items \$90,200 ([III.D.10-7](#)).

KCCD uses the Board Action approval system in BoardDocs to ensure that all levels of management have reviewed and approved or ratified contracts according to the threshold limits.

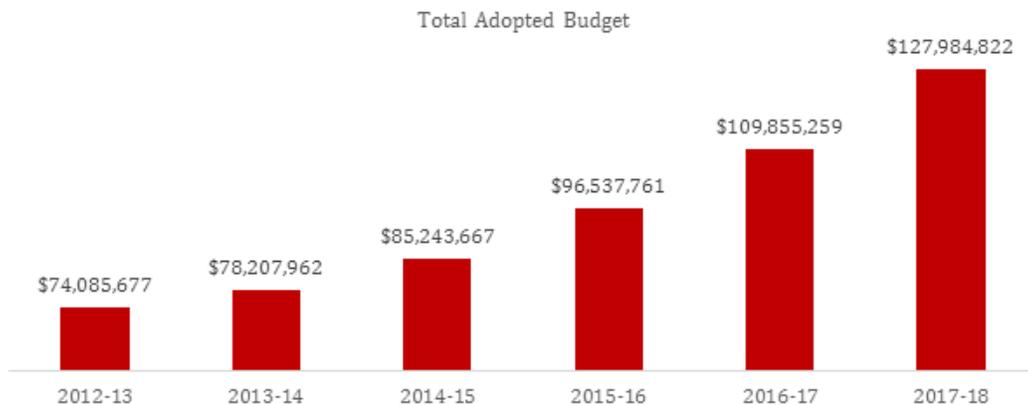
Board Policy 3A8 governs investments. District investments are primarily associated with future debt payment of Certificates of Participation held by KCCD. The investments are managed by external investment firms, which give regular updates on the status of the investments to the BOT Finance Committee and the full Board.

Board Policy 3A12 governs the BC Foundation as an auxiliary organization. KCCD provides financial services and guidance for this organization as well as helping to ensure compliance with auxiliary contracts between KCCD and the auxiliary organization. The BC Foundation uses non-Banner software programs to keep its finances separate from the college. Each year the Foundation is audited by an independent outside firm for compliance with state and federal mandates ([III.D.10-8](#); [III.D.10-9](#)).

The College meets Standard III.D.10.

III.D.11 | The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

The KCCD receives state apportionment funding based primarily upon Full-Time Equivalent Student (FTES) enrollments ([III.D.11-1](#); [III.D.11-2](#)). Those funds are allocated to BC through the adopted budget procedures according to the Budget Allocation Model (BAM) ([III.D.11-3](#)). BC’s total Adopted Budget, all funds (Unrestricted & Restricted) has been for the past 5 years:



([III.D.11-4](#); [III.D.11-5](#); [III.D.11-6](#); [III.D.11-7](#); [III.D.11-8](#); [III.D.11-9](#); [III.D.11-10](#)). As described in our response to Standard III.D.9, BC, under the new president, has significantly increased reserves from less than one percent to over eight percent. In addition, KCCD has built healthy unrestricted reserves to provide resources for cash flow management, unfunded liabilities, risk mitigation, significant emergencies, and a buffer against future budget reductions.

Analysis and Evaluation

The analysis of our financial planning, large reserves, insurance (health, property, liability) through Self-Insured Schools of California, and usage of Certificates of Participation for short-term borrowing described in our response to Standard III.D.9, demonstrates our planning for and ability to pay liabilities and future obligations.

The College meets Standard III.D.11.

III.D.12 | The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

KCCD contributes the legally-mandated employer rates for California State Teacher Retirement System (CalSTRS) and California Public Employee Retirement System (CalPERS) ([III.D.12-1](#)). The most recent audit (page 31) states at June 30, 2017, KCCD's proportionate share of net pension liability was \$80.9 million for STRS and \$43.8 million for PERS, for a total net pension liability of \$124.7 million ([III.D.12-2](#)).

The audits note another OPEB provided by KCCD are postemployment healthcare benefits for eligible employees who retire with CalSTRS or CalPERS pension benefits immediately upon termination of employment from KCCD through the KCCD Postretirement Health Benefits Plan (the Plan). The Plan is a single employer OPEB plan, and obligations of the Plan members and the District are based on negotiated contracts with the various bargaining units of the District.

Analysis and Evaluation

Actuarial studies are performed every two years. The most recent actuarial study for post-retirement benefits was released in late February 2018, estimating the amount that should be accumulated under the requirements of Governmental Accounting Standards Board Statement No. 75 (GASB 75). Page 9 of the evidence file states that KCCD's long-term liability is estimated at \$87.7 million ([III.D.12-3](#)). In order to reduce the overall cost to KCCD and to assist with the funding of the obligation, KCCD issued \$85,880,000 in OPEB bonds in 2008 for the partial funding of that liability and established revocable and irrevocable trust funds.

The annual required contribution (ARC) is assessed as an employer expense of 0.98 percent on each full-time payroll dollar in order to supplement the accrued amount required under GASB 75 ([III.D.12-4](#)) This fringe benefit rate is assessed to all eligible employees' salaries in all funds, including categorical, grants and contracts, and auxiliary services.

Vacation leave for classified and management employees are capped at a maximum accrual of 240 hours per employee. Load bank activities for certificated employees also have a maximum balance based on the collective bargaining agreement. The District reviews and has fully accrued obligations for employees relating to compensated absences and load banking.

The College meets Standard III.D.12.

III.D.13 | On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

As described in our response to Standard III.B.2, the voters passed two local bonds, Measure G in 2002 and Measure J in 2016 under the “Smaller Classes, Safer Schools and Financial Accountability Act” (Proposition 39) that require performance audits and citizen oversight committees ([III.D.13-1](#)). Reports for both bonds are posted on the Business Services website ([III.D.13-2](#)).

With Measure G, voters in the Kern Community College Safety, Repair and Improvement District (SRID) approved \$180 million for the construction and rehabilitation of facilities. With Measure J, voters in the KCCD Special Facilities Improvement District No. 1 (SFID) approved \$502.8 million for the construction and rehabilitation of facilities.

Analysis and Evaluation

In accordance with Education Code Section 15278, the BOT established a Citizens’ Oversight Committee to inform the public concerning the District’s expenditure of bond proceeds ([III.D.13-3](#)). The committee reports annually to the BOT and has oversight for both Measure G and Measure J funds ([III.D.13-4](#)) ensuring that: 1) bond revenues are expended only for the construction, reconstruction, rehabilitation or replacement of college facilities, including the furnishing and equipping of college facilities or the acquisition or lease of real property for college facilities; and 2) no bond revenues are expended for salaries or other college operating expenses.

The College meets Standard III.D.13.

III.D.14 | All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

The KCCD is audited annually, which includes audits and reviews of State and Federal program compliance ([III.D.14-1](#); [III.D.14-2](#)). Due to a significant increase in the size of grants awarded to BC and KCCD, the District has added resources to assist grant directors and managers in complying with ongoing fiscal monitoring, compliance, and other administrative requirements of these grants. KCCD accounting office coordinates and compiles all fiscal reporting to the various agencies administering financial aid, categorical, and grant funding. KCCD’s accounting office regularly distributes the status of external reporting to all college and District office management and all grant and categorical project managers ([III.D.14-3](#)). Any and all financial resources are subject to the same review guidelines.

Analysis and Evaluation

Management practices at BC are done with integrity and efficiency. Any findings from external audits have been minor and easily rectified. Checks and balances are constantly reviewed and modified to make sure BC continues to function ethically and according to federal and state mandates. These audit requirements for California Community Colleges have stipulated specific state compliance issues to be reviewed as part of the annual audit ([III.D.14-4](#)). These checks and balances exist to monitor deficiencies in internal control. Annual audits state that KCCD has complied, in all material respects with the compliance requirements of the Government Auditing Standards of the United States Office of Management and Budget Circular A-133, which could have a direct and material effect on each of its major federal programs for the year in question.

The College meets Standard III.D.14.

III.D.15 | The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

We have a default prevention task force that developed a detailed plan to keep our student loan default rates below the federally-mandated limits. The Board of Trustees held a Work Study session about BC's federal loan program where the plan and task force were described in great detail as shown in the evidence files ([III.D.15-1](#); [III.D.15-2](#); [III.D.15-3](#)). The most recent cohort data default rate shows that the percentage decreased from 2013 to 2014 with continued projected decreases over time. ([III.D.15-4](#)). Bakersfield College is well within the federal threshold and below the community college average default rate.

Analysis and Evaluation

The **BC Default Prevention Task Force** has determined that some additional broad efforts are needed to reduce student loan defaults in the near and long terms. In this regard, we initiated several efforts to reduce loan default among Fiscal Year 2014 and Fiscal Year 2015 delinquent borrowers, as follows:

Short Term: With the assistance of an outside consultant, Parker, Pierson and Associates, and the California Community Colleges Chancellor's Office (CCCCO), BC identified **ECMC** as the selected third-party servicer to provide supplemental servicing support for our Fiscal Year 2014 and Fiscal Year 2015 delinquent borrowers ([III.D.15-5](#)). The Financial Aid Office works in collaboration with ECMC to track, monitor, and contact students entering repayment and offer resources such as loan repayment advice, repayment plan options, forbearances, deferments, and loan forgiveness. The effort is monitored by both BC and the selected consultants on a monthly basis to ensure that the contractor is meeting the objectives of the short-term contract. The task force monitors these results and provides school leadership with monthly reports about the status of delinquent borrowers and our projected cohort default rates for these two open years.

Long Term: The CCCCCO has begun a system-wide effort to increase both student persistence and student success among those who enroll in community colleges through the Financial Aid Literacy Project. The financial literacy plan is being created as a vehicle to increase financial literacy at BC, as part of the CCCCCO effort to increase financial literacy ([III.D.15-6](#)).

The college expanded the school's financial education activities to include the integration of financial education experiences and material into the classroom, creation of the Financial Aid TV website ([III.D.15-7](#); [III.D.15-8](#)), and conduct financial education workshops for students, through student peer-to-peer financial education counselors who are part of the financial education delivery system ([III.D.15-9](#)). The Task Force will be monitoring these efforts, and meeting periodically with the BC student success team, to collaboratively increase student success and reduce default risk among current and future students.

The College meets Standard III.D.15.

III.D.16 | Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Section 3A4 of the Board policy manual requires that contracts must meet the requirements of the Public Contract code. Every contract contains appropriate insurance and indemnification requirements commensurate with the risk associated with services being provided. In addition, all contracts must go through District Business Services for compliance review with the Public Contract Code and Board Policy ([III.D.16-1](#)).

The BC Foundation cash and investment accounts are separate from any of the KCCD/BC accounts. Bakersfield College also maintains a separate financial system for BC's Foundation. The Foundation books are maintained in SAGE, which is a completely separate accounting system from the Banner system that the KCCD uses.

Analysis and Evaluation

To assist BC with contract management, KCCD developed a contract database and a contract checklist of items for inclusion in each contract ([III.D.16-2](#); [III.D.16-3](#)). The maximum term BC can contract for services is five years or 60 months. There is a contract for every service expense committing future dollars. The control over this process is that all purchase orders are reviewed at multiple levels at both BC and the District level as described in our response to Standard III.D.5. In addition, contract agreements are not entered into unless previously approved per BP 3A4, and the same holds true for payment on those contracts.

We can change or terminate contracts that do not meet our required standards of quality. Accordingly, the KCCD Chief Financial Officer can take action including termination based on termination language consistent with state law, which is incorporated into KCCD's contracts. An accounting technician maintains this database and hard copies of all contracts, which are available at KCCD Business Services. This database is available online on the InsideBC portal under Employee Forms – Master Database of Contracts ([III.D.16-4](#); [III.D.16-5](#)).

All financial records, including cash deposits and disbursements, for the BC Foundation are recorded by the BC Business Office staff, and the BC Foundation employees have read-only access to the financial records. All requests for disbursements of BC Foundation funds are initiated by the BC Foundation and approved by the Executive Director and then by the campus accounting manager as a compliance approver. The signers for the BC Foundation checking accounts are the BC President and the BC Vice Presidents.

The College meets Standard III.D.16.

STANDARD IV: Leadership and Governance

Standard IV.A: Decision-Making Roles and Processes

IV.A.1 | Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

It is common to see BC faculty, staff, and administrators among the list of speakers for statewide conferences. This is public evidence that institutional leaders create and encourage innovation leading to excellence. Under the leadership of the new president, BC has been recognized statewide for its innovation and leadership, particularly related to Guided Pathways. In May 2018, the Board of Governor's of the California community colleges recognized BC with a \$2.3M Innovation Award.

The development and evaluation of innovations happens through our formal structure designed to maximize college-wide engagement. The BC Decision-Making Document and Kern Community College District (KCCD) Decision-Making Process section of the Chancellor's website describe our formal decision-making for college- and district-wide matters, respectively. ([IV.A.1-1](#); [IV.A.1-2](#); [IV.A.1-3](#)). Membership on many of the committees includes representatives of faculty, classified staff, administration, and students ([IV.A.1-4](#)).

Our *collegial dialog* also occurs informally in workshops and in between meetings. In Standards III.A.12 and III.A.14, we describe our professional development for all employees and how our Core Values drive these efforts.

BC's Core Values

Learning
Diversity
Integrity
Community
Wellness
Sustainability

Analysis and Evaluation

Our responses to Standards I.A.2, I.A.3, I.B.1, I.B.2, I.B.4, I.B.5, and I.B.7 describe the ongoing work of the Program Review Committee (PRC), Assessment Committee (AC), and the Accreditation & Institutional Quality (AIQ) Committee in evaluating and revising college policies and procedures as needed. These innovations, improvements, and initiated changes **enable us to accomplish our mission** as student needs change. Those responses also describe the three-year process we use to review and revise our Strategic Directions ([IV.A.1-5](#); [IV.A.1-6](#)).

AIQ ensures that review of the Strategic Directions happens with input from all the committees, deans, and vice presidents each spring, and updated as necessary. PRC, AC, and AIQ provide regular reports to College Council, chaired by the college president. These three committees will also make recommendations for changes in policy and practices to College Council. College Council includes representatives from all employee classifications and the Student Government Association (SGA). College Council and Academic Senate approve college-level policies, review district-level Board Policies (BPs), and give feedback to our college representatives who sit on the District Consultation Council. In our response to Standard I.C.5, we describe the work of the Administrative Council, comprised of educational and classified administrators and managers ([IV.A.1-7](#)). The college president also leads this group in the evaluation and revision of practices, programs, and services, scheduling monthly meetings and annual retreats.

Bakersfield College’s deeply rooted culture of dialog occurring in an ***intentionally-designed formal structure*** is what enables us to develop the innovations of practices we have described in our responses to Standard I, II, and III. We ensure the sustainability of that dialog and creative energy by being transparent in our communication through publicly accessible websites. We post our assessments, evaluation results, institutional set standards, and our rationale for decisions—including what we are doing well along with the challenges and shortcomings on the BC website and easily accessible committees’ webpages ([IV.A.1-8](#)).

In our responses to Standards IV.B.2 and IV.B.3, we describe how our college president has created the environment that ***encourages individuals in all roles to bring forward ideas for institutional improvement*** through a distributed leadership model; this style empowers individuals and committees to innovate. We describe her leadership in clarifying our shared Core Values ([IV.A.1-9](#)). Distributed leadership works because the college community trusts its members to create innovations from the same core values. The college president uses her blog to encourage individuals by highlighting their accomplishments in moving the college forward ([IV.A.1-10](#)).

Two recent examples of distributed leadership led to innovations in our Guided Pathways implementation. The Dean of Institutional Effectiveness, co-chairs of the Curriculum Committee, and chair of the Counseling department worked with the California Community College Chancellor’s Office (CCCCO) and the software company Concentric Sky to create the ***Pathways Program Mapper*** described in II.A.16 ([IV.A.1-11](#)). A cross-functional task force convened by the college president worked with community and state leaders to establish a countywide ***Kern Promise*** that guarantees students completion of their ADT in two years and junior standing when they transfer to California State University Bakersfield (CSUB) ([IV.A.1-12](#)). The Kern Promise task force: 1) established a Memorandum of Understanding with CSUB to align our transfer maps, 2) secured funding through the CCCCCO’s Promise Innovation Grant program and private philanthropic dollars to plan, organize, and disseminate the innovations such as the Pathways Program Mapper, and 3) convened local educational leaders in Education Roundtables ([IV.A.1-13](#)). Other innovations we have discussed in other standards include the Data Coaches, the Renegade Scorecard, and *Closing the Loop*.

