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

From: Bakersfield College
1801 Panorama Drive
Bakersfield, CA 93305

Date: August, 2000

This Institutional Self-Study Report is submitted for the purpose of assisting in the determination of the institution’s accreditation status.

We certify that there was broad participation by the College community, and we believe the Self-Study accurately reflects the nature and substance of this institution.

John A Rodgers (Signed)   Walter J. Packard (Signed)
____________________________ ______________________________
President, Board of Trustees    Chancellor, Kern Community College District
Kern Community College District

Sandra V Serrano (Signed)   Charles R. Carlson (Signed)
____________________________ ______________________________
President, Bakersfield College    Accreditation Liaison Officer

Susan McQuerrey (Signed)   Charles R. Carlson (Signed)
____________________________ ______________________________
President, Academic Senate    Accreditation Coordinator

(Signed)

President, Community College Association    President, CSEA Chapter 336
(Signed)

President, Classified Senate    President, Associated Student Body
ACCREDITATION TIMELINE

1998-2000 Self Study Timetable:

Fall, 1998  Appointment of Steering Committee and Standard Chairs

Invitation to all staff to participate in Self Study

Steering Committee meets

Standard Committees begin to organize

January/February 1999  Standard Committees meet, review and collect data, identify data needs, begin description of current status of each standard

March 1999  Steering Committee meets to receive input from Standard Committee Chairs on needs/issues

March/May 1999  Standard Committees meet as needed

May/June 1999  Administer Staff Satisfaction Survey

September/December 1999  Standard Committees continue development of description sections and develop appraisals

October 1999  Steering Committee meets to review progress/problems

January/March 2000  Standard Committees write planning sections

Initial drafts reviewed by Steering Committee Chairs/Accreditation Coordinator and returned to Standard committees

Appointment of Self Study Editor

February 2000  Administer Campus Climate Survey to students

March/April 2000  Drafts reviewed by Self Study Editor and Coordinator

May/June 2000  Self Study Draft Reports available for review by all college constituent groups via internet and personal contact

Interactive editing and revision and final review by Coordinator and Steering Committee

July 1 2000  End date for changes

July 2000  Preparation of documents for printer

Self Study printed

August 2000  Distribute Report to Board of Trustees, WASC, etc.

September 2000  Preparation of Update Report, if necessary

October 2000  Anticipated Evaluation Team visit
DEVELOPMENT OF SELF STUDY

Information for this report was obtained by the following methods:

Descriptions: The descriptions were developed by a review of the College policies, KCCD Board Policy Manual, policies of the Academic Senate and other staff organizations, and interviews with faculty, staff, administration, and students concerning historical and present practices. These findings were compared with the previous accreditation report and reports from other community colleges to ensure completeness.

Evaluation: Evaluations were determined using the Student Satisfaction Survey, the Staff Satisfaction Survey, a survey of the Budget and Program Review Committee members, interviews with appropriate committee members and College communities, as well as analysis of the budget documents, annual audit 1996-98, CFS-311 reports, analysis of state fiscal data, research of publications, state education code and documents related to community college finances.

Planning Agenda: Planning agendas were developed in response to areas of need identified through the accreditation evaluation, master plan and strategic planning efforts. In most cases strategic planning documents were incorporated where appropriate as the planning agenda. These were developed through the strategic planning teams and approved by the Steering Committee.

Above noted documents are included as an addenda to this report and will be available in the Team Room.

ACCREDITATION ORGANIZATION CHART

President
(Serrano)

Accreditation Liaison Officer
(Carlson)

Accreditation Resource Person
(Smith)

Accreditation Steering Committee

Accreditation Liaison Officer
Accreditation Resource Person
Standards Committee Chairs/Co-Chairs/Resource Persons
Board of Trustees Representative

Standards Committees

Chairs or Co-Chairs/Resource Persons

Administrators
Faculty
Classified
Students
ORGANIZATION OF THE SELF STUDY

In the fall of 1998, the Dean of Instruction/Planning (Accreditation Liaison Officer) drafted an organizational structure and tentative timeline for the current Self Study report, which was presented to the Administrative Council and the Academic Senate.

The Accreditation Liaison Officer was appointed by the Administration and a Division Chair was appointed by the Academic Senate to co-chair the Accreditation Steering Committee. The Division Chair was also given reassigned time to act as Self Study Coordinator.

The Steering Committee had two roles:  
?? To provide opportunities for broad participation in the self-study process, and,
?? To strive for efficiency, recognizing the human-resource limitations given by the number of committees currently in existence and the new emphasis on Strategic Planning.

The fall of 1998 saw the appointment of the Steering Committee, selection of Standard Committee Chairs, recruitment of Standard Committee members, and initial organization and meetings.

Self Study Co-Chairs:

Stephen Smith, Social Science Division Chair, appointed by the Academic Senate.

Charles Carlson, Dean of Instruction/Planning, appointed by the President.

Steering Committee Members

Del Allen               classified staff
Robert Allison         administration
Moya Arthur            faculty
Tim Bohan              faculty
Peggy Brust            student
Janie Budy             classified staff
Tom Burke              administration
Charles Carlson        administration
Ralph Cazares          faculty
Greg Chamberlain       faculty
Sonya Christian        faculty
Jeff Chudy             faculty
Larry Fanucchi         faculty
Lou Farmakis           administration
Janet Fuls             faculty
Nan Gomez-Heitzeberg   administration
Lynn Knaggs            classified
Odella Johnson         faculty
Claire Larsen          administration
Rosella Marilao        administration
Tracy Mitchell         student
Eric Mittlestead       administration
Abel Nunez             administration
Steven Smith           faculty (Coordinator)
Janice Toyoshima       faculty
Sandra Serrano         College President

Standard Subcommittees:

Standard One

Michele Allen         administration
Phil Feldman          faculty
Nan Gomez-Heitzeberg  administration
Barbara Le Tourneau   classified staff
Janice Toyoshima      faculty (chair)
Hank Webb             faculty

Standard Two

Michele Allen         administration
Jeff Chudy            faculty (chair)
Janet Fuls            faculty
Nan Gomez-Heitzeberg  administration
Ron Kean              faculty
Barbara Le Tourneau   classified staff
Standard Three

Robert Allison   administration
Charles Carlson   administration
Sonya Christian   faculty (chair)
Steve Eso   faculty
Lynne Hall   administration
Sandra Serrano   administration
Nick Strobel   faculty
Chris Romanowich   faculty
Janice Toyoshima   faculty

Standard Four

Robert Allison   administration
Wilhelmina Anthony   faculty
Moya Arthur   faculty (chair)
Patti Coffman   administration
David Rosales   administration
Janet Tarjan   faculty
Pat Thompson   faculty
Lynne Hall   administration

Standard Five

Tim Bohan   faculty (chair)
Denise Crawford   classified staff
Vera Diaz   faculty
Lou Farmakis   administration
Rebecca Head   faculty
Emily Hurlbert   faculty
Jill Thompson   classified staff
Sue Vaughn   administration
Florence Zieman   classified staff
Abel Nunez   administration

Standard Six

Anna Agenjo   faculty
Greg Chamberlain   faculty (chair)
Carol Cunningham   faculty
Claire Larsen   administration
Kirk Russell   faculty
Nick Strobel   faculty
Jim McGee   classified staff

Standard Seven

Rosa Garza   faculty
Odella Johnson   faculty (chair)
Rosella Marilao   administration
Michael Sloan   classified
Abel Nunez   administration

Standard Eight

Randal Beeman   faculty
Larry Fanucchi   faculty (chair)
Claire Larsen   administration
Carol O’Rand   classified staff
Eric Mittlestead   administration
Janice Toyoshima   faculty

Standard Nine

Tom Burke   administration
Sonya Christian   faculty
Janet Fulks (chair)   faculty
Andrea Garrison   faculty
Lynne Hall   administration
Chris Romanowich   faculty
Joan Wegner   classified staff

Standard Ten

Bart Andrus   classified staff
Peggy Brust   student
Gary Cox   faculty
Sally Hill   faculty
Vivian Mason   student
Tracy Mitchell   faculty (chair)
Stephen Smith   faculty
Janet Tarjan   faculty
Sandra Serrano   President

Accreditation Liaison Officer:
Charles Carlson, Dean of Instruction/Planning

Editor:
Mary Anne Self (Retired)
BACKGROUND AND DEMOGRAPHICS

The College:

Bakersfield College was established in 1913 and is the oldest continuously operating two-year college in California. It is located 100 miles north of Los Angeles in the Southern San Joaquin Valley. The Bakersfield College service area is approximately 143 miles wide from east to west and is larger than the states of Connecticut, Rhode Island, and Delaware, combined. Though largely desert, through irrigation it is a very productive agricultural area.

The Kern Community College District (KCCD), of which Bakersfield College is a member, encompasses a territory of 12,537 square miles in parts of Kern, Tulare, Inyo and San Bernardino counties and is, geographically, the largest community college district in California. Bakersfield College serves the major population areas and about 60% of the District territory.

From 1913 until 1956, Bakersfield College shared a campus with Bakersfield High School. The first full year of operation on the present 153-acre campus was in 1956. Currently it contains 19 major buildings, a large stadium as well as green belts and ample parking lots. By 1977 the College enrolled nearly 14,000 students in a comprehensive program of instructional offerings.

In addition to the main campus the College operates a center (The Weill Institute) in the downtown area and a satellite center in Delano 35 miles to the north of Bakersfield. Because of the large geographic attendance are for the college, many outlying community resources are rented or leased to provide convenient instructional facilities for the area. Classes are taught in Tehachapi, 45 miles to the southeast, Arvin, 23 miles south, high schools in southwest and northwest Bakersfield and at the Fire Training Center in north Bakersfield. Online, TV and ITV classes are also offered.

Service area population is over 500,000 and that is projected to nearly double by the year 2020. After enrollments dropped to about 9,000 students in the mid 1980’s (due to Prop. 13 and other budget problems) enrollments have been gradually increasing and the fall 1999 enrollment reached a new record – 15,161 students. 56.9% of the students are female, 31.5% Hispanic, and 62% attend day classes. Average age has been dropping since the mid 80’s when it was close to 32 years of age, to less than 25 years of age today.

During the 90’s the College made a major shift of direction to clearly include Economic Development within its mission. This resulted in the establishment of the Center for Professional Development offering contract education to the business community, extensive Tech-Prep and CalWORKS programs, a regional Center for Applied Biological Technologies, a Regional Environmental Business Resource and Assistance Center (REBRAC), a Regional Workplace Learning Resource Center, and a Regional Business and Workforce Performance Improvement Center of Excellence. These are in addition to the Small Business Development Center, which has operated since the late 80’s. The Centers all serve the Central Region of California.

Serious economic and educational problems exist in the service area of the College. For example, educational attainment rates are among the lowest in the state. The region ranks last in the state in the number of high school graduates eligible for admission to the state university systems and has one of the state’s lowest participation rates for comprehensive colleges and universities. When coupled with a high school dropout rate, it is obvious that the region’s economic and educational development is very much “at risk”. Unemployment normally ranges between 10% and 16% on a regular basis. Therefore such programs as CalWORKS, financial aid, childcare and workforce development are critical.

The College is also undergoing numerous changes in leadership: new President (7/98), new District Chancellor (11/99), a relatively
RESPONSES TO THE 1994 TEAM RECOMMENDATIONS

STANDARD 1

RECOMMENDATION:
The College’s vision, mission, and goals drive planning and resource allocation. The process must be structured to assure that all affected have the opportunity to influence decisions. Planning objectives and procedures must be communicated to all concerned.

RESPONSE:
Work continues on the development of the vision, mission, and goals. They were revised in spring 1995 by a Mission/Vision Committee of representatives from all areas of the College. Another review and revision occurred in 1998-99 as a part of the Strategic Planning process initiated by the new President. These efforts were presented to the Board of Trustees on July 1, 1999.

The role of the Budget and Program Review Committee (B&PRC), a participative governance committee, continues to broaden so that Program Review and the related College Master Plan cover all areas and offices/services of the College.

In the fall of 1998, the College instituted a strategic planning team made up of representatives from every relevant constituency: students, the community, classified staff, faculty, and administrators. Staff was invited to participate in action planning teams. These teams met throughout the fall 1999 semester and into the spring. The coordination and integration of all the suggestions, timelines, and responsibilities is still in progress and will be ongoing.

Unfortunately, years of insufficient funds at the College have forced decisions to deal with immediate circumstances as opposed to long-term planning. The strategic planning process, as well as the more comprehensive nature of the College Master Plan, is helping to address this issue.

A major complication is the fairly recent concern of many staff members that the District office may have mismanaged funds for some years. This has impacted perceptions on the College campus about adequate information and planning. The formation of a district-wide participative governance/budget committee in 1997-98 set in motion a more careful scrutiny of District expenditures.

The College is conscientiously working to ensure the linking of vision, mission, and goals to planning and resource allocation and to ensure that the College Master Plan drives all major decision-making.

RECOMMENDATION:
There is need for improved, widespread access to user-friendly College data. The College needs to assure regular reporting of student success rates, retention, and other measures so that effectiveness of various programs and instructional strategies can be assessed.

RESPONSE:
In 1996, because of budget limitations, the Dean for Planning and Research was reassigned to duties that also included line responsibilities for Instructional Divisions. This reduced the ability to administratively produce data necessary to ensure regular reporting of student success. A student Research Center in the Behavioral Science Division was created in 1997 to support faculty research and Program Review.
In July 1999, a full-time Research Assistant was hired to assist the Dean of Instruction/Planning. Since that time, more usable data is now available.

The District and the College did make a substantial commitment throughout most of the 1990’s to the implementation of BANNER. BANNER is a relational data base management system which, when fully implemented, was to integrate all data into modules for student records, financial aid, human resources and finance. While the data was collected under BANNER, it has not generally been accessible at the College level. Therefore the College still does not have the capacity to track students or cohorts of students to determine success or failure as they work their way through the system.

In spring 2000, in order to provide access to the data by researchers at the College, the District purchased a server to which student data was to be downloaded. The District Participatory Governance/Budget Committee, however, voted down the purchase of software to make the system work. The District has agreed to include the cost of the software in the 2000-2001 budget. Therefore, usable data should become available at the College level by fall 2000.

STANDARD 2

RECOMMENDATION:
The College integrates the work of the BPRC and Curriculum Committee, and establishes clear channels of communication and roles and charges of each committee and that those roles and charges be clearly communicated to the total College community.

RESPONSE:
The administrative and faculty co-chairs meet periodically to improve communication and coordination; however, most communication takes place informally. The faculty co-chairs are also members of the Academic Senate Executive Committee which meets every two weeks, and the administrative co-chairs are members of the Instructional Administrator’s Council.

The Curriculum Committee is responsible for approving curriculum and curriculum review. The Budget and Program Review Committee is responsible for program review, institutional planning and budget evaluation. There is concern that the responsibilities of the BPRC are too broad and that perhaps it should be divided into two committees. That issue will be addressed during fall 2000.

RECOMMENDATION:
The College community strategically plans for the growth of Hispanic, Latino, and Chicano students, and assesses, develops, and improves educational programs and services to improve graduation and persistence rates for this growing ethnic group.

RESPONSE:
Several college-wide plans exist to insure that the diverse needs of students are met. The Matriculation Plan, which includes components such as admissions, orientation, assessment, counseling/advising, student follow-up, research and evaluation, is revised biannually by the Matriculation Committees. Subcommittees of this committee include the English/ESL Task Group, Enrollment Services Task Force, and Off Campus Courses Task Group. Other plans to meet student needs include the Student Equity Plan, College Master Plan, and the College Strategic Plan. Student surveys indicate little concern on the part of the students.

RECOMMENDATION:
The College’s priority of using new technologies in teaching-learning process be clearly articulated and discussed, and that effective methods be undertaken for measuring their
effectiveness relative to improved student outcomes.

RESPONSE:
The Information Systems and Instructional Technology Committee (ISIT) and the Curriculum Committee regularly review the use of new technologies. Training of faculty in the proper use of technology occurs on a regular basis. Student surveys over the past several years reflect a high satisfaction with the College’s use of instructional technologies including Distance Education. As of fall 2000 an Interim Dean for Learning Resources and information Technology has been appointed.

STANDARD 3:

RECOMMENDATION:
Student Services immediately undertake a review of the student federal loan default rate and its implications for the campus.

RESPONSE:
Bakersfield College developed a plan to reduce the default rate and monitors the default rate carefully and has consistently reduced the rate. It was 15% for FY 98.

RECOMMENDATION:
Student Services, in collaboration with Instruction, review the viability of revising and implementing the Campus Student Equity Plan as a comprehensive means of more broadly addressing increasing campus diversity.

RESPONSE:
The Student Equity Plan was revised in November 1995 in response to comments and recommendations of a review team from the Chancellor’s Office. Staff has worked to improve student follow-up and success strategies. A variety of new approaches are currently being implemented. A research assistant was hired in July 1999 to assist in the tracking of students and documenting outcomes. A problem still exists with obtaining information from the District MIS as discussed above.

RECOMMENDATION:
The College communicates all College and District policies and procedures affecting faculty and staff in clear and concise written form and that all such policies and procedures are uniformly and consistently applied.

RESPONSE:
The Administration feels that the policies and procedures are clear, understood, and observed. The Administration is continuing its efforts to assure that the policies and procedures are followed and applied consistently. District policies are in writing and available in all key offices. The College Policies and Procedures Manual was recently revised and is in the process of being placed on the College web site.

STANDARD 5:

RECOMMENDATION:
The College immediately reinstates, as a high priority, the addition of a librarian position and expeditiously its library book/periodical collection.

RESPONSE:
The new College Library and Technology Center opened in August 1996. Staffing levels were increased. Significant budget allocations were made. As a result, considerable progress was made in increasing library resources and student access to those resources. The College is committed to see the Library serve as a significant information resource for students and the community.

STANDARD 6

RECOMMENDATION:
The College develops a long-range plan for the support, repair and maintenance of all equipment, beginning with an inventory that is updated regularly.

RESPONSE:
The College is systematic in identifying its specialized instructional equipment needs. They are articulated in the annual Division Plans and later incorporated in the College Master Plan. There is still a need for an equipment replacement schedule and for an
efficient way to inventory equipment. Neither funding nor staffing is currently available to improve these functions but planning efforts are underway to address these functions. Effective in 2000-2001, instructional equipment as well as computer equipment and vehicle replacement will be budgeted annually.

STANDARD 7

RECOMMENDATION:
The District Board of Trustees reevaluates the current level of budgeted District unrestricted reserves to assure that a prudent, consistent balance is maintained that supports district-wide solvency during the current fiscal uncertainties.

RESPONSE:
The 1999-2000 unrestricted reserve was approximately 3.0%. The Chancellor and Board of Trustees are committed to bringing the reserve to 5%, with 3.5% being the goal for 2000-2001. The District set a goal of reducing personnel costs below 80% of the District budget, which, in turn, has raised the issue of possible staff reductions, causing strain with employee groups.

RECOMMENDATION:
The District earmark additional revenue sources to fund the proposed relational data base Management Information System.

RESPONSE:
A new relational data base MIS system (BANNER) was purchased and implemented becoming operational in 1998. However, there are major concerns that implementation of this system may have bloated the District Office budget at the expense of the colleges and instructional services. The District budget allocation model is being evaluated compared to other models and a task force was formed to recommend a budget allocation model to the Chancellor, who will make recommendations to the governing board.

STANDARD 8

RECOMMENDATION:
The Governing Board includes a statement of ethical conduct in its policy.

RESPONSE:
ABSTRACTS OF STANDARDS

STANDARD 1

The Bakersfield College mission statement presents a philosophical perspective of values and belief that define what the College does. The institutional goals and objectives define and address the broad-based educational purposes the college seeks to achieve. The mission statement is prominently displayed in each building on campus and is found in various college publications as well as on the College’s web site (www.bc.cc.ca.us).

The programs and services at Bakersfield College are aligned to fit under the state umbrella of vocational training, transfer to four-year institutions, personal and cultural enrichment, basic skills, and economic development. The institutional vision, Master Plan and program review reports are instrumental in College decision-making.

STANDARD 2

Bakersfield College makes every attempt to provide clear, accurate, and consistent information in every College publication, as well as the Bakersfield College web page.

The College policy on academic freedom is appropriate and is strongly upheld. The College policy is published in the catalog. There are some concerns about academic honesty and it is planned that College policies on academic honesty will be published in the Student Handbook and Class Schedule.

The College celebrates the diversity of its student body and staff. There is strong support for diversity and the Hispanic population is the fastest growing population on campus. Student and staff satisfaction surveys consistently indicate little dissatisfaction.

STANDARD 3

Bakersfield College acknowledges the need to more effectively support institutional research and evaluation in order to assess if it is achieving its mission and goals. The major evaluation process is a well-defined Program Review that utilizes thorough departmental analyses under the auspices of the Budget and Program Review Committee (B&PRC).

Fiscal and research limitations do not allow the College to track cohorts of student through the system. The College does, however, know how many student complete programs, transfer, etc.

The Strategic Planning Team is also working to identify needed areas of institutional research and new PFE goals have intensified the need for such research.

The College Master Plan, updated annually as programs/offices/services complete their evaluations, is both the best defined and most current overall institutional plan. It provides a basis for the decision-making at the dean level and plays an integral role in the decision making of the President’s Cabinet on college-wide priorities and plans.

STANDARD 4

The Student Satisfaction Survey completed in spring 2000 indicates students are overwhelmingly satisfied with instructional facilities, the variety of classes offered, course content, instructor competency, the library and the College catalog.

The College offers 98 instructional certificate and degree programs and approximately 2100 sections of instruction to more than 15000 students in each of the fall and spring semesters, and 350 sections serving 5500 students in the summer session. In addition, the College maintains an extensive and growing distance education program, enrolling about 2000 students per semester in 75 course sections. This program includes instructional television transmitted to student
homes throughout the College service area via cable channels and a wireless channel owned by the College, interactive television transmitted to two locations in Delano, and Internet-based courses.

The College intends to institute a regular comprehensive process for conducting educational need studies of the community in order to serve as much of the training and retraining needs as possible, in addition to regular programs

**STANDARD 5:**

The College has an extensive system of student recruitment, development and retention. These activities occur in student services departments, academic divisions, and numerous other areas on campus.

Several college-wide plans have been developed to insure that the diverse needs of students are met. The utilization of the web and e-mail is increasing overall communication on campus. While the College regularly identifies educational support needs, and students appear well satisfied, there is a perceived need to provide more support and more services.

**STANDARD 6:**

The College's relatively new (4 years old) Library and Community Technology Center contains a 178 station Computer Commons, and an upstairs library which has 69,000 volumes. The Library has 265 periodical subscriptions, three online periodical data bases, three CD-ROM databases, 23 computers providing access to the library catalog, the Internet and online periodical databases, four stand-alone InfoTrac stations, three microfilm printer/readers and 4 copy machines.

In addition, there are 16 other instructional computer labs located on the campus and at the Delano Center. There are six multimedia equipped lecture halls, with plans to expand further. Nearly all full-time faculty and staff members have a computer in their office and all campus computers are fully networked with all users having access to e-mail, campus Intranet, the Internet, and the District wide area network, including access to BANNER, the District MIS system.

There is concern that the size of the collection of library books is considerably below ALA standards and below similar community colleges in California. The number of librarians is also below ALA standards, but at the average or better for California community colleges.

**STANDARD 7:**

The College maintains its commitment to excellence through a highly prepared and experienced faculty and staff. There is frustration that the College has only been able to replace faculty positions rather than increase the number of faculty, although there is an increase of four faculty for 2000-2001.

Although the College is diligent in improving and refining the hiring process for all faculty, it is felt that the hiring process for adjunct faculty needs improvement. There is an increasing shortage of available adjunct faculty, which raises the question of whether the College is hiring the best possible faculty.

**STANDARD 8:**

The College is effective in meeting this Standard, particularly considering the financial constraints over the past decade. The challenge to the College is to keep the facilities functioning effectively while handling the increased student load resulting from a growing population.

Many projects to address physical plant and instructional equipment needs were accomplished over the past five years but the needs still outpace available funding. Major capital investments must be made in the immediate future to update instructional and plant equipment to ensure that the appropriate support of educational programs and services continue.

While the College is systematic in identifying its specialized instructional equipment
needs, there is need for an equipment replacement schedule and for an efficient way to inventory equipment. Planning is occurring to accomplish this and implement for 200-2001.

**STANDARD 9:**

Annual college-wide budget planning is in place through departments/divisions, Master Plans and B&PRC review. Since an Accreditation report back in 1981, the College has made efforts toward comprehensive and consistent planning, but financial crises have repeatedly derailed planning and such efforts were not sustained or linked to a consistent process.

There are no institutional resources allocated directly for institutional financial planning which has resulted in an overall disengagement between generation of funds, budget development, and future planning.

There is a strong belief that KCCD administrative costs are excessive and have had a major negative impact on the College budget and planning processes.

As of 1999-2000, the District-wide budget is reviewed by budget category, with year to year comparisons. The Board has established a minimum reserve target of five (5%) percent of the total general unrestricted fund. The target is to be attained over three years.

Managing issues rather than setting policy is a problem recently, apparently due to the relative inexperience of the Board members. The trustees are striving to maintain their roles as policy makers, although they sometimes cross the line to manage individual complaints. Trustee involvement in management decisions is sometimes solicited by faculty and classified staff, but the trustees are trying to refer these to the Chancellor.

There is not a policy for an on-going Board development program or new member orientation. There is very limited involvement by college staff in the orientation and development of Board members.

The College President manages resources through general budgeting processes. Each budget unit develops a tentative budget, which is reviewed by each unit’s supervising administrator and by the President’s Cabinet. The President ensures that resources are efficiently managed and recommendations effectively implemented within budget constraints.

It is clear that annual budget building and budget cutting exercises cause major frustration. The President has implemented a zero-growth budget process. After continuing and fixed costs are budgeted, new expenses will be evaluated according to College priorities for budget approval.

Administrators have regularly changed assignments. Stability is needed in order to allow them to gain expertise and experience.
STANDARD ONE: INSTITUTIONAL MISSION

The institution has a statement of mission that defines the institution, its educational purposes, its students, and its place in the higher education community.

1.1 The institution has a statement of mission, adopted by the governing board, which identifies the broad-based educational purposes it seeks to achieve.

DESCRIPTIVE SUMMARY:

The Bakersfield College mission statement presents a philosophical perspective of values and beliefs that define what the College does. The institutional goals and objectives define or address the broad-based educational purposes the College seeks to achieve. The mission statement and institutional goals and objectives are enumerated in the General Information section of the Bakersfield College Catalog (Doc.1.1).

The mission statement of Bakersfield College is prominently displayed in each building on campus. It is also found in various College publications, including the Bakersfield College Catalog, the Bakersfield College Staff Development Guide (Doc.1.2), the Bakersfield College student handbook (The Reneguide) (Doc.1.3), all position announcements, and the College’s home page (http://www.bc.cc.ca.us).

As a result of a strategic planning process begun in the fall of 1998, a new mission statement for the College was developed. The Strategic Plan containing the new mission statement was presented to the Kern Community College District Board of Trustees in the College’s report to the board on July 1, 1999. (Doc.1.4) The plan includes beliefs, vision, and goals as well as a new mission statement.

SELF EVALUATION:

The impetus to review and revise the College mission statement and how the College achieves its stated goals were provided by the appointment of a new President. Under the leadership of the new President, a strategic planning process was initiated. The stated purpose of strategic planning is to integrate operations, functions, and activities so that they are congruent with the mission of the College. A critical element of the strategic planning process is inclusion of all constituents served by the College: students, the community, classified staff, faculty, and administrators. An inclusive group was considered essential for balanced perspective in the development and implementation of the plan.

Another factor in the move to review and revise the College mission statement and how the College achieves its goals is the commonly held perception that Bakersfield College operates by reacting to situations rather than following a well-defined path toward its goals. By initiating strategic planning and developing a strategic plan, Bakersfield College is moving to improve its operations and better serve its students and community.

PLANNING AGENDA:

The new mission statement will replace the previous statement in each building on campus, in various College publications, including the Bakersfield College 2000-2001 Catalog, Bakersfield College Staff Development Guide, the Bakersfield College student handbook (The Reneguide), all position announcements, and the College’s home page. The Office of Public Information and the Facilities & Operations Department are responsible for this action.

1.2 The mission statement defines the students the institution intends to serve as well as the parameters under which programs can be offered and resources allocated.

DESCRIPTIVE SUMMARY:
The mission statement itself does not specifically identify or define the students the College serves.

The mission statement itself does not address the parameters under which programs can be offered and resources allocated.

**SELF EVALUATION:**

The state mandates for California community colleges define the student served as any adult who can benefit from instruction. The parameters under which programs can be offered and resources allocated are also included in the state mandates.

The programs and services at Bakersfield College are aligned to fit under the state umbrella of vocational training, transfer to four-year institutions, personal and cultural enrichment, basic skills, and economic development. The institutional vision, the College Master plan, and program review reports are more informative and influential in decision-making at the College.

Demographic data about the student population are regularly gathered and reported. The College receives regular CPEC reports from the state, which summarize demographic information about the students within the district. The College’s Office of Instruction further refines this information to pull out data pertinent to Bakersfield College.

**PLANNING AGENDA:**

1. Acquire and implement the technology to extract student cohort data at the local level, as well as track student success. The Kern Community College District is responsible for this action.

2. Revise the mission statement to identify students served by the institution. The Strategic Planning Group is responsible for this action.

1.3 Institutional planning and decision making are guided by the mission statement.

**DESCRIPTIVE SUMMARY:**

The mission statement and the College Master plan generally guide institutional planning and decision making at Bakersfield College.

In the fall of 1998, the College instituted a strategic planning team made up of representatives from every relevant constituency: students, the community, classified staff, faculty, and administrators. The initial work resulted in a draft Strategic Plan that identified College beliefs, vision, mission, and goals. The substance of the Strategic Plan can be found on the College web site. Subsequent solicitations for input resulted in a set of objectives for achieving the College goals.

At the all-College meeting on August 13, 1999, College staff had the opportunity to discuss the objectives and provide input into how the objectives could be achieved. Staff was invited to participate in action planning teams that would devise action plans for meeting the strategic objectives. A workshop held on September 10, 1999 laid the groundwork for the development of the action plans. The substance of the workshop can be found in the document entitled “Action Plan/Strategic Management Training.” (Doc.1.5). The action planning teams have met throughout the fall 1999 semester. Draft action plans were due in December 1999 and were reviewed and accepted in Spring 2000.

An institutional researcher was hired in July 1999 to gather and summarize data necessary for effective planning.

**SELF EVALUATION:**

Unfortunately, years of inadequate funding at the College resulted in decisions being made to solve immediate problems as opposed to decisions for the long-term benefit of the institution.

The perception of how planning is done and how decisions are made varies with who is asked. Many staff members believe that decisions are made in reaction to crises rather than as a result of thoughtful
planning. The College Master plan does not include all departments and programs and inconsistencies occur in the information provided. Some departments or programs simply include a "wish list" of new or replacement equipment without any indication of priorities or how the equipment will contribute to their endeavors in meeting the College mission. Currently an effort is underway to standardize the format of the College Master plan and to make it more comprehensive. This will facilitate the extraction of information and the ability to make comparisons among departments and programs.

Many staff members believe that for years there has been a mismanagement of funds at the district office, as indicated by the results of a staff survey done for Standard Nine (Doc.1.6). The College has not had adequate discretionary funds, over and above operating costs, for several years. With the election of new trustees and the hiring of a new Chancellor, more careful scrutiny of District operations is in progress. The formation of a district-wide shared governance/budget committee in 1997-98 set in motion a more careful scrutiny of district expenditures. In the future, this committee will continue to examine additional categories of the district budget.

Strengthening the links between institutional research, self-assessment, and change (in direction, operations, goals, etc.) is part of the College’s Strategic Plan. The desired outcome is a more focused planning and decision making process. The hiring of an institutional researcher in July 1999 is one link in the chain the strategic planning process is intended to forge.

PLANNING AGENDA:

1. Review of budget-building process. This will occur through the District-wide budget committee.

2. Finalize action plans and follow up with implementation. This will occur by the broad participation of all constituents served by the College.

3. The Administrative Council and Budget & Program Review Committee will use the mission statement, in conjunction with the Strategic Plan, to direct its planning and decision making. The responsibility for this is with the Vice President of Instruction, Administrative Council, Budget & Program Review Committee.

1.4 The institution evaluates and revises its mission statement on a regular basis.

DESCRIPTIVE SUMMARY:

The mission statement printed in the 1999-2000 catalog reflects a revision that occurred in 1995. The task force that developed the mission statement included representation from all constituent groups.

In March 1999, the Bakersfield College Strategic Planning Team held a retreat and developed a new mission statement. This statement represents the College’s latest effort to define its purpose and its place in the higher education community. The Bakersfield College 2000-2001 Catalog contains the new mission statement.

SELF EVALUATION:

Evaluation and revision of the mission statement is not a regularly scheduled activity at Bakersfield College. However, with strategic planning the College is striving to develop a process of continuous review of the mission statement, goals, and objectives that may result in revising the mission statement, goals, and objectives.

PLANNING AGENDA:

1. There will be an annual review of the institutional goals and objectives to determine which have been achieved or accomplished, and what remains to be done. The responsibility for this rests with the Administrative Council and Budget & Program Review Committee.

2. The Board of Trustees will be presented with updates of the College’s mission statement. The responsibility for this is with the Vice President of Instruction, Administrative Council, and Budget & Program Review Committee.
DOCUMENT LIST

Doc. 1.1 - Bakersfield College Catalog

Doc. 1.2 – Bakersfield College Staff Development Guide

Doc.1.3 – Bakersfield College Student Handbook (The Reneguide)

Doc.1.4 – Strategic Plan as part of the College’s Report to the Board, 6/1/99

Doc. 1.5 - Action Plan/Strategic Management Training

Doc. 1.6 – Results of Staff Survey (conducted for Standard 9)

Standard One Subcommittee

Michele Allen administration
Phil Feldman faculty
Nan Gomez-Heitzeberg administration
Barbara Le Tourneau classified staff
Janice Toyoshima faculty (chair)
Hank Webb faculty
The institution subscribes to, advocates, and demonstrates honesty and truthfulness in representations to its constituencies and the public; in pursuit of truth and the dissemination of knowledge; in its treatment of and respect for administration, faculty, staff, and students; in the management of its affairs and in relationships with its accreditation association and other external agencies.

2.1 The institution represents itself clearly, accurately, and consistently to its constituencies, the public, and prospective students through its catalogues, publications, and statements, including those presented in electronic formats. Precise, accurate, and current information is provided in the catalog concerning (a) educational purposes; (b) degrees, curricular offerings, educational resources, and course offerings; (c) student fees and other financial obligations, student financial aid, and fee refund policies; (d) requirements for admission and for achievement of degrees, including the academic calendar and information regarding program length; and (e) the names of administrators, faculty, and governing board.

