



BLUFFS NOTES on

**THE BAKERSFIELD COLLEGE
ACCREDITATION
FOLLOW-UP REPORT**



**BAKERSFIELD
COLLEGE**
1913 – 2013

Recommendation 1

Develop and implement evaluation processes to assess the effectiveness of all planning processes. The recommendation focuses on three specific cases:

1. Student learning assessments and program reviews must be systematically linked and integrated into institution-wide planning and resource allocation processes.
2. Data and measures in the new strategic plan must be used to identify improvements in student learning and institutional attainment.
3. The 2011 functional map must result in the district providing effective services to the college.

Talking Points

1. The Program Review Committee (PRC) has added two questions to the Annual Update (formerly the Annual Program Review) regarding the use of assessment results to inform planning and resource requests.
2. The *Bakersfield College Strategic Focus 2013-14*, updated August 21, 2013, includes an Institutional Strategy Map which links strategic goals with strategic initiatives and benchmarks data strands. Each of the strategic goals has an Institutional Work Plan for 2013-14 and Strategic Initiative Focus. It also includes a table illustrating responsible committees, councils, and executive leadership responsible for implementing the Strategic Plan.
3. The 2013 Survey of Human Resources was the first step in evaluating services provided to the College. The College is currently in discussion to develop the process to present the following:
 - The Bakersfield College Program Review Committee recommended to the KCCD that there be a standardized model (such as program review) for evaluating its processes on a timeline such as a 3-year cycle. Those areas to be reviewed include Finance (Construction, Bonds, CFO, Business Services), Human Resources, Operational Management (which includes IT), Vice Chancellor of Educational Services (even though currently an empty position, it has other functions under it that are still being handled), General Counsel, Associate Chancellor of Governmental & External Relations, and Institutional Research and Planning.
 - Each of the colleges in the KCCD should evaluate the effectiveness of the services being received by the college via focus group, survey, or other College-determined method. The results would be shared with each of the college constituency groups before going to District Consultation Council for review and then feedback to the Colleges.

Key Terms

- Strategy Map—Can you describe it?
- Strategic Goals, Strategic Initiatives, Benchmarks or Data Strands

College Recommendation 2

Develop SLOs for each program and certificate and run assessment cycles for each.

Talking Points

1. Developed new definition of "Program":
 - A Degree
 - Certificates of Achievement (12 units or more)
2. Trained chairs in new definition and worked with them to complete assessment plans for each program (completed):
 - Examples of changes based upon assessment results and data
 - Biology - Changed microscope assignment to include student use of their own cellphones or devices to take a picture, required more emphasis on accurate focus. Will also explore the use of student mentors.
 - Library (AUO) - Librarians took a course on word processing and received personal training on registration from A&R to better handle student questions in these areas.

Key Term

- Program - What constitutes a program now?

College Recommendation 3

Include SLOs in adjunct faculty evaluations.

Talking Points

All negotiators and HR have agreed to the interpretation of existing contract language:

1. Beginning fall, 2013, all adjunct will include a written statement regarding the assessment of their SLOs in the evaluation process.
2. Training for chairs and adjunct is being provided.

College Recommendation 4

Evaluate effectiveness of professional development programs.

In order to meet the Standards, the College should systematically evaluate the professional development programs offered to employees and use the results of the evaluation as a basis for improvement.

Talking Points

SDCC responded with a survey of college employees to:

1. determine their satisfaction with current offerings.
2. determine if they were using the information from sessions in their work.
3. understand what else could be done.

Survey results

1. 80% of respondents noted they were using the skills taught in the workshops they attended.
2. Classified stated that access to workshops is the biggest problem. To

meet this need, SDCC made the following decisions:

- To offer sessions more accessible to classified employees. For example, looking into session during the slower summer months, offering the same sessions but at different times of the day so more employees could participate, and encouraging managers to work with their employees and make time for them to attend staff development sessions.
- To suggest managers encourage classified to attend, clarify the parameters of training vs. vacation time, and request specific training for employees so that work is completed.

Also as a result of the survey, SDCC decided to better track those who attend sessions so more targeted follow-up could be done to determine if the sessions met their needs and helped them in their work.

As part of the discussion on the effectiveness of Professional Development, a Study Series discussion was held in College Council. As a result, a sixth College Goal of Professional Development was added to the current College Goals.

Key Terms

Efficiency vs. Effectiveness - what is the difference?

Recommendation 5

Human Resources should complete a program review, including regular assessment of the equity and diversity record, an annual review of services, a clarification of roles and functions of HR personnel, a survey of BC employees on HR effectiveness, and a survey of screening committee members on effectiveness of the process.

Talking Points

1. The Kern Community College District Equity Employment Opportunity Plan was presented to the Board in March 2013.
2. The College and District have developed an action plan and metrics for an annual review of Human Resources.
3. The College HR developed and posted a list of roles and functions for College HR personnel.
4. A survey was given to BC employees—satisfaction of College HR was high.
5. A survey was given to former screening committee members. Most results were positive. 70% felt BC was not able to get the best possible hire.

College Recommendation 6

Develop a long-range capital projects planning process.

Talking Points

We found

1. no cohesive system to identify and relate capital projects being

discussed within the campus community to the Facilities Master Plan (our planning document),

2. no system in place to prevent changes to the planned capital projects without the proper review by a campus wide oversight group.