The College meets Standard IV.A.1.

IV.A.2 | The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Board Policy, the BC Decision Making Document, and the KCCD Elements of Decision-Making document enable administrators, faculty, classified staff, and students to participate in decision-making processes ([IV.A.2-1](#); [IV.A.2-2](#); [IV.A.2-3](#)).

Our policies express BC’s and KCCD’s Core Values ([IV.A.2-4](#); [IV.A.2-5](#)). Policies and procedures in the KCCD Board Policy Manual authorizing broad participation of employees and students in decision-making include:

...multiple perspectives lead to a better education and knowledge of the world
-BC’s Core Value of Diversity

[celebrate] the diversity of people, ideas, and learning styles
-KCCD Core Value of Inclusion

... build an environment in which all members participate as a community through democratic engagement.
-BC’s Core Value of Community

... a climate of trust and accountability through the open sharing of ideas and information.
-KCCD Core Value of Accountability

Board Policy	Summary notes
BP 1B2 (IV.A.2-6)	KCCD Core values stated succinctly
BP 1B4	Strategic Goals of KCCD; goal two: “create a collaborative culture”
BP 2A2A, 2A2B (IV.A.2-7)	Discussions with Academic Senate and Classified Staff during re-organizations.
BP 2B1A; AP 2B1A (IV.A.2-8 ; IV.A.2-9)	Student member of Board of Trustees: one-year term, non-voting.
BP 2C5A1, 2C6 (IV.A.2-10)	Public comment at Board of Trustees meetings
BP 2C5B	Employee representatives addressing the Board
BP 2D (IV.A.2-11)	Process for employee representatives bringing forth proposals to the Board
BP 2K3 (IV.A.2-12)	Travel allowance for student member of the Board
BP 3A1A6 (IV.A.2-13)	Any person may address items in the proposed budget
BP 3A1B; AP 3A1	Process for developing the college budget, designed in collaboration with the AS.
BP 3B4C (IV.A.2-14)	Naming of KCCD properties, facilities, and programs requires advisories of district/college consultation groups.
BP 4F2 (IV.A.2-15)	Associated Student Bodies: advisory bodies to the Board of Trustees and procedures ensuring student voice in district and college governance.
BP 4F6	SGA funds expended according to procedures established by the associated students.
AP 4F7 (IV.A.2-16)	Student Conduct Hearing Panel composition includes faculty, classified staff, administrators, students appointed by ASB President.
AP 4F9(b) (IV.A.2-17)	Student Complaint Hearing Panel composition includes faculty, classified staff, administrators, students appointed by ASB President.
BP 5 (all) (IV.A.2-18)	Recognition of Academic Senates, responsibilities of AS, recommendation & consultation, scope, implementation, policy review & revision, faculty hiring.
BP 6B3D, 6B3I (IV.A.2-19)	Faculty & management involved in selecting educational administrators. Classified staff may also be involved
BP 6B3E, 6B3H	Joint committee of member colleges involved in selecting district educational administrators includes faculty, classified staff
BP 6E6 (IV.A.2-20)	Faculty input for evaluation of confidential and management employees.
AP 6C2 (IV.A.2-21)	Use of Confidential/Management Study Committee for assigning salary grades.
BP 7D1C (IV.A.2-22)	Equal Employment Opportunity Advisory Committee advises KCCD

Analysis and Evaluation

Bakersfield College has implemented the policies and procedures that authorize administrator, faculty, staff, and student participation in decision-making processes with a formal committee structure that covers all aspects of our activities and work ([IV.A.2-23](#); [IV.A.2-24](#); [IV.A.2-25](#)). **Student representation** on various decision-making bodies includes:

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

The implementation of a smoke and tobacco free campus is one notable example of the active role of our SGA in decision-making processes at BC. Beginning with the B-COUGH campaign in fall 2011, the SGA was able to sustain its efforts through multiple SGA presidents. The tobacco free policy went into effect in fall 2017 ([IV.A.2-26](#); [IV.A.2-27](#); [IV.A.2-28](#); [IV.A.2-29](#); [IV.A.2-30](#); [IV.A.2-31](#)).

In our response to IV.A.1, we address the evaluation of our policies and procedures by all groups of employees. Another evaluation of the effectiveness of our broad-based employee participation in decision-making are the regular **KCCD Climate Surveys** that we describe in our responses to Standards III.A.11 and IV.D ([IV.A.2-32](#); [IV.A.2-33](#)). Survey results are disaggregated by either college or by employee group, with BC responses representing 59 percent of the total (BC N=314). Highlights from BC respondents on the 2016 survey include:

- 73% felt BC was open to the expression of different ideas, opinions, and beliefs
- 60% felt consulted and listened to regarding decisions in the workplace
- 71% agreed that their representatives on governance committees ask for their input on important issues
- 71% agreed that their immediate supervisor asks for their input before making decisions
- 59% said they attend committee meetings

The College meets Standard IV.A.2.

IV.A.3 | Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

We describe the substantive participation of administrators and faculty in our institutional governance and policy, planning, and budgeting processes laid out in the KCCD Board Policy Manual in our response to IV.A.2. Immediately following each Board Policy section Table of Contents page is a page titled *Governance Processes Relative to the District Board Policy Manual and Collegial Consultation with Academic Senates*. This page lists the policies and procedures that require consultation with the Academic Senate, per California's AB 1725 legislation ([IV.A.3-1](#); [IV.A.3-2](#); [IV.A.3-3](#); [IV.A.3-4](#)).

Each participatory governance committee charge includes defined leadership and membership roles to ensure substantive and **clearly defined roles** of administrators and faculty in our decision-

making processes. The evidence files show two examples for the Budget Committee and the Assessment Committee ([IV.A.3-5](#); [IV.A.3-6](#)).

Analysis and Evaluation

Bakersfield College explicitly details the scope, membership, and charge of each participatory governance committee as well as the groups and specific positions to which the committee reports in our Decision Making Document and on the committee websites ([IV.A.3-7](#); [IV.A.3-8](#)). These documents describe the *substantive roles for administration and faculty in governance*, including planning and budget development as required in BP 3A1B and other areas of policies.

The College meets Standard IV.A.3.

IV.A.4 | Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

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

Analysis and Evaluation

Sections 5 and 6 of KCCD Board Policy detail the responsibilities of faculty and administrators for curriculum and student learning programs and services, respectively ([IV.A.4-1](#); [IV.A.4-2](#)).

Policy/Procedure	Responsibility for Recommendations about Curriculum & Learning
BP 5A4 and 5A7	States that the KCCD BOT <i>shall rely primarily upon the advice and judgement of the Academic Senates</i> in matters of: <ol style="list-style-type: none"> 1. Curriculum, including pre-requisites and placement; 2. Degree and certificate requirements, 3. Educational program development. 4. Processes for program review, 5. Institutional planning and budget development as required by California’s AB 1725 legislation, Education Code, and Title 5 regulations (IV.A.4-3; IV.A.4-4; IV.A.4-5).
BP 5B3	Establishes the Curriculum Committee as a sub-committee of the Academic Senate. The Curriculum Committee acts as the approving and coordinating body for the curriculum that comprises academic programs and services (IV.A.4-6).
BC Faculty Handbook	Clearly defines the official responsibilities and authority of the faculty in curricular and other educational matters (IV.A.4-7).
BP 6A5B9	States that the college president <i>shall recommend to the Chancellor budget, curricular, faculty, and employee requirements</i> .
College Council	Advises the president, includes faculty and administrative representatives (IV.A.4-8).
Administrative Council + President’s Cabinet	Comprised of educational and classified administrators and managers (IV.A.4-9 ; IV.A.4-10). There are annual training retreats for Administrative Council and President’s Cabinet (IV.A.4-11).
Faculty Chairs/Directors Council (FCDC)	FCDC reviews and resolves operational issues and provides collaborative interaction between student services and instruction to meet student needs (IV.A.4-12). Training takes place in the meetings and summer academies (IV.A.4-13).

Baccalaureate Degree

Faculty and educational administrators assigned to our Bachelor of Science in Industrial Automation exercise their responsibility for making recommendations about curriculum, student learning programs and services for the program through the same committees and decision-making processes used by faculty and administrators in other programs. Program faculty and administrators are also members of our ***Career and Technical Education (CTE) Council***, which promotes the development, expansion, and improvement of our CTE programs on campus ([IV.A.4-14](#)).

The College meets Standard IV.A.4.

IV.A.5 | Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

In our response to Standard IV.A.1 we describe how the development and evaluation of innovations is incubated and institutionalized through our formal structure because it has been ***designed to maximize college-wide engagement***. The BC Decision-Making Document and Kern Community College District (KCCD) Decision-Making Process section of the Chancellor's website describes our formal decision-making for college- and district-wide matters, respectively ([IV.A.5-1](#); [IV.A.5-2](#); [IV.A.5-3](#)).

In our response to Standard IV.A.2 we note the underlying BC and KCCD Core Values that compel us to ensure appropriate consideration of relevant and diverse perspectives ([IV.A.5-4](#); [IV.A.5-5](#)).

Analysis and Evaluation

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

We describe the district-wide decision-making processes more fully in our response to Standard IV.D. The Faculty Chairs/Directors Council (FCDC) reviews and resolves operational issues and provides collaborative interaction between student services and instruction to meet student needs ([IV.A.5-15](#)). The BC Decision-Making Document describes FCDC and other operational groups where ***decision-making is aligned with expertise and responsibility*** such as the Administrative Council, Student Affairs Leadership Team, and the Educational Administrators Council ([IV.A.5-16](#); [IV.A.5-17](#); [IV.A.5-18](#)).

The various groups regularly collaborate on institutional improvements. Another example of institutional collaboration and evaluation that exhibits consideration of relevant perspectives is the development of our Strategic Directions report and monitoring of the Strategic Directions initiatives by AIQ ([IV.A.5-19](#); [IV.A.5-20](#)). Bakersfield College **ensures timely action** on institutional plans, policies, curricular change, and other key considerations through the college president’s communications, such as the Renegade Roundup, Trailblazers, Board Reports, and her blog, and a **distributed leadership model** we describe in Standards IV.A.1 and IV.B ([IV.A.5-21](#); [IV.A.5-22](#)).

In our response to Standard IV.A.2, we note the use of the **KCCD Climate Survey**, administered most recently in fall 2016, to gauge satisfaction with our decision-making processes and communication among the various groups of employees ([IV.A.5-23](#); [IV.A.5-24](#)).

In addition to the regular reports from committees and management about their work on Strategic Directions initiatives, we also gather information from the **BC Services Survey**, administered in spring 2016 and spring 2018, which also includes opportunities for narrative comments about our services ([IV.A.5-25](#); [IV.A.5-26](#); [IV.A.5-27](#); [IV.A.5-28](#)). The reports and surveys give us the information we need to identify what is working well and what processes need improvement.

**KCCD Climate Survey
Response Highlights**

82%
*have sufficient information to
perform their job*

68%
*understand BC’s decision-
making process*

In our responses to Standards I, II, and IV.B we describe our work to become a guided pathways institution ([IV.A.5-29](#)). One key component of our guided pathways implementation is the creation of Completion Coaching Communities organized by meta-majors (“Learning & Career Pathways”) and affinity groups made of faculty, classified staff, and administrators ([IV.A.5-30](#)). Each team includes one or more Data Coaches who are volunteer faculty, staff, and administrators trained in how to access and analyze institutional data and effectively present the results for their area. We describe the function of the Data Coaches in our responses to Standard I.B ([IV.A.5-31](#)).

The **Guided Pathways Implementation Team** (GPIT) coordinates communication with students via the completion coaching communities; the GPIT includes faculty, classified staff, and administration who are appointed according their expertise ([IV.A.5-32](#)). The GPIT communication structure complements the broader work of our Department of Marketing and Public Relations, which is responsible for BC’s internal and external communications ([IV.A.5-33](#); [IV.A.5-34](#)). The three-phase GPIT communication plan used focused emails, posters, flyers, and other media to capture student attention and ensure students are aware of our efforts to improve their learning and achievement ([IV.A.5-35](#); [IV.A.5-36](#)). In 2018, GPIT appointed faculty leadership of each Learning & Career Pathway to improve coordination and communication ([IV.A.5-37](#)).

The College meets Standard IV.A.5.

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

The BC Decision-Making Document and Kern Community College District (KCCD) Decision-Making Process section of the Chancellor’s website describes our formal decision-making for college- and district-wide matters, respectively ([IV.A.6-1](#); [IV.A.6-2](#); [IV.A.6-3](#)). The **BC Decision-Making Document** details the relationship and decision-making flow between state and federal entities,

accrediting bodies, district and college governance, and all college committees. It also defines important terms and concepts including *10+1*, *California Ed Code*, and *Title 5*.

Each committee maintains an active, publicly accessible committee website to broadly communicate decisions made, as well as, provide an archive of the decisions and the research documents used to develop those decisions ([IV.A.6-4](#)).

Analysis and Evaluation

Our committees communicate decisions and proposals for institutional improvement via college-wide emails, representative reports back to their constituents, their websites, and reports to College Council and Academic Senate. The representatives on College Council and Academic Senate communicate decisions and proposals back out to their constituents. We have ***intentionally designed this decision-making communication structure*** because we have a deeply rooted culture of collegial dialog. Posting of information on public websites also ensures the integrity of the information by making it transparent and verifiable. Further, it is an expression of our Core Values of Integrity and Community ([IV.A.6-5](#)).

...[our] principled environment allows for open, constructive conversations

-BC's Core Value of Integrity

... an environment in which all members participate as a community through democratic engagement

-BC's Core Value of Community

The College meets Standard IV.A.6.

IV.A.7 | Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

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

Analysis and Evaluation

Bakersfield College participatory governance committees ***regularly review their charge and membership*** to provide continuity as new members come on board and also to respond to changing needs of the College ([IV.A.7-1](#); [IV.A.7-2](#); [IV.A.7-3](#); [IV.A.7-4](#); [IV.A.7-5](#); [IV.A.7-6](#)). Committees and management evaluate their work and BC's decision-making structures as part of their reporting of ***Strategic Directions initiatives*** ([IV.A.7-7](#); [IV.A.7-8](#)). In addition, our program review process makes connections between the work of a specific committee and related departments, such that the resulting data helps inform the committee's work and decisions ([IV.A.7-9](#); [IV.A.7-10](#)). For example, the program review for the Technology Support Services and Academic Technology departments often relate directly to the work and decisions of the Information Systems and Instructional Technology Committee as described in our responses to Standard III.C. Evaluation of the overall college and district decision-making processes also occurs with the KCCD Climate Surveys as described in IV.A.2, IV.A.5 and in the BC Accreditation Surveys we describe in Standard IV.D.

The College meets Standard IV.A.7.

Standard IV.B: Chief Executive Officer

IV.B.1 | The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Since welcoming Dr. Sonya Christian as our 10th president in January 2013, Bakersfield College has undergone significant transformations in our ability to serve students. As our President, Dr. Christian has created the conditions for these innovations by tapping into and unleashing the talent of faculty, staff, and students to improve student learning and achievement (II.A, IV.A). Under her leadership, BC continues to make strides in closing access and achievement gaps for historically underserved students, graduating more students with greater communication and critical thinking skills than any other time in the college's 100+ year history, and continues to sustainably scale institutional services to ensure students enter and stay on a path toward degree and certificate completion (I.A, I.B, II.A, II.C, IV.A).

A systems thinker who pays attention to operational detail, an adept communicator with a mind for the business and economics of running a college, and a visionary leader who empowers individuals to do the right think, President Christian has strategically built partnerships to secure resources to advance our college's mission (I, II, III, IV). In her five-year tenure, BC has grown enrollment by over 35%, grown the college budget by 73%, and secured half a billion dollars for facilities and infrastructure upgrades to sustain the college and serve our community's needs (III).

Nearly 85% of BC employees responded positively regarding her leadership in the 2014 BC Accreditation Survey and the positive responses increased to nearly 88% in the 2017 accreditation survey ([IV.B.1-1](#); [IV.B.1-2](#)) by both new and seasoned employees alike ([IV.B.1-3](#)).