DESCRIPTIVE SUMMARY:

Bakersfield College makes every attempt to provide clear, accurate and consistent information in every College publication, as well as the Bakersfield College Web Page. The 1999-2000 Catalog (Doc. 2.1) provides a brief description of the College operating philosophy, information on student fees and services, and academic regulations. The Catalog and many other College publications (such as the Schedule of Classes (Doc. 2.2) and individual program brochures) provide information regarding educational programs, degrees and course offerings. Requirements for degrees are reviewed and updated on an annual basis.

SELF EVALUATION:

All publications produced by the Institution are reviewed on a regular schedule identified by the Public Information Office (PIO). PIO reviews materials for consistency, accuracy and legal compliance. The curriculum technician reviews all catalog information to ensure consistency with curriculum documents and compliance with the Education code. This information is then forwarded to the appropriate departments to check for accuracy prior to publication.

The Curriculum Committee reviews and analyzes all courses and programs to ensure educational standards and linkage with the institutional mission. The curriculum technician verifies accuracy. The Academic Senate, through the Program Review process in the Budget and Program Review Committee, examines each institutional program for appropriate academic measures.

The most recent review of the Bakersfield College Student Handbook (Doc.2.3) occurred in 1998. This lapse in review will be corrected.

The Webmaster, in conjunction with the PIO, reviews information on the College website on a regular basis.

PLANNING AGENDA:

The process for review and quality control of publications and electronic media appears to be adequate. The review of the student handbook will occur under the leadership of PIO.

The Strategic Planning team for objective #12 (Doc 2.4) has developed a proposal to enhance all communications and publications for the College. Please refer to this plan for detailed timelines and information. The Strategic Planning team for
objective #3 step 3 (Doc. 2.5) has developed a plan to determine accuracy, relevancy and currency of published materials in relation to existing programs.

2.2 The institution has a readily available governing board-adopted policy protecting academic freedom and responsibility, which states the institutional commitment to the free pursuit and dissemination of knowledge and fosters the integrity of the teaching-learning process.

DESCRIPTIVE SUMMARY:
The Kern Community College District’s Board Policy manual (Doc.2.6) articulates its policy on academic freedom. Provisions in the Faculty Contract (Doc.2.7) between the Kern Community College District and the representative of the faculty, KCCD-CCA, also serve to protect academic freedom. In the Bakersfield College Student Handbook the advocacy policies for speaking, gatherings, media, and off-campus speakers are published.

SELF EVALUATION:
The Bakersfield College policy on academic freedom is appropriate and is strongly upheld. Results of the Staff Survey (Doc.2.8) conducted in the spring, 1999 indicate that the majority of staff (63%) responded that there is “support for academic freedom” at the College.

The College policy regarding academic freedom is now published in the College catalog.

PLANNING AGENDA:
To increase campus awareness of the policy on academic freedom, the College will include the policy in the Faculty Handbook (Doc. 2.9) and the Bakersfield College Student Handbook. The College will continue to inform new faculty on academic freedom policies through the seminars held for new faculty.

2.3 Faculty and other college staff distinguish between personal conviction and proven conclusions and present relevant data fairly and objectively to students and others.

DESCRIPTIVE SUMMARY:
The Academic Senate and the Office of Instruction share responsibility in the area of academic standards as specified in Title V and the Education Code and as stated in the Academic Senate Constitution (Doc.2.10). The integrity of the teaching-learning process is fostered by the institution and supported by the contract between KCCD and KCCD-CCA in Article 5D, (Faculty Rights and Duties), Faculty Handbook, and the KCCD Policy Manual. Faculty and other college staff distinguish between personal conviction and proven conclusions and present relevant information fairly and objectively to students and others.

SELF EVALUATION:
Students participate in the evaluation of faculty by responding to the Student Evaluation of Instruction Survey (Doc. 2.11). The frequency of student evaluations of faculty is described in the KCCD Board Policy Manual and the KCCD/CCA contract.

The results of the spring, 2000 Student Satisfaction Survey (Doc.2.12) indicate that 85.8% of the respondents felt either “satisfied “ or “very satisfied” with the competency of their instructors and 86% were satisfied with course content.

PLANNING AGENDA:
There are no recommendations at this time.

2.5 The institution provides faculty and students with clear expectations concerning the principals of academic honesty and the sanctions for violation.
DESCRIPTIVE SUMMARY:

In the Faculty Handbook, the Web Page and the College Catalog, there are written policies on academic honesty. Codes of conduct are specified in the Faculty contract between the Kern Community College District and the representative of the faculty, KCCD-CCA, and the KCCD Board Policy Manual.

SELF EVALUATION:

There are concerns relating to the College policy on academic honesty. The Academic Senate in conjunction with the Administration is currently evaluating and formulating guidelines and policies regarding academic honesty according to Title 5 mandates. Currently the Bakersfield College Student Handbook and Class Schedule do not cite the College policy on academic honesty.

PLANNING AGENDA:

When the new policy on academic honesty is finalized and incorporated in the Board Policy Manual, every effort will be made to disseminate the new policy throughout the campus community. This will occur via campus mail, new faculty seminars, Division meetings and flex workshops, as well as the following printed material: BC Student Handbook, BC Catalog, BC Class Schedule and the BC Faculty Handbook.

2.6 The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

DESCRIPTIVE SUMMARY:

Bakersfield College celebrates the diversity of its student body and staff. Student Centers were designed to provide access, advocacy, support, and culturally sensitive guidance. The following Centers are currently in operation: the Chicano Cultural Center, the Martin Luther King Center, the International Students Center, the Supportive Services Center and the Extended Opportunity Programs and Services.

An effective component of the College’s efforts in the area of diversity and equity is the Staff Diversity Committee. The Committee developed an Affirmative Action Hiring Plan (Doc.2.13). Staff Diversity representatives serve as voting members on the screening committees for all full-time faculty and permanent (20 hrs week +) classified positions.

During the course of this self-study it was revealed that the Student Equity Plan (Doc. 2.14) has not been updated since 1994.

SELF EVALUATION:

The Student Equity Plan Committee needs to address and review the Student Equity Plan.

The Hispanic population is the fastest growing population on the main campus. This seems to suggest that the college is moving towards an ethnic composition that mirrors the communities served by the College. Analysis of the demographics of the Delano Center illustrates how well it reflects the make-up of the community it serves.

The results of the 1999 Staff Survey indicate that: 75% felt racial harmony at the College, 65% felt protection from sexual harassment, 63% felt protection from discrimination, 55% felt protection from cultural discrimination.

The year 2000 Student Satisfaction Survey reported that only 3.3% of the students were dissatisfied with racial harmony, only 4% were dissatisfied with multi-cultural/multi-ethnic experiences and only 3.3% were dissatisfied with attention to the needs and interests of ethnically diverse students.
Overall, it appears that the College staff has an appropriate understanding of and commitment to the policies and practices in place at the College to ensure equity and diversity.

PLANNING AGENDA:

The Student Equity Plan Committee will be reactivated this fall, to review, update and make revisions to the Student Equity Plan. This will occur under the leadership of the Vice President of Student Services.

Continue to monitor campus diversity and equity of accessibility.

2.7 The institution demonstrates honesty and integrity in its athletic programs.

DESCRIPTIVE SUMMARY:

Bakersfield College has a longstanding commitment to honesty and integrity in its athletic programs. The College’s Athletic Programs received a six-year accreditation by the Western State Conference (WSC) in March 1993. “Bakersfield College’s athletic program has consistently been a model that many schools have tried to follow over the years.” – Western State Conference Athletic Program Review, Bakersfield College, March 10, 1993. (Doc. 2.15)

A review by the WSC was scheduled for spring, 1999 but was delayed at the College’s request due to the retirement of the Athletic Director and the processes in place to hire a replacement. For further details regarding the Bakersfield College Athletic Program Review, please refer to Doc. 2.15 noted above.

SELF EVALUATION:

Although the College is in compliance with this standard, more emphasis must be placed on the collection and analyses of data related to student athlete transfer/graduation rates. The knowledge attained from such research will lead to identifiable objectives to assist student athletes achieve their goals.

PLANNING AGENDA:

Allocate a counselor full time to the student athletes who will have responsibility for counseling student athletes, developing their student education plans, and tracking their matriculation and graduation.

2.8 The institution demonstrated honesty and integrity in its relationships with the Commission and agrees to comply with Commission standards, policies, guidelines, public disclosure, and self-study requirements.

DESCRIPTIVE SUMMARY:

The College has complied over the years with the requirements of the Commission as evidenced by accreditation reports. The Office of Instruction acts as a liaison to provide all appropriate information, initiate the self-study and enforce Commission standards and guidelines. The College actively encourages participation from classified, faculty, administration and students.

SELF EVALUATION:

The Accreditation Steering Committee meets frequently throughout the Accreditation process, taking every effort to ensure integrity and honesty of this document. The College is in compliance with this standard.

PLANNING AGENDA:

Continue to follow current policies.

2.9 The institution regularly evaluates and revises institutional policies, practices, and publications to ensure integrity in all representations about its mission, programs, and services.

DESCRIPTIVE SUMMARY:

Bakersfield College does assess and review institutional policies, practices and
publications. The College is a dynamic institution. As the need arises, policies and practices are examined and, with the appropriate input, changes are made as necessary. Changes are communicated to the College community. In order to ensure the integrity of the representations the Public Information Office annually reviews the following: BC Class Schedule, BC Catalog, BC Website, BC Student Handbook and the Faculty Handbook.

SELF EVALUATION:

Publications accurately represent the policies and practices that currently prevail at Bakersfield College. With respect to curriculum matters, the Curriculum technician reviews all proposed changes for technical accuracy, compliance with Title 5 and completion of all requirements. Each year, information is sent to the departments for academic review. P.I.O. then edits the materials and individual areas again review the materials for currency and accuracy. This process helps to ensure that the College’s publications are accurate and responsibly reflect the mission, programs, and services of the College.

PLANNING AGENDA:

Present policies and procedures are adequate. However, to ensure the on-going effectiveness in this area the Strategic Planning team has identified a plan to determine accuracy, relevancy and currency of published materials in relation to existing programs. (Doc.2.16)

DOCUMENT LIST

2.1 - BC Catalog
2.2 - BC Schedule of Classes
2.3 – BC Student Handbook
2.4 – Strategic Planning Goal 1, Objective 12

2.5 – Strategic Planning Goal 1, Objective 3
2.6 – KCCD Board Policy Manual
2.7 – Faculty Contract
2.8 – BC Staff Survey, spring 1999
2.9 - BC Faculty Handbook
2.10- Academic Senate Constitution
2.11 – KCCD Student Evaluation of Instruction Survey
2.12 – Student Satisfaction Survey, spring 2000
2.13 – Affirmative Action Hiring plan
2.14 – Student Equity Plan, 1994
2.15 – Western States Conference Athletic Program Review, May 1993
2.16 – Strategic Planning Goal (Publication accuracy etc.)

Standard Two Subcommittee

Michele Allen administration
Jeff Chudy faculty (chair)
Janet Fulks faculty
Nan Gomez-Heitzeberg administration
Ron Kean faculty
Barbara Le Tourneau classified staff
STANDARD THREE: INSTITUTIONAL EFFECTIVENESS

A. Institutional Research and Evaluation

3A.1 Institutional research is integrated with and supportive of institutional planning and evaluation.

DESCRIPTIVE SUMMARY:

Bakersfield College (BC) acknowledges the need for effective institutional research and evaluation in order to assess if it is achieving its mission and goals. At the College, though limited, institutional research is used to support institutional planning and evaluation. The Office of Management Information Systems (MIS) for the Kern Community College District (KCCD) provides data annually to the California State Chancellor’s Office. From this data departmental analyses (Doc.3.1) are prepared and distributed throughout the campus community. The department (program) analyses include retention rates, success rates, FTES, FTES per FTEF, cost per FTES, etc., by department/program. This research information is used when each program conducts its program review to determine its effectiveness and to enhance its planning efforts. Each semester enrollment reports are generated by District MIS and are used for planning purposes by the College.

The District Management Information System (MIS) has volumes of data available. However, neither the District nor the College has a staff person dedicated to converting the data into a form useful to the institution for evaluation and planning. Most data are retrieved after they have been sent to the state and become available from that source. At the College, institutional research is one of the functions assigned to a Dean of Instruction who also has instructional supervision and other responsibilities.

However, over the years, the College has engaged in consistent matriculation-related research in the area of course prerequisites, EOPS, DSPS, VTEA, and related areas, research to support Allied Health and other special accreditation requirements, student and staff equity, distance education, School-to-Career and Tech-Prep outcomes, etc. The College has also conducted community telephone surveys which resulted in development of Weekend offerings and established a student Research Center located in the Behavioral Science Division to assist classroom faculty and programs with needed research.

The major evaluation process for the College is a well-defined Program Review (Doc.3.2) that utilizes the departmental analyses noted above. Program Review is conducted through the Budget and Program Review Committee (B&PRC). This “accreditation” type process involves review teams composed of faculty and staff from all areas of the College. All programs evaluated through Program Review receive the results of the B&PRC vote and the comments of the committee members. All instructional and student services programs are scheduled for evaluation and review on a three-year cycle by the B&PRC (Doc.3.3).

The B&PRC is gradually expanding Program Review to all areas of College operation. Since fall 1999, all areas of the College are required to prepare their section of the College Master Plan based on the Program Review format. Until recently, the College Master Plan was basically a compilation of individual program plans developed annually by the various departments. The administrative co-chair of the B&PRC reviews the planning information submitted with each program undergoing Program Review. The program master plan files are then updated on a yearly basis. This administrator also developed a part of the College Master Plan labeled "Institutional Position" to represent the views of the B&PRC and the administration. This part of the Master Plan is not completed due to time constraints. The recommendations of the B&PRC are incorporated into the College Master Plan as fully as possible.

Informed through participation in the Program Review process, the B&PRC makes and prioritizes recommendations on
budget items to the College President, particularly with respect to personnel in instructional and student services areas. The President generally follows the recommendations of the B&PRC. The B&PRC makes recommendations on equipment purchases, etc., when requested by the President. The Information Services and Instructional Technology (ISIT) Committee makes recommendation to the President on computer-related purchases and issues. ISIT is a shared governance committee comprised of faculty representatives from all divisions, administrators, classified staff and students.

Fiscal and research limitations do not allow the College to track cohorts of students through the system. While the College does know how many students complete programs, the College does not know what happens to students as they proceed through programs. Research tools available have not been able to identify, for example, why students succeed or fail in programs or at what point(s) within the program.

The College hired a full-time research assistant in July 1999. Also, the District Office promises to make MIS data available in a useful form to the colleges in the district. The state is assisting by providing workshops on BRIO, software designed to help download and organize MIS data.

**SELF EVALUATION:**

The College acknowledges the need for strong institutional research to support and guide planning and evaluation. Fiscal constraints over the past decade have severely limited the ability to fund such efforts. The Program Reviews noted earlier are effective in program evaluation and to some degree in planning.

Recommendations based on Program Review are forwarded to the President. But it is not clear to all staff that these recommendations by the B&PRC truly carry any fiscal consequences. The President uses these recommendations, which have been restricted to instructional and student services programs, to make decisions. However, other areas of the budget are usually not discussed at B&PRC. Currently the President is increasingly referring other budget issues to the B&PRC.

Some feel that the effectiveness of the B&PRC is hampered by the lack of clear institutional goals necessary to formulate and prioritize recommendations. While the B&PRC prioritizes goals each year based upon general College goals and the members' evaluations of College need, these goals do not always align with the goals of the President or the District. Hopefully, this issue will be resolved as the strategic planning efforts currently underway mature.

As noted earlier, most agree that the Program Review process is helpful for their own departmental or program planning. The Program Reviews are also helpful to B&SRC members in making recommendations and gaining a College-wide perspective. However, because the Program Review process is not clearly seen as directly connected to budget decisions, the process is viewed by some as a paper exercise completed in order to satisfy some bureaucratic requirement. Although the process of Program Review and the revision of the College Master Plan are well defined, the implementation of resulting recommendations is not always clear. This may be due to the fact that individual Program Reviews only occur every three or four years, thus staff in the area may not see the continuity of Program Reviews college-wide. The Strategic Planning Team noted that program evaluations do not clearly impact campus decisions (Doc. 3.4).

The Strategic Planning Team continues to work to identify needed areas of institutional research, particularly the tracking of students and student cohorts. However, the limited and slow access to District MIS data continues to hinder research efforts.

Significantly in October 1999, all areas of the College were asked to submit departmental or program master plans for their areas to be incorporated within the College Master Plan. There is an administrative commitment to the new College Master Plan. The College Master Plan is under review by the B&PRC and the Strategic Planning Team.
Revisions/changes are recommended as necessary. This year the President has consistently asked for College Master Plan documentation for all requests for new or additional staff and equipment.

Importantly, there is an increased awareness on the campus of the intent to ensure that the College’s Vision, Mission, and Goals--through the College Master Plan--clearly drive planning and resource allocation.

PLANNING AGENDA:

The B&PRC will assess in 2000-2001 the ongoing need for institutional research, identify the resources available to fund such research and forward recommendations to the President.

3A.2 The institution provides the necessary resources for effective research and evaluation.

DESCRIPTIVE SUMMARY:

Bakersfield College does not have a research office nor does the Kern Community College District Office. In the past, research responsibilities have been assigned to an instructional dean with many other responsibilities. Occasionally release time or stipends are offered to qualified staff to conduct research for specific projects. Similarly, funds were provided for a student Research Center and research support to individual programs for special accreditation needs. An institutional researcher position has consistently been a high priority with B&PRC, however budgetary constraints have prevented filling that position. A survey conducted of the members of the B&PRC (Doc.3.5) reflects the following: 100% of the B&PRC members surveyed agreed that the College is inadequately funded for the present institutional research needs. On a positive note, in the summer 1999 the College did hire a full-time research assistant.

SELF EVALUATION:

Bakersfield College generally has not provided the necessary resources for effective research and evaluation. A lack of research staff has severely hampered formal institutional research. To compound the problem, the difficulty of accessing data from District MIS is a limiting factor on the ability to conduct research at the campus level. Some reports are supplied, to the College, for operational purposes. The data provided by District MIS enable the College to get a "snapshot" picture but do not allow the College to track students. The information given to the College is untimely since it is received after state review. The B&PRC survey shows that 96% of the surveyed on the Committee agree that timeliness of the district data/information is a problem. Furthermore, 57% said that the data is inaccurate. All areas of the college express the need for additional research data. Programs are particularly requesting longitudinal tracking of students in order to identify obstacles to student success.

PLANNING AGENDA:

1. By spring 2001, Bakersfield College will have a research process defined that will serve departments and programs. The Office of Instruction in collaboration with the newly hired research assistant and the Behavioral Science department will develop this process.

2. By spring 2001, the President will have identified reassigned time/compensation for faculty involved in research at the departmental level, as appropriate. This will facilitate utilization of the information and provide for evaluation of the effectiveness of individual courses and programs. (Doc.3.6).

3. Bakersfield College will develop plans on gaining access to district/state data directly at two levels by Spring 2001:

   Power user: This level will have access to heavy-duty tools

   General user: This level user will undergo minimal training to have access to general reports.

4. By spring 2001; the Office of Instruction working in collaboration with the District office will have a process identified for readily accessing the district data.
3A.3 The institution has developed and implemented the means for evaluating how well, and in what ways, it accomplishes its mission and purposes.

DESCRIPTIVE SUMMARY:

As noted in subsection A.1, the major means for evaluating how well Bakersfield College accomplishes its mission and goals is through the Program Review process; a continuing process since the early 1980's that is regularly updated and improved. For details please refer to Doc. 3.2.

Many departments and programs conduct various forms of in-house research to try to assess how well they are meeting their goals. An example of effective analysis occurs in the Allied Health Division. The faculty gathers regularly in council meetings and review over the surveys for each class. After discussion and analysis of the results, they make any needed modification to their courses and course offerings.

A number of programs have active advisory committees that provide pertinent information on how well the College is meeting its mission and goals (Doc.3.7).

Bakersfield College reviews its Mission/Vision/Goals statements and updates them as appropriate. The College's last review of the Mission/Vision/Goals statement was in spring 1999.

SELF EVALUATION:

Bakersfield College is committed to the community it serves and to its stated mission and goals. The College does need to strengthen the process by which it evaluates its progress towards achieving its goals.

As noted in subsection A1, the Program Review process is a vital evaluative tool. It provides valuable information to individual departments and programs. However, this process only occurs formally every three years. The Program Review process poses only one question in its written guidelines that specifically addresses how well a program supports the mission statement. Generally, these documents show that most of the programs do support the mission of the College. There is no mechanism in place, unless on the initiative of individual programs, to ensure the successful incorporation of the mission statement into everyday functioning of programs.

The Distance Learning program does provide a good example of how evaluation can occur on an on-going basis. The Distance Learning department conducts regular exit surveys of students who drop early in the semester and a student satisfaction survey near the end of each semester. These data are available to departments with distance learning classes and can be used to improve each individual course and thereby improve the Distance Learning program.

The relevance of each program at the College to the mission and purposes of the institution is evaluated at the time of Program Review. However, the mission statement does not necessarily give direction to the ongoing aspects of the programs. Therefore the process is not as effective as it could be. Program directions and ongoing implementation do not necessarily reflect ownership of the mission statement.

PLANNING AGENDA:

1. In the year 2000-01, B&PRC will evaluate the Program Review process specifically analyzing how well the process addresses the accomplishments of the mission and goals of the college. Further, B&PRC will establish a feedback loop as described in A4.2 under the next subsection.

2. Individual programs and departments will on a yearly basis review their goals specifically identifying how they interface with the goals and mission of the institution. Annual review will include course surveys filled out by the students.

3A.4 The institution provides evidence that its program evaluations lead to improvement of programs and services.
DESCRIPTIVE SUMMARY:

As noted previously, Bakersfield College has a program evaluation process (Program Review) which helps the President of the College make decisions on hiring, identifies where resources should be allocated, and targets areas that are to be reduced or eliminated. The program evaluation historically has not extended significantly beyond the areas of instruction and student services.

SELF EVALUATION:

The program evaluation process helps in the overall efficiency and effectiveness of the institution. However, the recommendation to a specific program that results from the Program Review process does not necessarily have measurable outcomes. Currently the recommendations are very generic (Doc.3.8). B&PRC members vote on whether to accept, reject or accept with modifications and then proceed to write comments. The result of the voting is tallied by the administrative co-chair of B&PRC and then forwarded to the chair of the program, the President of the college and the members of B&PRC.

When the program is due for evaluation in three years, there is no specific mechanism in place to evaluate whether the recommendations were implemented and if they were implemented, whether they led to program improvement.

B&PRC members feel they do not have a very clear picture of budgetary implications and therefore the recommendations cannot be implemented because of budgetary constraints. The survey noted earlier (Doc. 3.5) indicates that: 77% of faculty of B&PRC agreed that B&PRC had inadequate information to make informed budget decisions. On the other hand, most administrators respond that they have adequate information.

Finally all programs on campus have not been included in the Program Review evaluative process. The main focus has been on instructional and student services programs.

PLANNING AGENDA:

1. The recommendations from B&PRC to the programs evaluated should be specific with measurable outcomes.

   In 2000-2001, B&PRC will revise its voting procedure to incorporate detailed recommendations that are specific to the program. This should include measurable outcomes with a time frame for implementation.

2. There will be midterm evaluations in a program's review cycle that responds to the recommendations made by B&PRC.

   Similar to the accreditation process, each program will submit a midterm review. This will include a report on the status of implementation of the recommendation and an evaluation of the effects of the recommendation on the program. This midterm report will help B&PRC to make changes to recommendations if needed. The constant feedback loop in the program review/evaluation process will continuously measure if the recommendations lead to program improvement.

   B&PRC should have this process in place by fall 2001.

3. Members of B&PRC, especially faculty, will be trained on budget processes within the campus, within the district and within the state.

   B&PRC will develop a training schedule, on budget matters at the different levels, for all members. The process will include training before an individual becomes eligible to serve on the committee.

   This training schedule will be in place by fall 2001.

4. All programs and services need to be included in the program evaluation process.

   By fall 2003, B&PRC will have all programs, offices, and services on campus evaluated.
B. Institutional Planning

3B.1 The institution defines and publishes its planning processes and involves appropriate segments of the college community in the development of institutional plans.

DESCRIPTIVE SUMMARY:

Planning occurs at Bakersfield College in a number of forms. The most comprehensive of which is the campus-wide strategic planning process initiated in 1998 under the new President of Bakersfield College.

Strategic planning process: This planning effort resulted in the development of a Strategic Plan (Doc.3.4).

Strategic Plan: The intent is to ensure that the College’s Vision, Mission, and Goals—through the Master Plan—clearly drive planning and resource allocation. To date, this process has identified the core functions of the College and has established certain goals and objectives to be realized within three years. In fall 1999, the campus community completed the preparation of action plans, with implementation scheduled to begin in spring 2000. The planning process has been published on an intranet site within the campus community. Further, there have been several town halls meeting to update the public about the planning process.

Other planning efforts include the College Master Plan, the Partnership for Excellence plan, individual program plans, the Matriculation plan, Student Equity plan, Facilities Master plan, Distance Education plan, and the District Technology plan. All these efforts included representation of many segments of the College community. Copies of these planning documents are available in the Accreditation Team Resource area.

The College Master Plan (Doc.3.9), updated annually as programs complete their three-year evaluations, is both the best defined and the most current overall institutional plan. It provides a basis for the decision-making at the instructional dean level and plays an integral role in the decision-making of the President’s Cabinet on campus-wide priorities and plans.

The Strategic Planning initiative, although incomplete, is published and included on the College Website and has involved a wide spectrum of the campus community in its development. Although other planning activities may involve the campus community to varying degrees, those processes generally are neither well defined nor in writing.

SELF EVALUATION:

It is a fact that the campus community has been widely involved in the development of the Strategic Plan. Most faculty and staff also participate in Program Review and thus in the development of the College Master Plan. Still, results of the Staff Survey noted earlier indicate that 61% of the B&PRC members feel that College faculty and staff do not understand how the College makes plans and sets its goals. This is the case even though each program or department is aware of their piece of the College Master Plan. Inadequate communication between the faculty and the non-instructional staff may explain some of this. Sixty-two percent of the faculty in the B&PRC survey feel that B&PRC does not receive input from all of the campus community but the same percentage of non-instructional staff feel that B&PRC does receive input from all parts of the campus. Another question in the survey found that 70% of the faculty felt that the process of distributing money on the campus to the departments is not clearly defined but 50% of the non-instructional staff say that the process is clearly defined. Additional evidence of this perceptual difference is contained in the responses to the B&PRC survey question of whether the college president relies primarily on the advice and priorities of the B&PRC when making decisions about academic and professional matters. Fifty-four percent of the faculty feels that the College President does not rely primarily on B&PRC but 70% of the non-instructional staff feel that the President does rely primarily on B&PRC. The same results are seen in the responses to whether the financial decisions and planning at the college supports the institutional goals. It appears, then, that
improvement is needed in disseminating information about both planning processes and their outcomes to all staff to increase both the reality and the perception of inclusion in those processes.

The Strategic Planning Team for Objective 16 (Doc.3.10) has identified steps that will be taken to create a revitalized Master Plan for the College. Now decisions will have to be made on how and when to implement the plans.

**PLANNING AGENDA:**

1. Progress and outcomes of the action plans developed by the Strategic Planning team will be widely disseminated throughout the College community in printed and electronic form, and through the use of regular staff and student meetings.

2. The task force for the College Master Plan will develop all of the following steps of this plan. More complete details for each of the following steps can be seen in Doc.3.11. Please see Objective 16.

**3B.2 The institution defines and integrates its evaluation and planning processes to identify priorities for improvement.**

**DESCRIPTIVE SUMMARY:**

As indicated in B1, above, planning takes place at the College in many forms, including a recently initiated Strategic Planning process. Again, the program evaluation process (Program Review) serves as the major overall planning and resource allocation process of the College. Recommendations for improvements evolve from the program evaluations and are communicated to the specific program under review. B&PRC is the participatory governance body that conducts program evaluations and develops recommendations for campus improvements and priorities. These are then submitted to the President for approval and implementation. These recommendations serve as the basis for the College Master Plan and result, if approved by the President, in resource allocation and personnel hiring. These actions and recommendations of the B&PRC are generally consistent with their own statement of priorities and goals.

As stated in A.3 some departments link their planning process to classroom evaluations and identify priorities for improvement.

**SELF EVALUATION:**

Although the program evaluation and resulting resource allocation processes are well defined, and the College engages in a number of planning activities, those activities and their outcomes are not always synchronized. Part of the problem is that there are no overarching campus goals or criteria to judge all programs against in a consistent manner. This may explain why there is a difference of opinion of how financial decisions and planning support the institutional goals. Fifty-four percent of the faculty on the B&PRC in the recent survey said that the current decision-making and planning process does not support the institutional goals and is not linked to other institutional planning efforts. However, 70% of the non-instructional staff held the opposite opinion.

Although the stated purpose of B&PRC (Doc. 3.12) is to review the annual needs and goals of the entire institution, only 52% of the B&PRC members would agree that is the actual purpose of the committee in practice. That may be because the committee has only reviewed the instruction and student services areas. As the B&PRC evaluates other areas of the College, the perception of its scope will probably change. Also, B&PRC finds it extremely difficult to find the time or opportunity to be involved with long-range planning. In the past, B&PRC had sub-committees, such as the Future Directions sub-committee, charged with long-range planning. It no longer exists.

**PLANNING AGENDA:**

As indicated in the Planning Agenda for B1, the Strategic Planning Team for Objective 16 is identifying steps that will be taken to create a comprehensive, renewed College Master Plan. The master planning process will include consistent and appropriate evaluation processes for all services and programs. A task force appointed by B&PRC will have the responsibility for this task, to
include the following steps. Complete details can be found in Doc. 3.11, the Action Plan for Objective 16.

The planning agenda in 3.A.4 will further help the institution to integrate planning and evaluation, measure outcomes, and identify priorities for improvement.

**3B.3 The institution engages in systematic and integrated educational, financial, physical, and human resources planning, and implements changes to improve programs and services.**

**DESCRIPTION:**

The College has processes in place that makes an attempt to link educational, financial, physical and human resources planning. As indicated above, the College Master Plan is the tool that documents this integration. These program evaluation and master planning processes currently are employed in decision-making, resource allocation, and in other program improvement processes.

The strategic planning effort has focused substantially on improving these processes.

**SELF EVALUATION:**

The College Master Plan integrates educational, financial, physical, and human resources issues to a degree, but, as indicated earlier in this Standard, this integration frequently is incomplete and to the extent that it does occur, it is restricted to the instructional programs which have undergone program evaluation. The College Master Plan primarily address curricular issues, facilities, and equipment needs and beginning in fall 1999 included financial and human resources planning. Certainly the program evaluation and master planning processes have been useful and are employed in decision-making, resource allocation, and in other program improvement processes. It cannot be said, however, that the process is well integrated and comprehensive.

Finally, the College and the district have experienced serious financial constraints for the last five to six years and therefore there has been no money available to support changes. It should be noted that 78.2% of all B&PRC members agreed that the level of financial resources does not provides a reasonable expectation of financial viability and instructional improvement.

**PLANNING AGENDA:**

The planning activities described in sections B1 and B2 above, particularly the latter, also apply to this standard. In addition, as a responsibility of a task force appointed by B&PRC the following will be implemented.

1. The College Master Plan will be extensively revised and will become more of a "living" document by spring 2002. B&PRC will have the primary responsibility to inform the campus community of how the College Master Plan will function in the decision-making processes of the College. The master plan will become the primary guide to such decision-making.

2. By fall 2001, B&PRC will revise the process of Program Review/evaluation to include a mechanism for annual evaluation of goals, recommendations, and program outcomes. This evaluation may result in alteration of goals and recommendations. When recommendations are made B&PRC will recommend a mechanism for providing the resources needed to implement the change.

**C. Institutional Outcomes Assessment**

**3C.1 The institution specifies intended institutional outcomes and has clear documentation of their achievement.**

**DESCRIPTIVE SUMMARY:**

The Bakersfield College Strategic Plan, Educational Master Plan, Partnership for Excellence plan, program plans, matriculation plan, student equity plan, facilities master plan, distance education plan, and the District technology plan
include intended institutional outcomes to various degrees of specificity.

Documentation of their achievement occurs in program evaluation summaries; matriculation, financial aid, EOPS, DSPS, Vocational and Technical Education Act (VTEA), and the Management Information Systems reports made to the Board of Trustees and the CCC Chancellor’s Office; School to Career and TechPrep outcomes; annual departmental analyses, transfer studies and reports, placement rate studies and reports for some departments, student satisfaction survey reports, distance education studies and reports, program accreditation self-studies; and other reports made to a variety of agencies and the public on a regular basis. The annual departmental analyses, for example, include information on productivity, attrition rates, and costs by department. Program evaluations include a variety of program characteristics and outcomes, such as program descriptions and purposes, transfer rates, placement rates, numbers of students served, diversity goals and progress, service to other departments/programs, and community needs addressed.

SELF EVALUATION:

The College engages in a number of planning, data collection, and reporting activities, but they are not well coordinated. Although a system of program evaluations has been in effect for some years, evaluation outcomes and recommendations are not consistently drawn upon in the decision-making and resource allocation processes. Further, the considerable amount of information available is not always available in a format useful for the development of program plans and the College Master Plan.

The fact that the College embarked upon a new, comprehensive strategic planning initiative in 1998 cannot be overemphasized. This is intended to produce a self-consistent and understandable planning structure in which decisions will be related to College goals and based on the planning and program evaluation outcomes found in the College Master Plan. These program evaluation outcomes will include assessment of progress on attaining previous goals as well as intended program results and their relationship to the College Master Plan.

To date, two action plans pertaining to the documentation of instructional outcomes have been prepared:

1. A performance-based evaluation process that will hold all programs and services accountable to consistent standards.

2. A process of generating and distributing comprehensive information required for determining program outcomes and for planning.

PLANNING AGENDA:

1. The existing planning and program evaluation processes will be restructured. Program evaluation objectives and overall strategic planning will be coordinated and self-consistent. Program evaluation goals will be informed by strategic planning objectives, and decisions will reflect approved program evaluation recommendations. Responsibility: Budget and Program Review Committee, President’s Cabinet, and Instructional Administrators Council.

2. The strategic planning process will be completed and action plans developed and implemented. Responsibility: Budget and Program Review Committee, President’s Cabinet, appropriate action teams.

3. Timely planning information will be provided to college staff. Responsibility: Dean of Instruction for Planning, Budget and Program Review Committee, Information Services and Technology Committee.