To address this we recommended:

1. The current Facilities Committee membership would be modified to ensure a broad cross-section of College stakeholders who would be vested with the authority to coordinate and prioritize capital project recommendations to the College President.
2. Specific responsibilities of the Facilities Committee would include:
 - reviewing all requests for remodeling, renovation, and new construction,
 - reviewing any grants or donations involving facilities for their compatibility with the Facilities Master Plan,
 - reviewing the Facilities Master Plan annually and creating a yearly addendum to the capital projects list in order to remain in alignment with the Educational Master Plan.
3. The process for updating the Facilities Master Plan and the Capital Projects List was also identified.

Work completed:

1. The Facilities Committee now consists of faculty, classified, and administration. We still need a student rep. to complete the committee.
2. We are working on a form now that will show the College Facilities Processes.
3. The Facilities Committee has now developed a Facilities Project Spread Sheet that includes
 - Short and long term projects
 - A process to look for funding sources, based upon the Facilities Plan, that includes:
 - State funds (GU001)
 - SRID-Bond funds
 - Grant funding
 - State funds
 - Private philanthropy

College Recommendation 7

Evaluate and determine how implementation of new technology resources supports institutional goals. Since all institutional goals are supposed to lead to improved student success, ISIT has an additional charge of "Assess how well the implementation of new technology resources support institutional goals and improve student success"

Talking Points

To gather the data necessary, we used three tools:

1. Surveys (and sometimes focus groups) targeted to those who receive new hardware and software technology implementation,

- Example: The STEM faculty who are teaching in the new “smart classrooms” and the counselors who use the new thin-client SS-151 classroom.
 - Example: Survey of the committees who embraced the new committees’ site last spring.
2. The new Annual Program Review form (Annual Update and the 3-yr comprehensive) with a section devoted to technology use assessment for those who received new technology AND for those who are requesting new technology,
 3. A very broad survey of the entire college community that includes a “technology climate” component to gauge how well people think the major software systems are working (InsideBC, committees website, Curricunet, Degree Works, etc.) and how well we’re doing in hardware support along with any needs in these areas that they can identify.

The results from the surveys (targeted and college wide) last spring are posted in Resources section of the ISIT Committee website.

Recommendation 8

The President should develop effective communication strategies for both the college community organizations

Talking Points

The President has developed a communications strategy based upon meaningful engagement and participation. This strategy has included:

1. Meeting with key political and business leaders of Kern County, as well as CEOs for key community organizations,
2. Hosting a breakfast for local high school administrators and counselors,
3. Conducting a series of interactive presentations on key subjects to all governance council members,
4. Increasing visibility, including:
 - The Renegade Roundup
 - The President’s blog

Key Term

President’s blog, Renegade Roundup- Can you describe them? Are you on the blog?

District Recommendation 1

Review and update Board Policies on a regular basis.

Talking Points

KCCD developed a process to systematically review Board Policies:

1. Sections 1, 3, and 11 will be reviewed on odd years,
2. Sections 2, 4, 6, 8, and 10 will be reviewed on even years,

3. It is recommended that Sections 5, 7, and 9 (Bargaining Unit agreements) be removed from the Board Policy Manual and to be reviewed when negotiated every three years.

District Recommendation 2

Board member development program: Develop and implement a professional development program for both new and veteran board members.

Talking Points

A Trustee Development Plan will be drafted based upon the 2013 board evaluation results, including board development topics based upon:

1. Board performance areas with the lowest scores,
2. Trending community college issues.

New trustees will participate in an new trustee orientation, including

1. District wide data and issues,
2. Outside support services, such as workshops sponsored by California Community College Trustees and Community College League of California.

District Recommendation 3

Evaluate the self-evaluation process for Board members: Develop, implement, and publish processes to evaluate the self-evaluation process of Board Members

Talking Points

1. The self-evaluation process is defined in Board policy and takes place in the fall of each odd year.
2. Before the instrument is distributed, the trustees will evaluate the instrument and process to ensure effectiveness, making any changes deemed appropriate.
3. The next self-evaluation is scheduled for October 2013 and the review process will be completed at that time.

District Recommendation 4

Evaluate the decision making process for effectiveness

Talking Points

1. April 2012, Consultation Cabinet reviewed and discussed the Elements of Decision Making.
2. May 2012, Consultation Cabinet reviewed and discussed functional roles of all departments.
3. A participatory governance workshop is planned for fall, 2013 with the League and Statewide Academic Senate.
4. A survey on the efficiency and effectiveness of existing processes is currently being run.
5. A survey on the practices and policies that impact district wide decision making processes is scheduled for January, 2014.

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry, no matter how small, should be recorded to ensure the integrity of the financial data. This includes not only sales and purchases but also expenses and income. The document provides a detailed list of items that should be tracked, such as inventory levels, accounts payable, and accounts receivable. It also outlines the procedures for recording these transactions, including the use of double-entry bookkeeping and the importance of regular reconciliations.

The second part of the document focuses on the analysis of the recorded data. It explains how to calculate key financial ratios and metrics, such as the gross profit margin, operating profit margin, and return on investment. These calculations are essential for understanding the company's financial performance and identifying areas for improvement. The document also discusses the importance of comparing the company's performance to industry benchmarks and providing a clear explanation of any variances.

Finally, the document concludes with a summary of the key findings and recommendations. It stresses the need for ongoing monitoring and reporting to ensure that the company remains financially sound and profitable. It also provides a list of resources and references for further information on financial management and accounting practices.