Dr. Christian led the effort in **revamping and organizing** our 2015-18 strategic plan into five strands or components that we call Strategic Directions ([IV.B.1-4](#)). This overhaul of our strategic planning provided the clarity we needed to pull the pieces together to support the primary Strategic Direction of **Student Learning**. Two supporting Strategic Directions that speak directly to this standard are:

- **Leadership and Engagement:** *A commitment to build leadership within the College and engagement with the community.* This includes initiatives about professional development, increasing engagement of non-management employees in leadership, increasing and strengthening the connections to the community, and organization of our outreach and recruitment activities.
- **Oversight and Accountability:** *A commitment to improve oversight, accountability, sustainability, and transparency in all college processes.* This includes initiatives about budget development, institutional research, SLO/PLO/ILO assessment, focus of committee work, and assessment of the initiatives in Strategic Directions ([IV.B.1-5](#)).

In June 2015, the Academic Senate (AS) commended President Christian for her “progressive, innovative, and visionary leadership, driving our institution to local, state, and national recognition as an exemplary educational leader.” In August 2015, the AS Executive Board commended her role in “stable educational program development, student success, and leadership” ([IV.B.1-6](#); [IV.B.1-7](#)).

Under Dr. Christian’s leadership, BC has revamped and reorganized its long-term Educational Master Plan (IV.B.1-8). We describe in Standard I.B how the 2017-20 Educational Master Plan has been set in the framework of institutional redesign to create the Guided Pathways System that promotes student success with an eye to equity in achievement and learning outcomes (IV.B.1-9).

In Standard III.D and other standards, we describe the annual Closing the Loop report that Dr. Christian established in 2013 which explains how requests from program review and institutional planning documents translate into resource allocation and budget recommendations. Dr. Christian recommends to the Chancellor for approval by the Board of Trustees (BOT) (IV.B.1-10).

Analysis and Evaluation

The evidence we provide above are some examples of Dr. Christian’s effective leadership that show how we meet the Standard. The Strategic Directions, Educational Master Plan (and other institutional plans), and *Closing the Loop* are data-rich documents, easily accessible by the public on our website—a clear demonstration of President Christian’s priority to sustain a culture of evidence and communicate to internal and external stakeholders our focus on student learning.

Another example of this is the ***Renegade Scorecard*** website established under Dr. Christian’s leadership in March 2014 (IV.B.1-11; IV.B.1-12). Through the Renegade Scorecard, BC provides publicly accessible data pertaining to student enrollment, student achievement, student engagement, student equity outcomes, and other key indicators of institutional effectiveness.

The ***Office of Institutional Effectiveness*** (OIE), established by Dr. Christian in 2016, now maintains the Renegade Scorecard. A Dean of Institutional Effectiveness leads the OIE, which includes a team of researchers and data coaches responsible for research, integrated planning and assessment of critical institutional metrics so that we are able to evaluate our work. The president directly supervises the Dean of Institutional Effectiveness (IV.B.1-13; IV.B.1-14; IV.B.1-15). Dr. Christian’s efforts to sustain an open culture of evidence and communication of our focus on student learning to external stakeholders laid the groundwork for the successful passage of the \$504 million Measure J local bond that we describe in Standard IV.B.6 below, as well as in Standard III.B.

One last example of Dr. Christian’s effective leadership we will mention is the California Community College Guided Pathways system redesign. She led the application process to ensure BC was one of just three California Community Colleges, and among a competitive cohort of 30 colleges nationwide, selected to participate in the American Association of Community Colleges (AACC) Guided Pathways Project. Her leadership in adapting the national Guided Pathways Project to the structure and regulations of the California Community College system was critically important. She began presenting Guided Pathways at all the key leadership meetings in California and communicating to hundreds of California college leaders through newsletters (IV.B.1-16). After effectively building a strong basic understanding among a variety of leaders such as Academic Senate, Chief Instructional and Student Services Officer and college CEOs, and philanthropic educational groups, Dr. Christian coordinated both funding and leadership to create a California Guided Pathways Advisory Committee (CGPAC), serving as its chair (IV.B.1-17; IV.B.1-18). This team worked with educational funding sources and the California Community College Chancellor’s office to produce two statewide conferences (Redesigning Community Colleges in spring 2016 and Leadership Matters in spring 2017) that reached over 1,000 people to lay a foundation for the work (IV.B.1-19; IV.B.1-20). With Dr. Christian as chair, CGPAC worked with other state leaders to create the California Guided Pathways Project based on the AACC national project but customized to California’s unique legislative and regulative environment and educational practices and structure

([IV.B.1-21](#)). It is safe to say that without Dr. Christian’s leadership, the Guided Pathways statewide system redesign would not have happened.

The College meets Standard IV.B.1.

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

Section 2A of the KCCD Board Policy Manual (BP) states, *The College President's administrative organization shall be the established authority on campus. Staff members should report to the designated administrator on specific problems. The College President is the final authority at the College level* ([IV.B.2-1](#)). BP 6A covers the responsibilities of the College President that include the assignment and evaluation of all staff. BP 6A5B1 includes this statement: *“The President shall have the authority to delegate areas of responsibility as permitted by law”* ([IV.B.2-2](#)).

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

The use of the cross-functional team follows BP 2A2A, as well as increases engagement, ownership and trust in the credibility of a process that reflects the “distributed leadership” style Dr. Christian instituted when she became our tenth president ([IV.B.2-10](#); [IV.B.2-11](#)).

Analysis and Evaluation

The college president *delegates authority* to administrators, faculty and classified staff leaders as appropriate and consistent with their responsibilities. In distributed leadership, individuals at varying institutional levels demonstrate the agility and knowledge-in-place to engage important issues, taking responsibility for goal achievement and task completion. Dr. Christian’s leadership style harks back to a past BC president, Grace Van Dyke Bird (president 1921-1950), who wrote in her credo, titled “The Basic Purposes of Administration in Education,” about the administrator’s job of creating the best learning environment by building and showing trust in the people she leads ([IV.B.2-12](#)). Distributed leadership enables the college to respond to institutional needs quickly and effectively as she described in a presentation about the “Speed of Trust” at the Achieving the Dream conference in February 2017 ([IV.B.2-13](#)). Other examples of distributed leadership include:

- The BC Administrative Transition Team (BCATT) provides short-term leadership opportunities to employees interested in stretching their learning and abilities in new roles. BCATT is described more fully in the DOF Innovation Award evidence cited above.

- The President charged the Vice President of Instruction to lead an analysis of the deans' workloads to balance responsibilities for faculty evaluation, grant oversight, and operational responsibilities ([IV.B.2-14](#)).
- The President's initiation of the innovation we call Data Coaches, as described in our responses to Standards I.A and I.B ([IV.B.2-15](#)).
- The President assigns appropriate educational administrators to oversee significant functions of the college, including a Vice President over each of the three primary functional units of the college: Instruction, Student Affairs, and Finance and Administrative Services.
- The President taps into the talent of faculty and classified staff to provide leadership for various campus-wide initiatives.

The College meets Standard IV.B.2.

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

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

In our responses to Standard I.B we describe BC's deeply-rooted culture of dialog that occurs in an intentionally-designed formal structure. This dialog encourages and strengthens ***institutional planning, evaluation of our effectiveness and planning processes, and helps us determine resource needs and allocations***. In our responses to Standards I, II, and III, we describe the collegial dialog that happens in the ongoing, public work of BC's shared governance committees. Collegial dialog also happens through the development of long-term plans, such as the three-year Educational Master Plan and Strategic Directions, aimed at improving student learning and achievement ([IV.B.3-1](#); [IV.B.3-2](#)).

Dr. Christian has enhanced and strengthened the work of this formal structure by using a distributed leadership model to empower individuals and committees to implement needed improvements to our structure and processes, and by refocusing or clarifying the values and rationale we use in our decision-making.

Soon after she began her tenure as the BC President in 2013, Dr. Christian quickly moved to refocus BC's efforts and establish a collegial process for setting college ***values, goals, and priorities*** ([IV.B.3-3](#)). She also instituted the *Closing the Loop* reporting in 2013 to explicitly tie our budgeting decisions with our plans for improving achievement and learning, so we can continue to meet our mission.

Analysis and Evaluation

In the summer 2013, Dr. Christian convened a group to update the original January 2013 Strategic Focus document that **refocused college efforts**. The group used the spring 2013 committee reports to create Strategic Initiatives in the updated Strategic Focus document presented to the entire college in August 2013 ([IV.B.3-4](#)).

In 2014, the president established the Strategic Directions Core Team, Task Force, and Support Team to develop a Strategic Directions 2015-18 document detailing the development process, identifying key challenges, and describing college goals, data strands, and initiatives. As described in the Executive Summary of the 2015-18 Strategic Directions document, the Core Team led retreats, focus groups with college committees, and distributed an online survey to solicit initiatives ([IV.B.3-5](#); [IV.B.3-6](#); [IV.B.3-7](#)). In March 2015, the Core Team retreated to finalize the work and refocus the strategic goals toward strategic directions. As the President describes in her opening message, “goals denote an eventual ending point. Directions point the way toward ever-evolving, ever-innovating growth.”

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

Bakersfield College has established both **institution-set standards** and **operational momentum points** to guide the work of all faculty, staff, and administrators ([IV.B.3-10](#); [IV.B.3-11](#)). Our response to Standard I.B.3 describes the history and development of the institution-set standards, and Dr. Christian presented BC’s process at the California Community College League’s Trusteeship Program Regional Training held at BC on May 9, 2014 ([IV.B.3-12](#)).

Predictive analytics is the use of student data captured in systems that we use at our institutions (from Learning Management Systems like Moodle, to adaptive learning systems like Aleks) to improve placement strategies, adjust advising and instruction to better meet student needs, predict when interventions will be needed, and to do all of this work at scale.

-President Christian on ATD’s Predictive Analytics Feature
([IV.B.3-14](#))

Drawing on her background as a math faculty, Dr. Christian has advocated from the time she arrived at BC for the use of **high quality research and analysis of external and internal conditions** in our planning and evaluation. She led BC’s participation as a Leader College in Achieving the Dream ([IV.B.3-13](#)).

We contracted with the RP group study our data and track the fall 2016 cohort of first time in college students ([IV.B.3-15](#)). In our responses to Standards I.B. 6 and II.A.16, we describe the redesign of our pre-collegiate curriculum based on the analysis of another researcher, Dr. Peter Bahr ([IV.B.3-16](#); [IV.B.3-17](#)). Since the work of our 2013 Reorganization Task Force validated the great need for robust in-house institutional research function, Dr. Christian secured resources for an **Office of Institutional Effectiveness** at BC (described in IV.B.1).

The College meets Standard IV.B.3.

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

President Christian has been a public voice for accountability in higher education and believes that the peer review process of accreditation is the best way for quality assurance. As the executive head of BC, the President is directly responsible for the institution, administers board policies, delegates responsibility and authority as necessary, and communicates institutional information to internal and external constituencies ([IV.B.4-1](#)). Dr. Christian brings to BC substantial knowledge about accreditation and the Accrediting Commission for Community and Junior Colleges (ACCJC), serving as an ACCJC Commissioner since 2015, and the chair of ACCJC's Evaluation and Planning Committee ([IV.B.4-2](#); [IV.B.4-3](#)).

Analysis and Evaluation

As a new ACCJC commissioner, Dr. Christian organized the first listening session in the state at BC on October 30, 2015 to facilitate engagement from the field ([IV.B.4-4](#)). In fall 2017, she coordinated the two listening sessions that informed the public on the new directions of the ACCJC ([IV.B.4-5](#); [IV.B.4-6](#)). In our response to Standard I.C.12, we describe the establishment Accreditation & Institutional Quality (AIQ) Committee. Three points of its charge speak directly to this standard:

1. Ensure accreditation is an on-going process by guiding preparation of the self-evaluation, midterm, and follow-up reports.
2. Review and monitor collection of evidence and progress on Actionable Improvement Plans, accreditation recommendations, and institutional effectiveness indicators.
3. Inform and engage the college in accreditation and institutional effectiveness ([IV.B.4-7](#)).

....as I experienced first-hand the spirit of the academic that strives for excellence. I came to see how maintaining standards and quality was best accomplished through the interconnected relationships of peers ensuring that public trust in higher education was honored. -President Christian in written statement to ACCJC. April 15, 2015

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

The College meets Standard IV.B.4.

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

Section 6A of KCCD Board Policy (BP), the Employment Agreement for the President (EAP), and the BC President Job Description (PJD) give specific instruction on the duties and responsibilities of the

college president that correspond to this accreditation standard ([IV.B.5-1](#); [IV.B.5-2](#); [IV.B.5-3](#)). The EAP states that the president shall, 1) *implement all policies adopted by the Board and make appropriate recommendation to the District Chancellor...* 3) *advise the Chancellor of sources of funds that might be available to implement present or contemplated College/District programs...* 7) *recommend to the Chancellor College goals and objectives.* Further evidence includes:

Board Policy	Job Description
Implementation of statutes, regulations, and governing board policies	
BP 6A5B1: "...responsible for <i>maintaining the policies, procedures, rules, and regulations</i> as set forth by the Chancellor, the Board of Trustees, the California Education Code, the Board of Governors of the California Community Colleges, and the general laws of California and of the United States of America."	Definition: "...has major responsibilities that include <i>maintaining the policies, procedures, and regulations</i> as set forth by the Chancellor, the BOT, the California Education Code, the Board of Governors of the California Community Colleges, and the general laws of California and of the United States."
Assure institutional practices are consistent with institutional mission and policies	
<p>BP 6A5B14: "...direct the efforts...toward a realization of its purposes and interpret the College's programs accurately and effectively to the various publics being served."</p> <p>BP 6A5B16: "... appoint department/ division chairs according to College policy."</p> <p>BP 6A5B17: "...responsible for campus adherence to adopted courses of study with such exceptions as may be authorized by the Chancellor."</p> <p>BP 6AB18: "...see that extra-curricular activities are properly organized and supervised."</p> <p>BP 6AB21: "...be responsible for the learning climate and have the right to administer suitable... corrective measures for student misconduct."</p>	<p>1: "Direct the efforts...toward a realization of its Vision, Mission, and Goals."</p> <p>2: "Provide overall leadership to College instructional programs and student services...."</p> <p>4: "Provide administrative leadership and direction in the development and implementation of College procedures"</p> <p>8: "Provide leadership for development of recommendations to the Chancellor for budget, curricular, support services, facility, and personnel requirements essential to the effective operation of the College."</p> <p>13: "Make Chair, Director, and Coordinator appointments according to District policy."</p>
Effective control of budget and expenditures	
<p>BP 6A5B9: "... recommend to the Chancellor budget, curricular, facility, and employee requirements essential to effective operations of the College."</p> <p>BP 6A5B24: "...see that all student body and District monies are received and disbursed in accordance with regulations."</p>	<p>8: "Provide leadership for <i>development of recommendations to the Chancellor</i> for budget, curricular, support services, facility, and personnel requirements essential to the effective operation..."</p> <p>10: "Enable preparation of an annual...budget and direct operations ...within the provisions of the budget."</p> <p>16: "Provide leadership for proficiency in institutional finance and fund-raising."</p> <p>17: "...seek funding and develop working drawings for the improvement of College facilities."</p>

Analysis and Evaluation

Dr. Christian leads BC with a *laser focus on the institutional mission* to provide opportunities for students from diverse backgrounds to learn the competencies and skills necessary for certificate or degree completion and/or transfer. President Christian's influence may be seen broadly and deeply throughout our Institutional Self-Evaluation Report, as she has worked to provide opportunities for students in line with our mission. In addition to the Guided Pathways implementation described in our response to Standard IV.B.1, evidence of the president's leadership in advancing our mission include the implementation of the Bachelor of Science in Industrial Automation, expansion of dual enrollment, early adoption and implementation of multiple measures of assessment placement

criteria, development of the high-tech Pathways Program Mapper, growth in Associate Degree for Transfer awards, and inmate education.

We have described in our responses to Standard I, II, and III how we **ensure that our institutional practices are consistent with institutional mission and policies** through our annual program review process coordinated by the Program Review Committee, and the annual reporting of initiatives and committee work under the Strategic Directions overseen by AIQ. As we describe in our responses to Standards IV.B.2 and IV.B.3, Dr. Christian ensures that all **practices** at an institution as large and complex as BC **remain consistent with our mission and policies** through her distributed leadership model, the clarifying work of defining our mission and core values in the first two years of her tenure, and then her continual communication reminding us and the community of our mission and core values ([IV.B.5-4](#)).