3C.2 The institution uses information from its evaluation and planning activities to communicate matters of quality assurance to the public.

DESCRIPTIVE SUMMARY:

The College has publicized its success in transfer and job placement rates on a periodic basis. This is currently published in the College Catalog based on data received from the state Chancellor’s Office. The
College also publishes the “student right to know” data both in the catalog and on the website.

**SELF EVALUATION:**

Current information is made available to students and the public via the catalog and other reports. There is little community demand for this data but it should be made more current and more available.

**PLANNING AGENDA:**

1. The College will make available to the community all relevant information that is currently available. The Office of Instruction will work with the webmaster to have this information made available on the College website.

2. As mentioned in A2, the College will develop plans to get more data from the District office. This new information will be appropriately made available to the community.

**3C.3** The institution systematically reviews and modifies, as appropriate, its institutional research efforts, evaluation processes, institutional plans, and planning processes to determine their ongoing utility for assessing institutional effectiveness.

**DESCRIPTIVE SUMMARY:**

The College regularly reviews its research efforts, but serious budget limitations have hampered the ability to make needed changes. The institution has sought to provide research for Program Review, Matriculation, Integrated Port-secondary Education Data System (IPEDS), and overall student accomplishment. The B&PRC recommended the addition of an Institutional Researcher for many years. A research assistant position was added in July 1999. The new BANNER software system is supposedly designed to provide needed research data.

There is a student Research Center in the Behavioral Science Division that utilizes students to assist with College research, particularly Program Review and departmental/program requests.

The new President initiated an overall College Planning Committee in spring 1999 with the intent of reviewing needs and developing recommendations by early Spring 2000.

**SELF EVALUATION:**

The College recognizes that its research capabilities and results are not state-of-the-art. A Research Advisory Committee was formed in fall 1999 to assist in prioritizing research requests. However, the needs of the Strategic Planning Committee and the Self-Study Team currently far exceed the existing research capabilities.

The District initiated a Research Committee in spring 1999 with the intent of assisting the colleges to download and use District MIS data. However, data are still very difficult to obtain.

Faculty release time for the student Research Center has been reduced by 50%, greatly limiting the research effectiveness of this Center.

**PLANNING AGENDA:**

The administration proposes to add an additional position of Research Director.

The College is proposing that the District adds a dedicated server and appropriate software to accommodate the needs of the three district colleges for more research on students.

**DOCUMENT LIST**

Doc.3.1 – Departmental Analyses

Doc.3.2 - Manual of Program Review Process

Doc.3.3 - Program Review Schedule/B&PRC
Doc. 3.4 – Strategic Planning Team Document

Doc. 3.5- Survey of the Budget & Program Review Committee

Doc. 3.6- Action Team plans for Objective #11

Doc. 3.7- Listing of current College Advisory Committees

Doc. 3.8- Sample Ballot for Program Review/B&PRC

Doc. 3.9- College Master Plan

Doc. 3.10- Action Team plans for Objective #16
Doc. 3.11- Details of plans for Objective #16

Doc. 3.12- Purpose/Charge of B&PRC.

Standard Three Subcommittee:

Robert Allison administration
Charles Carlson administration
Sonya Christian faculty (chair)
Steve Eso faculty
Lynne Hall administration
Sandra Serrano administration
Nick Strobel faculty
Chris Romanowich faculty
Janice Toyoshima faculty
STANDARD 4: EDUCATIONAL PROGRAMS

The institution offers collegiate-level programs in recognized fields of study that culminates in student competencies leading to degrees and certificates. The provisions of this standard are broadly applicable to all educational activities offered in the name of the institution, regardless of where or how they are presented or who teaches them.

4A. General Provisions

4A.1. Institution seeks to meet the varied educational needs of its students through programs consistent with its institutional mission and purposes and the demographics and economics of its community.

DESCRIPTIVE SUMMARY:

The mission of Bakersfield College is to empower our students and community to succeed by providing exceptional instruction and services in a supportive environment.

The College offers 98 instructional certificate and degree programs as described in the College catalog (Doc.4.1) and approximately 2100 sections of instruction to more than 14000 students in each of the fall and spring semesters, and 350 sections serving 5500 students in the summer intersession (Doc.4.2).

Sample student demographics for the fall 1999 semester:

- 55.1% female, 44.5% male (.4% unknown)
- Asian 2.8%, African-American 6.9%, Hispanic/Latino 31.5%, Filipino 1.9%, Native American 1.9%, White 50.2%.

The largest single age ranges are 19 or less (28.3%) and 20-24 (26.3%)

- Day enrollment: 76.8% of WSCH

The ethnic distribution of Bakersfield College students closely reflects that of the communities served. (Doc.4.3)

To facilitate access for students courses are provided at a variety of times, patterns, and centers in the community.

- Day, evening, and Saturday classes on the main campus.
- Day and evening classes at the Delano Center and the Weill Institute.
- Evening classes at Northwest and Southwest Bakersfield, and Tehachapi locations.
- Day classes at South and Delano High Schools.

In addition to the above, the College maintains an extensive and growing distance education program, enrolling about 2000 students per semester in 75 course sections. This program includes instructional television transmitted to student homes throughout the College service area via cable channels and a wireless channel owned by the College, interactive television transmitted to two locations in Delano, and Internet-based courses. Currently, plans for expansion of this program are being made. This expansion will include offering complete degrees and/or programs using distance education.

The majority of Bakersfield College students are enrolled in credit courses. Since the Kern High School District maintains a substantial adult school program, the College offers relatively few non-credit courses. Those that are offered are primarily in precollegiate skills and senior studies.

The geographic region from which the student body is drawn primarily includes the following school districts: Kern High School, Delano Joint Union High School, McFarland Unified, Tehachapi Unified, and Wasco Union High School.

Many Bakersfield College students enter requiring remedial work in one or more basic
skill areas. Of those assessed for the fall 1999 semester, the following scored at remedial levels: writing 60%, mathematics 44%, study skills 65%. In order to address the needs of these students, the College maintains a precollegiate skills program through its Development Education division as well as remedial courses offered by the Mathematics and English Departments. The services offered by the Development Education Division include both structured courses and open entry/open exit courses taught using the Basic Skills Computer Laboratory. Recently that laboratory was upgraded through the acquisition of the Plato basic skills system. This system allows students with various visual impairments to access written material.

The College is very active in working with the community to develop programs to address occupational, economic, and workforce development needs. A new dean of Economic and Workforce Development was recently appointed to lead this effort. Some current activities and programs include:

- Courses and programs in occupational areas.
- Active advisory committees.
- Community occupational and workforce need studies.
- CalWORKs program, along with the establishment of short-term training programs (Employment Readiness Academies) aimed at quickly preparing students for the workforce
- School-to-Career program, working with the Kern High School District and the County Superintendent of Schools Office.
- Tech Prep consortium, in which Bakersfield College is the lead College in a group of four community Colleges and included high school districts.
- Student Career Center on the main campus
- Career Services Center located on campus (expected to open by fall 2000)
- Cooperative work experience and other internship programs
- Incorporation of SCANS skills into all occupational education courses

The Center for Professional Development provides contract and customized training for business and government. Through this Center, the specialized needs of employers are addressed if they cannot be met through other College programs. The Center reports to the Office of Instruction and its activities are integrated with the instructional program.

Other related services include:

- Community Education – provides fee-based courses and workshops in specific skill or vocational areas.
- Community Scholars – includes programs for senior citizens
- Small Business Development Center – assists local small businesses in establishing themselves and in becoming successful

All credit and non-credit courses and programs are carefully reviewed and must be approved by the Curriculum Committee before they can be scheduled. The Committee, along with its subcommittees (Distance Education, General Education, and Precollegiate Basic Skills) maintains both College and Title 5 standards in order to ensure quality. Community Education and not-for-credit contract courses are reviewed by the Dean of Economic and Workforce Development before being offered.

SELF EVALUATION:

The College is substantially meeting its mission in serving its community. The following evidences this:

- An extensive range of courses and programs are offered in order to meet a wide variety of student needs.
- The student population reflects the ethnic composition of the community.
- Transfer and general education programs and courses are of high quality and are articulated with many 4-year university campuses. Reports received from both UC and CSU indicated that BC students are well prepared for upper division work.
- Occupational programs are developed and revised in order to meet the changing workplace needs of the
community and to ensure the employability of program graduates.

Courses are offered in a number of formats, including a growing distance education program, which utilizes various delivery methods including live-interactive, telecourses, and Internet delivery.

Remedial work is provided in traditional class settings, most of which are small classes. Additional remedial instruction is provided through the use of computerized self-paced instruction. The developmental software employed is available throughout the campus and via the Internet as well as in a dedicated basic skills laboratory.

The Center for Professional Development (CPD) is very effective in providing training for both government and business. It successfully competes with private vendors in obtaining training sessions and courses. CPD works very closely with the Office of Instruction. It sometimes initiates courses which carry unit credit and has even developed new credit instructional programs, such as the Correctional Training Academies.

The Student Satisfaction Survey completed in spring 2000 indicates that students are overwhelmingly satisfied with instructional facilities, the variety of classes offered, course content, instructor competency, the library, and the College catalog. (Doc.4.4).

Some areas that need to be addressed are:

Although the College has addressed a wide variety of occupational needs in the community, it needs to implement a more systematic and comprehensive method of assessing such needs. Often proposals for new or expanded programs are presented without sufficient research and documentation and/or insufficient input from community advisory committees. In addition, program evaluation recommendations are not always sufficiently supported by research. Short-term programs, which meet the needs of both entry level workers and those requiring skill updating, need to be expanded.

The number of programs directed at the senior adult population has decreased markedly in recent years.

Courses are offered 6 days per week, in the evening, and are available through electronic media. However, it is still not currently possible for a student to complete a program solely at night, on weekends, in the afternoon, or via television or the Internet. An assessment of community needs and the development of complete degrees or certificate programs based on those needs is necessary.

The College does not offer a sufficient number of short-term programs, which meet specific training/retraining needs. Further, those that are being offered are not being marketed well to their target audience. As a result, local proprietary Colleges are enrolling an increasing number of students who could benefit from attending the College.

A more systematic review process for community and contract educational programs is required.

PLANNING AGENDA:

The development and implementation of a comprehensive process of conducting educational need studies for the community will occur and such studies will be completed. The Dean of Instruction for Planning, working with the Budget and Program Review Committee, the Instructional Administrators Council, the College Research Assistant, and outside agencies, such as the Kern Economic Development Corporation will have responsibility for this assignment. Based on the outcomes of these studies, the following actions will be taken:

An expanded schedule of courses and programs directed to the needs of older and re-entry students will be developed and implemented. Responsibility: Instructional Administrators Council, Division Chairs.

Complete associate and/or certificate programs offered during each of the following: at night, in afternoons, combination of night and weekends, on-line and via television (one way and interactive) will be developed and implemented. Responsibility:
Instructional Administrators Council, Division Chairs, Director of Instructional Technology.

Short-term programs designed to meet training and retraining needs will be developed and implemented. Responsibility: Instructional Administrators Council, Division Chairs.

Advisory committees will be appointed or reactivated for all occupational programs for which such action is required. Responsibility: Dean of Economic and Workforce Development.

Increased oversight of community and contract education courses and programs will be implemented. Responsibility: Dean of Economic and Workforce Development, Vice President for Instruction, Curriculum Committee.

4A.2. Programs and courses leading to degrees are offered in a manner, which provides students the opportunity to complete the program as announced, within a reasonable time.

4A.3. 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.

DESCRIPTIVE SUMMARY:

The College makes every effort to offer courses in a framework that allows students to complete programs within a reasonable time. The College makes a strong effort to aid students in planning. Included with each semester's schedule of classes there is a listing of the courses the College intends to offer the following semester.

Although some low enrollment sections may be cancelled, even very low enrollment sections will be maintained if they are needed by students for the completion of a program, degree, or for transfer. In some cases, independent study arrangements are used to accommodate student needs.

When requirements are changed or programs are eliminated, students currently enrolled are given sufficient notice to allow them to complete all requirements. Courses may even be provided beyond the change or elimination date in order to accommodate student needs. This is done either by scheduling the needed courses or through independent study.

SELF EVALUATION:

In recent semesters, the College has found it increasingly difficult to offer sufficient sections of English and mathematics to satisfy student needs. Some factors responsible for this include a shortage of qualified adjunct instructors, low pay and other labor issues for both adjunct and full-time instructors.

PLANNING AGENDA:

The College will continue to evaluate and, as appropriate, modify its scheduling practices as well as the number of sections of high demand courses offered. Responsibility: Vice President of Instruction, Instructional Administrators Council.

4A.4. The institution provides sufficient human, financial, and physical (including technological) resources to support its educational programs and to facilitate achievement of the goals and objectives of those programs regardless of the service location or institutional delivery method.

DESCRIPTIVE SUMMARY:

With respect to technological resources, the College has made considerable investments over the past decade in computer and related technology. Thus, there are now about 1500 computers on the main campus, most of which are dedicated to instructional use. The Computer Commons, located in the Library, houses 178 computers, all for
instruction and many adapted for students with disabilities. In addition, a number of computer laboratories, including some for specialized uses (computer assisted design, computer graphics, networking, mathematics, for example) are maintained. Almost all full time faculty members have computers in their offices, usually on their own desks. A growing number of classrooms are equipped for multimedia presentations and/or for projecting computer outputs on a large screen. There are computer labs at the Delano Center and the Weill Institute.

The campus is networked with a fiber optic backbone and maintains both Internet and Intranet functions. It is connected to the District Wide Area Network.

The College has a distance learning transmission/receive classroom on the main campus and a send/receive site in Delano. Television transmissions take place using both microwave and T1 transmission. Other facilities include a television control room, television production studio, editing suite, and a training laboratory in technology for faculty.

Currently many, if not most courses, utilize computer technology in one or more ways. The Curriculum Committee, through its General Education sub-committee, is currently working to incorporate a technology or information competency requirement for graduation.

Two years ago a replacement schedule for the 1500 campus computers was established. Due to budget constraints, it was not funded beyond the first year. As a result, many computers have reached technological obsolescence.

For the past several years funding for other instructional equipment was very limited. It still is limited. Recently, the instructional deans and division chairs submitted lists of new and replacement instructional equipment that they require. The total estimated cost was approximately $3,000,000. Only $98,000 was available during the 1999/2000 year for such needs.

Overall, equipment required for instruction is provided as needed, when available, wherever classes are held.

With respect to human resources all divisions and many departments have clerical and, as appropriate, technical assistance. The Centers have directors or others assigned to supervision, clerical duties, and/or security.

The availability of adjunct faculty in the Bakersfield area is limited. In most semesters this has resulted in the cancellation of some scheduled sections, particularly in high-demand subjects such as English and mathematics. The relatively low adjunct faculty salary schedule has exacerbated this situation as many of the available pool of qualified adjunct faculty prefer to teach at competing local institutions which maintain higher salary schedules. This is further aggravated by the low overload pay schedule, resulting in full time faculty frequently preferring to teach at other institutions rather than accept overload assignments at the College.

With respect to physical resources, the Science/Engineering and the Mathematics/Science buildings were recently remodeled. This included the acquisition of some new instructional equipment. In addition, a new wing for health careers education was added to the Mathematics/Science building and a new library was constructed. Using local funding, the stadium was remodeled and brought up to current earthquake standards. Lighting and many other infrastructure improvements were made on campus, and two buildings are now undergoing earthquake safety retrofitting. Six new classrooms were added to the Weill Institute.

**SELF EVALUATION:**

The College has done an excellent job of providing computer technology for both students and staff. However, lack of sufficient funding for upgrading and replacement on a regular basis is a serious threat to the currency of the technology and, thus, to the effectiveness of its many programs which depend on that technology. For example, the Computer Commons
currently has 178 computers on the main floor and another 40 in adjacent training rooms. These computers were purchased in 1996 and are fast approaching technological obsolescence. Throughout the campus similar conditions exist in a number of labs and in offices. Through the use of categorical funds the College was able to replace the obsolete computers in CAD laboratory and thus allow the College to continue as an AutoCAD Training Center. Currently there is no budget for periodic replacement of computer technology.

A similar condition exists for other instructional equipment, from microscopes to distance education transmission equipment.

Human resources are an area of continuing concern. Due to budget constraints over the past several years, the College has experienced hiring freezes for classified personnel, resulting in reduction of services available. The library is understaffed. Currently it has four full-time librarians, which is insufficient for a library of its size and serving its numbers of staff and students. Every semester some sections of English and mathematics are canceled because the College cannot find qualified adjunct instructors. Academic department budgets have not increased for the last several years and were cut last year. This situation does not allow for growth and maintenance of services.

The scheduling process was reviewed recently by a process improvement team headed by the Vice President for Instruction. The resulting modifications made the process more efficient and improved the accuracy of the printed schedule. The class schedule is available on the Web and updated on a daily basis. The process was further improved through the implementation (during fall 1999) of new scheduling software developed on campus. Overall, the process is well structured and operates effectively. The schedule is offered so that if one is College ready one can finish in a reasonable length of time.

Since the current local software does not interface with the District Banner system, it is necessary to re-enter data into the Banner system in order to complete the scheduling process. In order to increase efficiency and reduce errors stemming from a system requiring double entries, it is necessary that the system allows direct input into the Banner system, or that new software, which incorporates this capability, is developed.

**PLANNING AGENDA:**

An equipment replacement and upgrading schedule will be developed, budgeted, and implemented. Responsibility: President working with the President’s Cabinet, Budget and Program Review Committee, Vice President Instruction, Instructional Administrators Council, Information Services and Instructional Technology Committee, Division Chairs.

Improvements in adjunct and overload salaries will be recommended to the District by College administration. Responsibility: President, Vice President of Instruction.

Scheduling software, which allows direct input into the Banner system, will be developed and implemented. Such a project was begun during the 1999/2000 year and is still in development. Responsibility: Vice President for Instruction, Director of Kern Community College District Management Information Systems.

### 4A.5. The institution designs and maintains academic advising programs to meet student needs for information and advice and adequately informs and prepares faculty and other personnel responsible for the advising function.

**DESCRIPTIVE SUMMARY:**

Counseling and advising services are provided through diverse but integrated programs and services. Academic, career, and personal counseling and advising are provided in the Counseling Department. In addition, services are provided at the Delano Center, Tehachapi, in the Southwest (Ridgeview High School) and in the Northwest (Centennial High School).
The Counseling Department is responsible for scheduling and conducting new student orientations. It also provides an early registration and an orientation program for high school students. In an effort to improve retention, an early warning system is in place, which allows students on probation to meet with counselors.

The Counseling Department provides a number of curriculum offerings to meet student needs for educational planning, career development and study skills. These courses include Student Development (Doc. 4.1, 4.2, 4.3, 4.4, 4.6, 4.51, 4.53, 4.55a, 4.74m and 4.201).

The Counseling Department/Career Center is available for students, counselors, advisors, faculty, high schools, and the community. The focus of the Career Center is to provide career information, job search skills, and job referrals. Advisors are available in the Career Center to assist students with their needs. The emphasis is to bridge education with a job or an internship.

The Career Center provides a variety of services and resources that include career information, job search skills, a career resource library, computerized career and job search resources, career assessment inventories, workshops and Career Center orientations.

Educational advisors are available in the Career Center and provide the following services: academic advising, new student orientations, high school early registration, career center orientations, and program information. The advisors maintain the resources in the Career Center. Advisors are available on a drop-in basis for information and preliminary matriculation information, educational planning, transfer requirements, prerequisite checks, unofficial graduation checks, career development and labor market information.

Transfer Services provides students with transfer information and to facilitate the transfer process with an emphasis on assisting underrepresented students. This includes transferring to the CSU, UC, and private universities and Colleges. Some of the services available include advising, campus tours, arranging for representatives on campus, transfer workshops, transfer agreements, career and major specific workshops, classroom presentations, UC and CSU application workshops that include financial aid information, hosting the annual Transfer Day/College Night College fair, and on-site admissions. In addition, the coordinator provides information and is a resource to counselors, advisors, faculty, administrators, staff, local high schools, transfer institutions, and the community. A Transfer Advisory Committee was re-established in 1993 with membership consisting of campus personnel, a CSU and UC representative.

New counselors and advisors receive training and orientation by being paired with experienced peers. All counselors and advisors are encouraged to attend workshops and conferences related to their responsibilities. Special on-campus training and update sessions are arranged as appropriate. There are bi-monthly staff meetings.

In addition, counseling and advising are provided through the following services.

?? EOPS (Extended Opportunity Programs and Services)
?? Disabled Students Programs and Services (DSPS)
?? Athletic counselor (60%)
?? Chicano Cultural Center
?? Martin Luther King, Jr. Center
?? CalWORKs program coordinator
?? Individual academic departments and faculty such as Child Development and Agriculture

The implementation of the Banner Student system allows for the production of student schedules and transcripts, and has the capability of providing degree, certificate, and general education audits. The latter function was initially projected to begin summer 2000 but is currently indefinitely postponed due to technical difficulties. By summer 2000 the department will have an electronic appointment-scheduling program.
Additional information on student services programs is found in Standard 5.

**SELF EVALUATION:**

A Student Satisfaction Survey given early during the Spring 2000 semester identified significant dissatisfaction with both the availability of counselors and the value of the information provided by the counseling staff (Doc.4.4). Currently the counselor to student ratio is 1 counselor for every 1250 students. It is apparent that the College needs to increase the number of counselors or academic advisors available to students. Reducing the counselor/student load to 1 counselor/advisor for every 800 students head count could allow the College to matriculate students more quickly and effectively.

**PLANNING AGENDA**

The following actions will be implemented.

- Continue to evaluate and modify the Counseling Department services provided to the students and community
- Expand facilities of the Counseling Center
- Increase the number of students that are job ready with short term training, achieving certificates and AA/As degrees (a Partnership for Excellence goal)
- Increase the number of students transferring to four-year universities (a Partnership for Excellence goal)
- Continue to develop new strategies for improving retention (a Partnership for Excellence Goal)
- Increase the number of high school students attending Bakersfield College
- Increase staff to reduce the counselor/students ratio to 1/800 (California Community College Counselor's Association Standard)

Responsibility: Vice President for Student Services, Vice President for Instruction

**4B. Degree and Certificate Programs**

**4B.1. The institution demonstrates that its degrees and programs,**

...wherever and however offered, support the mission of the institution. Degree and certificate programs have a coherent design and are characterized by appropriate length, breadth, depth, sequencing of courses, synthesis of learning, and use of information and learning resources.

**DESCRIPTIVE SUMMARY:**

In accordance with its mission, Bakersfield College offers programs that enable students to succeed, whether their goal is to transfer to universities, prepare for careers, and/or develop College level skills. Further, the institution promotes participation in a college environment rich in educational experiences that support the concept of lifelong learning.

The College currently offers courses in seventy-five (75) fields of study. The primary objective for which is to prepare the student for transfer to a four-year institution and/or for the completion of requirements for the Associate degree. Students may also choose to prepare for immediate employment or retrain to maintain state-of-the-art skill levels in forty-seven (47) Certificate of Achievement programs.

The Associate of Arts or Associate of Science degree may be earned by fulfilling all graduation requirements as described in the College Catalog. These requirements have been designed by discipline faculty and/or the General Education Subcommittee of the Curriculum Committee and are reviewed by the Curriculum Committee to ensure that all students receiving an Associate degree, regardless of major and career goals, have the necessary skills to succeed in their chosen endeavor.

The College continues to provide multiple opportunities for students to realize their particular educational goals/objectives. The faculty regularly reviews academic courses and degree programs in order to maintain their relevancy in an ever-changing world. Occupational education and certificate programs are reviewed by faculty and by advisory committees made up of
professionals within their respective fields, who assess both course content and overall programs.

Recently, the General Education Committee implemented a new multicultural graduation requirement which replaced a cross cultural requirement in effect since the 1970’s. Currently it is developing a computer/information technology requirement. The Basic/Precollegiate Skills subcommittee has recently begun to review existing courses at the College, and to assess additional course needs in order to streamline the transition between high school and College level work. The Curriculum Committee reviews all courses for appropriate prerequisites.

The Distance Education subcommittee has recently reviewed the College’s distance education modalities and discussed methods to make sure that courses are in compliance with state mandates concerning accessibility to all students.

SELF EVALUATION;

There is some concern that the current number of General Education units are too high for some programs, particularly those requiring considerable lower division preparation in the major such as engineering. This results in students being required to stay at the College longer than two years in order to complete associate degree requirements, or to transfer before completing the associate degree and lower division or IGETC packages.

The College maintains a strong and well-designed general education program. The program is under continuous review by the Curriculum Committee and it General Education subcommittee. Currently the focus of that review includes the number of general education units required and the role of computer/information technology.

PLANNING AGENDA:

The Curriculum Committee, working with the General Education Subcommittee, will review the existing General Education guidelines, focusing on the current number of units necessary to fulfill general education requirements and the role of computer/information technology in general education. Responsibility: Curriculum Committee, Vice President for Instruction.

The B&PRC and Curriculum Committee will review all existing degree and certificate programs to recommend degree and certificate reductions based on demand and need.

4B.2. The institution identifies its degrees and certificates in ways which are consistent with the program content, degree objectives, and student mastery of knowledge and skills including, where appropriate, career preparation and competencies.

4B.3. The institution identifies and makes public expected learning outcomes for its degree and certificate programs. Students completing programs demonstrate achievement of those stated learning outcomes.

DESCRIPTIVE SUMMARY:

The major course requirements for completion of individual certificate and degree programs are described in the catalog under their various disciplines. For each field of study, the catalog includes: program objectives; course requirements; degree, certificate, and transfer options; and course descriptions along with prerequisites, co-requisites, and advisories. Prerequisites, co-requisites, and advisories are also published in the Schedule of Classes.

The General Education section of the catalog contains detailed information about associate degree requirements as well as preparation for transfer to the University of California and California State University.

Course outlines of record, which are available in department offices and in the Office of Instruction, include learning outcomes in the form of course goals and objectives, and methods of evaluation, indicating how instructors will measure the
success of students in achieving those goals and objectives.

The Curriculum Committee maintains a formal process for establishing course prerequisites, co-requisites, and advisories. Recently, as part of the College Strategic planning process, the Curriculum Committee adopted a new policy, which will require it to review all courses in order to determine whether prerequisites, co-requisites, and/or advisories, even if not specifically recommended by the faculty, may be required for student success. This process will be implemented as part of the regular 4-year curriculum review process required for all courses.

SELF EVALUATION:

The curriculum development and review process is quite effective in establishing course goals and objectives, maintaining curricular quality, and establishing and monitoring course requirements. However, the amount of information available on student success is limited. Therefore the instructional effectiveness of many college programs often is difficult to document. As a result, little information relating to student outcomes is available to the public. The most notable exceptions are the programs in allied health, such as nursing and radiologic technology. The accreditation bodies for these programs require that student tracking and resulting documentation take place. In addition, very good documentation on transfer student performance at CSU campuses is published by CSU. Similar information also is available from UC but to a much more modest degree.

PLANNING AGENDA:

A system of measuring and publishing student outcomes will be developed and implemented. Responsibility: Vice President for Instruction, Instructional Administrators Council, Curriculum Committee, Strategic Planning team.

4B.4. All degree programs are designed to provide students a significant introduction to the broad area of knowledge, their theories and methods of inquiry, and focused study in at least one area of inquiry or established discipline core.

4B.5. Students completing degree programs demonstrate competence in the use of language and computation.

DESCRIPTIVE SUMMARY:

All associate degree programs require the successful completion of at least sixty units of course work beyond the basic skills level and include a minimum of twenty-eight units of general education (twenty-five for an Associate in Science). This includes courses in English, speech, social sciences, behavioral sciences, natural sciences, humanities, quantitative reasoning, health and physical education. At least one of the general education courses must include a course approved for multicultural credit. The Associate in Arts and Associate in Science degrees require completion of 18 and 30 units, respectively, in a major field of study.

Graduation with an associate degree requires that students demonstrate competency in composition, mathematics and reading.

SELF EVALUATION:

The College is meeting these standards effectively.

PLANNING AGENDA:

No recommendation is made.

4B.6. The institution documents the technical and professional competence of students completing its vocational and occupational programs.

DESCRIPTIVE SUMMARY:

Standards for some occupational programs are defined by outside accrediting or
regulatory agencies. These programs include Registered Nursing, Licensed Vocational Nursing, Nurse Assistant, and Radiologic Technology. Other programs, such as Automotive Technology, Computer Assisted Drafting/Design, and Welding, maintain close association with national organizations and/or manufacturers and adhere to the standards established by those organizations or manufacturers. All students completing these programs meet or exceed the relevant technical and professional competency requirements. In addition, most occupational programs maintain standards of competence through the involvement of their advisory committees, by the individual efforts of faculty members to maintain contacts in the business/government community, and through participation in professional organizations.

SELF EVALUATION:

While several occupational programs, particularly those in health related fields, maintain excellent documentation of their student outcomes, similar information is not available for most programs. The College recognizes the need to track and record the outcomes of all students completing occupational programs and to have that information readily available to the College so that it may be used to evaluate the effectiveness of programs.

PLANNING AGENDA:

As noted under the Planning Agendas for 4B2 and 4B3, a system of measuring and publishing student outcomes will be developed and implemented. Responsibility: Vice President for Instruction, Instructional Administrators Council, Curriculum Committee, Strategic Planning team.

Competencies gained in occupational certificate and degree programs will be listed on the back of each such certificate and degree granted by the College. Responsibility: Vice President for Instruction, Instructional Administrators Council, Curriculum Committee.

4C. General Education

4C.1. The institution requires of all degree programs a component of general education that is published in clear and complete terms in its general catalog.

4C.2. The general education component is based on a philosophy and rationale that are clearly stated. Criteria are provided by which the appropriateness of each course in the general education component is determined.

4C.3. The general education program introduces the content and methodology of the major areas of knowledge: the humanities and fine arts, the natural sciences, and the social sciences. The general education program provides the opportunity for students to develop the intellectual skills, information technology facility, affective and creative capabilities, social attitudes, and an appreciation for cultural diversity that will make them effective learners and citizens.

DESCRIPTIVE SUMMARY:

General Education requirements are clearly outlined in the Bakersfield College Catalog. The section includes: 1) a statement of the philosophy and the requirements specific to the associate degrees; and 2) a discussion of general education options for transfer students, including the specific requirements for the California State University and the Intersegmental General Education Transfer Curriculum (IGETC).

The Curriculum Committee refers all requests for course general education credit to its General Education Subcommittee. The subcommittee bases its review on established criteria and forwards its recommendations to the Curriculum
Committee who then takes appropriate action.

General education and graduation requirements broadly address the major areas of knowledge and intellectual skills. Since computer technology is widely implemented throughout the curriculum, it is unlikely that any student can complete the College general education requirements without gaining some competence in this area. However, the General Education Subcommittee currently is addressing this issue and will soon recommend a specific graduation requirement relating to computer/information technology.

SELF EVALUATION:

Although the College is addressing these standards effectively, the General Education subcommittee is preparing a recommendation related to computer/information technology competence.

PLANNING AGENDA:

The College will develop and implement a computer/information technology competence requirement.

Responsibility: Vice President for Instruction, Curriculum Committee

4C.4. Students completing the institution's general education program demonstrate competence in oral and written communication, scientific and quantitative reasoning and critical analysis/logical thinking.

DESCRIPTIVE SUMMARY:

Graduation with either associate degree requires that students demonstrate competency in composition, mathematics and reading.

SELF EVALUATION:

The College is effectively meeting this standard.

PLANNING AGENDA:

There is no recommendation.

4D. Curriculum and Instruction

4D.1. The institution has a clearly defined process for establishing and evaluating all of its educational programs. These processes recognize the central role of faculty in developing, implementing, and evaluating the educational programs. Programs evaluations are integrated into the overall institutional evaluation and planning and are conducted on a regular basis.

DESCRIPTIVE SUMMARY:

The Curriculum Committee (CC) consists primarily of faculty appointed by the Academic Senate. It is co-chaired by a faculty member, appointed by the Senate, and the Vice President for Instruction. It has the responsibility of reviewing, evaluating, and approving all proposed and existing courses and programs. The committee has established clear procedures and has disseminated those procedures in the form of a Curriculum Guide (Doc.4.5), in-service training, and individual assistance. Committee members, the co-chairs, and/or the Curriculum Specialist provide such assistance. These procedures include guidance on the preparation of content review and research studies required for the establishment of prerequisites, co-requisites, and advisories.

Proposed and revised courses and/or programs are developed by discipline faculty and submitted to the Curriculum Committee for approval. The committee encourages faculty to consult with it during the development process. If it does not approve a proposal, the committee provides the rationale for its decision and advice on how the proposal can be improved for later submission.

All courses and programs are reviewed on a four-year cycle. These reviews are considered and approved by the Curriculum
Committee in the same manner as described above.

The Budget and Program Review Committee (B&PRC) conduct program evaluations. These evaluations, which include all instructional and non-instructional programs, are conducted on a four-year cycle. Outcomes and characteristics evaluated include: program description; program purpose and its relationship to College mission; quantitative measures such as FTES generated, costs, and numbers of students and faculty; student success measures, such as transfer and placement rates; program needs; advisory committee recommendations; and strategic planning. Materials are presented in the form of a program self-study which is evaluated by a team consisting of faculty, administrators, and, in some cases, members from outside of the College community. This team makes recommendations to the BPRC, which, in turn, assesses them and makes its own recommendations. The final report is incorporated into the College Master Plan and is used by B&PRC when making resource allocation recommendations to the President.

SELF EVALUATION:

The curriculum development and review processes are well structured and operate effectively.

The program evaluation process, although it is well defined and mainly involves faculty, does not always result in recommendations that are used in the decision making process. Nor in the past was there necessarily a relationship between program evaluation outcomes and overall strategic planning. Further, there is no formal system of communication between the Curriculum Committee, the Budget, Program and Review Committee and the other major governance committee, Information Services and Instructional Technology. Currently these shortcomings are being addressed as part of the strategic planning and reorganization activities.

PLANNING AGENDA:

The strategic planning process has identified the following actions.

- Periodic, scheduled program evaluations, with annual updates consisting of reviews of accomplishments and goal modifications will occur required.
- Program goals will be informed by and consistent with institutional goals as determined through the strategic planning process.
- A clear decision making process which is based on program evaluation goals/recommendations will occur.
- Participation by all appropriate staff in the development and implementation of program goals/recommendations will take place.

Responsibility: President working with Budget and Program Review Committee, President’s Cabinet, Instructional Administrators Council, Division Chairs

4D.2. The institution ensures the quality of instruction, academic rigor, and educational effectiveness of all its courses and programs regardless of service location or instructional delivery method.

DESCRIPTIVE SUMMARY:

All courses and programs, regardless of their location or method of instruction, must be reviewed and approved by the Curriculum Committee before they can be offered. The standards used for such review and approval are uniformly maintained.