The President also communicates statutory and compliance expectations to the BOT through her **membership on the District Consultation Council and the Chancellor's Cabinet** described in Standard IV.C.7 and various standards in IV.D. She communicates directly to the BOT at their meetings and with the annual State of the College report described in Standard IV.C.8.

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

The College meets Standard IV.B.5.

IV.B.6 | The CEO works and communicates effectively with the communities served by the institution.

President Christian has diligently worked to not only **communicate effectively** with external constituencies, but also integrate their feedback and increase transparency regarding college student success and institutional effectiveness data through the establishment and promotion of the Renegade Scorecard ([IV.B.6-1](#)). We describe in our response to Standard I.B.1 our intentionally-designed dialog with the community all led by Dr. Christian ([IV.B.6-2](#)). In our response to Standard IV.B.1 we describe the dialog with state education and political leaders that Dr. Christian spearheaded to bring Guided Pathways to the California Community College System.

Dr. Christian is a **prolific writer** and uses the **web and social media** to increase BC's visibility and accessibility. She publishes a weekly blog detailing the happenings of the BC campus that is now the main news source for the community to find out what's happening at BC with thousands of followers and over 160,000 hits as of March 2018 ([IV.B.6-3](#)). She regularly promotes content relevant to constituent

communities and connecting student, faculty and staff with campus-wide work through her Twitter account ([IV.B.6-4](#)). Other regular publications include the Renegade Roundup for key messages to BC employees, Letters from BC to the local community, and the Guided Pathways Trailblazers Newsletter distributed across the state ([IV.B.6-5](#); [IV.B.6-6](#)).

Analysis and Evaluation

President Christian has developed an ongoing relationship with several public policy organizations, as evidenced through her many *community awards*.

The president frequently *publishes* in the local newspaper and other outlets to share BC's story, holds *press conferences* on timely announcements, and shares her story as the 10th President of Bakersfield College in *spotlight interviews*.

Examples include:

- Citizen Kern Spotlight ([IV.B.6-10](#))
- Bakersfield Life Spotlight: ([IV.B.6-11](#))
- Huffington Post Opinion Piece on Dreamers: ([IV.B.6-12](#))
- Huffington Post Opinion Piece on Degrees of Inequality: ([IV.B.6-13](#))
- Press conference on Dreamers: ([IV.B.6-14](#))
- Keynote Speaker, The Bakersfield Women's Business Conference ([IV.B.6-15](#))

In 2016, Dr. Christian led a large team of community members in campaigning for Measure J, ultimately securing over **\$500 million in bond funds** for BC and the other colleges in the Kern Community College District ([IV.B.6-16](#)). Notably, this effort engaged stakeholders throughout Kern County and across various sectors of industry, nonprofit, political spheres, and education. She regularly distributed "Letters from BC" to inspire and motivate over 1,500 campaign volunteers, endorsers, and donors ([IV.B.6-17](#); [IV.B.6-18](#)).

Dr. Christian has led the charge for a community-wide commitment to expand equitable educational access and attainment through *The Kern Promise* ([IV.B.6-19](#)). In an effort to catalyze this work, Dr. Christian developed a President's Education Roundtable, which gathered business and organization leadership in a think-tank environment off which to bounce ideas, gather feedback, and gauge community response to college efforts. Collaborating with community leaders to raise visibility of the partnership across the educational pipeline, President Christian was instrumental in BC being selected as one of the 15 colleges in California to offer a baccalaureate, and the recent selection of BC as one of 14 California community college districts awarded the College Promise Innovation Award ([IV.B.6-20](#); [IV.B.6-21](#)). To make visible the widespread support for this work and further BC's competitiveness for this grant, President Christian gathered and archived Letters of Support online ([IV.B.6-22](#)).

The College meets Standard IV.B.6.

President's Community Awards

**2018 Kern County Black Chamber of Commerce
Corporate Partner of the Year**

**2017 Kern County Hispanic Chamber of Commerce
Woman of the Year ([IV.B.6-7](#))**

**2016 District 23
Woman of the Year: ([IV.B.6-8](#))**

**2014 Pacesetter of the Year, National Council for
Marketing & Public Relations ([IV.B.6-9](#))**

Standard IV.C: Governing Board

IV.C.1 | The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Bakersfield College (BC) is one of three colleges in the multi-college Kern Community College District (KCCD). The Board Policy (BP) Manual, organized into seven sections, is published online for ease of public accessibility ([IV.C.1-1](#)). The first BP section establishes KCCD and describes its mission, vision, values, and strategic goals ([IV.C.1-2](#)). BP section 2A1 establishes the Board of Trustees (BOT) as the governing body of KCCD ([IV.C.1-3](#)). See Standard IV.C.5 for more detail.

Analysis and Evaluation

The BOT exercises authority and fulfills the responsibilities specified in policy in the conduct of regular business, as evidenced in BOT meeting calendars, agendas, reports, and minutes ([IV.C.1-4](#); [IV.C.1-5](#)). Board policies and administrative procedures provide the framework within which the BOT **assures the academic quality, integrity, and effectiveness of the student learning programs and services, and the financial stability of the institution.**

The Board's emphasis on academic quality, integrity, and effectiveness of the student learning programs and services is reflected in its actions to meet its second strategic goal of **improving student success** ([IV.C.1-6](#)). The BOT regularly approves curriculum, including the development of new student learning programs, revisions to existing programs, course development and revision, and student learning outcomes at all levels, to ensure it is exercising its responsibility for monitoring academic quality, integrity, and effectiveness ([IV.C.1-7](#)).

The BOT's emphasis on the **financial stability** of KCCD is reflected in its actions to meet its fifth strategic goal of maintaining financial stability ([IV.C.1-8](#)). The Board reviews quarterly financial statements and financial health reports to ensure responsibility for the financial stability of KCCD as described in Standard III.D.

KCCD Strategic Goal #5

Manage financial resources efficiently and effectively

The College meets Standard IV.C.1 and Eligibility Requirement 7.

IV.C.2 | The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Board Policy Section 2G states the Standards of Good Practice by which all trustees are expected to abide. Two points in particular speak to acting as a collective entity: "The Board believes that ...

- Its Trustee members vote their conscience and support the decision or policy made; and
- It honestly debates the issues affecting its community and speaks with one (1) voice once a decision or policy is made" ([IV.C.2-1](#)).

Expectations of acting as a collective entity are also stated in two points of the **Statement of Ethics** given in BP 2H1: “In fulfilling their roles as members of the Board, they shall “base individual decisions on available facts, and **uphold the final decisions of the Board.**”

Analysis and Evaluation

Board Policy defines expectations that the Board acts as a collective entity once a decision is made and are also reinforced in the annual Board retreat ([IV.C.2-2](#)). Members engage in debate during discussions but support the BOT decision once reached. Most final votes are unanimous.

The College meets Standard IV.C.2.

IV.C.3 | The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Several sections of Board Policy define the BOT’s authority for **selecting and evaluating** the Bakersfield College President and the KCCD Chancellor as shown in the table below:

Policy	Policy for Selection of the College & District CEOs
BP 2A1	<i>...shall elect a District Chancellor and such other officers as may be required and fix their compensation and terms of office. The Board shall hold the Chancellor responsible for the efficient administration and supervision of the entire system and shall evaluate the District Chancellor (IV.C.3-1).</i>
BP 2A2	<i>The College President's administrative organization shall be the established authority on campus. Staff members should report to the designated administrator on specific problems. The College President is the final authority at the College level (IV.C.3-1).</i>
BP 6A5A7	<i>The Chancellor shall nominate or recommend employees, and the Board shall employ from those who have been nominated or recommended by the Chancellor (IV.C.3-2).</i>
BP 6A5A10	<i>The Chancellor shall direct all matters relating to employees, including salary status, professional development, professional records, minimum qualifications, recruitment, staff allocation, and approval of absences and leaves (IV.C.3-2).</i>
BP 6B3B	<i>Designates the KCCD Chancellor and college presidents as educational administrators for hiring purposes (IV.C.3-3).</i>
BP 6B3E	<i>Directs the development of “a joint committee representing all member colleges” to be involved in candidates for educational administrator positions at the district and college, including the college presidents and KCCD Chancellor (IV.C.3-3).</i>
BP 6E1	<i>The evaluation report shall form the basis for recommendations for development, which will include the following: (a) a written evaluation from the immediate supervisor, (b) summary of the evaluation survey responses, and (c) a written self-assessment, which shall include accomplishments for the current year and goals for the next evaluation period (IV.C.3-4).</i>
BP 6E2	<i>Notes that the evaluation is an annual process.</i>

Analysis and Evaluation

The Board Policy Manual and employment agreements define the ***selection and evaluation process*** for both the CEO of the district and college ([IV.C.3-5](#)). The Chancellor's Employment Agreement, section 12 states, the evaluation shall be based upon mutually agreed upon goals and objectives, the Chancellor's job description, and any other criteria agreeable to the parties" ([IV.C.3-6](#)). The Chancellor was evaluated on January 22, 2018 and March 8, 2018 in accordance with these processes and procedures ([IV.C.3-7](#)).

Similarly, the College President's Employment Agreement contains details on the evaluation process, as detailed in section 8, which states, "The evaluation shall be based upon the requirements of this agreement, established goals and objectives, the President's job description, and any other criteria agreeable to the parties" ([IV.C.3-8](#)). The BC President's annual portfolio of accomplishments are submitted to the Chancellor and BOT and posted publicly on the President's website.

The College meets Standard IV.C.3.

IV.C.4 | The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

The KCCD service area is divided into five districts for the election of seven trustees who serve staggered terms of four years each. Of the seven KCCD trustees, two represent central Bakersfield, two represent southwest Bakersfield, and one trustee each represents Porterville, Ridgecrest, and northeastern Kern County (BP 2B1) ([IV.C.4-1](#)). In November 2018, a total of four seats will be subject to a vote: Trustee Area 1 (two positions), Trustee Area 2, and Trustee Area 5.

Board Policy and the inclusion of a student member are two ways the BOT ***reflects public interest in the institution's educational quality***. In accordance with Education Code Section 72023.5, one student serves as a non-voting member of the BOT ([IV.C.4-2](#); [IV.C.4-3](#)). The Student Government Association of one college annually selects a student trustee to represent all students district-wide on a rotational basis.

Section 2G of Board Policy states the standards of good practice all trustees are expected to abide by. Six points address the Board's duty to ***reflect the public's interest, advocate for, and protect KCCD from undue influence or political pressure***: "The Board believes that it(s) ...

- derives its authority from the community and that it must always act as an advocate on behalf of the entire community;
- is responsible for creating and maintaining a spirit of true cooperation and a mutually supportive relationship with its CEO;
- always strives to differentiate between external and internal processes in the exercise of its authority;
- Trustee members vote their conscience and support the decision or policy made;
- endeavors to remain always accountable to the community; and
- honestly debates the issues affecting its community and speaks with one (1) voice once a decision or policy is made" ([IV.C.4-4](#)).

Section 2H of BP includes in its **Statement of Ethics**: “In fulfilling their roles as members of the Board, they shall...

- Hold the educational welfare of the students of the District as their primary concern, and
- Take no action as a member of the Board for personal gain” ([IV.C.4-4](#)).

Board Policy Section 2I follows this with its **Conflict of Interest Statement**: “Each member of the Board of Trustees must file a conflict of interest statement as determined by law and the BOT Policy. Members of the Board should avoid any situation that may constitute a conflict of interest and should inform the Board when a matter under consideration **might involve or appear to involve a conflict of interest**” ([IV.C.4-5](#)).

Analysis and Evaluation

The BOT **assures public interest** through regular and formal communication with the public regarding BOT activities and decisions via public meetings ([IV.C.4-6](#); [IV.C.4-7](#)). Following BP 2C5A, there are two opportunities for public comment as a standing item on each regular meeting agenda: one for comment on items from the closed session and the other on items not covered as items in the open session. The public may submit written comments prior to the BOT meeting ([IV.C.4-8](#)). Regular meetings minutes serve as evidence that members of the public and college community frequently use this opportunity to voice their views on issues relevant to the BOT ([IV.C.4-9](#)).

The BOT reviews laws on ethical behavior, conflict of interest, and public speech at their annual retreat. ([IV.C.4-10](#); [IV.C.4-11](#)) At the annual retreat, members are reminded about the requirements of filing the Form 700 Statement of Economic Interests required by Gov. Code Section 87200 ([IV.C.4-12](#)). BC and KCCD are public institutions with no private owners.

The College meets Standard IV.C.4 and Eligibility Requirement 7.

IV.C.5 | The governing board establishes policies consistent with the college/ district/ system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Board Policy gives the KCCD BOT the ultimate responsibility for all matters of educational quality, legal issues, and financial integrity and stability. BP section 2A1 establishes the BOT as the governing body of KCCD by virtue of the Constitution of California and acts of its legislative body, noting that the charge of BOT is “(1) **approving and adopting the policies** for the operation of the District, (2) determining that adequate funds are available to enable the staff to execute these policies, and (3) acting as a board of appeals” ([IV.C.5-1](#)). The primary function of the BOT is “the determination of general policies for and exercise of general supervision of the District. The details and administration thereof shall be carried out by its officers and employees.”

As the ultimate authority, the Board has an extensive set of policies and procedures to ensure the quality, integrity, and improvement of student learning programs and services, and the resources (human, physical, technological, and financial) necessary to support them ([IV.C.5-2](#)).

Analysis and Evaluation

KCCD was established on July 1, 1968 but its colleges have been educating for far longer—Bakersfield College since 1913. With over a century of experience, board policies are mature and well-developed to cover all matters of **educational quality, legal issues, and financial integrity and stability**. In addition to authority stated in Board Policy, the ultimate responsibility of the Board is emphasized in the “Board and CEO Working Together White Paper” used in the annual Board retreat ([IV.C.5-3](#)), as well as, the Chancellor’s contract and job description ([IV.C.5-4](#); [IV.C.5-5](#)).

KCCD Strategic Goals #1, #2 & #5

*Maximize Student Success
Advance Student Equity Measures
Strengthen Organizational Effectiveness*

The Board has adopted five strategic goals for 2015-18, the first two of which speak directly to improving the quality of our student learning programs and the fifth covers the resources necessary to support them ([IV.C.5-6](#); [IV.C.5-7](#)).

The BOT objectives for 2017-19 include a commitment to “Improve Student Success: Ensure systems work effectively to support colleges in expansion/efforts in College 1) SSSP, Basic Skills, and Student Equity Programs, 2) Concurrent Enrollment Programs, 3) Dual Enrollment Programs, 4) Promise Programs, and 5) Pathway Programs” with district-wide metrics of success ([IV.C.5-8](#)).

The College meets Standard IV.C.5.

IV.C.6 | The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

The **KCCD’s Board Policy Manual** is published online for ease of public accessible at the BOT link found on the KCCD homepage ([IV.C.6-1](#)). The requirements specified in this Standard are defined in the following elements of BP 2 ([IV.C.6-2](#)):

Standard	Board Policy Section
Board size	2B1: 7 members + 1 non-voting student member
Board duties	2B5: Duties of Board President, Vice-President, and Clerk. 2B6: Committees. 2C7: Minutes of meetings by Secretary to the Board. 2E: Board self-evaluation.
Board responsibilities	2A1: Authority and charge. 2A2: Management of KCCD.
Board structure	2B1: Trustee areas with map in Appendix 2B1(a). 2B5: Board President, Vice-President, Clerk, and Secretary to the Board.
Board operating procedures	2B2: Election of members of the Board 2B3: Election of officers 2C: Meetings schedule (monthly), quorum and rules of proceedings, agendas, order of business, securing Board action, speakers, minutes, and public access to materials discussed at public meetings. 2D: Procedures for public notice and negotiations with employee representatives. 2E: Board self-evaluation process 2F: Board in-service development

Analysis and Evaluation

Board Policy 2B3 requires the governing board to hold an **annual organizational meeting** during the month of December to elect its officers. The BOT has established four committees: Accreditation Committee; Evaluation Committee; Finance and Audit Committee; and Legislation Committee ([IV.C.6-3](#)). Board Policy 2C clearly **defines policies and operating procedures** for public meetings.

KCCD Strategic Goal #6

Review District Organizational Structure & Effectiveness
([IV.C.6-4](#))

The College meets Standard IV.C.6.

IV.C.7 | The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

The BOT publishes its actions on the publicly-accessible BoardDocs website run by Emerald Data Solutions ([IV.C.7-1](#)). All documents reviewed or acted upon by the Board are available to the public via BoardDocs. The combined agenda and minutes for a given meeting provide a complete record of the public discussions and actions of the Board as illustrated in the example BOT meeting evidence files ([IV.C.7-2](#); [IV.C.7-3](#)). The evidence also show that the agenda layout and explanation for agenda items ensure that the Board acts in a manner consistent with its policies.

As the controlling body of the district, the Board is “charged with 1) **approving and adopting** the policies for the operation of the district” (BP 2A1). Board Policy 2A1 further defines the authority of the board to make the “determination of general policies for and exercise of general supervision of the district” ([IV.C.7-4](#)). In addition, BP 2E notes that one of the goals of the Board’s regular self-evaluation process is to “set policies for the benefit of students, employees, institutions, and citizens of the Kern Community College District” ([IV.C.7-5](#)).

Review dates may be found on the Board website with the final review and/or revision date noted in the table of contents of each Board Policy Chapter ([IV.C.7-6](#)). The most recent full BOT review of Board Policy occurred at a special meeting of the board on November 28, 2017 ([IV.C.7-7](#)).

BP 2A2, 4F2, 5A, and 2A of Section 1 give rights to students, faculty, and classified staff in the development and review of certain policies ([IV.C.7-4](#); [IV.C.7-8](#); [IV.C.7-9](#); [IV.C.7-10](#)). In April 2012, KCCD developed its decision-making document, *The Elements of Decision Making* (EDM), which further explains the role and responsibilities of constituent groups within KCCD, including making recommendations for changes in KCCD policies and/or procedures. The document emphasizes “a commitment to participatory governance” ([IV.C.7-11](#)). The updated EDM was approved by the BOT on June 14, 2018.

Analysis and Evaluation

As we describe more fully in Standard IV.D, the EDM states that the KCCD Chancellor has two established standing committees to receive information directly from college representatives:

District Consultation Council (DCC) and Chancellor’s Cabinet. Membership of the DCC consists of the various constituencies within the colleges and the district office. Membership of Chancellor’s Cabinet consists of college presidents, the vice chancellors, and district administrators. The Cabinet’s role is to collaborate with the Chancellor in the development of board policies.

The DCC is the primary participatory governance group involved in the **review and revision** of district policies and procedures every other year in addition to timely required review and revision ([IV.C.7-12](#); [IV.C.7-13](#); [IV.C.7-14](#); [IV.C.7-15](#)). Another evidence file shows the process used to make changes to BP in AY 2015-16 ([IV.C.7-16](#)).

The College meets standard IV.C.7.

IV.C.8 | To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

The Board regularly reviews key indicators of student learning and achievement along with institutional plans for improving academic quality. The BOT communicates the expectation of educational excellence and integrity through goal-setting and the review of each college’s student success measures, such as the annual review of the Student Success Scorecard of the California Community College Chancellor’s Office ([IV.C.8-1](#); [IV.C.8-2](#)).

These and other *review of key indicators of student learning and achievement* are reflected by KCCD’s membership in Achieving the Dream with BC a designated Leader College ([IV.C.8-3](#)). The BC president provides a monthly report to the Board at their meetings that gives evidence of the work of the college in improving student learning and achievement. These are posted on the president’s website.

Analysis and Evaluation

The KCCD BOT engages regularly in the **review of institutional plans** for improving academic quality. Examples include:

- **Review of college Strategic Plans**; aligned them with the KCCD Strategic Plan to add specificity ([IV.C.8-4](#); [IV.C.8-5](#); [IV.C.8-6](#)).
- BC president presents a **State of the College report** at the annual Board Retreat detailing the work of academic affairs, student affairs, and administrative services to improve academic quality as required in the president’s employment agreement ([IV.C.8-7](#); [IV.C.8-8](#); [IV.C.8-9](#)).
- The Board regularly **reviews, approves, and makes resolutions** related to student success planning through categorical and grant applications, state chancellor’s office planning processes, and contract agreements for technology, evaluation, and consultation related to student success. Examples are in the BOT’s Goal 2 progress page ([IV.C.8-10](#); [IV.C.8-11](#); [IV.C.8-12](#)).

KCCD Strategic Goals #1, #2 & #3

*Maximize Student Success
Advance Student Equity Measures
Ensure Student Access*

The College meets Standard IV.C.8.

IV.C.9 | The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Several parts of Section 2 of Board Policy directly address Board training and continuity of board membership with staggered terms of office:

Accreditation Standard	Board Policy
Continuity of board membership and staggered terms of office.	BP 2B1 and Appendix 2B1(b) (IV.C.9-1)
Training for new members of BOT	BP 2F1 (IV.C.9-2)
In-service training “Work Study Sessions” and continuous improvement	BP 2F2 BP 2G1
Biennial board development program	BP 2F3

Analysis and Evaluation

Each January, BOT members participate in a retreat with standing agenda items including the State of the College reports, district office annual administrative unit reviews, the Brown Act, Code of Ethics, the Governor’s proposed budget, and the role of the Board and CEO ([IV.C.9-3](#)). The BOT held 13 **Work Study Sessions** between September 2016 and February 2018 ([IV.C.9-4](#)). Topics included: adopted and tentative budgets, alternative ways of presenting Board items, Measure J, accreditation, BC parking, legislation, dual enrollment, Student Success Scorecard, and BP. In addition, members of the BOT have attended statewide conferences and workshops.

The College meets Standard IV.C.9.

IV.C.10 | Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Board Policy Section 2E describes the **process for board self-evaluation**. BP 2E1 provides that the evaluation process, done every five years, “is designed to provide constructive feedback to individual Board members about the performance of the Board as a whole.” The goals of the self-evaluation are to identify past accomplishments and annual goals, clarify roles, enhance harmony and understanding, improve effectiveness and efficiency of meetings, and set policies for the benefit of students, employees, institutions, and citizens of KCCD ([IV.C.10-1](#)).

Analysis and Evaluation

Board Policy 2E2 describes the process and BP 2E3 describes the goals of the Board self-evaluation. The Board put its self-evaluation on the closed session agendas of its December 2013 and January 2017 meetings ([IV.C.10-2](#)).

The College meets Standard IV.C.10.

IV.C.11 | The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

To ensure the governing board pursues only the public's interest in educational quality, the Board Policy Manual details a **Code of Ethics** for all governing board members. Per section 2I of the BP

Board members must *hold the educational welfare of the students of the District as their primary concern, take no action as a member of the Board for personal gain, and conduct personal relationships with District staff and members of the community based on the fact that they have no legal authority outside the meetings of the Board.*

-KCCD Code of Ethics, BP 2H1 Excerpt
([IV.C.11-1](#))

Manual, each trustee must file a **conflict of interest** statement and BP calls on Board members to “avoid any situation that may constitute a conflict of interest and should inform the Board when a matter under consideration might involve or appear to involve a conflict of interest” ([IV.C.11-2](#)).

Section 2H2A-E of the BP Manual clearly defines policy for reporting, reviewing, and addressing behavior in violation of the statement of ethics defined in section 2H1 ([IV.C.11-1](#)).

Analysis and Evaluation

In their annual retreat, the BOT reviews laws around ethical behavior, conflict of interest, and public speech at meetings ([IV.C.11-3](#); [IV.C.11-4](#)). Members also file Form 700 Statement of Economic Interests required by Gov. Code Section 87200 ([IV.C.11-5](#)). BC and KCCD are public institutions with no private owners. In the case that unethical behavior occurs, KCCD has a **reporting process as well as a process to investigate** and adjudicate such behavior. Individuals may report violations anonymously through the "Report Misconduct/ EthicsPoint" link KCCD site ([IV.C.11-6](#)).

The College meets Standard IV.C.11 and Eligibility Requirement 7.

IV.C.12 | The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

California Education Code Section 70902(d) empowers the Board of Trustees to delegate certain powers to the District Chancellor or the College President as the Board sees fit. Board Policy 2A2 provides for the **delegation of authority** from the Board to the Chancellor and the college presidents. As the governing board of the District, the BOT is granted the authority to determine the administrative organization necessary to execute District policies ([IV.C.12-1](#)).

- “The Board shall determine the administrative organization necessary to execute District policies.
- The Board shall hold the Chancellor responsible for the efficient administration and supervision of the entire system and shall evaluate the Chancellor.”
- “The College President's administrative organization shall be the established authority on campus. The College President is the final authority at the College level.”

...The governing board of a community college district, by majority vote, may adopt a rule delegating the power to the district's chief executive officer or any other employee or committee as the governing board may designate....

-CA Ed Code Section 70902(d) (IV.C.12-2)

BP 6A5A3 defines the **scope of authority** of the Chancellor, stating that all powers and duties delegated to him are “to be executed in accordance with the policies adopted by the Board, and all acts performed by the Chancellor which are classed in law as discretionary are subject to review and to final approval by the Board...” (IV.C.12-3). BP notes the only two **positions appointed directly by the Board** are the Chancellor (BP 6A5A2) and the College President (BP 6B316) (IV.C.12-4).

Analysis and Evaluation

The responsibilities of the Chancellor and the College President are stated in BP sections 6A5A and 6A5B, respectively. Their employment agreements elaborate on these responsibilities and accountability to the Board (IV.C.12-5). Section two of the Chancellor's Employment Agreement includes a “non-interference clause” in section 2.h, which states, “The parties [BOT and Chancellor] agree, individually and collectively, not to interfere with or usurp the primary responsibilities of the other party...” The employment agreement details 21 examples of duties clarifying the responsibilities of the District Chancellor (IV.C.12-6).

The BC President's Employment Agreement includes 17 examples of duties defining the **authority of the college president** and clarifying the responsibilities of the President (IV.C.12-7). We describe the delineation of authority and responsibility between the KCCD chancellor and the BC president in Standard IV.D.4.

We describe the evaluation of the Chancellor and the BC president in Standard IV.C.3. A component of the BC president's evaluation is the annual “State of the College” report, posted on the president's website, that details BC's performance in all areas as described in Standard IV.C.8. In addition, the President's annual portfolio is publicly available on her website.

The College meets Standard IV.C.12.

IV.C.13 | The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college’s accredited status, and supports through policy the college’s efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

The Board receives regular updates and works with the BOT Evaluation/Accreditation Committee to ensure full engagement in the college’s Institutional Self-Evaluation Report. Section 2F2 of the BP includes accreditation in the list of in-service training of the Board: “In-service training may address topics such as.... accreditation” ([IV.C.13-1](#)). Furthermore, BP 2B6 states that the Board may form committees that report all findings and recommendations to the entire Board ([IV.C.13-2](#)). One committee that the Board has chosen to create is the accreditation committee.

Analysis and Evaluation

The board is actively involved in the KCCD accreditation process, participating in self-evaluation of their roles and functions. The **Board of Trustees Accreditation Committee**, works to keep the board apprised of matters related to evaluation and accreditation ([IV.C.13-3](#); [IV.C.13-4](#); [IV.C.13-5](#)).

KCCD Board of Trustees Evaluation/Accreditation Committee

*Trustee William Thomas, Chair
Trustee Romeo Agbalog
Trustee Mark Storch*

Throughout spring 2018, the KCCD BOT included one standard on its agenda per meeting for in-depth review and discussion, followed by the first review of the full pre-final Institutional Self-Evaluation Report in May 2018. The BOT will review and approve the final ISER in June 2018.

The College meets Standard IV.C.13.

Standard IV.D: Multi-College Districts or Systems

IV.D.1 | In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

The Kern Community College District (KCCD) is a multi-college district comprised of three colleges. The Chancellor is the CEO of the multi-college system. The Chancellor, working with the Board of Trustees (BOT), provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district, and assures support for effective operation of the three colleges. Three administrative teams carry out this work: Chancellor’s Cabinet, Chancellor’s Administrative Council, and the Chancellor’s presidents meeting.

KCCD Colleges
Bakersfield College
Cerro Coso Community College
Porterville College

Section 2A of the Board Policy (BP) Manual establishes the administrative organization of KCCD, and Section 6A states the responsibilities of the Chancellor, college presidents, management, and confidential employees ([IV.D.1-1](#); [IV.D.1-2](#)). In April 2012, KCCD developed its decision-making document, *The Elements of Decision Making (EDM)*, which delineates roles and responsibilities within KCCD ([IV.D.1-3](#)).

Analysis and Evaluation

The KCCD Mission, Vision, Values, and Strategic Goals all exhibit the *expectations of educational excellence and integrity* throughout the district. The EDM clearly defines roles, authority and responsibilities between the colleges and the District Office. *Assuring support for the effective operation of the colleges* involves two essential parts, 1) resource allocations and 2) services to colleges.

Resource Allocations

The KCCD District Office (DO) offers centralized human, physical, technology, and financial resources with ancillary services on the college campuses. In each area, the DO and the three colleges collaborate to strike a balance between meeting staffing needs and meeting external compliance requirements placed on the district as a whole, such as California’s 50% law. A districtwide committee with representation from the DO and the three colleges developed the *Unrestricted Fund Budget Allocation Model (BAM)* tool in 2007 to equitably allocate DO expenditures and distribute the apportionment received from the State using a consistent methodology based on FTES generated at the colleges. Task forces for evaluating and revising the BAM tool met in 2010 and 2015/2016. The task force completed the final report from the 2016 evaluation in May 2016, and the Chancellor communicated which recommendations he would accept, defer, or reject in March 2017 ([IV.D.1-4](#); [IV.D.1-5](#); [IV.D.1-6](#)).

Services to Colleges

Comparisons/contrasts of the functions and responsibilities at the District and College level appear in several documents:

- The functional map on pages 37-60 of the BC 2012 Self Evaluation lists responsibility levels with three possible steps: primary, secondary, and shared ([IV.D.1-7](#)).
- The HR Planning Matrix created for the 2013 Follow-Up report provides a more detailed breakdown of the DO Human Resources functions ([IV.D.1-8](#)).
- The EDM provides function maps for the various sections of the DO ([IV.D.1-9](#)).
- Sections two and three of the DO Administrative Unit Review for each unit give functions of the various DO units ([IV.D.1-10](#)).

The EDM states that the Chancellor has two established committees to receive information directly from college representatives: District Consultation Council (DCC) and Chancellor’s Cabinet. Membership of the DCC consists of the various constituencies within the colleges and the DO. This consultative body provides advice to the Chancellor in an effort to benefit the district as a whole. Membership of the Chancellor’s Cabinet consists of college presidents, the vice chancellors, and other district administrators. The Cabinet’s role is to collaborate with the Chancellor in the development of Board Policies.

The most recent data collection for an evaluation of the district’s decision-making processes is the fall 2013 ***Districtwide Decision-Making Survey***; responses are not disaggregated by college. Under the leadership of the Chancellor, the DCC reviewed the survey at their November 26, 2013 meeting and again discussed the EDM at the September 23, 2014 DCC meeting. In February 2016, DCC modified the Decision-Making Flowchart to show the feedback-loops of consultation as requested by the ACCJC Follow-Up Visiting Team ([IV.D.1-11](#); [IV.D.1-12](#); [IV.D.1-13](#)).

The College meets Standard IV.D.1.

IV.D.2 | The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

The KCCD’s *Elements of Decision Making* document clearly defines roles, authority and responsibilities between the colleges and the DO ([IV.D.2-1](#)). The KCCD Board Policy Manual, published on the KCCD Board Policy & Contracts website, also clearly defines roles and responsibilities ([IV.D.2-2](#)).

Four ways KCCD evaluates the services provided by the District Office (DO) are: (1) District Unit Reviews; (2) perception surveys such as the KCCD Climate Survey, (3) State of the College report to the BOT, and (4) informal feedback and evaluation through the Chancellor’s Cabinet, DCC, and meetings of the college vice-presidents. The District Unit Review website holds the DO’s unit reviews for the 2014-15, 2016-17, and 2017-18 academic years ([IV.D.2-3](#)).