The faculty is evaluated for teaching effectiveness and maintenance of academic standards. Contract (full time) faculty members are evaluated each year during their probationary period and every third year thereafter. Evaluations include peer and student evaluations and classroom observations. Adjunct faculty is evaluated during their first semester and every third semester thereafter. These evaluations take place in every location and for every mode of instruction. Their department or division chair or a discipline faculty member usually evaluates adjunct faculty who teach on the
main campus. The site supervisor or dean evaluates faculty members who teach at other sites.

Evaluation of distance education faculty can be difficult because they may not be providing direct instruction, as with instructional television courses, or they may be teaching on-line courses. In these cases the appropriate division or department chair normally performs an evaluation. In addition to the evaluation of faculty, distance education courses and the program as a whole are evaluated by surveying all students, either at the end of the term or when they withdraw from a course.

SELF EVALUATION:
The College is meeting this standard effectively.

PLANNING AGENDA:
There is no recommendation.

4D.3. The evaluation of student learning and the award of credit are based upon clearly stated and published criteria. Credit awarded is consistent with student learning and is based upon generally accepted norms or equivalencies.

DESCRIPTIVE SUMMARY:
Student performance and grading criteria are established by the California Education Code and by Title 5 of the California Code of Regulations. They are reflected in KCCD Board Policy Manual, which clearly states the criteria for the evaluation and awarding of credit, and the role of faculty in this process (Doc.4.6).

The College catalog thoroughly explains grading policies as well as related matters, such as withdrawal from courses. Alternative methods of receiving credit are outlined, including credit by examination, advanced placement, CLEP, and credit for military experience. Cheating and plagiarism are carefully explained, as are the possible sanctions for such acts. The Catalog also includes credit, prerequisite, and transfer information for each course. Course outlines approved by the Curriculum Committee delineate course goals and objectives, which, in effect, describe desired outcomes in terms of what a successful learner should be able to do at the end of the course. In addition, the outlines include methods of evaluating student achievement, content, required or recommended prerequisite skills, and information on transfer credit and articulation agreements with four-year Colleges. Faculty prepares course syllabi, deliver instruction, and evaluate student work based on these outlines and agreements. Course outlines are on file in the Office of Instruction, and course syllabi files are maintained in departmental/divisional offices.

SELF EVALUATION:
The College is meeting this standard effectively.

PLANNING AGENDA:
There is no recommendation.

4D.4 The institution has clearly stated transfer of credit policies. In accepting transfer credits to fulfill degree requirements, the institution certifies that the credits accepted, including those for general education, achieve educational objectives comparable to its own courses. Where patterns of transfer between institutions are established, efforts are undertaken to formulate articulation agreements.

DESCRIPTIVE SUMMARY:
The Admissions and Records office staff evaluates requests for course transfer credit from accredited institutions to assure that the same objectives are met as equivalent courses at Bakersfield College. This occurs for both transfer and for the associate degrees. Students may appeal such decisions to the office of the Vice President for Instruction. Policies for credit by examination are specific to individual
departments and are administered at that level.

The College grants course credit and/or advanced standing to students who have demonstrated satisfactory performance on the Advanced Placement (AP) or College Level Examination Program (CLEP) examinations. The levels required and the course/placements granted are recommended by the academic departments and approved by the Curriculum Committee.

Information regarding changes in transfer general education requirements are reported to the College Curriculum Committee on a regular basis. These usually refer to the Intersegmental General Education Transfer Curriculum (IGETC) and the California State University General Education Breadth core. In addition, departments are notified about general education changes at the private Colleges and universities that have articulation agreements with Bakersfield College. The College holds membership in various state and regional articulation associations that include both two-year and four-year public institutions.

The College has general education articulation agreements with the University of California campuses and has established articulation agreements with the California State University campuses and private Colleges and universities in California. The College's primary articulation agreements are with California State University Bakersfield, California State University Fresno, California State Polytechnic University San Luis Obispo, and the University of California Davis. Agreements have also been established with 17 private Colleges universities, some of which include Azuza Pacific, Boston University, Fresno Pacific, Palmer's Chiropractic School, Brigham Young University, National University, Westmont College and the University of Southern California.

**SELF EVALUATION:**

The College effectively evaluates transfer credits from other institutions. The College articulation function is currently assigned to an instructional dean with many other responsibilities. The College is attempting to resolve if and when it can hire a full time articulation officer. In addition, the College is developing an articulation manual to facilitate articulation activities among faculty.

**PLANNING AGENDA:**

The appointment of a full time articulation officer will be considered for funding in the 2001/2002 fiscal year. Responsibility: Vice President for Instruction, Vice President for Student Services, Budget and Program Review Committee, President

4D.5. The institution utilizes a range of delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate needs of its students.

**DESCRIPTIVE SUMMARY:**

In addressing the needs of its students as well as its curriculum objectives, the College employs a wide variety of individual and group learning experiences as well the extensive use of technology in the instructional program.

In addition to the traditional approaches of lecture, discussion, laboratory, activity classes, and field trips, many other instructional modes are employed.

In order to address the short-term employment needs of individuals leaving the welfare system, a series of short, intensive programs called Employment Readiness Academies, were developed in a number of areas. These include childcare, food service, certified nurse assistant, and office assistant. Many students in addition to those leaving welfare enroll in these academies.

The College offers its students the ability to learn through work experience. This takes a number of forms, such as classes in Work Experience, clinical education in hospitals and other health services centers, and internships in human service agencies.

Open entry/open exit courses are offered for those students who require less or more time to complete the instructional objectives than others, or for those who need flexibility in their class attendance. Currently, courses
are offered in the Mathematics Learning Center and the Basic Skills Learning Center. Apprenticeship programs which train students to be carpenters, electricians, operating engineers, plumbers, and sheet metal workers are maintained in partnership with local unions and the Joint Apprenticeship Council.

Computer technology is extensively used in instruction. Virtually all disciplines now employ the computer as an instructional tool in some manner. This includes such examples as multimedia in lecture/discussion classrooms, a computer writing laboratory in the English Department, computerized mathematics classrooms employing a combination of technologies, a computer graphics laboratory in the Art Department, a precolligate basic skills computer laboratory, and instruction in computer networking and geographic information systems. The mathematics laboratories are an example of how the faculty sought to improve instructional effectiveness through the use of technology. They designed a facility, obtained grant funding, and implemented innovative instructional approaches using the new facilities.

In order to meet the needs of students who cannot come to the campus or one of the centers during regular class times, the distance education program began an extensive expansion process early this decade. Currently, the College offers about 75 sections to 2000 students per semester using instructional television, interactive (two-way) television, and on-line courses. These courses are supported by a distance education coordinator, technical and clerical staff. The Director of Instructional Technology provides faculty workshops to assist faculty to prepare and deliver effective instruction through distance education modalities.

**SELF EVALUATION:**

The College is meeting this standard effectively. However, it is necessary to continually reassess student needs in terms of instructional methodologies, scheduling, locations at which courses/programs are offered, workforce needs and trends, and program availability to all students. See Standard 4A1, Descriptive Summary.

**PLANNING AGENDA:**

See Standard 4A1, Planning Agenda.

**4D.6.** The institution provides evidence that all courses and programs, both credit and non-credit, whether conducted on or off campus by traditional or non-traditional delivery systems, are designed, approved, administered, and periodically evaluated under established institutional procedures. This provision applies to continuing and community education, contract and other special programs conducted in the name of the institution.

**DESCRIPTIVE SUMMARY:**

At Bakersfield College the Curriculum Committee must approve all credit and non-credit courses before they can be offered. In addition, all courses and programs undergo periodic curriculum review and renewal as well as evaluation for effectiveness and need. These processes were described earlier in Section 4D1, Descriptive Summary.

The Director of Corporate and Community Services reviews programs offered as contract and community education before they are offered.

Some programs, such as the California Compliance School, which provides training for hazardous waste generators, undergo little campus curricular oversight. This program is a partnership between Cal EPA/Dept. of Toxic Substances Control and the California Community Colleges. CAL EPA/DTSC reviews this curriculum, and the Environmental Safety Institute of Bakersfield College administers the program. The program director is a faculty member reporting to the Dean of Economic and Workforce Development.
SELF EVALUATION:

The review of credit and non-credit programs is comprehensive and effective. However, procedures to regularly review and approve community education and contract course/programs require improvement and wider participation in the process. This could occur through current Curriculum Committee procedures but a new procedure that recognizes the need for the rapid response required by business clients would be more appropriate.

Non-traditional programs which are funded by grants or business/government clients, and which may involve working very closely with other governmental agencies have expanded rapidly in the last few years. College procedures designed for traditional credit and non-credit programs are not always appropriate for these new ventures. Thus, both administrative oversight and curricular approval are sometimes inadequate. In some cases, faculty directors have assumed the primary administrative role in such programs, with little oversight from Instructional or Student Services administration. Curricular materials in contract and community education areas sometimes receive very little review before implementation.

PLANNING AGENDA:

A procedure for the review and approval of contract and community education courses/programs will be developed and implemented. This process will:

- Include faculty and administrators
- Be timely so that approvals are completed to respond to the changing needs of the community and government/corporate clients

Responsibility: Vice President for Instruction, working with the Academic Senate, Instructional Administrators Council, Dean of Economic and Workforce Development.

Oversight of entrepreneurial programs will be reviewed and modified as needed to improve communication and accountability. Responsibility: Dean of Economic and Workforce Development, working with the Center for Professional Development, Instructional Administrators Council.

4D.7. Institutions offering curricula through electronic delivery systems operate in conformity with the applicable Commission policies and statements on Principles of Good Practice in Distance Education.

DESCRIPTIVE SUMMARY:

Bakersfield College recognizes the value of the *Principles of Good Practice in Distance Education* and distributes copies to faculty involved in distance learning initiatives. Although the College does not currently offer a complete degree through distance education, nevertheless, the College does deliver a variety of courses, to students at-a-distance. As noted previously, these occur via two-way video/audio (2 way interactive); "text one-way" (online); and video one-way (Instructional telecourses).

Curriculum & Instruction

Distance education courses utilize traditional face-to-face faculty office hours, voice-mail, e-mail, faxes, US mail, and chat rooms specific to the online course to provide appropriate real-time or delayed interaction between faculty and students, and among students.

The Director of Instructional Technology provides oversight for electronically offered courses. When distance education course proposals are planned, the director meets with faculty in order to discuss course development and delivery.

Institutional Context & Commitment

The distance education program contributes to achieving the College’s mission and institutional goals. Specifically, the program meets the needs of many students for courses free of time and geographic constraints. The community at large benefits by the ability to view educational programming in their homes.
Faculty Support

Bakersfield College provides support to faculty teaching distance education courses in a number of ways.

1. The Director of Instructional Technology provides direction and support in course development and delivery.
2. The Director of Instructional Technology provides faculty support through information meetings and e-mails throughout the school year.
3. The Distance Learning Office staff and the academic department offering the course provide clerical support.
4. The Instructional Services staff provides support services as related to the use of the campus server.
5. The College provides numerous opportunities for both in-house and off-campus training for faculty; each summer the director of instructional technology provides a faculty training workshop for faculty irregardless of the mode of course delivery.

Training is provided both in group-settings and on an individual basis.

Learning and student services resources

Bakersfield College provides learning and student services resources to distance education students. In addition to course chat rooms, students can access admissions and registration, counseling and advising, textbook purchases, and library resources. These services are comparable to those available to on-campus students.

SELF EVALUATION:

Overall, the distance learning program is very effective. The variety of modalities employed and courses offered address a wide range of student needs. Its considerable growth in numbers of students and sections offered over the last decade is a measure of its success. Student surveys over the past several years reflect a high degree of satisfaction with the program (Doc.4.7) However, the fact that no complete programs are offered through distance education limits the potential of this delivery system to meet local educational needs.

In spite of its growth, further qualitative and quantitative improvements are limited by a lack of resources. These limitations include personnel, equipment, and facilities, including the rapid aging of current technical resources.

Some faculty members have expressed a concern that some students lack the technical skill requisite for success in an online course. This concern is under review with the hope of identifying a practical method to provide students with the background, knowledge, and technical skills needed to undertake, and succeed in an online course.

The distance learning program has implemented a comprehensive process of evaluating its educational effectiveness. Studies addressing student retention, satisfaction, and achievement have been compiled for a number of years and are available in the Distance Education Office.

PLANNING AGENDA:

The following actions will be taken over the next three years in order to address issues identified above.

 знает A plan to address growth of the distance learning program will be developed and implemented.

 знает A budget plan, which will allow for the required growth in distance learning services will be developed and implemented.

 знает High demand associate degree and/or certificate programs will be identified and offered completely through distance learning.

Responsibility: Vice President for Instruction, Instructional Administrators Council, Director of Instructional Technology.

D8. Institutions offering curricula in foreign locations to students other than US. nationals operate in conformity with the applicable Commission policies and guidelines.
DESCRIPTIVE SUMMARY:

The College does not conduct any programs applicable to this standard.

DOCUMENT KEY

4.1 - Bakersfield College Catalog
4.2 - Schedule of Classes, fall 1999, spring 2000, summer 2000
4.3 - California Community Colleges Selected Statistics Report, BC fall 1999
4.4 - Student Satisfaction Survey, spring 2000
4.5 - Curriculum Guide
4.6 - KCCD Board policy - re evaluation and awarding of credits
4.7 - Distance Education report, spring 1999

Standard Four Subcommittee

Robert Allison administration
Wilhelmina Anthony faculty
Moya Arthur faculty (chair)
Patti Coffman administration
David Rosales administration
Janet Tarjan faculty
Pat Thompson faculty
Lynne Hall administration
The institution recruits and admits students appropriate to its programs. It identifies and serves the diverse needs of its students with educational programs and learning support services, and it fosters a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, and success.

5.1 The institution publishes admissions policies consistent with its mission and appropriate to its programs and follows practices that are consistent with those policies.

DESCRIPTIVE SUMMARY:

The admissions policies of Bakersfield College are published in the Class Schedule, College Catalog, and on the College web-site (www.bc.cc.ca.us) (Doc.5.1, Doc.5.2).

Programs offered by the Allied Health Division, Employment Readiness Academies, and Public Safety Program have more extensive enrollment requirements and procedures. These are fully described in the College Catalog, Class Schedule, and in departmental brochures.

Bakersfield College, like all California Community Colleges, is an open enrollment institution. Prospective students are eligible for admission if they are a high school graduate, possess a Certificate of Proficiency, or if they are 18 years or older and their previous training or experience indicates that they will profit from the offerings of the College.

SELF EVALUATION:

Bakersfield College clearly articulates its admission policies in the publications noted above. The admission policies are consistent with the mission of the College. Multipoint access to the College is provided through telephone registration and a variety of off-campus registration sites.

The College has received no complaints from students concerning admission policies and practices in general or for specific programs. The Student Satisfaction survey (Doc.5.3) indicated that 80% of the students surveyed were satisfied with the general admission procedures. Self-study members also contacted other departments including Admissions & Records, Supportive Services, Allied Health, Cal Works, Outreach, and EOP&S. They identified a need to provide enrollment information in other languages and alternative formats.

PLANNING AGENDA:

The College will analyze the specific languages and formats that should be utilized to provide admissions information to prospective students and their families. Based on that work, alternative formats and languages will be utilized in providing information regarding admissions policies.

5.2 The institution provides to all prospective and currently enrolled students current and accurate information about its programs, admissions policies and graduation requirements, social and academic policies, refund policies, student conduct standards, and complaint and grievance procedures.

DESCRIPTIVE SUMMARY:

Information concerning policies, procedures, requirements and standards is provided to students and prospective students in a variety of media. The College Catalog is published yearly. In addition, the College publishes and makes available, Schedules of Classes, and a free student handbook, The Reneguide (Doc. 5.4). An Orientation Guide (Doc.5.5) is provided to each student who participates in the College orientation.
In addition, the information contained in these publications is included on the College web-site. The College Outreach Coordinator provides current enrollment and program information to local high schools and other agencies.

SELF EVALUATION:

A review of the College’s publications shows that it does provide all prospective and currently enrolled students information about its programs, admissions policies and graduation requirements, social and academic policies, refund policies, student conduct standards, and complaint and grievance procedures.

The utilization of the World Wide Web and e-mail has improved overall communication on-campus. Written publications are updated yearly and the new student orientation video was completed and is updated every three years.

However, some results of this self-study suggest that the information provided to students is not always accurate. There is concern that updated information is not disseminated to College staff in a timely manner. Other feedback indicates that there is a lot of information on the College web-site but the format may have to be simplified.

PLANNING AGENDA:

The College will simplify the format of the web-site in order to facilitate its use. The Public Information Office will continue its efforts regarding timely distribution of updated information.

5.3 The institution identifies the educational support needs of its student population and provides appropriate services and programs to address those needs.

DESCRIPTIVE SUMMARY:

Bakersfield College attempts to meet the educational support needs of its students with an extensive system of student recruitment, development and retention activities. These activities occur in Student Services departments, academic divisions and numerous other areas on campus. Staff members are trained to assist students. Among the departments or divisions providing these activities are: fourteen academic divisions, the Office of Admissions and Records, Assessment Center, Associated Students, Basic Skills Computer Lab, Bookstore, Business Services, Chicano Cultural and Martin Luther King, Jr. Centers, Outreach, Student newspaper, Student Activities, Supportive Services, Health Center, International Student Services, Job Placement Center, Learning Center, Library, Cooperative Education/Work Experience, Athletics, America Corps/America Reads, Counseling/Career/Transfer Services, tutoring services, and WorkAbility III.

Also of significant importance are EOP&S with peer mentoring, Cooperative Agencies and Resources for Education (CARE) which provides funds for child care for TANF clients, and the College Readiness Program.

Several College-wide plans exist to insure that the diverse needs of students are met. The Matriculation Plan, which includes components such as admissions, orientation, assessment, counseling/advising, student follow-up, research and evaluation, is reviewed and revised biannually by the Matriculation Committee. Subcommittees of this committee include the English/ESL Task Group, Math Task Force, Assessment Revalidation Group, Enrollment Services Task Force, and Off Campus Courses Task Group. Other plans designed to meet student needs include the Student Equity Plan, College Master Plan, and the College Strategic Plan.

The need for specific educational support services are identified during the basic skills assessment process and through the programs previously listed in the description. Such services include help with academic accommodations for students with disabilities, second language acquisition, economic deprivation, or inadequate academic preparation. These programs are staffed with professional staff trained to assist students with their individual needs.
These programs meet regularly as a council with the Vice President of Student Services and Dean of Student Services to facilitate communication and to address issues and concerns.

Study Skill Companion courses to transfer courses were developed and have resulted in increased student success.

**SELF EVALUATION:**

Since the last accreditation, the College’s student population has increased from 13,535 to 15,161. The Student Services staffing has increased by six. Although the campus is identifying educational support needs, it is unable to meet all the needs due to limited staff, space and resources. This information is based on information derived from a list of questions asked to the Student Services Division.

Sixty-five percent of the students surveyed were satisfied with the consideration of needs and interests put forth by the College for students with disabilities. Fifty-two percent of the students surveyed were satisfied with the value of information provided by Counselors (Doc. 5.3).

Unfortunately, because of a high student to counselor ratio students often must wait three to four weeks for a counselor appointment. More space, tutors, and a tutor trainer are needed in the Tutoring Center.

Surveys administered to Counseling, EOP&S, DSP&S, Cooperative Education, the Academic Development Division, and the Cultural Centers identified that more companion courses in transfer and other classes need to be offered on campus. The need to perform periodic assessments of student needs and concerns was also identified during this Self-Study.

**PLANNING AGENDA:**

Student Services will continue to provide the educational support needs of students via programs and centers that address special needs populations. Through the refinement of student outcome reports, the College will continue to evaluate student needs using a more comprehensive method. The Dean of Students will oversee the implementation of two student management computer systems (SARS Grid and SmartCard) designed to assist the college with tracking services to students which will ultimately identify individual department needs within Student Services.

**5.4 The institution involves students, as appropriate, in planning and evaluating student support and development services.**

**DESCRIPTIVE SUMMARY:**

Bakersfield College operates under a shared governance model. Therefore, the College routinely involves students in campus-wide committees which include Academic Senate, ISIT, Student Complaint, Accreditation, Multiple Steering Committees, Curriculum, Shared Governance, Staff Diversity, Classified Senate, and several District committees. These committees are advisory in nature and provide valuable input regarding decisions involving campus operations.

Screening committees, to fill permanent positions that work directly with students, include students as committee members. Many of the student representatives who serve on College committees are members of student government.

**SELF EVALUATION:**

The general view of the students who were interviewed by the subcommittee for this Standard is that the College promotes the inclusion of students and that including students is an important aspect of shared governance. Only 43% of the students surveyed were satisfied with the level of student input put forth in College policies. Staff and students felt incentives should be given to students for participating in student government and activities. Instructors could facilitate this process by offering extra credit incentives.

In most cases, students serving on committees feel included and encouraged to participate. Generally, students are less informed about subjects discussed on committees and some reported feeling
intimidated. Unfortunately the attendance of students at meetings is often inconsistent due to their work and personal schedules. Students are welcome to address committees as needed.

Several staff members interviewed believe that student surveys and feedback are the only involvement needed from students. However, they were open to the possibility of further including students to improve services.

PLANNING AGENDA:

The Director of Student Activities will work with Student Government to ensure that students are represented on appropriate committees. The Associated Student Body Office will work with committees such as Matriculation and Curriculum to consider two student representatives per committee. This team approach will provide students with peer support and encourage them to participate more freely.

Several of the departments interviewed said they would explore ways to include students in the planning and evaluating process.

5.5  Admissions and assessment instruments and placement practices are designed to minimize test and other bias and are regularly evaluated to assure effectiveness.

DESCRIPTIVE SUMMARY:

Bakersfield College uses a variety of methods to determine placement in reading, writing, and math. These include: ACT’s ASSET, a locally managed writing sample that is combined with the reading and writing scores from ACT’s ASSET, SAT Scores, and the Secondary Level English Proficiency Test (SLEP) for students where English is their second language. The assessment instruments are approved by the State Chancellor’s Office. Multiple measures such as high school grades, counselor, and instructor recommendation are also used to determine placement. Assessment instrument validation studies are conducted consistent with state guidelines. The College Matriculation plan requires evaluation of placement practices biannually. Students with disabilities are provided accommodations during the placement process.

SELF EVALUATION:

In the past two years the College has submitted re-validation research to the State Chancellor’s Office for each of the instruments used for assessment. The locally managed writing sample noted above was re-approved through June 2005. The re-validation package includes documentation on content and criterion referenced validity, test bias, standard errors of measurement, disproportionate impact and consequential validity. The College is effective in these efforts. Follow-up of these efforts show that 97.25% of the students were satisfied with their initial placement. The instructors rated the appropriateness of student placements at 96.25%. (Doc.5.7)

A locally managed writing sample for determining ESL placement was similarly approved through June 2005. Student participants in the consequential validity study rated their satisfaction with placement at 96.5% and faculty members rated theirs as 89.8%.

Similar information was collected and submitted to re-validate the use of ASSET for placement into reading and math classes. That consequential validity study documented a student satisfaction rate of 97.25% and a faculty rate of 96.2% for writing skills placement; a student rate of 92.54% and a faculty rate of 91.3% for reading placement; and a student rate of 97.2% and a faculty rate of 81.3% for math. The math faculty at the College has indicated a strong preference for Compass over the ASSET instrument.

The College also submitted data to support approval of the SLEP from ETS to use as a locally managed instrument for the placement of students into ESL classes. The consequential validity result for students in ESL classes was 97.9% satisfaction and for instructors was 75.4%.
In addition to the results of the approved assessment instruments, the College allows counselors to raise a student’s placement by one level when there is documentation that the student is capable of higher level work. There is also a more extensive process for placing students at higher level writing courses. Counselors may raise the placement by one course level if the student meets certain criteria such as a high school cumulative GPA of 3.0 or higher, assessment results from other Colleges such as the University of California Subject A scores, or specific scores on national exams. The English matriculation coordinator meets with students with special circumstances to determine if their placement should be altered.

PLANNING AGENDA:

The Matriculation committee hopes to obtain testing space and computers to utilize Compass for reading and math placement. The College plans to submit a validation packet for Compass to the State Chancellor’s Office in the 2001-02 academic year.

5.6 The institution provides appropriate, comprehensive, reliable, and accessible services to its students regardless of service location or delivery method.

DESCRIPTIVE SUMMARY:

Bakersfield College offers student services on the main campus, at the Delano Center, community sites, through cablevision, and on-line. The Delano Center offers services for day and evening students. Although a part-time Counselor is on staff at the Delano Center, limited services are offered at the community sites by the Student Services departments each term. These sites are located in Tehachapi, Arvin, downtown Bakersfield, the southwest part of town, and the northwest area of the city. Bakersfield College provides services to daytime and evening students on the main campus.

SELF EVALUATION:

A need to increase all Student Services programs throughout the semester at community campuses was identified and is being addressed. Services for students with disabilities are currently being addressed at the community campuses and physical access for students with disabilities needs to be addressed. In addition, EOP&S, Financial Aid, and Cooperative Education are addressing the need to have staff available to address the needs of the Delano Center. General Counseling and Enrollment Services are currently available at the Delano Center.

PLANNING AGENDA:

The College will increase on-site and on-line services at the community campuses. Supportive Services will provide a Counselor and a Learning Disability Specialist each month at the Delano Center in an effort to ensure students with disabilities are receiving eligible academic accommodations.

A needs assessment identifying physical access concerns for students with disabilities at the community campuses will be developed and implemented and will include a plan to increase accessibility.

5.7 The institution in keeping with its mission, creates and maintains a campus climate which serves and supports its diverse student population.

DESCRIPTIVE SUMMARY:

Bakersfield College is committed to providing services and activities to its diverse population. This diverse population of students is represented by:

?? 31.5% Hispanic,
?? 6.9% African American,
?? 2.8% Asian,
?? 1.9% Filipino,
?? 1.9% Native American
?? 50.2% Caucasian

Twenty-eight percent of the students are under 19 years old with 26% between 20 and 24 years old (Doc.5.8).
To address the diversity of its student body, the College offers a variety of services and activities.

A variety of services are available to students who are economically disadvantaged, disabled, or have limited English proficiency skills. These individuals are served through EOPS, DSP&S, and the International Students programs. In addition, the Chicano Cultural Center and the Martin Luther King Jr. Center help to support the diverse student body. The Martin Luther Kind Jr. Center provides an annual youth leadership conference as well as a variety of cultural activities. The Chicano Cultural Center provide cultural activities, such as Mariachi Night, plays, Cinco D Mayo activities, as well as the Chicano Commencement Celebration. The Student Equity Plan is designed to ensure that the needs of diverse student groups are met.

**SELF EVALUATION:**

Although there is a Student Equity Committee that met in the past on a regular basis, the Student Equity Plan has not been updated since 1994.

**PLANNING AGENDA:**

The Dean of Students will reactivate a committee to review, update, and make revisions to the Student Equity Plan.

5.8 The institution supports a co-curricular environment that fosters intellectual, ethical, and personal development for all of its students and encourages personal and civic responsibility.

**DESCRIPTIVE SUMMARY:**

The Student Activities Office and the Associated Student Body (ASB) foster student development through clubs, health services and community service. Other programs that contribute to student intellectual, ethical, and personal development include the arts, music, theater, forensics, athletics, newspaper, leadership development, cooperative education, internships and the Americorps/America Reads program. In an effort to foster intellectual, ethical, and personal development for all of its students, the institution supports various efforts, i.e., the Eclectia literary magazine, the student handbook, an orientation guide, cultural and student leadership activities, as well as forensics, fine arts, music, theater and athletics. In addition, during the 1998-99 term, Bakersfield College employed 669 students under the District College Work-Study, funded employment and (or) Federal College Work-Study (CWS) programs.

The College has an activity area adjacent to the Campus Center, which is available for use by students to promote club activities, or for any activity sponsored by students. There are currently 12 active clubs on campus. All clubs have faculty and staff advisors who guide and assist the club members in designing activities.

**SELF EVALUATION:**

Information derived from a list of questions asked to the Student Services Division, faculty and students, indicates that there is not a clear or full awareness of the College’s co-curricular programs and activities. Staff feels that there is a need for recognition of all co-curricular activities. The reinstatement of the “campus hour” would be one way to offer a specified time where no classes are scheduled. This would give an opportunity for students, faculty and staff to meet at the same time and would facilitate campus wide communication of co-curricular activities.

**PLANNING AGENDA:**

The Director of Student Activities in conjunction with the Associated Student Body, will develop and implement a comprehensive public relations plan to enhance overall communication to the campus and community regarding co-curricular programs and activities.

5.9 Student records are maintained permanently, securely, and confidentially, with provision for secure backup of all files. Regardless of the form in which those files are maintained.
DESCRIPTIVE SUMMARY:
Bakersfield College acknowledges the need to be vigilant in protecting student records. Student records are maintained in a variety of formats depending on the dates of student attendance at the College. The oldest records are kept in paper form in fire safe files or a concrete vault in the Office of Admissions and Records. Most of those records were microfilmed with one film stored in the Office of Admissions and Records and the other stored at the District office. Since fall 1987, all student records are kept in electronic files with back up copies stored off site. The Kern Community College District Information Technology Security Plan details the procedures for disaster recovery and for backing up sensitive data.

With the implementation of Banner Web in 1999, students have access on-line to their own academic records. Several steps have been taken to insure the security of these records. Students are required to change their PIN number when they first access their records via telephone or the web.

Students have the option of allowing directory information to be disclosed or not when they complete their admission form and to confirm or alter that decision each semester when they complete their update. College policy allows the Director of Enrollment Services to approve requests for directory listings from educational institutions, government agencies and the media upon written request. Other information on individual students is only released externally with written authorization from the student.

SELF EVALUATION:
The College effectively maintains this standard.

Access to paper or microfilmed student records is controlled by limited entry into the Admissions & Records Office. Access to electronic records is controlled by a system of query and maintenance access to various forms in the Banner Student Records system. All appropriate College staff members have query access to most student forms, however access to Supportive Services student records and those of EOP&S students are limited to staff members in those departments respectively. Prior to obtaining this access, staff members participate in training and/or sign agreements to abide by College Family Education Rights and Privacy Act policies. More than 700 staff members were trained or have signed the agreement since 1997.

PLANNING AGENDA:
The District plans to implement imaging technology that will allow for the back up of paper records.

5.10 The institution systematically evaluates the appropriateness, adequacy, and effectiveness of its student services and uses the results of the evaluation as a basis for improvement.

DESCRIPTIVE SUMMARY:
All Student Services programs undergo a program review to evaluate their effectiveness every four years through the Budget and Program Review Committee. This process is described in detail in Standard 4. Annually Student Services prepares a program plan, which includes goals, objectives and a year-end-report. In addition, some Student Services programs evaluate program effectiveness through student surveys. In addition, EOP&S and Supportive Services submit annual year-end reports to the State Chancellor’s Office and undergo a review every four or five years.

SELF EVALUATION:
The various forms of evaluation (i.e. Budget & Program Review and end-of-year reports) adequately provide appropriate feedback within Student Services in order to determine effectiveness of programs. Several programs have additional mandated state reports, which are due annually.

PLANNING AGENDA:
The Dean of Students will implement a Student Satisfaction Plan, which will include
an annual Student Satisfaction Survey. All Student Services programs will be required to use the results of the survey to address future planning.

DOCUMENT KEY

Doc. 5.1- Schedule of Classes
Doc. 5.2- Bakersfield College Catalog
Doc. 5.3- Student Satisfaction Survey, spring 2000
Doc. 5.4- Reneguide
Doc. 5.5- Orientation Guide
Doc. 5.6- Staff Survey, 2000
Doc. 5.7- Data on Student Satisfaction with Placement
Doc. 5.8- Student Demographics (same as in Stand. 4)

Standard Five Subcommittee

Tim Bohan    faculty (chair)
Denise Crawford    classified staff
Vera Diaz    faculty
Lou Farmakis    administration
Rebecca Head    faculty
Emily Hurlbert    faculty
Jill Thompson    classified staff
Sue Vaughn    administration
Florence Zieman    classified staff
Abel Nunez    administration
STANDARD SIX: INFORMATION AND LEARNING RESOURCES

Information and learning resources and services are sufficient in quality, depth, diversity, and currentness to support the institution’s intellectual and cultural activities and programs in whatever format and wherever they are offered. The institution provides training so that information and learning resources may be used effectively and efficiently.

6.1 Information and learning resources, and any equipment needed to access the holdings of libraries, media centers, computer centers, databases and other repositories are sufficient to support the courses, programs, and degrees wherever offered.

DESCRIPTIVE SUMMARY:

The library has 69,000 volumes, 265 periodical subscriptions, three online periodical databases, three CD-ROM databases, 23 computers providing access to the library catalog, the Internet, and online periodical databases, four stand-alone InfoTrac stations, three microform printer/readers, and 4 copy machines. The library has also implemented the Horizon automated library system from Ameritech Library Services to offer public access to the catalog and to manage circulation, acquisitions, cataloging, and serials control. The entire database is in a Z39.50-compliant USMARC format. Media Services, housed in the library, oversees broadcast of ITV classes, the interactive television classroom, a production studio, and post-production facilities. Audio-Visual (also housed in the library) holds many video and audio series specifically for use with classes. In addition, they rent films as requested by faculty and provide audio-visual equipment for the main campus and campus centers. They also have available two multimedia carts for instructor checkout.

Bakersfield College has a 178 station Computer Commons in the Library’s Community Technology Center, with approximately 160 working computers at any one time. There are 16 other instructional computer labs located throughout the campus and at the Delano Center. There are six multimedia equipped lecture halls, with plans to expand further. A full array of software is provided on all lab computers to support the classes being given at the time. Presentation software is also available to facilitate classroom presentations. Printers are available for student use in all labs as well. There is no current plan for upgrading or replacing existing equipment.

Nearly all full-time faculty and staff members have a computer in their office. Campus computers are fully networked with all users having access to e-mail, campus Intranet, the Internet, and the District wide area network, including access to BANNER, the District MIS system. The Information Services department, consisting of a Director and a staff of seven, including a Webmaster supports this campus technology.

The full-time Webmaster is dedicated to the development and support of Bakersfield College’s presence on the Internet as well as the College’s new Intranet. Several legacy systems have been transferred from the mainframe to a Web environment for ease of access. The web is becoming the medium of choice for the distribution of new computer applications.

A High Tech lab is available for students with all disabilities in the Learning Center. There are also four specially equipped stations in the Commons for these students.

A new software system, PLATO, is installed in the Learning Center to provide students with the ability to reshape their basic learning skills so that they may better succeed in their regular studies.

SELF EVALUATION:

According to standards developed by the American Library Association, a community
College with the FTES count of Bakersfield College should have a minimum collection of 110,000 volumes and a minimum of 1,000 active periodical subscriptions (Doc.6.1). The library is at 62% of the volume standard and at 25% of the active subscription standard. Not only is the library significantly below the ALA standards, but it is also below California community Colleges with similar FTES (Doc.6.2). College librarians hear complaints from both faculty and students that the library collection lacks a sufficient number of recently published monographs and that the library doesn’t subscribe to certain core serial titles. The College needs to develop a standard that brings the library’s collection up to at least the average community college collection’s size.

The library does, however, offer full-text electronic access to many serial titles via InfoTrac Web and ProQuest Direct. This service is available to current library users (students, staff, faculty and community members holding cards) both on and off campus. There are enough computers available within the library to provide access to the catalog and to other online resources. With the exception of brief peak periods during the school week, there are usually computer stations available for all library users.

It appears that there are adequate numbers of stations in the Computer Commons, though there is sometimes a brief wait during peak morning times. There are adequate numbers of computer labs for instruction, though most labs often require two students to a computer.

There are adequate media development facilities and tools available on campus. However, as more staff becomes trained in the development and use of technology and instruction, there is an increasing need for the equipment required enabling instructors and staff to utilize those materials in the classroom. While being addressed slowly, usually through grants or special funding, this is currently the biggest impediment to implementation. The lack of general fund budgeting for these type of expenses, as well as for upgrades and replacement of existing equipment, makes it difficult for the institution to effectively plan for and implement technological innovations in the instructional process.

While much has been done in recent years to increase the amount of technology available and used at all levels of the institution, there is a danger of not providing enough technical support and consistent institutional funding in order to benefit fully from the technology. The computers in the labs, including the Commons, were mostly all installed four years ago and are in danger of no longer providing adequate capabilities required by current instructional programs. This is already posing a problem in the installation of new software. Unless these computers are upgraded, the College will be unable to convert to Office 2000 in the fall of 2000, preventing instructors from teaching the most current version of applications demanded by students and the community. The College is also not positioned for Windows 2000 when it becomes available.

**PLANNING AGENDA:**

?? Since the College has neither subscribed to the ALA standards nor has it developed a standard of its own, the Library Advisory committee will research the needs of the institution, create a standard that meets those needs, and submit it to appropriate College bodies for adoption.

?? The Library Advisory committee will develop a justification for increased funding for both books and periodicals to be submitted to the Budget and Program Review committee for prioritization in the budgeting process by February 1, 2001.

?? The College will increase the number of media-equipped classroom/lecture halls by 30 and upgrade 15 more over the next five years. In addition, provide 10 additional portable multimedia carts with cable drops provided in all classrooms.
over the next five years. (Cable drops to
be completed by December, 2000.)

?? The ISIT committee will develop a
Computer Replacement Policy that
replaces all computers in a maximum
five-year cycle and develop procedures for
determining the order in which computers
are replaced by June 1, 2000. The cost
estimates will be sent to the Director of
Business Services to be included in the
budget development process.

6.2 Appropriate educational
equipment and materials are
selected, acquired, organized,
and maintained to help fulfill the
institution’s purposes and support
the educational program.
Institutional policies and
procedures ensure faculty
involvement.

DESCRIPTIVE SUMMARY:

Resource requests go through the
department/division structure. Individual
departments make most purchases of
educational equipment and materials from
departmental budgets or from grants or
categorical funds. There is little unified
planning. Periodic funding comes from state
equipment block grants and is distributed
after recommendations from the Budget and
Program Review committee.

The library’s primary mission is to support the
College curriculum. Consequently, the library
has representation on the campus Curriculum
Committee to ensure collection support for all
courses. Faculty is encouraged to make
recommendations for purchase and are called
upon occasionally to evaluate collections in
their subject areas.

Audio-visual materials are also selected with
input from faculty and staff. Most of these
materials are housed in the Media Services
area of the Library and Technology Center.
Most departments have large collections of
materials housed in their own areas.

Standards for computer purchases are
established at the District level by the
District-Wide Information Technology
Committee (DWITC), with faculty and
administrative representatives from each of
the three campuses and the District office.
The campus Information Systems and
Instructional Technology (ISIT) committee,
which is comprised of faculty and staff
members, approves campus computer
purchases. The ISIT committee also sets
policies for the use of computer technology
on campus. Budget limitations prevent the
College from being in full compliance with
District standards.

SELF EVALUATION:

The library needs to develop a formal
collection development policy. Nearly all
requests made by faculty members are
processed for purchase, and librarians make
purchase requests based on perceived
needs. This system for material selection
can lead to imbalances in the collection.
Subject areas in which there is heavy faculty
involvement in collection development tend to
be strong, while other equally important areas
lacking faculty participation are sometimes
wanting.

Though faculty is sometimes called upon to
weed sections in their areas of subject
specialty, and librarians often withdraw
outdated materials, there is no methodical
approach to weeding the collection. This
hesitation on the part of librarians is due to
the fact that the current book budget is
inadequate to replace the many outdated
titles that would certainly be withdrawn in
other circumstances.

Attempts have been made in the past to
develop a faculty/librarian liaison in which
librarians were assigned to particular divisions
to disseminate information and process
requests. Unfortunately, the program does
not function as desired, in part because there
are too few librarians on staff to make the
program effective.
The Library Advisory Committee, a standing campus committee consisting primarily of librarians, has not met in over two years. It should be revived as an active part of the campus community with changes in the mission and membership structure. Since it should be truly advisory in nature, it should consist primarily of teaching faculty from various disciplines, with librarians serving on the committee as resources. This model should be instruction-driven with teaching faculty providing input to the librarians.

While some faculty and staff have input into the composition of the Audio-Visual collection, there is a need for increased communication with faculty and staff regarding this process. In addition, much of the collection is aging and resources should be identified to update and expand the holdings as well as to transfer valuable older materials to current formats.

District-wide and campus information technology committees are working to update and keep in place standards and procedures to assure compatibility and ongoing performance of the network and computer operating systems. The Information Services department has also initiated a series of meetings with various departments to determine their needs and suggestions.

PLANNING AGENDA:

?? The Academic Senate and the College President will revive and restructure the Library Advisory committee by November 15, 2000.

?? The Library Advisory committee will develop a formal collection development policy by June 1, 2001.

?? The Library Advisory committee will develop a faculty-librarian liaison program that will assist in a methodical approach to building and weeding the collection by June 1, 2001.

?? The Director of Information Technology will request and lobby for additional resources to update and expand media holding beginning with the 2000-2001 fiscal year.

?? Information Services will continue meeting with individual departments regarding their needs and suggestions.

6.3 Information and learning resources are readily accessible to students, faculty, and administrators.

DESCRIPTIVE SUMMARY:

The library serves students, faculty, staff, administrators, and community members. Community members and high school students are allowed limited borrowing privileges with the purchase of a library card. High school students must also obtain the co-signature of their high school librarian and their parent/guardian. The library is open approximately 70 hours per week, including Saturdays and Sundays. The library is also open during summer term.

The library’s catalog is available in-house through an online catalog. A web version of the catalog is also available over the Internet. The online catalog provides current circulation status for all items, as well as holdings data for the library's periodical subscriptions. At present two full-text periodical indexing databases, ProQuest Direct and Infotrac Web are also available both within the library and remotely to currently registered students and library users.

Audio Visual is currently staffed five days a week for a total of 58 hours making available to faculty and staff equipment and media materials. Listings of available materials are periodically updated and made available in printed form only. In addition, the Faculty Media Development Lab is accessible at any time by asking security personnel for access to the building.
The campus-wide computer network allows faculty, staff, and students to obtain information from inside or outside the campus. The College has a fully functional Intranet to provide a protected environment for the students and employees to share information and develop technical expertise in the use of web-related activities. The College’s link to the Internet is completely seamless. Both the Internet and Intranet are integrated into a Novell network for ease of use.

SELF EVALUATION:

Despite its being open 70 hours per week, one of the most frequent requests heard from library users is that the library be open more hours. Students tend to ask for increased hours on weeknights, and community users would like to see the library open during semester breaks. It is difficult to achieve this with current budget and staffing constraints. In order to offer the best possible reference service to students, it is necessary to have a librarian on duty during all library operating hours. To partially alleviate the problem, the library offers some services via the library homepage on the B.C. web site (Doc.6.3). Remote users can search the catalog, check item availability, check library hours and policies, use links to academically-oriented web sites and other library catalogs, access two full-text periodical databases, and even make suggestions via a “suggestion box” link. Audio-visual materials are not currently catalogued as part of the library collection.

A College Intranet and Web Site are available for faculty and staff to access information and materials from on and off campus. Many committees post minutes and agendas as well as plans and documentation.

Information Services has redesigned the network structure following the reorganization with the District (Doc.6.4) so that it is more responsive; however, the network topology needs to be migrated to a more current technology. The existing Token Ring needs to be replaced with Ethernet. The ATM backbone needs to be replaced with modern switches. The cabling plant also needs to be upgraded. Again, there is no funding plan for upgrading these technologies.

Information Services is actively pursuing making the Banner database available in an easy-to-use format to administrators as well as faculty. Class schedules are on the web and facility scheduling will be available soon. Discussions are currently in progress to make general Banner information available for campus personnel to interactively query subsets of the data for research.

PLANNING AGENDA:

?? The Dean of Learning Resources and Instructional Technology, the Director of the Library, and Vice President of Instruction will adopt a plan to increase staffing in order to increase hours of Library/Commons operations. This plan will be based on a library program review (see section 6.7).

?? The Technical Services Librarian, working with the Audio-Visual department, will include AV materials in the library catalog and an on-line directory of AV materials.

?? Information Services will upgrade the campus networks by replacing the ATM switches, converting remaining Token Ring architecture to industry-standard Ethernet, and replacing older type 1 cabling with category 5 cabling by summer 2001.

?? The Director of Information Services will continue working with the District Information Services staff to develop user-friendly methods of accessing information from Banner tables.

6.4 The institution has professionally qualified staff to provide appropriate support to users of information and learning resources, including training in the effective application of information technology to student learning.
DESCRIPTIVE SUMMARY:

All librarians, both permanent and adjunct, possess a minimum of a Master’s degree in Library Science. Presently there are four full-time librarians on staff. The number of adjunct librarians fluctuates, but tends to range between three and five, staffing the reference desk approximately 25 hours per week. Usually there is a minimum of one librarian on duty while the library is open. Library orientations are available to both students and community members. Librarians taught 323 Internet and library orientations during 1998-99. During the fall 1999 semester, librarians taught three library research courses (English 34) and two introduction to the Internet courses (Computer Studies 73) as overload.

There are five full-time and two part-time support staff in the library. Two are employed in Technical Services, five in Circulation, and one serves as a reference assistant and assistant to the Library Director.

The staff of the Media Services/Audio Visual department consists of a media services manager, media specialist, and two video operations technicians. In addition, numerous student workers provide additional support.

The Faculty Media Development lab is available for faculty and staff use and assistance with instructional technology issues is available from the Director of Instructional Technology. Numerous workshops, including the annual Summer Institute for Instructional Technology, are presented by the Director and other qualified faculty and staff (Doc.6.5).

The members of the Information Services department are experienced and trained to support staff, faculty and students in any computer problems that they may have. Although limited in number, IS staff plan to use technology to leverage their productivity. They not only support the network and all computing hardware and software for the College, they also conduct training for faculty and staff in the areas of new technology. Many faculty and staff also provide workshops for their colleagues through staff development activities.

Student operators are also available at all times in the Commons to assist students who are having problems. In addition, student operators are also available in certain specialized labs such as Graphic Arts, CAD, and Networking labs. Computer studies faculty members provide content assistance to students in the Commons weekdays, Monday through Thursday evenings, and Saturdays. A student operator staffs the High Tech center and more detailed assistance is provided to students by the High Tech coordinator.

SELF EVALUATION:

The ALA standard for a community College with the FTES count of Bakersfield College suggests a minimum of 10 librarians plus a library administrator. Even though the library is at 45% of the ALA standard, it is at the average or better for California community colleges with similar FTES (Doc.6.2). The library director serves as one of the three reference librarians in addition to performing administrative duties. The fourth librarian is involved in technical services and automated system administration with occasional reference duties. In order to provide necessary levels of service and to better match ALA standards, a minimum of one additional full-time librarian position is needed. Due to funding constraints, it has been difficult to hire new librarians. But even one additional librarian would help to minimize reliance on part-time librarians and improve the staff’s ability to provide reference services, collection development, assist faculty, and develop information competency curricula (teaching students to efficiently find and evaluate information using both traditional and electronic media).

Numerous requests from both students and faculty have been received by librarians to develop a library research course taught by librarians, applicable across the curriculum,
and not tied to a particular class. Librarians would also like to dedicate more time to planning for future library needs and to be more involved in the development of information competency requirements for the College. Again, a librarian shortage prevents librarians from being as involved in these activities, as they need to be.

Campus committee responsibilities are demanding. The two tenured librarians are currently serving on six standing campus committees, in addition to numerous ad-hoc committees. It is important that the library be represented on these committees, but service to students is of primary importance. Unfortunately, that service sometimes suffers due to committee responsibilities.

With the increased emphasis on distance learning and media enhanced instruction, the skills of the Media Services department will be increasingly utilized. Participation in courses taught at a distance has increased by 122% in the past five years. Despite these increases in the use of electronically mediated courses, the District is eliminating in June 2000 the position of Broadcast Engineer, a position originally at the campus level, then moved to the District. There will be no one at the campus, nor anyone at the District tasked to broadcast engineering issues.

While the Information Services staff is very capable, they are extremely shorthanded. A recent survey showed that community colleges typically run at 800 students per technician (Doc.6.6). BC has 2500 students per technician. The Gartner Group recommends 50-75 users per technician. BC has 150 staff/faculty per technician. The concern is that while the current staff can support the existing workload in a “reactive” fashion, there is not enough money and time to train them in new technologies or to cope with the ever-increasing demands on their time.

PLANNING AGENDA:

?? The Dean of Learning Resources and Instructional Technology, the Director of the Library, and the Vice President of Instruction will adopt a plan to increase staffing in order to improve media and technical library services. This plan will be based on a library program review (see section 6.7).

?? Library staff will develop curricula addressing information competencies.

?? The College will replace the District Broadcast engineer with a campus Communications Engineer.

?? The Dean of Learning Resources and Instructional Technology will develop a plan for increasing technical support staff.

6.5 The institution provides sufficient and consistent support for the effective maintenance, security, and improvement of its information and learning resources.

DESCRIPTIVE SUMMARY:

From 1995-1998 the library received a much needed and appreciated supplement to the materials budget of $100,000 each year. This was in addition to the regular annual allocation of approximately $75,000. This influx improved the state of the library collection considerably. But for the 1999-2000 fiscal year, the budget for books, periodicals, and online subscriptions reverted to approximately $81,000.

Main entrances to the library and computer commons are monitored by closed circuit video cameras. Security of the library collection is dependent on five security gates at most library exit points. These provide some degree of protection. The collection is inventoried approximately every three years to assess losses.

There is a District provided firewall that protects the campus information systems from outside hackers. Network users must have an ID and password to access campus systems. All computers in instructional
computing labs and the library are protected by either ZEN or Fortres software.

Audio-visual equipment is maintained and repaired on campus whenever possible. If required, equipment is sent out for repair. An annual maintenance contract is purchased for the production studio and distance learning classroom equipment. Maintenance and repair of computer equipment is performed by campus Information Services staff. Bakersfield College experiences very little “downtime” for network or computers. The Information Services staff has been able to keep the systems running, although the advancing age of the computer systems makes this an increasing challenge.

SELF EVALUATION:

The materials budget for the 1999-2000 fiscal year was woefully inadequate (Doc.6.7). Book and serial prices have risen consistently every year: periodicals went up 54% from 1994 to 1998, and books 11% during the same period. In addition, subscriptions to online resources not available in 1994 now have a dramatic impact on budgets that were once used almost exclusively for traditional print resources. At the same time, the demand for traditional print resources has not diminished; circulation rates for books alone have increased by 53% since 1996. It is only through use of state Telecommunications and Technology Infrastructure Program (TTIP) monies that the library is able to provide in-house and remote access to online, full-text journal indexes. This access and service will certainly be jeopardized if TTIP funding becomes unavailable in the future. In addition, monies collected from the students for lost and overdue books are not retained by the College library, but go directly to the District’s general fund.

District/campus budget for replacement of outdated or broken computers is inadequate, nor is there much support for software or hardware upgrades. In the library, state TTIP monies have been the primary funding source for hardware and software upgrades during the past two years. When this funding becomes unavailable, the lack of support will have a dramatic effect on the use of technology within the library.

Though security gates are in place at some library exits, security is still inadequate. Materials continue to disappear or to be vandalized. The elevator in the southeast corner of the library is a security breach because it has no security gate. This allows students to exit the building through the computer commons without passing through a security gate. The keyed elevator is intended to provide access to the second floor for students with disabilities. In addition, the campus Supportive Services Office distributes elevator keys freely and the keys are never accounted for when students no longer need the service.

The three-year interval between library collection inventories is sufficient. Though it requires copious amounts of paper, staff time, and follow-up, past experience has shown that inventorying every three years is sufficient to discover mis-shelved, damaged, and lost books. It is hoped that someday epixtech will develop a module of the library Horizon system that will automate the project.

As the equipment in the production studio and distance learning classroom ages, there is increasing need for equipment maintenance and replacement. This need is not addressed in the current budgeting process.

There are presently no funds or time for IS staff training or researching new technologies. This forces them into a reactive instead of a proactive mode—only immediate problems are addressed with little time or resources available for preventative maintenance or long term planning. This “crisis mode” of operation is already eroding the effectiveness of technology on campus.

The limited campus technology budgets do not allow for the continued replacement of
hardware. The existing computers are unable to run the latest software without an upgrade.

PLANNING AGENDA:

?? Since the College has neither subscribed to the ALA Standard (Doc.6.7) for expenditures per FTE for collection development nor has it developed a standard of its own, the Library Advisory Committee will research the needs of the institution, create a standard that meets those needs, and submit it to appropriate College bodies for adoption.

?? By Fall 2000, Supportive Services will adopt a procedure to account for the return of elevator keys when students have left.

?? By Spring 2001, the elevator security breach in the SE corner of the library will be addressed.

?? A computer replacement schedule will be adopted, funded, and followed (to be completed Fall 2000).

?? Information Services will develop a staffing plan to improve the quality of computer support and will continue to leverage manpower by using technology and standardizing network and computer configurations.

6.6 When the institution relies on other institutions or other sources for information and learning resources to support its educational programs, it documents that formal agreements exist and that such resources and services are adequate, easily accessible, and utilized.

DESCRIPTIVE SUMMARY:

The library maintains an agreement with the California State University Bakersfield Stiern Library, which allows a BC student to borrow materials from the library if he/she pays a user fee and presents an authorization form, signed by a BC librarian. In addition, BC faculty members are allowed borrowing privileges at CSUB with a BC faculty card.

This is the only local institution with which a borrowing agreement exists. The BC library performs a small number of inter-library loans with institutions throughout the country. A temporary agreement exists between the College and the lending institution during the period of the loan.

The College, through the District, participates as a partner in the Kern Educational Telecommunications Consortium (KETC), along with CSUB and the Kern County Superintendent of School's office. Formal memoranda of understanding and joint powers agreements are adopted and maintained (Doc.6.8). Operational procedures have not, however, been formalized.

The College does occasionally enter into contracts with vendors to supply services, data and/or software/hardware. These contracts are explicit about the level of support and service to be provided. Examples are the existing agreements with the suppliers of PLATO for the Learning Center, the Gale Group for online access to InfoTrac Web, Bell and Howell Information and Learning Services for online access to ProQuest Direct and Hoffman Video Systems for maintenance and service of the studio and control room equipment (Doc.6.9).

SELF EVALUATION:

Though it would be preferable to improve the borrowing agreement the library has with the Stiern Library, the College’s nearly constant position as the “borrowing institution” rather than the “lending institution” doesn’t allow much leverage in negotiating agreements. Bakersfield College students are only allowed the minimal level of service and access the librarians at CSUB are willing to offer.

Without formal operational procedures for the Kern Educational Telecommunications Consortium partners, there is much confusion and contention about ownership, maintenance, operations, and repair of the systems.
Ongoing negotiation with Cybermark for the use of their Smartcard is progressing slowly in order to ensure the College is protected. Negotiations include clauses that protect Bakersfield College’s rights.

PLANNING AGENDA:

?? Information Services and Student Services departments will implement Cybermark by Fall 2000.
?? The campus KETC representative, working with other KETC representatives, will develop formal, written operational guidelines and negotiate with the KETC operations committee to implement those guidelines.

6.7 The institution plans for and systematically evaluates the adequacy and effectiveness of its learning and information resources and services and makes appropriate changes as necessary.

DESCRIPTIVE SUMMARY:

During most of the four years since the move into the new Grace Van Dyke Bird Library, the library has been understaffed in terms of full-time, permanent librarians due to turnover and illness. Since the move, circulation has increased nearly 53% (Doc.6.10), yet staffing has essentially remained constant. In response to student need, library hours were extended in 1996 to include Saturday and Sunday hours. Also in response to perceived need, in 1997 librarians began offering “research paper clinics.” These clinics allow a student 30-60 minutes of one-on-one contact with a librarian to assist with research in preparing written assignments. Staff shortages required that these clinics be discontinued during 1999. During summer 2000, librarians submitted a state-mandated Library Technology Plan. This allowed them to evaluate future technology implementation in the library.

The campus follows the District Information Technology Plan and is in the process of developing a campus Information Technology plan as well. With the implementation of the Campus Strategic Plan, more emphasis will be placed on evaluation and accountability. The recent reorganization of Information Services makes them solely responsible for the campus computer network, hardware, and software.

SELF EVALUATION:

For the past three years Bakersfield College librarians have been operating in a reactive rather than a proactive mode. Maintaining reference service and staying abreast of new technologies have been priorities and have taken time from other responsibilities such as collection evaluation, weeding, and library planning. There has been little time for a systematic evaluation of the adequacy and effectiveness of library services, and without self-evaluation it is more difficult to identify areas where improvement is needed. A suggestion box is available in the library and library users take advantage of it to voice complaints and offer constructive criticism. However, there is no formal user evaluation tool in place. Though the library is an integral part of the campus, it has never undergone program review.

Media Services does not currently have a process in place for evaluating its performance. There is also a need for a comprehensive needs analysis in order to assure that the department is better supporting the instructional process.

The recent District-wide reorganization of information technology provides challenges to the new BC Information Services department, as well as opportunities to better serve the College. Work has begun on a Comprehensive Staffing Plan for the Information Services department that addresses the inadequate staffing in the technical arena as well as the developing challenges for them.
PLANNING AGENDA:

?? By Spring 2001, the library staff will develop and administer a Library User Survey to assess the effectiveness of library services and make needed improvements.
?? The Library Director will make a formal request of the Budget and Program Review Committee for the library to undergo program review and evaluation.

?? The media services staff will develop and administer a Media Services User Survey to assess the effectiveness of media services and make needed improvements.
?? By Spring 2001, the Dean of Learning Resources and Instructional Technology, working with the Media Services Coordinator, will conduct a needs assessment survey of media services.
?? The Director of Information Services will develop and administer an Information Services User Survey to assess the effectiveness of information services and make needed improvements.
?? The Director of Information Services will assess staffing and complete a staffing plan and submit the plan to the Budget and Program Review Committee.

DOCUMENT LIST:

Doc. 6.1 ALA Standards for Volume/Collection size
Doc. 6.2 Comparative Community College Library Statistics
Doc. 6.3 Bakersfield College WebPages URL
Doc. 6.4 KCCD Information Technology Plan
Doc. 6.5 Workshops offered through Instructional Technology
Doc. 6.6 HE Campus Computing Project
Doc. 6.7 ALA standards for money for materials
Doc. 6.8 KETC Memoranda of Understanding & Joint Powers Agreement
Doc. 6.9 Contract Agreements
Doc. 6.10 Statistics from Horizon/circulation statistics

Standard Six Subcommittee

Anna Agenjo faculty
Greg Chamberlain faculty (chair)
Carol Cunningham faculty
Claire Larsen administration
Kirk Russell faculty
Nick Strobel faculty
Jim McGee classified staff
STANDARD SEVEN: FACULTY AND STAFF

The institution has sufficient qualified full-time and part-time staff to support its educational programs and services wherever offered and by whatever means delivered. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse social and economic backgrounds by making positive efforts to foster such diversity.

7A. Qualifications and Selection

7A.1 The institution has sufficient faculty and staff who are qualified by appropriate education, training, and experience to support its programs and services.

7A.2 Criteria, qualifications, and procedures for selecting all personnel are clearly stated, public, directly related to institutional objectives, and accurately reflect job responsibilities.

DESCRIPTIVE SUMMARY:

Bakersfield College maintains its commitment to excellence in instruction and support services through a highly prepared and experienced faculty, staff and administration. The employee categories and diversity are reported in Table 7A.1 that follows. The report shows a total of 825 employees in 1999. These figures represent actual employee counts, not authorized positions.

Table 7A.1

<table>
<thead>
<tr>
<th>Adjunct Faculty</th>
<th>Contract Faculty</th>
<th>Confidential Management</th>
<th>Classified Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td>249</td>
<td>220</td>
<td>24</td>
</tr>
<tr>
<td><strong>Female</strong></td>
<td>99 (39.8%)</td>
<td>119 (54%)</td>
<td>11 (45.8%)</td>
</tr>
<tr>
<td><strong>Male</strong></td>
<td>150 (60.2%)</td>
<td>101 (46%)</td>
<td>13 (54.2%)</td>
</tr>
<tr>
<td><strong>American Indian/Alaskan Native</strong></td>
<td>8 (3.2%)</td>
<td>2 (1%)</td>
<td>0</td>
</tr>
<tr>
<td><strong>Asian</strong></td>
<td>4 (1.6%)</td>
<td>6 (2.9%)</td>
<td>0</td>
</tr>
<tr>
<td><strong>African American</strong></td>
<td>8 (3.2%)</td>
<td>14 (6.8%)</td>
<td>0</td>
</tr>
<tr>
<td><strong>Filipino</strong></td>
<td>2 (.8%)</td>
<td>0</td>
<td>1 (4.2%)</td>
</tr>
<tr>
<td><strong>Hispanic</strong></td>
<td>17 (6.8%)</td>
<td>26 (12.7%)</td>
<td>4 (16.7%)</td>
</tr>
<tr>
<td><strong>Other Non-White</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Pacific Islander</strong></td>
<td>0</td>
<td>1 (.5%)</td>
<td>0</td>
</tr>
<tr>
<td><strong>White</strong></td>
<td>195 (78.3%)</td>
<td>165 (73.2%)</td>
<td>18 (75%)</td>
</tr>
<tr>
<td><strong>Unknown</strong></td>
<td>15 (6%)</td>
<td>6 (2.9%)</td>
<td>1 (4.2%)</td>
</tr>
</tbody>
</table>
Bakersfield College maintains hiring manuals that clearly outline the procedures for selecting faculty, classified staff and management personnel (Doc. 7.1, 7.2, 7.3). There are separate procedures for full-time and adjunct faculty.

The College has revised the format of its job announcements, and in doing so has added statements about the College vision, mission and diversity objectives (Doc. 7.4).

**Full-time Faculty**

The faculty members at Bakersfield College are qualified to teach in their subject areas. Faculty members assigned to Student Services are qualified to perform the requisite service in student service areas. This occurs through adherence to the policies regarding credentials, minimum qualifications or the equivalency procedure. The criteria, policies, and procedures for hiring full-time faculty are prepared and distributed by the Human Resources Office. All positions follow the same process of recruitment and advertising, initial screening of written applications, personal interviews with the Screening committee, reference checks, and final selection. Issues of diversity are included in the training of the members of each screening committee for faculty positions.

Faculty positions are advertised in a variety of publications including, but not limited to, The Bakersfield Californian, Fresno Bee, Sacramento Bee, San Jose Mercury News and Chronicle of Higher Education. Trade publications identified by individual departments may be used for specific disciplines. Positions are also listed on the web sites of the Chronicle of Higher Education, California Community College Registry and Bakersfield College.

**Adjunct Faculty**

Adjunct faculty members are qualified to teach in their subject areas or qualified to perform requisite service in student service areas through credentials and/or minimum qualifications.

The Human Resources Office (HR) accepts inquiries regarding adjunct faculty positions year round for all disciplines. All inquiries are forwarded to the appropriate department/division. When an opening is identified the department/division chair interviews prospective candidates. The HR Office then verifies each candidate’s qualifications and/or experience.

The availability of qualified adjunct faculty is decreasing and is particularly apparent in certain fields such as mathematics, computer science, modern languages and ESL. To increase the pool of adjunct faculty, HR periodically advertises in a variety of resources.

The College has a written set of procedures for recruitment and selection of classified personnel. The College, in its hiring practices, always attempts to implement the staff diversity/affirmative action policy (Doc. 7.5).

All classified employees are hired based on a set of measurable qualifications established through a job analysis that identifies the specific knowledge, skills, and abilities required to perform the duties of that position. These qualifications are defined in the job description.

Classified position announcements are generally advertised in the Bakersfield Californian as well as posted on campus and in community locations. Position announcements are mailed to all local schools and e-mailed to all district employees. These distribution techniques have consistently recruited large, diverse, talented applicant pools.

**Confidential Management**

The College has a written set of procedures for the recruitment and selection of management personnel. Candidates for management positions must meet the minimum qualifications for the position. This normally includes an advanced degree, teaching or administrative experience, community college experience, and various managerial and leadership skills. The screening process is rigorous and includes faculty, students and
administration. In many instances, screening committee members makes on-site visitations. The President recommends to the Board of Trustees for the Kern Community College District (KCCD) and they appoint the administrator.

In fall 1999 the College President was charged by the Board of Trustees to evaluate the administrative staffing needs of the College. The President established a Reorganization Committee comprised of faculty, staff, administrators, and students. The committee was asked to evaluate the current Dean and Division Chair structure, to examine the roles and responsibilities of the deans and division chairs and make recommendations for improved effectiveness and efficiency.

The College Master Plan along with the Program Reviews prepared by all areas of the College are used to determine and justify staffing requests to the Budget and Program Review Committee. The criteria used for staffing purposes and for driving budgets are annually reviewed and revised.

SELF EVALUATION:

The College effectively meets these standards but there is concern for the future. Student enrollments have risen and a demand by students for more course sections indicates a need to hire either more full-time or adjunct faculty or a combination of both. As noted previously, the pool of qualified adjunct faculty has diminished. Adjunct faculty and full-time faculty who teach overloads teach thirty-eight percent of the courses offered at the College. For this reason, the Budget and Program Review Committee (B&PRC) has repeatedly identified the hiring of full-time faculty as a top priority. The past focus was to replace full-time faculty who retire or resign rather than increase the total number of full-time faculty. However, four additional faculty members were added for 2000-2001 beyond replacement positions.

In addition, there are staffing concerns at the confidential management level. Many unfilled confidential management positions exist due to recent retirements and resignations and this may adversely impact the College.

While the College has improved and refined the hiring process for faculty, the hiring process for adjunct faculty has not changed. The Staff Diversity Committee is considering a new procedure to improve the hiring process for adjunct faculty. It will attempt to duplicate as much as possible the rigor and thoroughness of the full-time faculty hiring process.

PLANNING AGENDA:

In fall 2000 the Budget and Program Review Committee will focus on the development of a total staffing plan for the College. In conjunction with the plan, the B&PRC will revisit the criteria used to prioritize the staffing needs of the College.

7A.3 Criteria for selecting faculty include knowledge of the subject matter or service to be performed, effective teaching and potential to contribute to the mission of the institution.

DESCRIPTIVE SUMMARY:

All job descriptions list the position description, minimum qualifications, and desirable qualifications (Doc.7.6)

The position description specifies the courses to be taught and/or other duties to be performed. For example, for faculty the other duties include maintaining currency in the discipline, developing and revising curriculum, using computer and multimedia technology as appropriate, and participating in departmental, college and discipline professional activities. The duties may include teaching at off-campus sites, day or evening classes, weekend classes, large classes, distance learning and using multiple teaching methodologies.

The minimum qualifications on the job descriptions are equivalent to the discipline list that was developed by the Academic Senate for California Community Colleges and approved by the Board of Governors of the California Community Colleges.
The list of desirable qualifications for faculty includes:

1. Experience that includes demonstrated teaching effectiveness and curriculum development in higher education.
2. A demonstrated commitment to teaching.
3. A demonstrated sensitivity to students with diverse academic, socio-economic, cultural and ethnic backgrounds and students with disabilities.
4. A demonstrated ability to communicate effectively orally and in writing, and to work effectively and harmoniously with colleagues, staff, students, and others.
5. Willingness to work with students having a wide range of skills, motivation, and academic or vocational goals.
6. Knowledge of personal computers, and a willingness to use computers as teaching tools.
7. Experience that includes demonstrated ability to teach effectively, to develop curriculum, and to use and develop computer assisted and/or multimedia instructional materials.
8. Knowledge of, and commitment to, the California community college mission and philosophy.

All screening committees use the job description as a basis for screening job applicant files and interviewing candidates. All prospective teaching faculty, in addition to an interview, are required to present a 20-minute teaching/skill demonstration related to the position.

SELF EVALUATION:

The College effectively meets this standard. This institution realizes that selection of qualified faculty is critical to the mission of the College, helping students to be successful.

PLANNING AGENDA:

There are no plans at this time.

7A 4. Degrees held by faculty and administrators are listed in the institution’s primary catalog. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

DESCRIPTIVE SUMMARY:

The names, degrees, and degree-granting institutions of all full-time faculty and academic administrators are listed in the College catalog (Doc7.7). Only degrees from U.S. institutions holding accreditation from recognized accrediting authorities or degrees from non-U.S. institutions certified as equivalent to degrees granted by an accredited U.S. institution are accepted.

SELF EVALUATION:

The College effectively meets this standard. Information on full-time faculty and administrators is readily accessible in the Bakersfield College catalog. The catalog outlines degree and discipline specific information. Degree information on adjunct faculty members who have taught for the College for two years or more is also included. This information is updated with each catalog revision through the Office of Instruction.

PLANNING AGENDA:

There are no plans at this time.

7B. Evaluation

7B.1 The evaluation of each category of staff is systematic and conducted at stated intervals. The follow-up of evaluations is formal and timely.

7B.2 Evaluation processes seek to assess effectiveness and encourage improvement.

7B.3 Criteria for evaluation of faculty include teaching effectiveness, scholarship or other activities appropriate to the area of expertise, and participation in institutional service or other institutional responsibilities.
DESCRIPTIVE SUMMARY:

The College is committed to faculty and staff excellence, and in keeping with this goal the primary purpose of evaluation is the enhancement of job competence and performance.