KCCD administered a *Climate Survey* in 2011, 2013 and 2016. In spring 2015, the DO conducted a follow-up study on the lowest rated item in the 2011 & 2013 surveys regarding trust between the colleges and the DO ([IV.D.2-4](#); [IV.D.2-5](#); [IV.D.2-6](#); [IV.D.2-7](#)). BC administered an *Accreditation Survey* in 2011 for the 2012 Self Study, in December 2014 for the 2015 Mid-Term Report, and in September 2017 ([IV.D.2-8](#); [IV.D.2-9](#); [IV.D.2-10](#); [IV.D.2-11](#); [IV.D.2-12](#)). BC also began administering the *BC Services Survey* in spring 2016, which includes services for which the DO has primary or shared responsibility. AIQ administered an additional survey in spring 2018. ([IV.D.2-13](#); [IV.D.2-14](#); [IV.D.2-15](#)).

Analysis and Evaluation

The KCCD measures institutional effectiveness using two methods: 1) each entity conducts program review and evaluates its own programs and services, and 2) those who use the services evaluate them, usually through surveys and focus groups.

District Unit Reviews

End-User Data Collection & Analysis

The DO initiated the first data-gathering process for evaluating district services in late fall 2014 called the *District Administrative Unit Review (DAUR)* ([IV.D.2-3](#)). KCCD repeated the DAUR in fall 2016 and results were posted in early 2017. In 2016, the DAUR form included end-user data and feedback to get feedback from college personnel on

the effectiveness of the educational services that the DO provides. Some departments conduct surveys of their employees, such as with the Human Resources unit survey in the 2016 DAUR, while KCCD instituted end-user feedback data collection and analysis in 2016 with the Educational Services unit with two surveys. The first survey noted in the Educational Services unit review revealed 100% of the participating college vice-presidents agreed or strongly agreed that the Educational Services unit 1) supports the colleges, 2) responds to college requests in a timely manner, and 3) attempts to effectively resolve educational issues that may involve other district units ([IV.D.2-16](#)).

A majority (60%) of the college VPs disagreed that “enrollment management discussions at vice presidents’ meetings are of value to my college,” indicating that this type of dialog is perceived to be better handled at individual colleges ([IV.D.2-16](#)). A second educational services survey administered to 52 participants at a district-wide Enrollment Management Workshop on October 23, 2015 showed favorable responses in the following areas which should be handled at the college-level:

- A holistic approach to enrollment management from recruitment to completion
- Course scheduling as a cohort model or block schedule to acceleration completion
- Use of simple strategies to enhance course and program completion, such as the use of “nudges” or periodic communication about specific milestones in their course of study
- The role of marketing in enrollment management, particularly the concept of branding

BC *administered accreditation surveys* in December 2014 and September 2017 to determine perception of effectiveness of KCCD services provided to the college. The 2017 survey allows the college to gauge the change between the Self Evaluation and the Midterm Report. Across every measure but Business Services, college personnel perception of district services has improved since the 2011 survey distribution ([IV.D.2-8](#); [IV.D.2-10](#)).

Perception Surveys

Climate Survey
BC Accreditation Survey
BC Services Survey

One of the lowest rated services in the accreditation survey was the centralization of the Institutional Research function at the DO, but it also had the highest “unable to evaluate” response of all the services. Since this survey, the district Chancellor has supported the creation of a BC-based Office of Institutional Effectiveness, staffed with six full-time employees.

Statement, “The District Office...”	2011 (n=147)	2014 (n=270)	2017 (n=244)
<i>clearly delineates the operational responsibilities and functions of the DO from those of the college.</i>	41.0%	46.7%	54.1%
<i>clearly delineates the operational functions of the DO from those of the colleges.</i>	43.9%	50.9%	51.7%
<i>provides effective services that support the colleges in their missions and functions.</i>	46.0%	50.8%	61.4%

BC administered a **Services Survey** near the end the spring 2016 semester prompting college-based respondents to express their level of agreement related to the effectiveness of DO-provided services. AIQ analyzed and shared results from 191 respondents in fall 2016 on their website ([IV.D.2-17](#)).

The College meets Standard IV.D.2.

IV.D.3 | The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.

Section 3A of the Board Policy Manual details District fiscal policies, including budget, budget income and expenditures, and budget control ([IV.D.3-1](#)). Particular policies relevant to this Standard are:

- *BP 3A1A3*: “The annual Budget shall not exceed estimated revenues for the Budget year excluding District wide or College reserves.”
- *BP 3A1A6*: “Unallocated District-wide unrestricted general fund reserves shall be no less than fifteen percent (15%). The budgeted unrestricted general fund reserves calculation will be based upon the projected unrestricted expenditures multiplied by fifteen percent (15%). College budgeted reserves will not be considered as part of District-wide reserves. Each of the colleges shall maintain a minimum reserve of three percent (3%). These reserves will be established as unrestricted reserves for obligations and contingencies. The college reserves shall be calculated on the same basis as the District-wide reserves and will be applied to each institution.”

The Chancellor ensures effective control of expenditures through his oversight and consultation with districtwide committees. One committee, with representation from the DO and the three colleges, has developed the **Unrestricted Fund Budget Allocation Model (BAM)** tool in 2007 to equitably allocate DO expenditure and distribute the apportionment received from the

State using a consistent methodology based on FTES generated at the colleges. Task forces for evaluating and revising the BAM tool as needed met in 2010 and 2015/2016 and completed the final report from the 2016 evaluation in May 2017. The Chancellor his responses in March 2017 ([IV.D.3-2](#); [IV.D.3-3](#)).

Analysis and Evaluation

KCCD has consistently ended each fiscal year with balances well exceeding the minimum fifteen percent set by policy—the minimum reserve maintained by KCCD since the 2011-12 fiscal year was over 26% ([IV.D.3-4](#); [IV.D.3-5](#); [IV.D.3-6](#); [IV.D.3-7](#); [IV.D.3-8](#); [IV.D.3-9](#)). The Independent Auditor’s Report expresses an unqualified opinion on the financial statements of KCCD for the fiscal year ending June 30, 2016 and one qualified opinion for the fiscal year ending June 30, 2017 due to an unintentional error of Positive Attendance recorded for two students which was promptly fixed ([IV.D.3-10](#); [IV.D.3-11](#)).

The 2016 BAM evaluation task force made seven recommendations to the Chancellor. The **Districtwide Budget Committee** began meeting in October 2017 ([IV.D.3-12](#)). The Chancellor accepted the recommendations to study the implications of the current reserve policy and changes in the stabilization mechanism while deferring the recommendation to have a neutral third-party vendor study various cost drivers for use in allocating district costs.

BC’s **Accreditation Surveys** have captured the college’s perception of effective expenditure control ([IV.D.3-13](#); [IV.D.3-14](#)). As discussed in Standard IV.D.2, the accreditation survey revealed a significant increase from 2014 to 2017, overall, in the number of people who agreed that the district provides effective services and support the colleges in their mission and functions.

To improve district support of the colleges in expenditure control and budget management the Board has established a 2017-19 Strategic Goal to review district structure and effectiveness and address areas for improvement ([IV.D.3-15](#)).

The College meets Standard IV.D.3.

IV.D.4 | The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO’s accountable for the operation of the colleges.

ACCJC Standard IV.C.12 and California Education Code both empower the Board of Trustees to delegate certain powers to the District Chancellor or the College President as the Board sees fit. Section 2A of the KCCD Board Policy Manual includes details about the management of the district. ([IV.D.4-1](#))

BP 2A2 defines this policy for our district and colleges: “The Board shall determine the administrative organization necessary to execute District policies. It shall elect a District Chancellor and such other officers as may be required... [emphasis added]. The Board shall hold the Chancellor responsible for the efficient administration and supervision of the entire system and shall evaluate the District Chancellor.” Further, BP 2A2 notes **the college president “shall be the established authority on campus” and “is the final authority at the college level.”**

"...The governing board of a community college district, by majority vote, may adopt a rule delegating the power to the district's chief executive officer or any other employee or committee as the governing board may designate...."

-CA Ed Code Section 70902(d) ([IV.D.4-2](#))

Section 6A of the KCCD Board Policy Manual includes details about the powers and duties of the District Chancellor and College President.

BP 6A5A covers the Chancellor and BP 6A5B covers the College President ([IV.D.4-3](#)).

Analysis and Evaluation

The Elements of Decision-Making (EDM) gives function maps for the various sections of the DO. The function maps show that some services are centralized at the DO, some are decentralized to the colleges and may continue to involve DO coordination and review for compliance, while other decentralized functions are controlled solely by the colleges. Examples of responsibility delegation to the college president may be found in multiple policy statements throughout the district:

Policy	Delegation of Authority
BP 6A5A22	Authorizes the district Chancellor to <i>delegate powers to the CEO</i> with approval of the Board.
BP 3A1B	Defines the college president or designee as responsible for budget preparation and coordination with the Academic Senate (IV.D.4-4).
BP 4B10A3	Gives the responsibility of approving off-campus speakers in College facilities to the College President (IV.D.4-5).
BP 6A5B1 & Elements of Decision-Making	The BC President is the <i>executive head of the college</i> and is responsible to the Chancellor as reflected in the EDM flowchart (IV.D.4-6).
College President Job Description	-States the college president recommends the college budget to the Chancellor (BP 6A5B9) -States the college president will assume responsibility for the assignment of all staff (BP 6A5B3) (IV.D.4-7 ; IV.D.4-8)

While various policies define the role of the college president as the primary executive officer of the college with decision-making authority, perception data from the Districtwide Decision-Making Survey, Accreditation Surveys, Climate Surveys, and Improving Trust study illuminate concerns about the centralization of decision-making at the district office, as evidenced in respondents' responses to open ended questions regarding decision-making. ([IV.D.4-9](#); [IV.D.4-10](#); [IV.D.4-11](#); [IV.D.4-12](#); [IV.D.4-13](#)).

The College meets Standard IV.D.4.

IV.D.5 | District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

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

KCCD BOT 2017-19 Strategic Goals

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

The Board of Trustees approves the KCCD Strategic Plan and the individual college strategic plans. In spring 2015 the individual colleges updated their own Mission, Vision, and Values, and they created specific and measurable objectives and strategies with action plans and targets. In spring-summer 2015 the Chancellor, college presidents, and trustees reviewed the individual college strategic plans and folded them into the KCCD Strategic Plan to add specificity ([IV.D.5-5](#)).

Work is underway in the development of the 2018-21 KCCD Strategic Plan. The process began with the alignment of the 2017 Board of Trustees' Goals with the 2015-18 Strategic Plan.

Analysis and Evaluation

The colleges and district annually evaluate student learning and achievement through the review of the Student Success Scorecard of the California Community College Chancellor's Office ([IV.D.5-6](#); [IV.D.5-7](#)). The first evidence file for the Student Success Scorecard shows the November 2017 and October 2016 agenda items where the Scorecard was presented to the Board of Trustees and the second evidence file is what was presented at the November 2017 meeting.

As discussed in Standard IV.D.2, KCCD uses two primary methods to measure ***institutional effectiveness***: 1) each entity conducts program review and evaluates its own programs and services, and 2) those who use the services evaluate them, usually through surveys and focus groups.

The ***District Administrative Unit Review (DAUR)*** allows the DO to collect and analyze end-user feedback from those at the colleges who utilize the services KCCD provides ([IV.D.5-8](#)). Bakersfield College has also collected perception data regarding the effectiveness of district services through ***Accreditation Surveys*** in December 2014 and September 2017 ([IV.D.5-9](#); [IV.D.5-10](#)). In Standards IV.D.2 and IV.D.3, the results are discussed ([IV.D.5-11](#); [IV.D.5-12](#)).

BC's spring 2016 **Services Survey** also contributed to our collective understanding of the effectiveness of district services ([IV.D.5-13](#); [IV.D.5-14](#)). In Standard IV.D.2, we noted that both Technology Support and Human Resources have a majority of favorable ratings by the BC employees, though the 2018 survey shows HR has the lowest satisfaction rating ([IV.D.5-15](#)).

The College meets Standard IV.D.5.

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

Communication between the colleges and the District happens in the KCCD structure in three avenues: 1) governance committees/councils, 2) administrative groups, and 3) operational groups.

Governance Committees & Councils: District Consultation Council (DCC)

Membership: All constituency groups, including Faculty Senate, CSEA, CCA, college presidents, and district vice chancellors; **Responsibilities:** Communicate ideas, concerns, and feedback regarding pending agenda items to the Council meetings. Members communicate back to constituent groups and gather input to be brought back to the next DCC meeting ([IV.D.6-1](#); [IV.D.6-2](#)).

Administrative Groups: Chancellor's Cabinet

Membership: College presidents and vice presidents, district vice chancellors; **Responsibilities:** Discuss the proposals to address issues across the District. Members return to college departments and constituency groups to gather input to be reported back.

Operational Groups: Ongoing district-wide taskforces, ad hoc task forces

Membership: College and district end-users, district IT, vice chancellors, college vice presidents of instruction and student affairs; **Responsibilities:** Address focused, operational issues affecting college end-users daily work. For example, DO IT recently created an ad hoc task force focused on the Banner 9 upgrade ([IV.D.6-3](#)).

In addition, as part of annual evaluation of the college President, the BC President prepares a State of the College report, hosted on the president's website. The BC president submits the report to the Chancellor and presents it to the Board of Trustees as required in the College President's contract ([IV.D.6-4](#); [IV.D.6-5](#)).

Analysis and Evaluation

The timeliness, accuracy, and completeness of communication between the College and the District Office is evaluated using the **KCCD Climate Survey**, administered district-wide, and perception surveys administered by individual colleges. KCCD administered the districtwide Climate Survey in 2011, 2013, and 2016. In spring 2015, the DO conducted a follow-up study on the lowest rated item in the 2011 & 2013 surveys regarding trust between the colleges and the DO ([IV.D.6-6](#); [IV.D.6-7](#); [IV.D.6-8](#); [IV.D.6-9](#)).

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

KCCD understands effective communication relies on a strong foundation of trust; as such, KCCD has actively sought to understand and improve perceptions of trust by including in the climate

survey specific questions regarding trust. In 2016, those who agreed or strongly agreed hit its highest point in 6 years at 32 percent (of total N=314).

The communication section of the KCCD Climate Survey directly measures the timeliness, accuracy, and completeness of communication between the college and the DO. The numbers below reflect that responses to prompts regarding effectiveness of communication have improved slightly since the 2014 survey. In 2016, 314 BC employees participated.

Statement	Agree or Strongly Agree	
	2013	2016
<i>Relevant information affecting the district as a whole is communicated throughout the district</i>	44%	48%
<i>I understand the decision-making process for decisions affecting the district as a whole.</i>	41%	45%
<i>The district wide decision-making process is effective.</i>	30%	35%

BC’s December 2014 and September 2017 **accreditation surveys** advanced our understanding of the perception of effectiveness of district services ([IV.D.6-14](#); [IV.D.6-15](#)). Two questions directly addressed communication and show positive improvement in every measure from 2011 to 2017. ([IV.D.6-18](#); [IV.D.6-19](#); [IV.D.6-20](#)).

Statement	2011 (n=147)	2014 (n=270)	2017 (n=244)
<i>The DO and colleges effectively communicate.</i>	32.4%	39.6%	42.0%
<i>The DO and the colleges exchange information in a timely manner.</i>	33.3%	35.9%	43.5%

In 2017, the KCCD Chancellor took two specific steps to improve communication:

- 1) Created the Districtwide Budget Committee as recommended in the spring 2016 evaluation of the Budget Allocation Model ([IV.D.6-19](#)), and
- 2) Included the college vice presidents in Chancellor’s Cabinet.

Further evidence of the district’s progress in improving communication with the colleges include:

Group	Communication Improvements
District Consultation Council	Monthly meetings; robust discussion and opportunity for feedback on new language in the Board Policy (IV.D.6-20 ; IV.D.6-21 ; IV.D.6-22).
Information Technology	-Quarterly District IT Newsletter called “IT Bytes;” (IV.D.6-23 ; IV.D.6-24) -Creation of a new IT intranet site focused on District IT’s current projects and links to the help desk (IV.D.6-25 ; IV.D.6-26) -Formed IT Advisory Committee spring 2018

The College meets Standard IV.D.6.

IV.D.7 | The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

In April 2012, KCCD developed its decision-making document, *The Elements of Decision Making (EDM)*, which delineates the role and responsibilities within KCCD. The decision-making flowchart on page 12 of the document was revised in February 2016, based on a suggestion from the Follow-Up Team to make it less linear and incorporate feedback loops in the decision-making process ([IV.D.7-1](#)). At the June 14, 2018 meeting, the BOT approved the updated EDM.