Faculty

In accordance with Procedure 5E1G of the faculty contract with the KCCD (Doc.7.8), a four-member committee evaluates new full-time faculty each year during the four-year tenure period. The committee usually includes the Division Chair, members of the department and division, and one representative from a historically underrepresented group, who is mutually agreed upon with the Academic Senate President. The faculty evaluation involves several components: a statement of goals and accomplishments by the faculty member; peer observations; and student surveys. Both the administrative/peer evaluation form and the student evaluation form contain a set of statements that are used to evaluate faculty performance and include a written narrative to describe areas of satisfactory performance and areas for improvement.

Under procedure 5E1G6 of the faculty contract every tenured faculty member is evaluated at least once every three academic years. The evaluation process includes administrative; peer and student evaluations to the extent practicable based on the faculty member’s assignment.

If a less than satisfactory evaluation occurs, the faculty member may be placed on Mode C evaluation, which is an annual, in-depth process with specific recommendations for improvement.

The faculty is encouraged in the development of their goals to focus on teaching effectiveness, scholarship and other instructional endeavors outside the classroom (e.g. committee assignments, community organizations, etc.) Adjunct faculty is evaluated during the first semester and every sixth semester thereafter. If an evaluation of an adjunct faculty member indicates performance problems an additional evaluation is completed in the following semester.

Classified

The evaluation process for classified staff focuses on employee effectiveness. There are frequent and timely evaluations provided during the probationary period (3 months, 6 months and 11 months). Thereafter, an annual evaluation is conducted to enhance employee-supervisor communication regarding job expectations and professional growth.

All written summaries and ratings are based on job-related criteria and any specific recommendations for improvement are addressed during the evaluation cycle (Doc.7.9).

The classified evaluation process includes periodic financial incentives based on merit and service through a system that includes step increases and longevity awards. Unsatisfactory performance is formally noted through the evaluation process, and the classified employee receives improvement plans and recommendations in order to maximize job performance. The supervisors are required to discuss the Performance Evaluation Report with each probationary employee, unless the employee is unavailable. The employee receives a signed completed copy of the evaluation at the conference meeting.

Confidential/Management

The evaluation procedures for KCCD confidential/management employees are described in the Board Policy Manual (Doc.7.10) under Section 10E. Annual evaluations include a review and update of the job description, a self-evaluation of accomplishments for the year, and the setting of goals for the following year. These three elements are discussed with the immediate supervisor and a summary evaluation is completed. Every four years a comprehensive evaluation is conducted which includes participation by the faculty, classified staff and administrative colleagues.
SELF EVALUATION:

Faculty

The College effectively meets these standards for full-time faculty. All Divisions are in compliance with the tenure review process for new faculty. For the most part, all regular full-time faculty members are evaluated in a timely manner. However, in the case of adjunct faculty, evaluations are not always conducted in a timely manner. When staffing resources are thinly stretched, the supervision and evaluation of adjunct faculty in some departments at the College are difficult. The number of part-time faculty utilized on campus in some departments tends to be greater than twice the number of the full-time employees within the departments. The result is that the ratio of full-time faculty to adjunct stretches the resources for supervision and evaluation so thin that assurance of quality teaching is difficult to document.

Classified

The evaluation of classified staff is consistent and regular.

There has been some dissatisfaction with the evaluation instrument used for classified staff. The Human Resources Office under the leadership of its Director revised the form and it was used for the first time during the spring 2000. Supervisors who want to learn more about the performance management system are invited to make direct contact with the Director of Human Resources.

Confidential/Management

The evaluation process for confidential management is systematic and conducted at regular intervals as described in the KCCD Board Policy Manual.

During the Self-Study some staff has indicated that they would like to have more input in the evaluation process for management.

PLANNING AGENDA:

The Deans and Division Chairs will address the issue of more systematic evaluation of adjunct faculty. The Human Resources Office will monitor the new classified evaluation form and report back on its effectiveness.

7C. Staff Development

7C.1 The institution provides appropriate opportunities to all categories of staff for continued professional development, consistent with institutional mission.

7C.2 Planning and evaluation of staff development programs include the participation of staff who participate in, or are affected by, the programs.

DESCRIPTIVE SUMMARY:

The mission of the Staff Development Coordinating Council (SDCC) is to provide and support activities that enhance job performance, personal growth, and social interaction among all College employees, thereby developing a sense of campus community. The SDCC is comprised of fifteen representatives, five each from faculty, classified staff and administration. There are three co-chairs, one each from faculty, the classified staff and administration. The meetings of the SDCC address issues and, as appropriate commit to an action plan; hear reports from the various committee chairs with respect to program plans; and when necessary, give approval to finalize those plans. All decisions are made based upon the overall focus of SDCC as determined by the annual “Needs Assessment Survey” and the SDCC operating budget.

All staff development activities must meet one of the nine authorized functions as established by Education Code Section 87153. In addition to meeting one of the nine authorized uses for SDCC funding, programs and activities are designed to further the mission of the College.
The types of staff development activities define the SDCC committees. The committees are Assessment/Evaluation, Campus Relations, Off-campus training and Staff Development Resources.

A flex calendar was instituted at the College to provide opportunities for activities that cannot be successfully completed during the regular school year. Three days of instruction time have been designated for professional activities. Administrative and classified staff is allowed release time to participate in flex activities.

Since 1991 SDCC has sponsored a “Great Teachers Seminar” at a mountain retreat. Participants have included faculty and administrators. In 1993 the SDCC sponsored a “Great College Seminar”. The Great College Seminar, which included classified staff and students, was held in 1993 and 1994 in place of the Great Teachers Seminar. Since then, the Great College Seminar alternates every two years with the Great Teachers Seminar. The seminar objectives focus on enhancing communication, program efficiency, and promoting collegiality.

Professional development opportunities for faculty, classified staff and administrators include funding for attending professional conferences, workshops, classes, seminars and other revitalization activities; a District-maintained program for professional development leaves (sabbaticals); and training/retraining stipends for faculty and staff. Throughout the year, Staff Development offers and supports training and workshops to build skills in support of learning and to develop leadership skills to promote safety, health and personal well being to name a few topics.

**SELF EVALUATION:**

The College effectively meets this standard. According to evaluation surveys taken at the end of each staff development activity including the Great Teachers Seminar, faculty, classified staff and administrators reported that all Bakersfield College employees have appropriate opportunities for continued professional development.

Full-time faculty members have the greatest access to on-site professional development activities and they consistently take advantage of the available funding. The classified staff is increasingly taking advantage of opportunities to participate in staff development activities. Although adjunct faculty has equal access to conference funds and is encouraged to participate in on-site professional development activities, their participation remains quite limited. More attention needs to focus on ways to facilitate staff development opportunities for adjunct faculty.

The College is dependent on categorical funding from AB 1725 to sustain the majority of staff development activities and programs throughout the academic year.

College funds are used to support the Instructional Technology Lab. Faculty is offered a wide variety of workshops to gain skills in the use of technology, new software and pedagogical skills for distance education.

**PLANNING AGENDA:**

The SDCC will lead the effort to increase adjunct faculty involvement in staff development activities. Particular attention will be focused on designated activities that meet the scheduling needs of the adjunct faculty.

7D. General Personnel Provisions

7D.1 The institution has and adheres to written policies ensuring fairness in all employment procedures.

**DESCRIPTIVE SUMMARY:**

Personnel policies and procedures affecting employees are available in the following documents: the District Board Policy Manual; the CCA contract between faculty and the District; the CSEA contract between classified staff and the District; Bakersfield College Contract Faculty Hiring Procedures;
KCCD Contract Faculty Hiring Procedures; KCCD Adjunct Faculty Hiring Procedures; the Bakersfield College Equivalency Procedures; KCCD Affirmative Action in the Employment of Personnel; Bakersfield College Classified Hiring Procedures; Bakersfield College Faculty Hiring Procedures; and the KCCD Faculty Hiring Procedures.

Included are policies on sexual harassment, equivalency, cultural diversity and academic freedom. Personnel policies and procedures regarding working conditions and compensation issues are negotiated district-wide.

All new employees attend an orientation session at the Department of Human Resources to inform them of their benefits and of key provisions of their respective agreements.

**SELF EVALUATION:**

In general, the bargaining units along with the Academic and Classified Senates, Administrative Council and District Office of Human Resources work in a participatory governance environment to ensure that the College adheres to the written policies and procedures to ensure fairness in all employment procedures.

**PLANNING AGENDA:**

There are no plans at this time.

7 D.2 The institution regularly assesses and reports its achievement of its employment equity objectives, consistent with the institutional mission.

**DESCRIPTIVE SUMMARY:**

The College consistently assesses and reports its progress in achieving its employment equity objectives. Screening committee members are carefully selected; a voting member of each committee is an employee from a different site trained in staff diversity principles. The Human Resources Department prepares a Workforce Utilization analysis form that shows ethnicity and gender of each hiring department. The report is prepared again for the applicant pool and then again for the interview pool. The College Staff Diversity Officer and the Director of Human Resources must approve these documents. In February 1999 a report was published and distributed to all employees entitled “WHO ARE OUR EMPLOYEES?” This report shows the ethnicity and gender by employee category (Doc.7.11)

**SELF EVALUATION:**

The February 1999 report, “WHO ARE OUR EMPLOYEES?” indicates that the College over the past four years shows a small increase in the number of full-time faculty and classified employees who are of Hispanic/Latino heritage. However, the College staffing numbers still do not reflect that of the students and community at large. Overall the College has made progress in increasing the number of full-time faculty and staff who are people of color. There is also an increase in the number of full-time, female faculty numbers. Yet, the gender ratios of other employee categories have remained constant.

**PLANNING AGENDA:**

The Human Resources Department will continue to target publications that will attract applicants from under-represented groups to position openings in all employee categories at the College.

7 D.3 Personnel policies and procedures affecting all categories of staff are systematically developed, clear, equitably administered, and available for information and review.

**DESCRIPTIVE SUMMARY:**

The College has personnel policies and procedures that are clear and insure fairness in employment procedures. These are available in the following documents: CCA contract (faculty), CSEA contract (classified), and the Kern Community
College District Board Policy Manual. All of these documents are available for information and review in the College and District Human Resources Offices.

All newly hired employees receive a copy of the appropriate collective bargaining agreement. In addition, they attend an orientation that gives an overview of personnel policies and procedures affecting staff. Other resource people are available to assist in the interpretation of the various documents such as the Vice President of Instruction, the Vice President of Student Services, the dean over the area, the Academic Senate and Classified Senate members, and the College bargaining unit representatives.

Many of the policies affecting personnel are negotiated in the collective bargaining process. Contracts are bargained for two years, and either side may reopen the process at any time.

**SELF EVALUATION:**

The College diligently works with each of the bargaining units to adhere to the written procedures and policies that exist.

**PLANNING AGENDA:**

The College will continue its current efforts.

7D.4 **The institution makes provisions for the security and confidentiality of personnel records.** Personnel records are private, accurate, complete, and permanent.

**DESCRIPTIVE SUMMARY:**

Each employee category section of the District Board Policy Manual has a section stating “all policies of hiring shall be characterized by a strict confidentiality to the extent permitted by law.” The CCA contract and the CSEA contract have specific language regarding privacy issues. The official personnel files of all Bakersfield College employees are housed at the District HR Office. An employee may review his/her personnel file only at the District HR Office. The College’s HR Office maintains a working file only.

To ensure privacy for prospective employees every member of a screening committee is required to sign a confidentiality statement form prior to reading any applicant paperwork. The District’s policy on handling discrimination and sexual harassment complaints also emphasizes the confidentiality of information. Most meetings of a confidential nature begin with a reminder of the District confidentiality policies.

**SELF EVALUATION:**

The District and the College adhere to all provisions set in place regarding the security and confidentiality of personnel records.

**PLANNING AGENDA:**

Staff diversity representatives will continue to underscore the importance of confidentiality in all hiring practices.

**Document List**

Doc.7.1 KCCD Board Policy Manual, Section 6G
Doc.7.2 Classified Personnel Hiring Procedures Document
Doc.7.3 KCCD Board Policy Manual, Section 10B1A
Doc.7.4 Sample job announcement
Doc.7.5 Staff Diversity policy
Doc.7.6 Job Descriptions, History, Counseling
Doc.7.7 Bakersfield College Catalog
Doc.7.8 CCA Faculty contract
Doc.7.9 CSEA contract
Doc.7.10 KCCD Board Policy Manual
"Who Are Our Employees?"
Human Resources
Department Report 1999

Standard Seven Subcommittee

Rosa Garza    faculty
Odella Johnson faculty (chair)
Rosella Marilao administration
Michael Sloan classified
Abel Nunez    administration
STANDARD EIGHT: PHYSICAL RESOURCES

The institution has sufficient and appropriate physical resources to support its purpose and goals.

Physical resources, including buildings and equipment used both on and off campus, are adequate to serve the institution in relation to its stated purpose and its goals and activities. The physical environment of the institution contributes to an atmosphere for effective learning.

8.1 The institution ensures that adequate physical resources are provided to support its educational programs and services wherever and however they are offered.

DESCRIPTIVE SUMMARY:

Bakersfield College is located on a developed 138-acre site (153 acres overall) in the northeast section of Bakersfield. The major part of the main campus was built in 1956 and contains 20 major buildings, a large stadium, as well as complementary green belt areas and ample parking lots. In addition to the main campus the College operates the Weill Institute in the downtown area and a community campus center in Delano, 35 miles north of Bakersfield.

The College serves a large geographic area and rents or leases many community resources in order to provide convenient instructional facilities for the area. Classes are taught in Tehachapi, 45 miles southeast of Bakersfield, Arvin, 23 miles south, high school sites in southwest Bakersfield and northwest Bakersfield, and at the Fire Training Center in north Bakersfield.

The College’s physical resources also allow for the distribution of seventy-five (75) sections of distance learning courses.

As it attempts to ensure appropriate physical resources the College is cognizant of the projected population growth in its service area. The last census projects a population of 528,858 in 2000 with an increase to 947,258 in 2020.

Many capital projects were completed in the last five years that improved the support of the educational programs and services on the main campus. Those projects are as follows:

?? Maintenance and replacement of the central HVAC system, building re-roofing, plumbing system repairs and replacement: cost: $6,479,725.

?? Capital outlay projects for remodeling the Electronics labs, constructing an addition for the Allied Health Division, and the construction of a new 75,000 square foot library, and code correction in the Science and Engineering building: cost: $20,584,333.

?? Special maintenance district funding for retrofitting Memorial Stadium, parking lot re-paving, improving internal walkways, landscape, irrigation, and Physical Education facilities: cost; $11,785,997.

?? Special projects funded through various sources included conversions to the old library building, acquisition of child care facility re-locatable modules, conversion of an old dormitory building to facilities for Security, Safety, Maintenance and Operations, and Human Resources offices, a baseball clubhouse, bookstore modernization, and tennis court resurfacing: cost; $1,702,000.

?? Abatement of hazardous materials within buildings and minimization, and code compliance projects: cost: $481,464.

?? Additional maintenance projects relating to HVAC, mechanical, and roof repairs is scheduled for the 1999-2000 year: cost: $3,819,900 as well as seismic and concrete restoration work to be funded at $2,799,663, and a new child care facility is being designed at a cost of $4,030,000.

?? Six new classrooms were developed at the Weill Institute.

?? Two modular units have been installed on the main campus for the infant childcare program.

?? Plans were submitted to the state for funding for: the replacement of the
chiller and boiler in the Language Arts Building, re-roofing the field house, electrical line replacement Phase 1, the replacement of campus HVAC air handlers Phase 1, and the replacement of campus exterior doors Phase 1.

?? A campus wide painting schedule, a preventive maintenance plan for HVAC, a more efficient trash hauling plan, automotive preventive maintenance, and light bulb/lighting ballast replacement plans are in development.

?? Additional information pertaining to instructional equipment is addressed under Section 8.4.

**SELF EVALUATION:**

The College is effective in meeting this standard particularly considering the financial constraints over the past decade. The challenge to the College is to keep the facilities functioning effectively while handling the increased student load resulting from a growing population. Classroom and lecture hall space on the main campus is increasingly scarce during prime times of the day.

The majority of the twenty major buildings were built in the 1950's. Age, lack of funds, and continuous use have resulted in the need for increasing amounts of maintenance and restoration.

Many projects to address physical plant and instructional equipment needs were accomplished over the past five years but the needs still outpace available funding.

Major capital investments must be made in the immediate future to update instructional and plant equipment to ensure that the appropriate support of educational programs and services continue.

**PLANNING AGENDA:**

Based on the College Master Plan the administration will continue to submit capital projects to the District Chancellor’s Cabinet and the architect for the District. Necessary projects will be submitted to the state for funding.

The Director of F&O and the District Architect will bid and schedule the parking lot restoration Phase 5.

**8.2 The management, maintenance and operation of physical facilities ensure effective utilisation and continuing quality necessary to support the programs and services of the institution.**

**DESCRIPTIVE SUMMARY:**

The Facilities & Operations department (F&O) is committed to providing a safe and comfortable environment for all on the campus.

The Director of Facilities/Operations (F&O) and the Director of Grounds/Custodial report to the Executive Director Administrative Services. Many retirements have occurred in the F&O department since the last accreditation. A replacement Director of F&O was hired and two new positions, a plumber and an energy management technician were created and filled. These resulted after a study of the department was completed in 1998. Other positions recently filled include: a plant engineer, painters, and a clerical position shared between Custodial/Grounds and Shipping and Receiving.

A computerized maintenance management system (CMMS) was installed and is being tested on a limited scale to adapt the program to the needs of the College. Staff members are currently receiving training on use of this system. The system will monitor maintenance productivity, determine scheduled maintenance, track costs, monitor employee time, etc.

A computerized landscape irrigation system was installed to provide for regular landscape watering and an Energy
Management System (EMS) is being used to conserve energy resources.

**SELF EVALUATION:**

A reorganization of the Facilities and Operations department became effective July 1, 2000. The purpose is to increase the efficiency of work teams and to assist in the implementation of the CMMS. Improvements in facilities and service are apparent in the past year. As the organizational structure is refined and, as CMMS data is developed and utilized, efficiency will continue to improve.

To reduce costs and improve efficiency, the Shipping & Receiving Department is now aligned with the Bookstore operation.

A current backlog of work requests for F&O reflect the need for an additional electrician and two general maintenance mechanics. As the College’s physical infrastructure continues to age and as increasing numbers of students use the facilities it is apparent that more resources are required to adequately maintain the institution. It is difficult to manage the facilities to the desired standard because financial resources and reserves are not adequate to achieve the departmental mission. The F&O department has received some budgetary adjustments in recent years; however, these allocations were not proportional to the budgetary increases of the College or the Kern Community College District (KCCD) (Doc.8.2). Most of the Facilities and Operations budget increases are in the labor/benefits areas and are due to cost of living adjustments negotiated by the collective bargaining unit. The KCCD District’s MIS data show that the F&O non-labor resources have declined by $24,000 since fiscal year 1996-1997. However, labor costs have increased by approximately $253,000 (Doc.8.3). The overall District budget has increased over $15,000,000 and the Bakersfield College campus budget has increased by $10,000,000 during this same period. In fiscal year 1996-1997, the F&O overall adjusted budget ($3,489,590) was 11.33% of the total College budget. The 1999-2000 budget ($3,718,502) is 9.11% of the total College budget. If the percentage was still 11.33% of the overall campus budget, Facilities and Operations would have received $907,015 more than its current allocation. To provide the necessary services and support, the budget for Facilities and Operations needs to be adjusted as close as possible to 11% of the total institutional budget. Without adequate resources, the F&O department will be forced to reduce services of the College. The concern is that such a reduction will increase the incidence of safety hazards and security issues and detract from the ability to providing a pleasant learning environment for students.

A centralized Facilities and Operations shop, warehouse and yard are needed in order to provide adequate workspace for employees and to allow for orderly storage of equipment and materials. Currently, F&O employees have several tiny shops and small storage areas located throughout the campus. This situation increases opportunity for theft and loss, which increases costs, and decreases efficiency.

**PLANNING AGENDA:**

An evaluation and report of the effectiveness of the staff of F&O with respect to the changing workload, resulting from increased enrollments, facility usage, and aging facilities, will occur. Responsibility for this will be with the Directors of F&O and Custodial/Grounds.

An on-going review of practices, procedures, and the equipment necessary to maximize efficiency will occur annually. Responsibility for this will be with the Directors of F&O and Custodial/Grounds.

The President will pursue funding sources to construct an F&O shop/warehouse to consolidate facilities and improve efficiency.

The Directors of Facilities and Operations will conduct a survey of funding formulas at similar colleges to support efforts to increase the allocation for F&O.

8.3 Physical facilities at all site locations where courses, programs, services are offered are constructed and maintained in accordance with the
institution’s obligation to ensure access, safety, security, and a healthful environment.

DESCRIPTIVE SUMMARY:

The Campus Safety Advisory Team reviews safety related issues on a monthly basis. The Safety Coordinator is a primary resource for this committee and reports to the Director of Facilities and Operations. The Director of Supportive Services acts as an advocate for all disabled students and is involved in ADA accessibility, planning and upgrading issues.

The College owns or leases several sites in the service area. Every attempt is made to maintain these facilities in a safe and healthy manner and in compliance with construction and education codes as supervised by a State approved architect retained by KCCD. Normal operating procedures address unsafe situations in a timely manner. Aesthetic issues are handled as budget and manpower constraints allow.

The College Security Department consists of seven full time officers, three part-time officers and ten student cadets who’s mission is to protect persons and property, maintain a safe campus, and enforce traffic and civil regulations.

Many improvements, which contribute to safety and security for students and staff, were made on campus facilities. Funding for these improvements came from special assessments, state, and local funding sources. Some significant accomplishments over the last five years are as follows:

?? An emergency phone system (Code Blue) was installed with eleven stations in strategic locations around campus.

?? Four campus police vehicles and four bicycles are used for campus patrol and response purposes.

?? A student cadet system was initiated and student escort services are provided upon request.

?? Several parking lots were resurfaced and all new interior campus lighting provides improved safety and aesthetics.

?? The Fine Arts pottery kilns were fitted with gas regulators for safety purposes.

?? All remaining underground fuel tanks were removed.

?? Most asbestos in air handler rooms and some floor tiles in some buildings were removed.

?? The Campus Security Office as well as the Campus Safety Office was relocated to improved facilities allowing for more efficient operation and accessibility.

?? The Campus Safety Officer and Safety Coordinator have created safety programs and conduct staff training sessions.

?? Two modular units were installed on the main campus for the infant child care program and plans for consolidation of five other Bakersfield area child care facilities to one location on the main campus were submitted to the state and are expected to be funded. This will centralize the operation for more efficient operation, management, safety and supervision, and access by users. The facility is expected to be operational in late 2001.

SELF EVALUATION:

Several areas of the College still have needs in the way of major renovations. These needs are identified in Division Plans and Included in the College Master Plan. For example, the Applied Science and Technology Building has several rooms that do not meet code and have no provisions for heating. Lighting in several labs is inadequate and fume removal in welding labs is inadequate for the heavy use. The AST building was designed for programs that existed in the 1950’s and is inadequate for modern technology instruction. The Fine and Performing Arts areas need roof leaks fixed, electrical panels and switches repaired, floors fixed and lighting improved.

Several years ago a major ADA project provided accessibility to all campus facilities for persons with disabilities. The stairwell type ADA lifts installed at that time have a high breakdown rate. The elevator in the Student Services Building was shut down and access to the upper level is limited to outside access. Better equipment must be identified and funding sought to replace the
existing troublesome equipment. Disabled students are also expressing concerns over the lack of automatic door openers on many buildings and restrooms.

Complaints about indoor air quality are common. Investigation has determined that accumulation of dust and particulate matter in ductwork over the past forty years is a major contributing factor, indicating the need to have the HVAC ductwork system thoroughly cleaned or replaced.

Since the major portion of the campus is over forty years old pipes, concrete, equipment, ductwork, electrical distribution network, etc continue to need major service, repair, or replacement.

**PLANNING AGENDA:**

Planning projects compatible with the College Master Plan and relating to access and safety for the 2000-2001 fiscal year are:

?? Seismic retrofitting of the Student Services Building and exterior restoration of several campus buildings.
?? Access Barrier removal at the Delano Center,
?? Phase 2 of re-roofing at the AST and Agricultural buildings,
?? Refurbishing of existing pool.
?? Elevator replacement at the Weill Institute
?? Campus site water line replacement Phase 2,
?? Replacement of the evaporative cooler in the Gym.
?? Central Plant Boiler replacements and the replacement of the HVAC hot water valves throughout the campus buildings.

The administration and the District architect will pursue funding for these projects.

8.4 **Selection, maintenance, inventory and replacement of equipment are conducted systematically to support the educational programs and services of the institution.**

**DESCRIPTIVE SUMMARY:**

Divisions of the College submit requests for new and replacement equipment in their Divisions Plans, which become a part of the College Master Plan. An administrative decision is made on which requests will be advanced for consideration when and if funding becomes a possibility. In most cases, major equipment purchases made in recent years were tied to facility remodels as part of the project cost. Some major instructional equipment was replaced through Division level efforts and special funding sources such as VATEA or one-time supplemental funding from the Chancellor’s Office. When supplemental state funding for equipment is made available the Divisions are asked to identify and rank critical equipment needs. The Budget and Program Review Committee (B&PRC) reviews these lists. B&PRC, a participatory governance structure, recommends funds for allocation through a voting process. Recommendations are forwarded to the President. Recent purchases include eight multi-media stations, a new x-ray machine and equipment for a new business lab.

Selection of equipment is generally occurs at the departmental level in accordance with Section 3A3 of the KCCD Board Policy Manual. In the case of office furniture the safety coordinator reviews the requested merchandise for ergonomics suitability.

Department level or F&O technicians depending on the nature of the job often do maintenance on instructional equipment. In some cases the work will be contracted out.

An informal equipment replacement or inventory program exists at this time. An existing inventory file was lost due to a computer logging program failure. However, as use of the CMMS software increases, equipment tied to facilities such as pumps, HVAC, and vehicles will be tagged and cataloged. Instructional and other equipment valued at over two hundred dollars is tagged upon receipt but an updated inventory list is not maintained. The Information Services (IS) department is responsible for all computer hardware and software on campus as well as the computer network on the campus side of the router. IS has their own budget for campus upgrades and replacements for computing hardware.
and software. IS has a JET computer software system in place to record and track jobs and a PC inventory system in place.

**SELF EVALUATION:**

The College is systematic in identifying its specialized instructional equipment needs. They are articulated in the annual Division Plans and later incorporated in the College Master Plan. The requested equipment varies from machine tools, welders, and computer labs to furniture, microscopes and multi-media equipment.

There is need for an equipment replacement schedule and for an efficient way to inventory equipment. A scheduled replacement plan will be effective 2000-2001. A prioritized list will be developed Fall, 2000.

**PLANNING AGENDA:**

The Divisions will continue to submit instructional needs and justification in annual Division Plans on a prescribed timetable. Division Plans will support the objectives of the Strategic Plan.

The Director of F&O will develop a prioritized list of aging equipment. Equipment will be categorized as Type I (attached to building) or Type II (moveable).

The Director of F&O, working with appropriate directors and other administrators, will seek funding sources and prioritize critical needs.

An appropriate equipment inventory program will be identified and implemented. It will incorporate the functions of coding, tracking, and generating replacement schedules. The Dean of F&O and Director of Facilities will pursue funding for this software and the necessary staffing.

**DESCRIPTIVE SUMMARY:**

The College is committed to formalizing the linkage of the physical resource planning and evaluation to the College Master Plan and District planning.

Currently, as part of the strategic planning process, each division of the College submits an annual division plan that includes requests for facilities and equipment upgrades based on program goals. The Division plans are reviewed in light of enrollment projections and other available data. The College Master plan is then revised as necessary to ensure that it is congruent with the mission of the College. The District reviews the College Master Plan and uses that information to generate requests for state funding or special grant applications for capitol projects.

Details of these plans are in the College Master Plan, fall 1999. Recent activities undertaken to address these requests are in the Annotated copy of the College Master Plan (Doc.8.4).

**SELF EVALUATION:**

The procedures for submission of the Division plan are sometimes unclear and not timely. The relationship between College planning and District planning is often unclear, as is the budget allocation process at the District. There is a lack of understanding of the process for developing a capital plan.

**PLANNING AGENDA:**

A planning calendar that identifies the request date and due date, for Division Plans will be developed. A template will also be developed to ensure consistency in format.

The Director of F&O will annually develop/revise and distribute to the Divisions a listing of the small and capital needs identified in Division Plans.

The Director of F&O and the administration will determine which capital projects will be submitted to the District for consideration for submission for state approval and funding.
**DOCUMENT LIST**

Doc. 8.1 - College Master Plan

Doc. 8.2 - KCCD Budget Information/Budget Analysis document

Doc. 8.3 - F&O labor cost analysis

Doc. 8.4 - Annotated copy of the College Master Plan

**Additional documents that are available in the Resource Room include:**

1. **MASTER PLAN FOR CAMPUS DEVELOPMENT**
   - B. Bakersfield College Master Facilities Plan
   - C. Bakersfield College Strategic Plan
   - D. Bakersfield College Division Plans

2. **POLICIES OF SAFETY, SECURITY, AND ENERGY CONSERVATION, WHICH ARE RELATED TO PHYSICAL FACILITIES AND EQUIPMENT.**
   - A. Student Cadet service
   - B. Security Plan
   - C. Bloodborne Pathogen Program
   - D. Injury & Illness Prevention Plan
   - E. Workplace Violence and Crisis Prevention
   - F. Ergonomics
   - G. Chemical Hygiene Plan
   - H. Emergency Preparedness (SEMS)
     - I. Fire Prevention Plan
     - J. Training & Recording Program
     - K. Cal OSHA Log 200
     - L. Respiratory Protection Plan
     - M. Indoor Quality Program
     - N. Pesticide/Antimicrobial
     - O. Noise Control
     - P. Working With Lead
     - Q. First Response
     - R. First Aid/CPR
     - S. Lock out-Tag out
     - T. Back Injury Prevention
     - U. Energy Conversation Plan
   - V. Recycling/Waste Reduction

3. **EQUIPMENT INVENTORY AND REPLACEMENT POLICY**
   - A. Equipment Inventory List - N A
   - B. Replacement Schedule

4. **FACILITY MANAGEMENT PLANS FOR ALL INSTRUCTIONAL OR SERVICE LOCATIONS**
   - A. Painting Schedule

5. **RESULTS OF EVALUATIONS OF EFFECTIVENESS OF INSTITUTIONAL PHYSICAL RESOURCES IN SUPPORT OF STUDENT LEARNING.**
   - A. Student Survey results, spring 2000
   - B. Community Survey, February 1999

**Standard Eight Subcommittee**

- Randal Beeman faculty
- Larry Fanucchi faculty (chair)
- Claire Larsen administration
- Carol O’Rand classified staff
- Eric Mittlestead administration
- Janice Toyoshima faculty
STANDARD NINE: FINANCIAL RESOURCES

The institution has adequate financial resources to achieve, maintain, and enhance its programs and services. The level of financial resources provides a reasonable expectation of financial viability and institutional improvement. The institution manages its financial affairs with integrity, consistent with its educational objectives.

9A. Financial Planning

9A.1 Financial planning supports institutional goals and is linked to other institutional planning efforts.

DESCRIPTIVE SUMMARY:

Budget and Program Review Committee (B&PRC) composed of approximately twenty-seven (27) local College budget managers or representatives including faculty, classified and administrators, is charged with the primary responsibility for reviewing the annual needs and goals of the entire institution. The committee meets bimonthly while school is in session and on an "on-call" status when school is not in session. The charge of the B&PRC is to receive input from all department/divisions, long-range planning and goal setting committees and augment this information with any data available to provide for, as clear and complete as possible, an awareness of the total budget both college and District wide. (See Doc 9.1A) The B&PRC then reviews the needs submitted by various College entities and makes recommendations to the President regarding:

?? replacement, addition and reduction of personnel
?? designated instructional or student service equipment expenditures

The Administrative Council also reviews the annual budget and forwards recommendations to the President.

The College Master Plan is developed by the Divisions, Departments and special Categorical Programs and then reviewed by the Administrator responsible for that specific area. The reviewed reports are submitted to the Dean responsible for Institutional Research and Planning. These plans are used for determining budget needs when the President makes the final budget decisions.

Local departmental budgets are developed based upon historical budgets. The portion of the department budgets related to staffing are annually discussed and prioritized in the B&PRC meetings and change in relation to staffing. Discretionary funding for materials, supplies & equipment has not been changed, except for freezes and cuts. The origin or rationale for these budgets has not been re-evaluated over the last 10-15 years.

A new strategic planning initiative began in spring 1999 with a three to five year cycle of review. Beliefs, vision, mission and goals were defined. Teams have developed action plans to meet strategic goals and objectives within timelines. These action plans are incorporated into the accreditation report where appropriate.

Financial planning in areas funded by grants and categorical funds consists of annual budgets prepared cooperatively by departments and the appropriate Dean. These budgets are submitted to the Vice Presidents for review and then consolidated by the Business Services Department.

Linkage of institutional goals and local budget planning efforts, such as ISIT and Matriculation, occur through the development and review process done through the departments, administration and Budget and Program Review Committee.

SELF EVALUATION:

Strategic planning was implemented in an effort to develop institutional goals to facilitate planning. Hours invested by staff, faculty and administrators in evaluations,
research, and planning resulted in plethora of creative ideas and an attempt at long-range plans evaluated by cost/benefit analysis. The College reaction to strategic planning remains tentative. Its effectiveness and future will depend upon the integration of the plans into College life and the continued role of leadership in its implementation process.

The institution, with the exception of the physical plant, has not had an ongoing, long-range financial planning process. Following the Accreditation report in 1981 an effort was made to begin long-range planning. A Dean of Planning and Research was appointed and a Futures Committee created. The effort was not consistent or comprehensive and was hampered by lack of adequate funding. Financial crises derailed planning and efforts were not sustained or linked to a consistent process. Some papers and analyses were produced but there was never adequate funding to initiate a long-term process.

Annual college-wide budget planning is in place through departments/divisions, Master Plans and B&PRC review. It was apparent when the strategic planning process began in spring 1999 that the linkage between planning and implementation was weak. There was also a disconnect between other planning efforts (facilities, curriculum, District, etc.) and the Educational Master Plan. This resulted in an inconsistent process for tying resource allocation to internal performance and planning within the institution. There are no institutional resources allocated directly to institutional financial planning resulting in overall disengagement between generation of funds, budget development and future planning. These problems are further compounded by a general lack of employee understanding of the global financial processes of the District and College related to planning, allocation and budget development. B&PRC does not review financial and staffing needs in an ongoing process linked with a review of the historical decisions and insight into future projected needs. Decisions are taken from a snapshot of information. Presently, adequate timely information is not readily available regarding program and staffing effectiveness.

Members of the B&PRC are not provided with the complete College or District budget, and have no specific training to interpret and understand its impact. This makes it difficult for them as a committee to carry out their charge to operate from an awareness of the College and District budget. As a result members feel that decisions are made in a vacuum without adequate information to support present efforts or to project future needs and directions. These conclusions are supported by the staff evaluation results (Doc 9.1B). All twenty-seven members (100%) of the B&PRC, who represent each academic division, classified leadership and all administrative areas, completed this survey.

As evidenced by the fall 1999 B&PRC survey (see Doc9.1B), the process is credited with a stronger understanding of the annual Dept./Division budget process. However, these budgets have remained flat for years discouraging planning. Even maintenance of the status quo has been challenged as a result of budget freezes, cuts, and inability to provide COLA (Cost of Living Adjustments) for the last 5 years. According to the state fiscal data, as a District, KCCD reduced the overall educational expenses between 1997-1998 and 1998-1999 by $2.8 million a 5% decrease. This impact was felt directly upon the College at a time when FTES grew by 5.51% District wide. Categorically funded areas traditionally more goal driven, due primarily to the nature of the programs and their associated monitoring and reporting requirements, were closely linked to designated goals and outcomes.

Planning at the College level cannot occur without a corresponding effort at the District office to link goals and planning to financial resource allocation. The problem with inadequate funding from the District cannot be understated concerning its impact on planning efforts. The lack of significant shared governance and input on a District-wide level has disconnected District planning and College reality. District methods of allocation must be evaluated and changed or the College will not be viable. A “District-wide allocation formula” taskforce, involving stakeholders around the District, was established to address the
The success of this process will be determined by the incorporation of information and mutual understanding amongst all stakeholders.

The majority of the B&PRC (69.5%) as recorded in the survey do not agree that we have budgeted adequately to hire faculty to meet future obligations (Question #14) (Doc 9.1B). This is evidenced by the amount of overload assignment within departments and divisions. In the fall 1999 semester 101 faculty carried overload assignments ranging from .033 to 1.333 above their 1.0 full load. The total overload carried by the faculty this semester was equivalent to 30 full-time faculty positions. It is also evident in the number of students turned away from classes due to lack of adequate numbers of faculty.

Faculty needs are reviewed on an annual basis with no carry-over to the ensuing years. Questions 12 & 13 indicate that the 78% of the B&PRC feel that the College presently has inadequate funding for supplies and equipment. 91% felt that the last 5 years’ budgets have not kept pace with the needs of the institution. (Question 18). 73% feel that there has not been adequate planning for the predicted, and even now evident, influx of students. Naturally it follows that 78% feel that the College’s financial resources provide no reasonable expectation for financial viability or improvement in the future of the College. (Question 24), 96% feel that the College is inadequately funded for future growth (question 11).

**PLANNING AGENDA:**

The District Office has initiated a shared governance effort to develop District-wide goals and planning integrated with those of the campus. This process must result in commensurate funding for these goals. The strategic planning initiative will identify ways to resolve the linkage problems with the current processes and the long-range financial planning issues. Training and evaluation of the mission of B&PRC will occur. This task must be assigned through the Academic Senate and rest primarily upon the co-chairs. Using 1999-2000 allocated dollars to “kick-start” the long-term planning process, the Partnership for Excellence Committee (PFE) will fund long-term planning for system-wide impact in areas related specifically to PFE funding from the State Chancellor.

1. Restructuring the budget decision making process to include long-term planning: Training of B&PRC members, especially co-chairs, on budget interpretation and processing with copies of College and District budgets given to all members annually. The charge and goals of B&PRC must be evaluated and assigned with a view of future long-term planning. The District -wide shared governance committee and B&PRC restructuring must be consistent with AB 1725. Responsibilities and limitations must be clearly delineated. The link between District strategic plans and College plans is essential.

2. Providing necessary information for campus assessments: Strategic planning teams 1&2 are developing a method to generate timely, accurate data to provide information concerning generation of funding, staffing needs and performance measures. (Please see planning agenda attached) This action will create an “on-line” database available to the College at-large to facilitate planning initiatives. Presently our Banner System has the capacity to provide this information but the process is not in place. This will require District MIS cooperation negotiations to accomplish this began March 1999.

3. Initiate an objective evaluation procedure for departmental goals and budgeting objectives which include long-term planning: Strategic planning teams 8 & 16 have proposed a new College allocation procedure based upon generation of FTES, internal performance measures, baseline budget needs and other objective measures that will be tied to the Master Plan. (Please see planning agenda attached). This process began in April 1999. College budget managers must receive training prior to assumption of budget managing responsibilities including overlap of out-going and in-coming members to facilitate knowledgeable succession. Each member will understand the mission of the Institution and the role of B&PRC. Ample time for
4. Initiate a small-scale long term planning effort linked to institutional goals. The Partnership for Excellence Committee (PFE) dollars are intended to infuse system-wide changes that enable long-term planning. The PFE committee determines goals that will facilitate the objectives of PFE funding. As a subcommittee of the B&PRC their information and analysis should be reported to and approved by the committee at large. This year 50% of the PFE funding ($125,000) will be dedicated to faculty positions and 50% will be applied for using an RFP process allowing investment in long-term planning.

9A.2 Annual and long-range financial planning reflects realistic assessments of resource availability and expenditure requirements.

DESCRIPTIVE SUMMARY:

Long-range financial planning primarily reflects expenditure requirements as identified in the Master Plan. There are no procedures to project long-range resource availability.

The Bakersfield College budget is first determined by the following district allocation formula:

?? Establishment of reserves.
?? District office annual budget allocation.
?? Special allocation requirements identified for specific college operations, such as the Cerro Coso Bishop Mammoth outreach center.
?? Division of the remaining funds between the three Colleges based upon FTES.
?? Further allocation adjustments to subsidize Colleges that have allocation shortfalls.

Allocation of General Fund money (Doc. 9.2) based upon the District formula above resulted in the following allocations for the 1999-2000 Year:

<table>
<thead>
<tr>
<th>College</th>
<th>Bakersfield College</th>
<th>Porterville College</th>
<th>Cerro Coso College</th>
<th>District Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Fund Final</td>
<td>$40,825,407</td>
<td>12,459,385</td>
<td>12,162,423</td>
<td>15,958,655</td>
</tr>
<tr>
<td>FTES</td>
<td>9845</td>
<td>2655</td>
<td>2822</td>
<td></td>
</tr>
<tr>
<td>Budget/FTES</td>
<td>$4,146.82</td>
<td>$4,692.80</td>
<td>$4,309.86</td>
<td></td>
</tr>
</tbody>
</table>

Bakersfield College generates approximately 2/3 of the District-wide FTES each year. The 1999-2000 student numbers indicate a continuing increase of FTES and with it the associated costs:

<table>
<thead>
<tr>
<th>Year</th>
<th>District FTES</th>
<th>BC FTES</th>
<th>% of District-wide FTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1994-95</td>
<td>13,137</td>
<td>8653</td>
<td>66%</td>
</tr>
<tr>
<td>1995-96</td>
<td>13,483</td>
<td>8286</td>
<td>61%</td>
</tr>
<tr>
<td>1996-97</td>
<td>13,752</td>
<td>8784</td>
<td>64%</td>
</tr>
<tr>
<td>1997-98</td>
<td>14,388</td>
<td>8384</td>
<td>58%</td>
</tr>
<tr>
<td>1998-99</td>
<td>15,322</td>
<td>9845</td>
<td>64%</td>
</tr>
<tr>
<td>99-2000</td>
<td>15,604</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SELF EVALUATION:

Annual financial planning does not necessarily reflect expenditure requirements. Expenditures are limited due to inadequate annual allocations and lack of correlation with student growth, and inability to project future allocations. The financial management processes and tools are not in place to do ongoing evaluation of appropriate resource allocations and expenditure requirements. Problems exist in five major areas: disproportionate funding, under-funded instructional areas, excessive administrative costs, FTES accounting errors and inability to carry-over funding.

I. The College is funded disproportionately within the district.

Table 9.3 (see addenda) illustrates increased student numbers do not translate to College income proportional to the number of students served. In 1998-99 when the large increase in students was generated the College actually received a smaller portion of the budget. The present District Allocation formula does not allow the College to:

1) allocate money in relation to the income generation as FTES.
2) keep up with the costs associated with increased student numbers.
3) receive a mid-year reallocation to compensate during a "large growth" academic year for additional supplies and materials consumed.
4) predict or plan future income based upon student numbers or needs.

II. KCCD instructional activities are funded lower than statewide averages and 12 comparable districts.

BC has been subject to emergency budget procedures and freezes or cut backs for the last 7 years. This has discouraged and inactivated long-range planning, in effect creating larger problems and lack of objective evaluation of trends in institutional and District-wide spending. Currently there is no long-range planning process and no guarantee of resources available to cope with growing costs. 1998-1999 College-wide departmental budgets were cut back by an average of 5%. COLA was never added to individual budgets and budgets are not tied to student numbers. College budgetary needs have increased; however, department budgets have been reduced resulting in a continuously shrinking availability of resources at classroom levels. Comparison of similar Colleges in the State Chancellor’s Fiscal Data Report 1998 (Doc 9.4) shows KCCD allocates funds in 15 of the 20 Instructional areas at a significantly lower level than the 12 comparable Districts. Overall academic areas are funded 12% lower than comparable Districts see table 9.4 below.

III. KCCD Administrative Costs are excessive.

Examination of Statewide allocations indicate that, in fact, KCCD is reimbursed at one of the highest levels per FTES ($4087 in 1997-98), yet less reaches the instructional departments. (See Doc 9.4 in addenda). An analysis of the 1997-98 percent of budget dedicated to administrative activities for the 71 Community College Districts in California show that KCCD has the second highest portion of budget dedicated to administrative costs in the state.
## General Fund Expenditures
**Table 9.5**
**Aggregated Administrative and Support Activities, AC 6000-6700**
**Fiscal Year 1997-98**

<table>
<thead>
<tr>
<th>District</th>
<th>Obj. 1-6000</th>
<th>Overall budget</th>
<th>% budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feather River</td>
<td>4,723,009</td>
<td>7,431,358</td>
<td>64%</td>
</tr>
<tr>
<td>Kern</td>
<td>38,832,165</td>
<td>68,206,548</td>
<td>57%</td>
</tr>
<tr>
<td>Palo Verde</td>
<td>2,968,079</td>
<td>5,306,392</td>
<td>56%</td>
</tr>
<tr>
<td>Imperial</td>
<td>12,220,248</td>
<td>22,676,122</td>
<td>54%</td>
</tr>
<tr>
<td>Sierra Joint</td>
<td>24,258,584</td>
<td>45,034,471</td>
<td>54%</td>
</tr>
<tr>
<td>West Hills</td>
<td>8,354,514</td>
<td>15,534,205</td>
<td>54%</td>
</tr>
<tr>
<td>West Kern</td>
<td>4,146,118</td>
<td>7,941,340</td>
<td>52%</td>
</tr>
<tr>
<td>Peralta</td>
<td>38,706,924</td>
<td>75,125,716</td>
<td>52%</td>
</tr>
<tr>
<td>Siskiyou Joint</td>
<td>5,974,176</td>
<td>12,022,554</td>
<td>50%</td>
</tr>
<tr>
<td>Yuba</td>
<td>15,836,447</td>
<td>32,630,066</td>
<td>49%</td>
</tr>
<tr>
<td>MiraCost</td>
<td>16,194,773</td>
<td>33,690,557</td>
<td>48%</td>
</tr>
<tr>
<td>Hartnell</td>
<td>12,751,636</td>
<td>26,542,304</td>
<td>48%</td>
</tr>
<tr>
<td>Rio Hondo</td>
<td>21,302,527</td>
<td>44,374,903</td>
<td>48%</td>
</tr>
<tr>
<td>Gavilan</td>
<td>8,053,803</td>
<td>16,854,247</td>
<td>48%</td>
</tr>
<tr>
<td>Napa Valley</td>
<td>11,099,451</td>
<td>23,252,029</td>
<td>48%</td>
</tr>
<tr>
<td>Butte</td>
<td>21,011,940</td>
<td>44,098,204</td>
<td>48%</td>
</tr>
<tr>
<td>Desert</td>
<td>13,734,174</td>
<td>28,891,318</td>
<td>48%</td>
</tr>
<tr>
<td>Mendocino-Lake</td>
<td>5,728,127</td>
<td>12,053,749</td>
<td>48%</td>
</tr>
<tr>
<td>State Center</td>
<td>40,104,730</td>
<td>84,723,801</td>
<td>47%</td>
</tr>
<tr>
<td>Merced</td>
<td>15,428,419</td>
<td>32,875,245</td>
<td>47%</td>
</tr>
<tr>
<td>Lassen</td>
<td>6,047,927</td>
<td>12,900,658</td>
<td>47%</td>
</tr>
<tr>
<td>South Orange Co.</td>
<td>38,523,836</td>
<td>82,528,248</td>
<td>47%</td>
</tr>
<tr>
<td>Rancho Santiago</td>
<td>42,685,651</td>
<td>91,464,862</td>
<td>47%</td>
</tr>
<tr>
<td>San Jose/Evergreen</td>
<td>26,840,052</td>
<td>57,699,611</td>
<td>47%</td>
</tr>
<tr>
<td>Los Angeles</td>
<td>151,070,728</td>
<td>325,810,004</td>
<td>46%</td>
</tr>
<tr>
<td>Mt. San Jacinto</td>
<td>9,965,800</td>
<td>21,499,089</td>
<td>46%</td>
</tr>
<tr>
<td>San Joaquin Delta</td>
<td>25,654,952</td>
<td>55,771,686</td>
<td>46%</td>
</tr>
<tr>
<td>Barstow</td>
<td>4,191,910</td>
<td>9,122,554</td>
<td>46%</td>
</tr>
<tr>
<td>Glendale</td>
<td>22,157,382</td>
<td>48,281,713</td>
<td>46%</td>
</tr>
<tr>
<td>Santa Clarita</td>
<td>10,735,522</td>
<td>23,471,509</td>
<td>46%</td>
</tr>
<tr>
<td>Santa Monica</td>
<td>37,091,261</td>
<td>81,382,014</td>
<td>46%</td>
</tr>
<tr>
<td>Redwoods</td>
<td>11,899,750</td>
<td>26,016,792</td>
<td>46%</td>
</tr>
<tr>
<td>Southwestern</td>
<td>23,146,383</td>
<td>51,014,132</td>
<td>45%</td>
</tr>
<tr>
<td>Sequoia</td>
<td>14,508,016</td>
<td>31,998,516</td>
<td>45%</td>
</tr>
<tr>
<td>Victor Valley</td>
<td>12,227,224</td>
<td>26,985,422</td>
<td>45%</td>
</tr>
<tr>
<td>Los Rios</td>
<td>67,487,452</td>
<td>149,115,643</td>
<td>45%</td>
</tr>
<tr>
<td>Ventura Co.</td>
<td>40,501,705</td>
<td>89,825,924</td>
<td>45%</td>
</tr>
<tr>
<td>San Francisco</td>
<td>62,107,759</td>
<td>138,029,041</td>
<td>45%</td>
</tr>
<tr>
<td>West Valley-Mission</td>
<td>30,010,559</td>
<td>66,709,826</td>
<td>45%</td>
</tr>
<tr>
<td>Solano Co.</td>
<td>14,475,700</td>
<td>32,387,246</td>
<td>45%</td>
</tr>
<tr>
<td>Cabrillo</td>
<td>16,942,629</td>
<td>37,929,415</td>
<td>45%</td>
</tr>
<tr>
<td>Marin</td>
<td>13,428,638</td>
<td>30,071,425</td>
<td>45%</td>
</tr>
<tr>
<td>Shasta-Teh.-Tri.</td>
<td>13,349,334</td>
<td>29,926,138</td>
<td>45%</td>
</tr>
<tr>
<td>Fremont-Newark</td>
<td>13,371,419</td>
<td>30,046,009</td>
<td>45%</td>
</tr>
<tr>
<td>Allan Hancock Joint</td>
<td>$14,274,687</td>
<td>$32,236,652</td>
<td>44%</td>
</tr>
<tr>
<td>Grossmont-Cuyamaca</td>
<td>28,669,898</td>
<td>64,669,688</td>
<td>44%</td>
</tr>
<tr>
<td>Long Beach</td>
<td>32,082,294</td>
<td>72,754,538</td>
<td>44%</td>
</tr>
<tr>
<td>Contra Costa</td>
<td>50,220,592</td>
<td>113,939,796</td>
<td>44%</td>
</tr>
<tr>
<td>Chaffey</td>
<td>18,263,986</td>
<td>41,466,909</td>
<td>44%</td>
</tr>
<tr>
<td>San Bernardino</td>
<td>23,379,912</td>
<td>53,365,280</td>
<td>44%</td>
</tr>
<tr>
<td>Palomar</td>
<td>29,332,248</td>
<td>67,258,074</td>
<td>44%</td>
</tr>
<tr>
<td>Riverside</td>
<td>30,069,657</td>
<td>69,848,250</td>
<td>43%</td>
</tr>
<tr>
<td>Lake Tahoe</td>
<td>3,644,708</td>
<td>8,482,469</td>
<td>43%</td>
</tr>
<tr>
<td>Coast</td>
<td>60,860,994</td>
<td>142,092,929</td>
<td>43%</td>
</tr>
<tr>
<td>El Camino</td>
<td>31,841,907</td>
<td>74,457,812</td>
<td>43%</td>
</tr>
<tr>
<td>Cerritos</td>
<td>26,104,245</td>
<td>61,793,051</td>
<td>42%</td>
</tr>
<tr>
<td>San Mateo Co.</td>
<td>34,196,749</td>
<td>81,090,575</td>
<td>42%</td>
</tr>
</tbody>
</table>
Graph 9.1 below indicates that this is not a blip in the District budgeting, but a trend that has occurred over the last 6 years of available data. The gap between the comparable colleges and state average administrative costs represent a difference of over 6 million dollars in 1997-98.

Table 9.6 (in the addenda) derived from the annual CFS 311 reports 1996-1998, reveals that the percentage of District budget allocations have increased at a much greater rate than the reimbursement to the Colleges.
Prior to the 1999-2000 budget process the District budget was determined without significant input from the College stakeholders. This has essentially lead to a run-away budget at the District level and a concomitant decrease and damaging effect at the College level. Through the participatory governance process the Management Information Systems (MIS) portion of the District budget was examined. This resulted in significant reductions and reallocation of some items to be covered by the college’s budgets. Table 9.7 indicates the reduction from $20.2 million to a budgeted $16.0 and a savings of $4.2 million dollars. It should be noted that this is a budgeted, not actual, amount, and increases to the District Budget were already approved in this budget year.

College’s FTES accounting. In 1998-99 a new system for FTES accounting was put into place and the system results were used for the first time in the 1999-00 annual budget. The data was considerably flawed causing the College to have a significantly understated allocation. (It is possible that the 1997-1998 FTES accounting was similarly flawed however this will not be corrected). This misguided the budget development process and resulted in internal problems with all internal stakeholders and the Board of Trustees. In fall 1999 an audit of the method for accounting FTES was conducted. Serious problems were uncovered and corrected. Changes in procedure were adopted by the Board to prevent this problem from occurring in the future.

IV. FTES Accounting Errors impact Income and Ability to plan

Annual budgets determined by the College based upon the District allocation usually reflect realistic assessments of resource availability. However this is heavily reliant upon the allocation from the District, which is inadequate and shrinking, and upon the

While the supplies and materials expenditures have increased enormously, this increase was not seen at the College level where supply and materials budgets were continuously reduced. This is an indicator of the consumption of budget dollars in areas not directly associated with academic activities.

IV. FTES Accounting Errors impact Income and Ability to plan

Presently there is no means to carry-over funds from one budget year to the next to facilitate equipment replacement or large one time purchases. Unspent money is spent at the department level or pooled at the College level each spring. Decisions for spending the remaining funds are made by the Administrative Council or designee.

Processes to carry over balances to purchase or replace large ticket items do not exist. Unspent money is collected and spent, without shared review or college-wide input. This prevents areas the replacement of large ticket item purchases and hampers efforts at the department/division level to make long-term planning and purchase plans.

PLANNING AGENDA:

Five areas have been addressed in plans to improve (correct) the Fiscal problems related to long-range planning and resource availability.

1. Academic salaries 11%
2. Classified salaries 38%
3. Benefits 6%
4. Supplies 65%
5. Other Operating expenses 50%
6. Capital Outlay 159%
1. Analysis of campus/district expense trends and examination of funding formulas.
2. Examination of campus/district budgets with income accounting & cost benefit analysis.
3. Minimization of district-wide administrative costs.
4. Reduction of campus costs and strategies to increase income.
5. Proposal for carry-over funding for large purchases.

Strategic planning team 8 & 16 analyzed budgeting trends and have prepared action plans proposing restructuring of the District allocation formula and the College budget process. A District-wide shared governance taskforce has been assigned the District allocation formula work based on the strategic plan submitted by the College (Doc 9.8) The College Strategic Plan, developed following research of similar district models, suggests that allocations be based upon objective data, which is equitable to all entities, facilitates carry-over funding, and provides flexibility within the academic year to accommodate immediate needs arising from FTES fluctuations.

A cost/benefit plan was developed (see doc 9.9), however it was discovered that this can only be accomplished if the data necessary for the objective measures is current and available and if training for each area manager occurs as stated in A.1. Banner provides real-time financial data, but demographic information is not readily available. The data is available in Banner but is not analyzed or accessible in a timely manner. Action Teams 1 & 2 have developed a plan to make this data available in a "real time" format to the entire District (Doc 9.10). The District MIS must develop the necessary tools to accomplish this data reporting. A subcommittee of the Reorganization taskforce is developing a handbook for Division Chairs and another for Educational Administrators which will be completed in the summer of 2000 providing background information on policies, procedures, data access and interpretation.

Administrative costs will be addressed in the District-wide allocation formula taskforce, the KCCD staffing study (see doc 9.11) and through the efforts of the College reorganization committee.

Strategic planning teams 8 & 16 have developed a plan, which was sent to the District, to formally lobby for increased funding to community colleges (Doc.9.12). More localized response to bring expenditures into line with resource availability was the institution of the "smart card" to cover printing costs in the library that were very large and previously covered by general funds (please refer to technology report). Materials fees are also being reviewed during Budget and Program annual reports to ensure that College resources are being used in the most effective manner and that students are bearing the appropriate costs of consumable materials.

Strategic planning team #10 has developed a plan to increase available resources by determining a more effective use of summer school and College facilities (Doc. 9.13). Another strategic plan was developed to increase external funding sources. (see doc 9.14)

9A.3 Annual and long-range capital plans support educational objectives and relate to the plan for physical facilities.

DESCRIPTIVE SUMMARY:

College facility plans are developed by input from the departments. B&PRC receive proposals for informational purposes. The proposals are reviewed and prioritized by the Administrative Council and then forwarded to the President for the final decisions. This prioritized list is then submitted to the Assistant Chancellor of Business Services at the District Office and the District contracted Architect. District-wide proposals are evaluated and prioritized by the Chancellor's Cabinet, which is composed of the Chancellor, Assistant Chancellors and Presidents. The District-wide priority list is forwarded to the California Community College Chancellor’s Office for consideration for funding.

Annual facility changes of small scope are coordinated at a local level with the District
contracted Architect, Assistant Chancellor of Business Services and the Dean of Facilities.

**SELF EVALUATION:**

No long-range capital plans exist with the exception of physical facilities. Annual plans do support educational objectives and they do relate to the plan for physical facilities. Some categorical programs have been required to establish intermediate spending plans for capital expenditures, such as VTEA, two to four year targeted occupational programs. The physical facilities District Plan is coordinated by the District architect Addington & Associates and presented to the Board of Trustees for approval.

**PLANNING AGENDA:**

As a result of this accreditation review it is apparent that assessment and review of needs is not consistently occurring. One of the major reasons for this is the lack of training for division chairs and budget managers. Training, as suggested in the previous planning agendas, should address these shortfalls. Budget and Program review processes as directed by the B&PRC will address long-range capital and facilities needs.

9A.4  Institutional guidelines and processes for financial planning and budget development are clearly defined and followed.

**DESCRIPTIVE SUMMARY:**

The guidelines for annual budget development are clearly defined in the KCCD Board Policy Manual section II Business Services. The steps for the development of the budget are laid out and the responsible parties identified. At the College level budget guidelines are sent out annually from Business Services to all staff with budget responsibility.

**SELF EVALUATION:**

Guidelines are clearly laid out and followed through the issuance of a District developed budget development calendar and the annual budget guidelines issued by the College Business Services Department. In some cases these were not followed due to a general lack of understanding of the total District and College budget development process. Managers are skilled at operating within their allocation, but they are not clear on how that allocation is determined.

Budget and Program Review Process is followed for reviewing the annual needs and goals of the entire institution. The committee has defined responsibility for review and recommendation of replacement, addition and or reduction of regular staff personnel and designated instructional and or student services equipment expenditures. In 1998-99 and 1999-00 capital budgets were minimal and instructional administration has largely developed the plans for utilization of those dollars with input from Division Chairs and Program managers.

**PLANNING AGENDA:**

Please refer to previous planning agendas for training for B&PRC and local managers. Strategic plans that are mentioned in previous planning agendas lay out clear guidelines and processes for altering the present financial planning.

9A.5  Administrators, faculty, and support staff have appropriate opportunities to participate in the development of financial plans and budgets.

**DESCRIPTIVE SUMMARY:**

The Strategic Planning Committee established in 1998-99 is making concerted efforts to involve all levels of the College community in the development of the College’s budget and financial planning. College Master Plan development at the department levels and submission to B&PRC allows faculty and staff involvement in the process. The division/department and operational areas (budget units) establish budget planning for equipment and supplies subject to annual guidelines. Budgets generated at this level are submitted to
Business Services where they are compiled and sent through the responsible administrator to the President's Cabinet and Administrative Council. It is at this level that decisions are made as to the distribution of funds.

**SELF EVALUATION:**

Through Board of Trustees budget workshops, President's cabinet, Administrative Council, B&PRC and division/department annual budget development, the opportunity is in place for all College stakeholders to have input in the budget process. However, the College has not done extensive training to broaden the employees general understanding of the budget process, instead focusing on training staff that are directly involved in the process on a needs basis. Thus stakeholders are involved only to the extent that their immediate supervisors or division/department chair involves or allow them to be involved in the process. This is dependent upon the direction of the local manager. There is no single process to guarantee participation in the process. The new District-wide Shared Governance committee may represent a vehicle to ensure participation.

Poor implementation of the intended process has lead to significant dissatisfaction in regards to continued involvement after input is submitted to the next level as evidenced by the B&PRC survey (Doc 9.1B). There is also a notable difference of opinion between the administrative and faculty opinions concerning the process. As a result of the Strategic Planning effort in 1999-2000 the process has improved becoming more inclusive and facilitating the exchange of input between all levels.

**PLANNING AGENDA**

Opportunities for participation will be made available at the District level, by representation and through workshops, at the College level, through B&PRC and in the local departments through the budget and program review process.

The District-wide Shared Governance Committee will allow representative and significant input from each important institutional component. The Board Trustees should continue to annually schedule workshops and encourage attendance on

1) budget development
2) audit review
3) final budget review

As discussed in previous planning agendas the Academic Senate will require appropriate training and participation of local budget managers. Departments, division and College areas will be able to access important cost benefit data. Plans to educate managers concerning the budget building process and training for maintenance and interpretation of the data are included in the strategic planning (Doc 9.9).

**9B. Financial Management**

**9B.1** The financial management system creates appropriate control mechanisms and provides dependable and timely information for sound financial decision making.

** DESCRIPTIVE SUMMARY:**

The financial management system (BANNER) is a real-time computer based accounting system. The BANNER system provides a detailed budget by fund, department and TOPS code. The system contains audit trail mechanisms and expenditure controls to ensure compliance with District payroll, purchasing and other fiscal policies and procedures (Doc 9.15). District accounting annually reviews and reconciles financial ledger activity utilizing system-generated reports. Financial operating activity reports are generated and distributed regularly to College budget managers. On line budget status information is also available to College budget managers. Quarterly reports are made available at the Board of Trustees meetings.

Information regarding FTES-based income is not readily available for financial decision-
making. The raw student data is sent to the State Chancellor's office where figures are compiled, analyzed and sent back to the College several months to years later.

**SELF EVALUATION:**

Prior to Banner, it was difficult to get timely financial information. Banner provides timely and dependable information for those individuals managing budgets. This financial management system provides appropriate control mechanisms for budget transfers, expenditure transfers, budget revisions, purchasing, payroll and accounts receivable.

Problems requiring resolution include a lack of proficiency and understanding of the system on the part of those budget managers who do not deal with Banner daily (e.g., division chairs - see BPR survey questions 3,4,25,26,27,28 as supporting evidence). Also of critical concern is the delay in FTES data created by sending raw student data to the State Chancellor's Office for compilation and analysis. This process prevents utilization of the data in projecting growth, as well as in program and budget development.

A significant problem exists in the design and posting methodology within the Banner system software resulting in: inconsistent feeds between models, errors in financial monitoring, difficulty in the budget process and major problems for the auditors. For example, Banner posts all payments back to the original date. It does not allow for prior period adjustment leading to difficulty in closing financial records for a given period. This means that after the annual budget is finalized and closed, any bill posted in that year will change that final balance making the budget numbers moving targets without an anchor. This is contrary to all accepted accounting procedures and presents significant problems at all levels.

Locally the software was brought on-line with inadequate input from user groups resulting in significant errors. Testing of system applications was inadequate and the District was deluged by so many problems that system corrections were very slow. A District Steering committee comprised of numerous subcommittees was developed to address specific types of problems.

At both the College and District level posting errors still represent a major problem. Managers complain of inadequate training and unqualified personnel. District workers were not trained in accrual accounting. This had a double impact when Banner problems were corrected by hand requiring significant manpower hours.

**PLANNING AGENDA:**

A Banner solutions committee was formed to deal with College problems and is becoming a positive factor in correcting and modifying the system locally. College communication must remain current and be dealt with expeditiously by the College representative to the KCCD Banner Steering Committee.

A state-wide consortium of Community Colleges that use Banner Software was initiated by the District which includes Antelope Valley, Barstow College, Chabot/Las Positas CCD, City College of San Francisco, Foothill/De Anza CCD, Kern CCD, North Orange CCCD, San Mateo CCD, and Ventura CCD. Their goal is to share information for correcting problems within the unique community college setting. The consortium attempts to apply continued pressure upon SCT (the Banner Software Company) to provide support and correct specific problems, such as software to correct the posting problems inherent in the original design. Software consultants are actively investigating specific problems as identified by the District Chief Financial Officer and correcting programming difficulties (Doc9.16).

Strategic Planning teams 1&2, 8 & 16 have both addressed lack of timely data, as indicated in a previous planning agenda. Long-range planning to set aside finances to develop these plans needs to occur through the District-wide shared governance committee.

**9B.2 Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial**
resources to support institutional programs and services

DESCRIPTIVE SUMMARY:
In compliance with Ed. Code 84040, District financial documents are annually audited by an outside agency, Roberts & James. The independent audit reviews all District funds including District auxiliary and enterprise operations. The audit also reconciles differences between the CCFS 311 report and the audit findings. The annual budget includes allocation data on a District-wide consolidated basis and on an individual College and District office basis. Moneys are allocated for District office needs and specific District Office commitments prior to other obligations. The remainder of the allocation is apportioned to the three Colleges based on the prior year’s FTES. Following this distribution adjustments are made for individual college shortfalls (Doc 9.17).

SELF EVALUATION:
Budget documents reflect inconsistent data and may have resulted in inappropriate allocation, as evidenced by the audit findings over the last three years and the amount of inter-fund transfers during the year. The 1997-98 audit report indicated multiple examples of poor District cash management and control activities. Some of the report’s findings have yet to be corrected. These include findings in the 1997-98 finding 98-7 (Doc 9.18 p 76) & 1998-99 finding 99-6 (Doc 9.17 page 70) audit reports. An example of the implication of these errors is that financial aid expenditures were made from unrestricted funds and not properly reimbursed, leaving the restricted funds with too much money and the unrestricted general funds with insufficient money. This amount was not corrected until the time of the audit, thereby resulting in inaccurate figures upon which to base budgeting for the upcoming year. These errors are on-going, reported as being corrected by the District at the time of the audit but appearing again the following year.

Another audit finding that is extremely important is the errors in the general ledger finding 98-1 and chart of accounts errors 99-7. There is an apparent recurring problem with the procedure or staff involved in the accounting procedures. Their functional knowledge should be evaluated.

Of concern is the fact that the 1999-2000 budget (Doc. 9.2) does not reflect accurate information. The amount indicated as actually spent on academic salaries in 1997-98 (p. 8) does not agree with the number reported to the state in the final CCFS-311 (Doc 9.6) for that year. The difference amounts to more than $2 million. KCCD is listed in Ann Clark’s publication, “The Money Bottom Line” (Doc 9.19) as being among the California Community College Districts which exhibit a yearly pattern of grossly inaccurate predictions of income when planning the budget for the coming year. Between 1995/96 and 1997/98, KCCD budget projections exhibited 1374% to 2944% error (see table 2 Gross Differences Doc. 9. 19). Inaccurate data and lack of timeliness prevents the College administrators and faculty from developing and implementing both long and short term plans. Current allocation of resources is extremely inefficient.

There also appears to be major problems associated with classification of costs. For instance a scattergram indicates that the cost of Academic full time salaries represents only $18, 394,034 million dollars (Doc 9.20), while the budget line in the budget document indicates $21,737,968. (Doc 9.2 page 7 total lines 1100 & 1200).

In addition, there is no person or group of people responsible for long-range financial planning at the District or college level. This prevents allocation of resources in a manner that will support the constantly changing needs of College programs. No one has the responsibility of reviewing the data as done in this report and examining trends or comparing our expenses to other comparable Districts.

PLANNING AGENDA:
The financial aid account problem must be corrected immediately following the auditor’s recommendations, which includes quarterly payments and closing of the financial aid
The managers in this area need to be held accountable for correcting system errors and developing an evaluation procedure for their local staff. Staff reflecting competent accounting skills needs to be retained for these important functions in the District.

The audit findings that have been repeated need to be corrected immediately. The administration must make an effort to correct and prevent the recurring problems in the accounting through appropriate monitoring and evaluation of accuracy of all reports annually. Accountability is an issue that is not appropriately corrected in the KCCD.

An external legislative fiscal and managerial audit was requested in a resolution by the Academic Senate and supported by many classified employees and at least two of the Trustees. An RFP for an external agency to conduct a managerial audit of the District is being written by the Chancellor. The audit should be completed with all speed to restore trust throughout the District. The District-wide Shared Governance committee should develop accountability as indicated by changes in processes over the last fiscal year.