Three ways used by the Chancellor for evaluating the district-college role delineations, governance, and decision-making processes to assure their integrity and effectiveness in assisting the colleges are: 1) District Unit Reviews, 2) the KCCD Climate Survey, and 3) informal feedback and evaluation through the KCCD Chancellor’s Cabinet, District Consultation Council, and meetings of the college vice-presidents. The District Unit Review website holds the District Office’s unit reviews for the 2014-15, 2016-17, and 2017-18 academic years ([IV.D.7-2](#)). In addition, as part of their annual retreat in January 2017, the Board established several goals that direct evaluation of effectiveness of the district Human Resources, Educational Services, and complete implementation of the Districtwide Budget Allocation Model recommendations by 2019 ([IV.D.7-3](#)).

Analysis and Evaluation

The most recent data collection for an *evaluation of the district’s decision-making processes* is the Districtwide Decision-Making Survey of Fall 2013 ([IV.D.7-4](#)). DCC reviewed the survey at the November 26, 2013 ([IV.D.7-5](#); [IV.D.7-6](#)). The EDM states that it will be reviewed by Chancellor’s Cabinet and the District Consultation Council every three years starting in the spring 2014.

As discussed at length throughout the standard, the district’s ongoing evaluation of its effectiveness happens in three primary ways:

- The ***District Administrative Unit Review (DAUR)*** ([IV.D.7-2](#))
- The ***KCCD Climate Survey*** ([IV.D.7-7](#); [IV.D.7-8](#); [IV.D.7-9](#)).
- College perception surveys such as the ***Accreditation Survey*** and ***Services Survey***

Analysis of the administration, discussion, and presentation of survey responses are discussed in detail throughout Standard IV.D.

KCCD and BC understand improvements in communication will lead to improvements in the knowledge of the district-wide decision-making processes. In addition, the Chancellor is re-examining procedures and practices to determine what things the decision-making authority is best kept at the college level and what needs to be kept at the DO in order to meet the Board’s goal to “develop and strengthen a collaborative culture amongst the District and Colleges” and to meet the requirements of the district-college authority balance described in Standard IV.D.4.

The College meets Standard IV.D.7.

Quality Focus Essay

Bakersfield College’s (BC) transformation into a Guided Pathways institution has led to a college-wide redesign of the way we guide students onto and through their educational pathways. Looking ahead, we will continue to improve student learning and achievement through two key guided pathways projects: 1) the Program Pathways Mapper to clarify educational and career pathways, and 2) the scale up and improvement of academic and student support services.



Bakersfield College focuses student onboarding and support efforts by organizing students into cohorts by Learning and Career Pathways (meta-majors) and Affinity Groups. Our ten Learning and Career Pathways (see table below) represent groupings of programs with similar first semester course requirements.

Learning & Career Pathways	Affinity Groups
Agriculture, Culinary Arts & Nutrition [1,499 overall; FTIC 458]	African American Initiatives
Arts, Humanities, & Communication [2,463 overall; FTIC 477]	Athletes
Business [2,583 overall; FTIC 447]	Dreamers
Education [1,750 overall; FTIC 359]	DSP&S
Health Sciences [4,450 overall; FTIC 981]	EOP&S
Industrial & Transportation Technology [1,157 overall; FTIC 317]	Foster Youth
Public Safety [1,222 overall; FTIC 176]	The Kern Promise
Social & Behavioral Sciences [3,798 overall; FTIC 835]	Veterans
STEM [2,450 overall; FTIC 527]	Online
Personal & Career Exploration [1,637 overall; FTIC 290]	

Completion Coaching Communities (see table below), composed of faculty, staff, and administrators, utilize data to coordinate targeted, timely, and meaningful communication to support students. Under the training and support of the Office of Institutional Effectiveness, Data Coaches provide actionable data about students within each program of study on a regular basis, and the data drive ongoing improvements to the college’s implementation of guided pathways.

Completion Coaching Team Members		
Dean	Counselor	Support Staff
Faculty Lead	Financial Aid Expert	Data Coach
Faculty Discipline Experts	Academic Support Experts	Peer Mentor

Without a clear plan, students accrue excess units; for instance, BC students take an average 85 units to complete a 60-unit degree. The continued clarification, documentation, and communication of these pathways, as well as analysis of data to determine effectiveness, are an integral component of our action plan to continuously improve the educational quality we offer our students.

**Quality Focus Project #1:
*Clarify the Path with the Program Pathways Mapper***

Since 2014, Bakersfield College has been examining and documenting pathways from high school through California State University Bakersfield (CSUB). Much of this work occurred through the work of a countywide cross-system committee that examined high school coursework and began with the application of multiple measures of assessment in student placement. Additional innovations included curriculum modifications and the alignment of outcomes to better prepare students for college-level coursework. This group has modified these strategies as they access new and improved data. In 2016, the **Workgroup for the Advancement of Regional Baccalaureate Attainment** (WARBA) clarified and mapped the exact coursework for each semester from entry to BC to transfer and then graduation from CSUB. Currently, WARBA has led the mapping of 34 pathways through collaborative faculty meetings within disciplines.

This intensive, **high-touch** work has become the data source for the college's Program Pathways Mapper tool, a **high-tech**, visual display of pathway curriculum designed to augment educational planning efforts. The college's **Leading from the Middle task force** is leading the technology development in partnership with the California Community College Chancellor's Office (CCCCO) and technology company, Concentric Sky. The Program Pathways Mapper will directly download a college's curriculum from the Chancellor's Office Curriculum Inventory (COCI) and employment information from from the U.S. Department of Labor's O-Net Online. In the next year, BC's Leading from the Middle team will continue to codify and integrate this effort through the Curriculum Committee, Student Learning Outcomes Assessment, and Program Review work.

High-tech innovations such as the Program Pathways Mapper and Data Coach use of AccuSQL reports, Banner and Cognos report training, and more have complemented and expanded our high-touch strategies to create clarity and efficiency for students, faculty, and staff alike. In this work, BC aims to move the dial on our focused early momentum points to improve student learning, progression, and completion in ways that are cost-effective for the student and the taxpayer.

BC's Early Momentum Points

Attempt **15 units** in the first semester

Complete transfer-level **English** and **Math** in the first year

Attempt **30 units** in the first year

**Quality Focus Project #2:
*Keep Students on the Path by Scaling and Integrating Student Support & Learning***

To strengthen the effectiveness of the Completion Coaching Community members, Bakersfield College will redesign student support -- particularly educational advising (high touch) and data analytics from technology (high tech) to improve the three outcomes stated on the prior page:

In particular, BC will focus on improving student support as follows:

1. **Scale up our successful Summer Bridge** extended orientation program
2. **Redesign Educational Advising** to be embedded within each Learning & Career Pathway
3. Systematically use **data analytics** from Starfish

As the **Guided Pathways Implementation Team** collects these data, they will construct plans for continuous improvement in partnership with appropriate departments. The redesign of student support services related to educational advising will complement our learning assessment process.

Evaluation of Progress

The specific actions planned for this Quality Focused Essay align with work in our Program Review, Strategic Directions reports, and the work plans for campus taskforces and committees. Below are the four intended outcomes:

Strategic Direction #1: Student Learning (Project #1)

1. Improve reporting capability from technology tool eLumen to support faculty in their analysis of student learning

Strategic Direction #2: Student Achievement (Projects #1 and #2)

1. Increase the number of students attempting 12-15 units in the first semester
2. Increase the number of transfer students completing transfer-level English and math in their first year
3. Increase the number of students attempting 30 units in the first year

Project	Committee & Taskforce Engagement
<p>Program Pathways Mapper</p> <p><i>Outcome #1: Student Learning; Outcome #2: Student Achievement</i></p>	<ul style="list-style-type: none"> • Workgroup for the Advancement of Regional Baccalaureate Attainment • Leading from the Middle Taskforce • Guided Pathways Implementation Team • Curriculum Committee • Assessment Committee • Counseling Department
<p>Expand & Improve Student Support</p> <p><i>Outcome: Student Achievement</i></p>	<ul style="list-style-type: none"> • Guided Pathways Implementation Team • Student Affairs Leadership Team • Academic Support Services • Summer Bridge Faculty • Rural Initiatives • Inmate Scholars Program Team

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

Changes and Plans Arising out of the Self-Evaluation Process

As this Institutional Self-Evaluation Report (ISER) was being developed, Bakersfield College (BC) reorganized its three-year strategic plan (we call Strategic Directions) to coincide with the college-wide Guided Pathways System (GPS) redesign. The GPS framework is built on four pillars that we describe in other places in this ISER and more fully in our latest Educational Master Plan: Clarify the Path, Enter the Path, Keep on the Path, and Ensure Learning.

Using distributed leadership and through engagement of the campus community (Strategic Direction #4), BC will advance the outcomes for the remaining three Strategic Directions through the initiatives stated below. Under each Strategic Direction we will tie any specific initiative to one or more of the pillars to make it clear how the proposed initiative will improve student learning and ensure that students achieve their educational goals as quickly as possible. Through the projects discussed in the Quality Focus Essay, Bakersfield College will focus on the following outcomes aligned with our Strategic Directions.

1. Improve reporting capability from technology tool eLumen to support faculty in their analysis of student learning
2. Increase the number of students attempting 12-15 units in the first semester
3. Increase the number of transfer students completing transfer-level English and math in their first year
4. Increase the number of students attempting 30 units in the first year

Here are our four Strategic Directions and how they map onto the accreditation standards.

2018-2021 Strategic Direction	Initiatives (2018-21 timeline)	Accreditation Standard
<p>Student Learning: BC commits to provide a holistic education that develops curiosity, inquiry, and empowered learners.</p>	<ul style="list-style-type: none"> -Curriculum development and assessment using eLumen -Visually represent clear pathways through the Program Pathways Mapper tool 	<p>I.A, I.B, II.A, II.B, II.C</p>
<p>Student Progression and Completion: BC commits to eliminate barriers that cause students difficulties in completing their educational goals.</p>	<ul style="list-style-type: none"> -Strategically expand dual enrollment -Scale up Summer Bridge -Launch the Pathways Program Mapper -Redesign student support services, specifically the role of educational advisors 	<p>I.A, I.B, I.C, II.C</p>
<p>Facilities and Technology: BC commits to improve the maintenance of and secure funding for college facilities, technology and infrastructure for the next thirty years.</p>	<ul style="list-style-type: none"> -Implement the Facilities Master Plan using the funds secured through the Measure J Bond 	<p>I.A, III.B, III.C</p>

Acronyms & Abbreviations Index

24/7	24 hours a day, 7 days a week
A&R	Admissions & Records
A.A.	Associate of Arts Degree
AACC	American Association of Community Colleges
AAI	African-American Initiative
AAMP	African-American Mentor Program
AA-T	Associate of Arts Degree for Transfer
AB	Assembly Bill
AC	Assessment Committee
ACBO	Association of Chief Business Officials
ACCJC	Accrediting Commission for Community and Junior Colleges
ACDV	Academic Development Course Code
ADA	Americans with Disabilities Act
ADC	Advisory Committee
ADMC	Administrative Council
ADT	Associate Degree for Transfer
AEGB	Adult Education Block Grant
AERA	Automotive Engine Rebuilders Association
AIQ	Accreditation & Institutional Quality Committee
ALEKS	Assessment and LEarning in Knowledge Spaces
AP	Administrative Procedure
AP	Advanced Placement
API	Asian/Filipino/Pacific Islander
ARC	Annual Required Contribution
ARCC	Accountable Reporting for California Colleges
AS	Academic Senate
A.S.	Associate of Science Degree
ASB	Associated Student Body
ASC	Accreditation Steering Committee (became AIQ)
ASCAP	American Society of Composers, Authors, and Publishers
ASCCC	Academic Senate for California Community Colleges
ASE	National Institute for Automotive Service Excellence
ASEP	Abbreviated Student Education Plan
ASSIST	Articulation System Stimulating Inter-institutional Student Transfer
AS-T	Associate of Science Degree for Transfer
ASTEP	African-American Success Through Excellence & Persistence
ASTR	Astronomy Course Code
ATD	Achieving the Dream
ATI	Assessment Technology Institute
ATI TEAS	Assessment Technology Institute Test of Essential Academic Skills
AUO	Administrative Unit Outcomes
AUP	Acceptable Use Policy
AUTO	Automotive Technology Course Code

AV	Audio-Visual
AY	Assessment Year
BA	Bachelor of Arts Degree
BAM	Budget Allocation Funding Model
BAR	California Bureau of Automotive Repair
BC	Bakersfield College
BCATT	Bakersfield College Administrative Transition Team
BCSGA	Bakersfield College Student Government Association
BLS	Basic Life Support
BMI	Broadcast Music, Inc.
BOG	Board of Governors
BOT	Board of Trustees
BP	Board Policy
BS	Bachelor of Science Degree
BSI	Basic Skills Initiative
BSIA	Bachelor of Science in Industrial Automation
BSSOT	Basic Skills Student Outcomes and Transformation Grant
CA	California
CalSTRS	California State Teachers' Retirement System
CalPERS	California Public Employees' Retirement System
CARE	Cooperative Agencies Resources for Education
CB	Course Basic
CB21	Course-Prior-To-Transfer-Level
CC	College Council
CCA	Community College Association
CCC	California Community Colleges
CCCAA	California Community College Athletic Association
CCCAOE	CCC Association for Occupational Education
CCCCO	California Community Colleges Chancellor's Office
CCCCS	California Community Colleges Classified Senate
CCL	Community College League
CCLC	Community College League of California
CCR	California Code of Regulations
CCSSE	Community College Survey of Student Engagement
CDAM	Contracted District Audit Manual
CDP	Census-Designated Place
CE	Contract & Community Education
CEO	Chief Executive Officer
CGPAC	California Guided Pathways Advisory Committee
CHAP	Cultural Historical Awareness Program
C-ID	Course Identification Numbering System
CLEP	College Level Examination Program
CNA	Certified Nursing Assistant
COA	Certificate of Achievement
COLA	Cost of Living Adjustment

COR	Course Outline of Record
CQ	Congressional Quarterly
CRC	Curriculum Committee
CRSE	Course
CSEA	California School Employees Association
CSEP	Comprehensive Student Education Plan
CSU	California State University
CSUB	California State University, Bakersfield
CTA	California Teachers Association
CTE	Career & Technical Education
CTEC	Career & Technical Education Council
CTEOS	Career & Technical Employment Outcomes Survey
DACA	Deferred Action for Childhood Arrivals
DAUR	District Administrative Unit Review
DCC	District Consultation Council
DE	Distance Education
DNA	Deoxyribonucleic Acid (referencing being part of who we are)
DO	District Office
DOF	Department of Finance
DPS	Department of Public Safety
DREAMers	Development, Relief, and Education for Alien Minors Act
DSPS	Disabled Students Programs & Services
EAC	Educational Administrators Council
EAP	Employment Agreement for the President
EBSCO	Elton B. Stephens Company (Database Provider)
ECMC	Educational Credit Management Corporation
EDM	Elements of Decision Making
EMLS	English for Multilingual Students Course Code
EMP	Educational Master Plan
ENGL	English Course Code
ENGR	Engineering Course Code
EODAC	Equal Opportunity & Diversity Advisory Council
EOP&S	Extended Opportunity Programs & Services
ER	Eligibility Requirement
ERWC	Expository Reading and Writing Course
ESRI	Environmental Systems Research Institute
ESS	Elements of Student Success
ETC	Extend the Classroom
FA	Financial Aid
FAFSA	Free Application for Federal Student Aid
FAQ	Frequently Asked Questions
FCDC	Faculty Chairs/Directors Council
FEMA	Federal Emergency Management Agency
FERPA	Family Education Rights & Privacy Act
FLEX	Professional Development Activities

FMP	Facilities Master Plan
FON	Faculty Obligation Number
FPU	Fresno Pacific University
FTEF	Full-Time Equivalent Faculty
FTES	Full-Time Equivalent Student
FTIC	First Time in College
FUSION	Facility Utilization Space Inventory Option Net
FY	Fiscal Year
GASB	Governmental Accounting Standards Board
GVDB	Grace Van Dyke Bird Library
GE	General Education
GELO	General Education Learning Outcomes
GOBI	Global Online Bibliographic Information
GP	Guided Pathways
GPA	Grade Point Average
GPIT	Guided Pathways Implementation Team
GPS	Guided Pathways System
GU001	General Unrestricted Fund
HBCU	Historically Black Colleges and Universities
HIST	History Course Code
HR	Human Resources
HS	High School
HIS	Hispanic-Serving Institution
I	Incomplete
IEPI	Institutional Effectiveness Partnership Initiative
IGETC	Intersegmental General Education Transfer Curriculum
ILO	Institutional Learning Outcomes
INDA	Industrial Automation Course Code
IP	In Progress
IR	Institutional Research
IRB	Institutional Review Board
IRS	Internal Revenue Service
ISER	Institutional Self Evaluation Report
ISIT	Info Services Instructional Technology Committee
ISS	Institutional Set Standards
IT	Information Technology
JPA	Joint Powers Agreement
JSTOR	Journal Storage Database
KCCD	Kern Community College District
LED	Light Emitting Diode
LGBT	Lesbian, Gay, Bisexual, and Transgender
LIBR	Library Course Code
LMI	Labor Market Information
LUPE	Latinos Unidos Por Educación
LVN	Licensed Vocational Nurse

M&O	Maintenance & Operations
MATH	Math Course Code
MACS	Mobile Air Conditioning Society
MESA	Mathematics, Engineering, Science Achievement
MLC	Math Learning Center
MM	Multiple Measures
MMAP	Multiple Measures Assessment Project
MPR	Marketing & Public Relations Office
N	Number
NA (N/A)	Not Available/Not Applicable
NCLEX	National Council Licensure Examination
NCLEX-RN	National Council Licensure Examination for Registered Nurse
NEA	National Education Association
NW	Northwest
OCLC	Online Computer Library Center
OEI	Online Education Initiative
OIE	Office of Institutional Effectiveness
OPEB	Other Post-Employment Benefits
OSL	Office of Student Life
OSR	Outreach & School Relations
P	Primary Responsibility
P1	1st Principal Apportionment (State Funding)
P2	2nd Principal Apportionment (State Funding)
PD	Professional Development
PDC	Professional Development Committee
PJD	President Job Description
PLATO	Program Logic for Automated Teaching Operations
PLO	Program Level Outcomes
PO	Purchase Order
PRC	Program Review Committee
PSYC	Psychology Course Code
QFE	Quality Focus Essay
RIDE	Rural Initiative Distance Education
RN	Registered Nurse
RP Group	Research, Planning, Professional Development for CCC
S	Secondary Responsibility
SAC	Safety Advisory Committee
SALT	Student Affairs Leadership Team
SB	Senate Bill
SC	State of the College
SD	Strategic Directions
SDTF	Strategic Directions Task Force
SE	Student Equity
SEP	Student Education Plan
SESAC	Society of European Stage Authors and Composers

SFID	School Facilities Improvement District
SGA	Student Government Association
SH	Shared Responsibility
SI	Supplemental Instruction
SLO	Student Learning Outcomes
SOC	Standard Occupational Classification
SOCI	Sociology Course Code
SPAN	Spanish Course Code
SPS	Strategic Products and Services
SRID	Safety, Repair, and Improvement District
SSEC	Student Success Equity Committee
SSL	Student Success Lab
SSSP	Student Success & Support Program
STDV	Student Development Course Code
STEM	Science, Technology, Engineering, and Math
STS	Student Technology Survey
TBD	To Be Determined
TV	Television
UC	University of California
UofM	University of Michigan
U.S.	United States
USDE	United States Department of Education
VP	Vice President
W	Withdrawal
WARBA	Workgroup to Advancing Regional Baccalaureate Attainment
WSC	Western State Conference
YTD	Year To Date

Evidence Index

Eligibility Requirements

- [ER.1-1](#) ACCJC Certificate of Accreditation Letter Mar. 1, 2013
- [ER.1-2](#) ACCJC Follow-up Report Accreditation Reaffirmation Letter Feb. 7, 2014

- [ER.2-1](#) BC Class Schedule Fall 2018
- [ER.2-2](#) Class Schedule Webpage
- [ER.2-3](#) Renegade Scorecard Student Headcount Five-Year Trend
- [ER.2-4](#) Renegade Scorecard Degrees & Certificates Awarded Ten-Year Trend
- [ER.2-5](#) Renegade Scorecard Student Transfers Ten-Year Trend

- [ER.5-1](#) KCCD Financial Statements & Supplementary Info & Independent Auditors' Reports 2016

Compliance with Federal Regulations

- [CFR.1-1](#) Standard I All-Campus Forum Sept. 26, 2017 Presentation Slides
- [CFR.1-2](#) Standard II All-Campus Forum Oct. 12, 2017 Presentation Slides
- [CFR.1-3](#) Standard III All-Campus Forum Nov. 6, 2017 Presentation Slides
- [CFR.1-4](#) Standard IV All-Campus Forum Dec. 1, 2017 Presentation Slides
- [CFR.1-5](#) Accreditation Third-Party Comments Webpage

Standard I.A

- [I.A.1-1](#) Bakersfield College Financial Aid Summary Report 2012-16
- [I.A.1-2](#) Bakersfield College Student Enrollment Status Summary Report 2016-17
- [I.A.1-3](#) Bakersfield Metro Area Educational Attainment
- [I.A.1-4](#) Census Bureau Kern County Educational Attainment 2012-16
- [I.A.1-5](#) Inmate Enrollment Data Spring 2015-Fall 2017
- [I.A.1-6](#) BC Dual Enrollment Newsletter March 2018
- [I.A.1-7](#) Bakersfield College 2017-18 Catalog--Programs of Study
- [I.A.1-8](#) BC's BS in Industrial Automation Plan and Justification
- [I.A.1-9](#) "Why We Need the College GPS" ASCCC Rostrum April 2017
- [I.A.1-10](#) Brookings Institute Report April 2015, pp. 1 and 17

- [I.A.2-1](#) Bakersfield College Strategic Directions Plan 2015-18
- [I.A.2-2](#) Renegade Scorecard Webpage
- [I.A.2-3](#) Strategic Directions Webpage
- [I.A.2-4](#) Office of Institutional Effectiveness Webpage
- [I.A.2-5](#) Data Coaching Webpage

- [I.A.3-1](#) Program Review Handbook Fall 2017
- [I.A.3-2](#) 2016-17 Program Review for Bachelor of Science in Industrial Automation (BSIA)
- [I.A.3-3](#) Program Review Committee (PRC) Webpage

- [I.A.3-4](#) Closing the Loop Spring 2017
- [I.A.3-5](#) Bakersfield College Educational Master Plan (EMP) 2017-20
- [I.A.3-6](#) 2015-16 Program Review for BSIA
- [I.A.3-7](#) Excerpts from EMP 2017-20 regarding BSIA

- [I.A.4-1](#) Bakersfield College 2017-18 Catalog--Mission Statement
- [I.A.4-2](#) Bakersfield College Educational Master Plan (EMP) 2017-20
- [I.A.4-3](#) 2016-17 Bakersfield College Student Planner, pp. 1-2
- [I.A.4-4](#) 2015 Bakersfield College Faculty Handbook
- [I.A.4-5](#) BC Mission Statement Survey Spring 2017
- [I.A.4-6](#) Summary & Analysis of BC Mission Statement Survey Spring 2017
- [I.A.4-7](#) Bachelor of Science in Industrial Automation Webpage
- [I.A.4-8](#) BOT May 15, 2015 Meeting Minutes--Approval of Mission

Standard I.B

- [I.B.1-1](#) Bakersfield College Committees Webpage
- [I.B.1-2](#) 2016-17 College-Wide Committee Member Master List
- [I.B.1-3](#) Program Review Committee (PRC) Webpage
- [I.B.1-4](#) 2017-18 PRC Comprehensive Review and Feedback Form
- [I.B.1-5](#) 2017-18 PRC Annual Update Review and Feedback Form
- [I.B.1-6](#) PRC Results for Employee Survey of Program Review Process Spring 2017
- [I.B.1-7](#) Assessment Committee Webpage
- [I.B.1-8](#) Program Review Handbook Fall 2017
- [I.B.1-9](#) Course SLO Assessment Form
- [I.B.1-10](#) PLO Assessment Checklist
- [I.B.1-11](#) Course SLO Assessment Checklist
- [I.B.1-12](#) Accreditation & Institutional Quality (AIQ) Committee Webpage
- [I.B.1-13](#) Strategic Directions Webpage
- [I.B.1-14](#) Bakersfield College IEPI Plan 2017-18
- [I.B.1-15](#) Bakersfield College Educational Master Plan (EMP) 2014-17
- [I.B.1-16](#) Bakersfield College Educational Master Plan (EMP) 2017-20
- [I.B.1-17](#) Executive Summary of BC EMP 2017-20
- [I.B.1-18](#) Presentation Slides for BC EMP 2017-20
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- [I.B.1-20](#) Latino Community Leaders' Breakfast Webpage
- [I.B.1-21](#) Presentation Slides for Latino Community Leaders' Breakfast
- [I.B.1-22](#) Equity TV Webpage
- [I.B.1-23](#) Learn @ BC Conferences Webpage
- [I.B.1-24](#) Learn @ BC Previous Conferences Webpages

- [I.B.2-1](#) Bakersfield College Program Review Components Diagram
- [I.B.2-2](#) Assessment Committee Webpage
- [I.B.2-3](#) How-to Document for CurricUNET AUO Assessment Report
- [I.B.2-4](#) Course SLO to ILO Mapping Form with Sociology Example
- [I.B.2-5](#) Program Review Handbook Fall 2017

<u>I.B.2-6</u>	Program Assessment Form 2017
<u>I.B.2-7</u>	Biology Department Assessment Report for 2016 Annual Update
<u>I.B.2-8</u>	Bakersfield College 2015 ACCJC Annual Report Assessment Data
<u>I.B.2-9</u>	Bakersfield College 2016 ACCJC Annual Report Assessment Data
<u>I.B.2-10</u>	Bakersfield College 2017 ACCJC Annual Report Assessment Data
<u>I.B.2-11</u>	2014 Institutional Plan for Assessment of Student Learning Outcomes
<u>I.B.2-12</u>	2014 Bakersfield College ILO Assessment Critical Thinking Essay Prompt
<u>I.B.2-13</u>	2014 Bakersfield College ILO Assessment Worksheet
<u>I.B.2-14</u>	2014 Bakersfield College ILO Assessment Critical Thinking Essay Rubric
<u>I.B.2-15</u>	2014 Bakersfield College ILO Assessment Critical Thinking Essay Analysis
<u>I.B.2-16</u>	Bakersfield College ENGL B53 End of Spring Semester 2017 Presentations Flyer
<u>I.B.2-17</u>	Bakersfield College Fall 2016 Student Employee Survey and Focus Group Findings
<u>I.B.2-18</u>	Bachelor of Science in Industrial Automation (BSIA) Curriculum COR Webpage
<u>I.B.2-19</u>	BSIA Assessment Plan Fall 2016
<u>I.B.2-20</u>	BSIA Course SLO to PLO to ILO Mapping
<u>I.B.2-21</u>	BSIA Program Assessment Annual Report 2017
<u>I.B.2-22</u>	BSIA Course Book--Retention & Success Rates
<u>I.B.3-1</u>	BC Institutional Set Standards (ISS) with Aspirational Draft 2017
<u>I.B.3-2</u>	Bakersfield College 2017 IEPI Indicators
<u>I.B.3-3</u>	Bakersfield College 2015 ACCJC Annual Report
<u>I.B.3-4</u>	Bakersfield College 2016 ACCJC Annual Report
<u>I.B.3-5</u>	Bakersfield College 2017 ACCJC Annual Report
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<u>I.B.3-11</u>	ISS Data Coaching Presentation to College Council March 17, 2017
<u>I.B.3-12</u>	College Council April 7, 2017 Meeting Minutes—ISS Discussion
<u>I.B.3-13</u>	College Council April 21, 2017 Meeting Minutes—ISS Approval
<u>I.B.3-14</u>	Email Discussion—ISS & Draft Policy to Rectify Standard Not Met
<u>I.B.3-15</u>	Draft of BC Process for Falling Below Institution-Set Standards
<u>I.B.3-16</u>	College Council Oct. 6, 2017 Meeting Minutes—Policy Falling Below ISS Approval
<u>I.B.3-17</u>	Bakersfield College IEPI Requirements and Goal Setting Process 2017
<u>I.B.3-18</u>	IEPI 2017 College Goal-Setting Process Document
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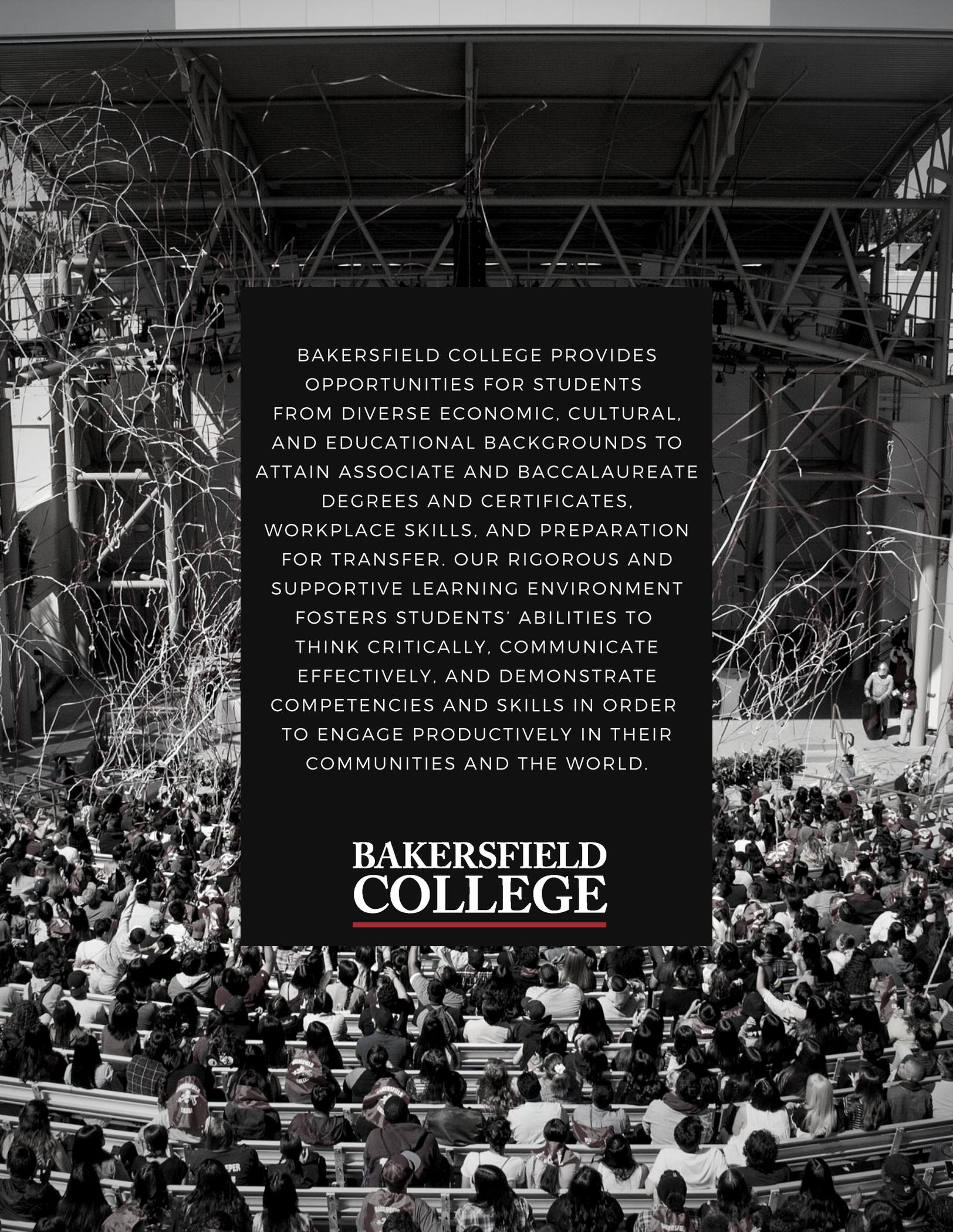
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FOR TRANSFER. OUR RIGOROUS AND
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THINK CRITICALLY, COMMUNICATE
EFFECTIVELY, AND DEMONSTRATE
COMPETENCIES AND SKILLS IN ORDER
TO ENGAGE PRODUCTIVELY IN THEIR
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