9B.3. The institution practices effective oversight of finances, including management of financial aid, externally funded programs, contractual relationships, auxiliary organizations or foundations and institutional investments.

DESCRIPTIVE SUMMARY:

Responsibility for College oversight begins with the individual College budget managers who are required to approve all expenditures less than $500. Any expenditure exceeding $500 requires the approval of the appropriate Vice President or Dean. The second level of oversight is the College Business Services office, which does compliance reviews on all expenditures less than $1,200. They also ensure compliance with KCCD fiscal and Human Resource policies and controls. Expenditures exceeding $1,200 are reviewed for compliance at the District Business Services. The Director of Business Services monitors the College budget throughout the year. The Business Office provides a mid-year report on the status of the budget for the Budget and Program Review committee. District Business Services is also responsible for coordinating monthly, quarterly and annual reports to state and federal governments on all financial aid, categorical or grant funded programs.

District Business Services is responsible for oversight and management of all District investments and funds.

At the College level the oversight of finances is limited to the following areas:

- Salaries and wages of all full-time, part-time, hourly and student employees
- Release time, stipends and additional duty pay
- Allocation of funding to each department
- Oversight of operating and discretionary expenditures
- College generated income including fees, fines, contract instruction, community services, enterprise activities
- Foundation contributions and expenditures

The Bakersfield College Foundation and the Delano Center Foundation, at the Delano Center are College auxiliary organizations organized as separate 501C-3 corporations (Doc 9.21 & 9.22). The College Business Services office performs financial management for the BC Foundation. Delano Center staff is responsible for accounting for the Delano Foundation. All Bakersfield College Foundation activities are reported to and overseen by the Business Manager and the Foundation Board of Directors. Delano Foundation activities are overseen by the Dean of Instruction responsible for the Outreach Centers and the Delano Foundation Board of Directors. Both foundations have an auxiliary agreement with KCCD.

In addition externally funded programs, such as financial aid, report on a regular basis to their appropriate funding organizations.

Institutional investments are overseen primarily by the District and reports are given regularly by the District Assistant
Chancellor of Business Services to the Board of Trustees.

**SELF EVALUATION:**

There are ample and adequate controls over the auxiliary foundations.

Controls upon the local budgets include the in-built controls of Banner that prevents non-sufficient funds and approval beyond authorization. However, there are concerns about identifying errors in FOAPAL (funds logged in the wrong category) such as monitor the use of unrestricted funds for restricted costs. This is a management and staff problem that must be addressed.

The independent audit has recorded problems in the area of wrongly posted costs. Lack of effective training, or ill-timed training and infrequent use of the Banner program were identified as causes for procedural errors.

College level oversight shows weaknesses in the following areas:

- Failure to comply with the 195-day policy and "loose or ineffectual" application of policies for contract employees has resulted in mandatory hiring.
- Release time, stipends and managerial responsibilities are in need of review.
- Oversight of department/division level discretionary money use.
- Errors in posting and other local budget errors.

**PLANNING AGENDA:**

Training of first level management positions, and overlap with outgoing managers are essential as previously indicating in planning agendas. The Division and Department elections should be timed to facilitate this. The Reorganization Committee charged with college-wide management restructuring and evaluation will define and assign duties and release time to managers prior to the beginning of the 2000-2001 academic year. A reorganization task force, which is presently rewriting management job descriptions, was informed that position descriptions should include an obligation for training.

Contracts need to be reviewed more carefully and policies that are consistent with the Education code need to be communicated clearly by the Human Resources Department to the managers.

An oversight method for catching errors in the local department division budgets needs to be formulated and implemented by the Business Office. The new revision for the chart of accounts will help in these controls.

**9B.4 Auxiliary activities and fund raising efforts support the programs and services of the institution, are consistent with the mission and goals of the institution, and are conducted with integrity.**

**DESCRIPTIVE SUMMARY:**

The Bakersfield and Delano College Foundations were formed to promote the general welfare of Bakersfield College and the Delano College Center by assisting and supporting the College and Center in fulfilling their roles in serving the community of which they are a part. The Foundations solicit, raise and distribute monies, properties and other assets for the construction of buildings, for equipment and other capital outlay needs and for the awarding of scholarships to students in accordance with rules and procedures as documented in the by-laws of the Bakersfield College Foundation and Delano College Center Foundation (Doc 9. 21and 9.22).

A Board of Directors composed of community representatives and College officials governs the Foundation. All committees and affiliates of the Foundation are established by the Foundation Board and operate under the auspices of the Bakersfield College Foundation. The Foundation generates impressive support from the community in the form of contributions, service on the Foundation Board of Directors, and general interest in and support of Bakersfield College. See Doc.9.7 for the Foundation Budget for the last 5 years.
SELF EVALUATION:

The appropriate entities have reviewed the activities of the two foundations and found them to be meeting the stated mission - active, involved and goal directed. Input from the Foundations, such as representation on budget process committees, would optimally link activities with long-term planning goals.

PLANNING AGENDA:

No planning agenda is indicated.

9B.5 Contractual agreements with external entities are governed by institutional policies and contain appropriate provisions to maintain the integrity of the institution.

DESCRIPTIVE SUMMARY:

The College has a variety of contractual agreements including purchase and lease agreements, construction and consultant contracts. Contractual agreements with external entities are overseen by the KCCD Assistant Chancellor of Business Services to assure consistency and compliance to policies within the agreements are maintained. District Board Policies conform to the State Education code requirements. Periodic audits from external government agencies ensure compliance with regulations.

SELF EVALUATION:

The District process for overseeing and managing the College contracts is generally effective and ensures consistency with Board policy and procedures. Recently, as a result of an audit by EDD, the District/College significantly modified its process for contract labor. These changes will ensure greater compliance with state and federal payroll rules governing contract labor.

PLANNING AGENDA:

Newly revised policies (Doc 9.23) should guarantee compliance of contracts and will be reviewed annually by the Business manager and Assistant chancellor of Human relations. No additional planning agenda is indicated.

9B.6 Financial management is regularly evaluated and the results are used to improve the financial management system.

DESCRIPTIVE SUMMARY:

A District wide committee, the Banner Finance Sub-committee, constituting key financial managers and staff meet regularly (minimum once a month) to review and evaluate issues associated with the BANNER system finance and human resources modules. In addition the committee also evaluates and reviews general financial controls and processes such as purchasing procedures or position control policies. This committee has also formed subcommittees to coordinate the staffing and implementation of new financial systems.

The College and District financial information is accessible at the Division level for informal review. The President and Administrative Council regularly evaluate the status and impact of the financial management system locally.

SELF EVALUATION:

Evaluation and improvement of the MIS (Management Information System) is satisfactory at the Business Services and Administrative Council Levels. However, lack of adequate training and experience prevents this evaluation from occurring at the division chair level. The manner in which information is presented limits usability because of a lack of understanding on the part of infrequent users.

The process for evaluating financial management problems includes the checking of paper printouts by local managers and Division Chairs. Some of the managers either do not review the data thoroughly, or are not aware of the need to double-check the information. The process is time-consuming and requires a certain level of accomplishment manipulating the data.
Systems are being reviewed by Banner committees, B&PRC, and the Administrative Council to address problems with comprehensive training - appropriately timed, for managers.

At the District level the recurrence of audit findings indicates that system changes are not being initiated.

**PLANNING AGENDA:**

A review of the local budget documents as a group on the B&PRC committee to raise questions and orient new managers will improve user competency and fiscal accountability.

A thorough evaluation of the system should take place each year with all the College managers. Plans to improve the system, and accountability to insure it, must be implemented. Consideration of purchase order entries form a centralized location with an available expert, would reinforce training and contribute to correct entry of information.

Budgets based upon objective data as indicated in the strategic plan (Doc 9.9) and as discussed in a previous planning agenda, will raise the necessity to have correct postings and encourage adequate review.

**9C. Financial Stability**

**9C.1. Future obligations are clearly defined and plans exist for payment.**

**DESCRIPTIVE SUMMARY:**

Bakersfield College’s capital lease and debt obligations are clearly addressed in the annual District budget document. Plans for payment are a priority and budgeted from the College allocation secondarily only after the College reserves are funded. The COP report can be found in the 1999-2000 District Budget document (Doc 9.8) pages 81-82. Current Maintenance agreements total $301,403. Lease Purchase Agreements totaling $474,791 are located on page 90 of the 1999-2000 District Budget document.

(Doc 9.2). Bakersfield College contracts are listed below. Please refer to table 9.9 in the addenda for a table of Lease Purchase Agreements for Bakersfield College.

**SELF EVALUATION:**

Future obligations appear to be appropriate. Payment plans are suitable. While present long-term obligations and plans for repayment are appropriate there is an overwhelming opinion that the College is inadequately planned and supplied for in the future. The College does not project for future obligations due to the present dilemma of inadequate annual budgets.

There are no clearly delineated long-range plans and there is no procedure to save or invest money for future obligations. The College has quantitative data that would enable planning but no dedicated resources to accomplish the planning process.

**PLANNING AGENDA:**

The College has very minimal lease payment debt. Several obligations will be final within this academic year. New obligations should be assessed through the B&PRC and District-wide shared governance committee.

?? Concerns regarding future obligations for adequate faculty and administrators are serious.

The taskforce addressing reorganization, employing the staffing study and information form comparable Districts will be responsible for determining realistic positions at each level. The B&PRC will continue to make recommendations for staffing through existing budget and program review process. Implementation of the strategic planning budget process (Doc 9.9), as previously discussed, should address these future needs.

**9C.2 The institution has policies for appropriate risk management.**

**DESCRIPTIVE SUMMARY:**

Bakersfield College, as a member of the KCCD, participates in insurance policies to
guard against financial loss from liability claims. The KCCD has a cost effective risk management program, which has been established, through Self-Insured Schools of California, SISC, a joint power authority (JPA). The program consists of three separate risk management pools.

SISC I is the program for Workers Compensation coverage. A pool of eighty school District participants share claim costs with excess reinsurance at the $250,000 per claim level. The plan participants are annually rated based on experience and premium costs and pro-rated accordingly.

SISC II is the property and liability program. The District has a $1,000 deductible per claim. All remaining claim costs are shared with the pool participants. Excess claim costs over $1,000,000 are covered by a commercial reinsurance policy for up to $25,000,000.

SISC III is the health benefits program. This program consists of two parts. Part one covers medical and prescription drug costs. The District is entirely self-insured with excess reinsurance available for paid claims exceeding $150,000 per member per year. Part two is for dental and behavioral health benefits. A pool of two hundred forty school District participants shares costs. Recently the health benefit costs have been contained but this 98-99 year experienced an increase in benefit costs between 9 and 12%.

At the College level the Safety Coordinator is responsible for preventative safety and has a three-fold responsibility:
1. administration of the College Safety plan including a chemical hygiene and bloodborne pathogens policy
2. cooperation with SISC to report and reduce injury and illness on the job and College safety training and
3. compliance with local, state and federal safety regulations including the Katz Act and the Petris Bill (education code sec. 24000-24500) for emergency preparedness.

SELF EVALUATION:

The District is adequately covered through insurance plans to assure protection from financial, property and personnel losses due to normal risks. The College has maintained a pro-active stance in dealing with potential hazards and workman’s compensation claims by identifying problems, correcting the situation (through purchase of new equipment, providing classes or other appropriate measures) and prevention plans. There has been a decline in accidents and resulting workman’s compensation claims over the past several years. This has lead to the lowest possible X-mode modification rate of any institution in the SISC system. First aid treatment of even minor occurrences, establishing safety standards and guidelines beyond those prescribed by OSHA has helped the College to minimize this aspect of risk.

Future success of these measures is contingent upon adequate funding. The only shortfall in this process has been inability to resolve some problems due to inadequate finances for corrective measures.

PLANNING AGENDA:

A review of these plans should be included in long-range planning. Analysis concerning the need for an increased budget to deal with local safety issues should be conducted and compared with data from other similar colleges.

9C.3 Cash flow arrangements or reserves are sufficient to maintain stability.

DESCRIPTIVE SUMMARY:

The Assistant Chancellor of Business Services and the District internal auditor oversee budgeting practices and expenditures to assure adequate cash flow. The Chancellor sets contingency targets. The Kern Community College District budget for the current fiscal year, 1999 to 2000 is $81,405,870. Income is based on a target FTES of 15,604. The District will receive a COLA of 1.41% and growth funding of 3.5%. Budget reserves and restricted reserves for the 98-99 year totaled $5,248,849 District-wide. KCCD has budgeted an unrestricted reserve of $2,693,409 in 1999-2000. District
Restricted reserves in the tax contingency liability account represents $4,675,000.

The Bakersfield College allocation for 1999-2000 of $40.8 million is based on 1998-99 College FTES of 9845. These targets are used to determine cash flow to cover associated costs. The Bakersfield College 1999-2000 College contingency reserve is $250,000. This represents $50,000 less than the 1998-99 reserve.

Upon the Board of Trustees approval there is some flexibility to transfer funding from the District reserves to ensure meeting College cash flow requirements. Cash flow arrangements are dependent upon access to District funds and the ability to get short term loans through the Community College Financing authority TRANS Program (Tax and Revenue Anticipation Bonds) to bridge the delay in apportionment funding.

**SELF EVALUATION:**

Problems of a serious nature would be covered first by College reserves, then District reserves and finally TRANS. This is considered adequate coverage to maintain stability.

Reserves are available to guarantee daily operational stability. It is not known whether this balance should be renewed to the previous amount of $300,000. The combined reserves of College and District are adequate to maintain stability.

A few specific areas where flow of income at the College level results in problems is exemplified by the library and graphics center. Income collected on late, lost and damaged books is not returned to the library for replacement but placed in the District General Fund. Income collected from syllabi published on College is not considered income for the graphics center, but is sent to the District. This occasionally results in shortages at the end of the year. Inability to replace used, lost or damaged materials, even after students are fined, hamper adequate cash flow and cripple the individual department's ability to maintain even the status quo. This process earns income for the District general fund while discouraging efforts to improve conditions at the local level. It also increases distrust and perception of lack of accountability.

**PLANNING AGENDA:**

A financial analysis should be done to determine the true College reserve including individual department and division reserves. Comparison with other similar colleges, which are members of multi-college Districts, should be investigated and adequate levels should be determined for this institution by the B&PRC, Business Manager, and President.

Cash flow needs to be delineated more clearly. Areas with costs and associated charges should have control of income that is identified for those particular areas, such as charges for lost or damaged books should stay within the library. These changes can be instituted by the strategic plan addressing the College budget process (Doc 9.9).

Due to low reserves, KCCD was on the State Chancellor's "Watch List" for the last 3 years, but was removed this year. Present reports indicate that the ending balance (reserve) will be between 4.5 and 5%.

**9C.4** The institution has a plan for responding to financial emergencies or unforeseen occurrences.

**DESCRIPTIVE SUMMARY:**

The major plan for responding to financial emergencies has been the District-wide reserve, which has been consistently below the 3-5% target identified by the State Chancellor. With the purchase of new technology and an FTES shortfall in 1996 the reserve deteriorated to a low level. This year 1999-00 there has been a reestablishment of the reserve levels with a goal to reach the 5% reserve range. Dependence upon the reserve and insurance policies represent the planned response for emergencies and unforeseen occurrences.

**SELF EVALUATION:**
The dependence upon the reserve for emergency or unforeseen circumstances is of concern in two primary areas: potential Y2K problems and infrastructure problems. Following investigation it was reported that in December 1999 the institution was 97% prepared for Y2K anticipated problems. Plans were made and January 2000 presented a few problems that were smartly handled by the appropriate IT staff.

Future potential liability problems exist within the infrastructure. Following a loss of power brought on by a snowstorm Bakersfield College identified a major infrastructure problem associated with the age of its electrical system. It is estimated that replacement of the electrical infrastructure would amount to approximately one million dollars. While the problem is noted, no long-range planning to cover this cost is identified.

**PLANNING AGENDA:**

Operating on a hand to mouth budget with cut backs and freezes each year obliterates the ability to plan for financial emergencies. Each year becomes an emergency in and of itself. Restructuring District allocations and College allocations will promote long-term planning. Long-term planning must include consideration of unforeseen occurrences.

The Administrative Council and B&PRC need to seriously plan for infrastructure decay. A plan to initiate a reserve that allows for operation of the College, with impending infrastructure needs will be developed by the B&PRC and Business Manager.

Temporary needs appear to be adequately covered.

**List of Documents**

9.1A - B&PRC Description and Charge

9.1B - B&PRC Survey and results


9.4 - State Chancellor's Fiscal Data Report 1997-1998

9.5 - Analysis of Fiscal Data

9.6 - CFS-311 1993 through1999

9.7 - Board of Trustees FTES Audit report and procedure

9.8 - Strategic Plan District Allocation Formula 8&16

9.9 - Strategic Plan BC Allocation Formula 8&16

9.10 - Strategic Plan Data Analysis and Access 1&2

9.11 - District Staffing Study

9.12 - Strategic Plan for State Community College Lobby 8&16

9.13 - Strategic Plan for Summer School Enhancement of Income 10

9.14 - Strategic Plan for increasing external funding 7&13

9.15 - Business Services Board Policies

9.16 - SCT Update


9.18 - Audit Report 97-98

9.19 - The Money Bottom Line

9.20 - Scattergram of Salary Costs

9.21 - B.C. Foundation Documentation

9.22 - Delano Foundation Documentation


**Standard Nine Subcommittee**
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<tr>
<td>Tom Burke</td>
<td>administration</td>
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<td>Sonya Christian</td>
<td>faculty</td>
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<td>Janet Fulks (chair)</td>
<td>faculty</td>
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<td>Andrea Garrison</td>
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<td>Lynne Hall</td>
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<td>Chris Romanowich</td>
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<td>Joan Wegner</td>
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STANDARD TEN: GOVERNANCE AND ADMINISTRATION

The institution has a governing board responsible for the quality and integrity of the institution. The institution has an administrative staff of appropriate size to enable the institution to achieve its goals and is organized to provide appropriate administrative services. Governance structures and systems ensure appropriate roles for the board, administration, faculty, staff, and students, and facilitate effective communication among the institution’s constituencies.

Note: Bakersfield College is one of three colleges of the Kern Community College District.

10A. Governing Board

10A.1 The governing board is an independent policy-making board capable of reflecting the public interest in board activities and decisions. It has a mechanism for providing for continuity of board membership and staggered terms of office.

DESCRIPTIVE SUMMARY:

Established in 1968, the Kern Community College District is governed by a board which is representative of the communities served. The District’s seven board members serve four-year terms and the terms are staggered with no term limits. They are elected by the electors of the area in which the member(s) resides.

Trustee districts are:

?? Area I - Central Bakersfield, two trustees, election in 2002;
?? Area II - Eastern Kern County, one trustee, election 2000;
?? Area III - Southern Kern County, two trustees, election in 2000;
?? Area IV - Northern Kern County, one trustee, election 2000; and
?? Area V - Tulare County, one trustee, election 2002.

All Board members have a background of community participation and educational leadership.

John Rodgers is a former elementary schoolteacher and administrator who currently serves as a financial consultant for Paine-Webber. He represents the Bakersfield College service area and has been a member of the Kern Community College District Board since December 1994. He was recently re-elected to a four-year term. He also has experience as an elementary school Board member. He currently serves as the President of the Board.

Harvey Hall also represents the Bakersfield College service area, owns Hall Ambulance, Inc., is mayor-elect of Bakersfield and is very active in the community. He currently serves as the Trustee Liaison with the Bakersfield College Foundation. He has served as a member of the Board for two years and currently serves as Vice President of the Board.

Rose Marie Bans is from Delano, a Bakersfield College service area, and is the Principal of Cecil Avenue Junior High School in Delano. Mrs. Bans is the senior member of the Board, having served since December 1983.

Herbert Bonds represents the Porterville College service area and was elected in November 1998. He is retired from his position as the Superintendent of the Sunnyside School District, Porterville, having served Porterville area schools since 1955. He is very active in that community.

Pauline Larwood represents the Bakersfield College service area and was elected in November 1998. She has also served as a member of the Kern County Board of Supervisors for twelve years. She has taught part-time at Bakersfield College and currently is a business consultant.

Mary Lattig represents the Ridgecrest community, a service area of Cerro Coso Community College. Until recently she
owned a bookstore. She teaches business classes at a local high school. She was elected in November 1998.

Kay Meek was elected in a special election in June 1998, after a Trustee resigned in December 1997. Mrs. Meek currently serves as the Clerk of the Board. She has previously served as the Director of the Bakersfield College Foundation and has a strong background in the banking industry. Mrs. Meek is politically active in the community.

Board membership also includes a non-voting student trustee who serves for a one-year term. The student member’s advisory position on measures before the Board is noted in the official minutes of the meeting. Student trustee membership is rotated among the district’s three colleges. Campus student government representatives appoint Student trustee members.

SELF EVALUATION:

The trustee areas, drawn around 1990, are roughly based on population within elementary school districts - six to eight elementary schools per trustee area. The trustee areas were drawn to maintain the existing area representation from the Ridgecrest/desert area, Porterville and Northern Kern County/Delano areas. There is no timeline for review.

In the last five years the composition of the Board has changed due to deaths, retirements, and election decisions. Six of the seven current Board members have served five or fewer years. With four of the seven governing Board members elected in 1998 two new trustees will join the board in 2001. Board education will be important in developing their understanding of their role as independent policy makers.

PLANNING AGENDA:

Educational work sessions will be regularly scheduled on topics that include governance, budget, finance and planning.

10A.2 The governing board ensures that the educational program is of high quality, is responsible for overseeing the financial health and integrity of the institution, and confirms that institutional practices are consistent with the board-approved institutional mission statement and policies.

DESCRIPTIVE SUMMARY:

Section 2A of the Board Policy Manual (Doc.10A.2) states:

The Board of Trustees, as the controlling body of the District, is charged with: 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.

The Board shall exercise all the powers, duties, responsibilities and obligations given to it by law. Its primary function 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.

The Board of Trustees meets once a month for regular sessions. Visitations to each of the three college campuses and the community campus centers are also scheduled each year. Periodically, the board holds previously announced special sessions to review the annual budget and review audits of the budget.

SELF EVALUATION:

The Board of Trustees of the Kern Community College District historically has adhered to its policy setting role. The board ensures high quality by establishing policy and procedures related to curriculum development, program approval, employee hiring and evaluation. The Board of Trustees relies primarily on the advice and judgment of faculty in curriculum development.

As a result of financial constraints and depleted reserves, the Board of Trustees...
has conducted several meetings to increase their understanding of community college funding and the District's budget development process. As of 1999-2000, the district-wide budget is reviewed by budget category, with year to year comparisons. Significant variations in year to year allocations by category are examined with a high level of detail.

Recognizing their fiduciary duty to guarantee the financial health of the district, the Board of Trustees has established a minimum reserve target of five (5%) percent of the total general unrestricted fund. This target is being attained over three years.

**PLANNING AGENDA:**

The Board of Trustees will establish annual priorities and expectations for the District office and its colleges to ensure institutional, integrity access to quality educational programs, and financial health. To ensure the financial health of the district, the Board will increase the general fund reserve by one (1%) percent each year, from three (3%) to four (4%) percent, to five (5%) percent.

**10A.3** The governing board establishes broad institutional policies and appropriately delegates responsibility to implement these policies. The governing board regularly evaluates its policies and practices and revises them as necessary.

**DESCRIPTIVE SUMMARY:**

On April 28-29, 1999, and March 17 and 18, 2000, the Board of Trustees participated in a retreat facilitated by Wayne Newton, President of the Board of Trustees of Kirkwood Community College (Cedar Rapids, Iowa). At this retreat, the Board assessed its role, the role of the District, the Colleges and of the entire district staff and established board priorities.

The Board Policy Manual (Doc.10A.2) is regularly evaluated and revised as necessary based on the recommendations of college and/or district personnel. Policy concerns advanced by the public are also assessed by the trustees.

**SELF EVALUATION:**

The Board of Trustees is committed to performing their role as policy makers and appropriately delegates responsibility to implement policy. However there is no systematic review or evaluation of policies.

The Board evaluates policy based upon administrative recommendation in response to problems or subject to changes in law. As Board members ask questions about operations, their questions result in an examination of existing policies.

Managing issues rather than setting policy is a problem recently due to the relative inexperience of the Board members. The trustees are striving to maintain their roles as policy makers, although they sometimes cross the line to manage individual complaints. Trustee involvement in management decisions is sometimes solicited by faculty and classified staff, but the trustees are learning to refer these issues to the Chancellor.

**PLANNING AGENDA:**

The members of the governing board will strive to understand their role by participating in Board development activities and by conferring with the Chancellor. Concerns brought to the attention of members of the governing board will be referred to the Chancellor for appropriate action.

**10A.4** In keeping with its mission, the governing board selects and evaluates the chief executive officer and confirms the appointment of other major academic and administrative officers.

**DESCRIPTIVE SUMMARY:**

Section 2A.2 of the Board Policy Manual (Doc.10A.2) states:
The Board shall determine the administrative organization necessary to execute District policies. It shall elect a 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 Chancellor.

The administration of the Kern Community College District is that of line and staff. Employees should conduct College or District business according to this organizational arrangement.

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.

The Board of Trustees interviews the final candidates and makes the final selection from applicants for the positions of Chancellor; Assistant Chancellor, Human Resources, Business and Instruction; and the three College Presidents. Individuals who hold these positions by policy are to be evaluated annually. Also, in accordance with the policy affecting all management and confidential employees, these positions participate in a more detailed evaluation involving faculty input once every four years.

**SELF EVALUATION:**

In the last five years the Board of Trustees has selected an Interim Chancellor, permanent Chancellor, two Assistant Chancellors and three College Presidents. All of these selection processes involved participation by all segments of the District, Colleges, and communities. Annual evaluations are conducted of all academic and administrative officers. The evaluation includes a self-assessment, goals, accomplishments, and an administrative summary. Once every four years a comprehensive evaluation, including representative broad-based input, is conducted of all administrative officers. Although components of the evaluation are established, standard evaluation criteria are not established. In spite of an established calendar for annual and comprehensive evaluations, it was discovered two years ago that the Chancellor was not formally evaluated for several years.

**PLANNING AGENDA:**

A schedule for evaluation of all management employees is established. The Chancellor will be evaluated annually, and a comprehensive evaluation will be conducted every four years. Also, performance standards will be identified and a standard evaluation instrument will be developed for administrators. By the year 2002, all administrative employees will be evaluated using a standard evaluation tool.

10A.5 The size, duties, responsibilities, ethical conduct requirements, structure and operating procedures, and processes for assessing the performance of the governing board are clearly defined and published in board policies or by-laws. The board acts in a manner consistent with them.

**DESCRIPTIVE SUMMARY:**

Sections 2A, 2B, 2C, 2D and 2F of the Board Policy Manual (Doc:10A.2) deal with size, duties, responsibilities, ethical conduct requirements, structure and operating procedures of the Board. Section 2A outlines the authority and management of the district. Section 2B outlines the composition of the Board of Trustees, the election of members, and election and duties of officers. Section 2C outlines the scheduling and conduct of meetings. Section 2D outlines the procedures for public notice and negotiations. Section 2E is a conflict of interest statement. Section 2F is the statement of ethics for KCCD.

**SELF EVALUATION:**

The Board complies with the policy of open meetings and meeting procedures are
clearly identified for the public. In April 1995, in response to the recommendation of a previous visiting team, the Board adopted a statement of ethics (Section 2F).

The Board acts in a manner consistent with board policy. However, there is no process for assessing the performance of the Board of Trustees.

**PLANNING AGENDA:**

The members of the governing board will discuss how to assess their performance and develop a policy and procedure by June 2001.

10A.6 The governing board has a program for new member orientation and governing board development.

**DESCRIPTIVE SUMMARY:**

New Board members are given a copy of the 1999 California Community College Trustees Handbook. (updated annually)

The Chancellor spends several days individually with new Board members reviewing the District Board Policy Manual and the Comprehensive Resource Planning Document. As indicated previously in Standard 10A.3, in April 1999 the Board participated in a two-day retreat. This was in response to the realization that its overall membership was new and for the first time in 21 years the Board would be working with a new Chancellor.

**SELF EVALUATION:**

There is not a policy for an on-going Board development program or new member orientation. There is very limited involvement by staff in the orientation and development of Board members.

**PLANNING AGENDA:**

A list of topics for Board development will be identified and educational sessions will be regularly scheduled. Additionally, an annual board retreat will be conducted. Board members will be encouraged to attend seminars and conferences that address their on-going education.

10A.7 The board is informed about and involved in the accreditation process.

**DESCRIPTIVE SUMMARY:**

The District Chancellor and the College Presidents regularly inform Board members on the progress of accreditation self studies. Board members review and give input on the College accreditation process from their constituent areas. Copies of the self-studies are distributed to Board members six weeks before the team visits occur.

**SELF EVALUATION:**

Governing board members are aware of the accreditation process and the scheduled visit. Three Board members, one at each college, are participating in the accreditation self-study. The governing board chair has reviewed materials related to the accreditation, and will review the self-study report to determine the trustees’ role in implementing the plans.

**PLANNING AGENDA:**

The governing board chair, Chancellor and college presidents will meet to review the self-study reports and to determine the appropriate role for the governing board in the implementation of the plans.

10B. Institutional Administration and Governance

10B.1 The institutional chief executive officer provides effective leadership to define goals, develops plans, and establishes priorities for the institution.

**DESCRIPTIVE SUMMARY:**

Since the College President was appointed in July 1998, she has provided effective leadership to define institutional goals, to develop plans, and establish priorities for the College. The President spearheaded the
College wide strategic planning effort that began in the fall 1998. During the 1998-99 academic year, a Strategic Planning Team, made up of representatives of administration, faculty, staff, students and community members, developed the College's beliefs, vision, mission, goals, and objectives. During the fall 1999, action plans were developed and responsibilities assigned.

The new President is committed to communicating with the Budget and Program Review Committee to define goals, develop plans and establish the College's funding priorities.

SELF EVALUATION:

The College community, with the leadership of the President, has identified its beliefs, developed its vision, defined its mission, enumerated its goals and outlined its action plans. The College needs to incorporate these plans into its day-to-day operations. The College's Strategic Plan (Doc.10.B1A) must be linked with all college planning and operations. The College's Master Plan (Doc.10B1B) must be tied to the Strategic Plan. The College's Master Plan must be also supported with appropriate human resources, financial resources and curriculum. Linking actions of the College to defined goals and priorities will be a challenge.

PLANNING AGENDA:

The process for determining institutional priorities and allocating budget will be clarified and outlined. The President will evaluate and refine the strategic planning process. A flow chart will be developed to depict the relationships between and among the Strategic Plan, College Master Plan, departmental plans, curriculum, and budget allocation.

10B.2 The institutional chief executive officer efficiently manages resources, implements priorities controlling budget and expenditures, and ensures the implementation of statutes, regulations and board policies.

DESCRIPTIVE SUMMARY:

The College President manages resources through the general budgeting processes. Each budget unit develops a tentative budget which is reviewed by the unit's supervising administrator. The President works with the President's Cabinet, which is comprised of the senior administrators and budget managers, to ensure that resources are efficiently managed and the recommendations are effectively implemented.

The College President takes recommendations made by the President's Cabinet, Administrative Council, the Budget and Program Review Committee and the Information Systems and Instructional Technology Committee, and the other College governance committees that deal with resource allocation. These recommendations are based on college priorities and the mission, vision, and goals of the College.

The College President, working with the district administration and the college administration, ensures the implementation of federal and state statutes and regulations and board policies. As notice of changes is received, she directs the compliance by the campus administration.

To build the budget for the next academic year each department is asked to submit their proposed budget, including requests for new line items. The department budgets are compiled and compared to the annual allocation. Inevitably the proposed budget exceeds the general allocation and results in several budget-cutting sessions requiring reductions of millions of dollars.

Recently the College budget had a $2.6 million shortfall. A subcommittee of the Budget and Program Review Committee was charged with the responsibility of identifying budget reduction strategies in order to balance the 1999-2000 budget. Departments and Divisions developed budget priorities and identified the potential consequences of the budget cuts in their programs, which were forwarded to the President. The President's Cabinet reviewed each proposed budget line item, both labor
and non-labor, and made the necessary adjustments to submit a balanced budget to the Board of Trustees.

**SELF EVALUATION:**

The annual budget building and budget cutting exercises cause frustration.

There is a general belief that the annual College budget is not increasing to meet expenses (Doc.10B.2). In fact, the annual allocation has increased each year as has the College’s fixed costs. The misperceptions about budget shortfalls are exacerbated by budget proposals that include a combination of existing and new costs.

Controls for monitoring budget expenditures are not sufficient to ensure financial accountability. Often, office supplies, furniture and equipment are not budgeted, but they are purchased at year-end with budget “savings”. Department activities and short term employees are not always budgeted, but are absorbed by making budget transfers. An annual average of $250,000 is reserved for unbudgeted expenses.

The President has implemented a zero-growth budget process. After continuing and fixed costs are budgeted, new expenses will be evaluated according to College priorities for budget approval.

**PLANNING AGENDA:**

The President will budget all reoccurring College expenses, such as instructional equipment, vehicle replacement, computer and technology replacement, classroom and office furniture replacement. The Director of Business Services will evaluate the benefits of leasing rather than purchasing equipment.

A zero-growth budget allocation will be made to departments. Adjustments due to increases in fixed costs such as labor salary progression; benefits and utilities will be made prior to considering proposals for new or augmented budget expenses. Departments will be directed to budget according to prior year actual expenses to avoid budget transfers.

Several measures will be implemented to increase fiscal responsibility. A system to allow budget carry-over will be implemented. Standards will be adopted for purchasing furniture. The purchase of supplies from a designated vendor will be enforced. Hiring policies for temporary employees will be enforced.

**10B.3** The institution is administratively organized and staffed to reflect the institution’s purposes, size, and complexity. The administration provides effective and efficient leadership and management that make possible an effective teaching and learning environment.

**DESCRIPTIVE SUMMARY:**

The administrative organization of the College is reviewed and revised at least annually to more effectively serve the institution. The administration maintains a current organizational chart with the roles and responsibilities of administrators listed (Doc.10B.3A). The chart is published in the College catalog (Doc.10B.3B).

Administrators are delegated areas of responsibility essential to the effective operation of the College. These are usually related to their areas of expertise. Secondarily, assignments are made to balance workloads among administrators. Changes in assignment may occur annually, particularly when there is a change in personnel due to retirements and resignations. Administrators are appointed as representatives to all college-wide committees.

The administration communicates to the College community through newsletters, committee participation, and distribution of committee minutes on the Web, and opening and closing day State-of-the-College meetings.

Leadership and management can be improved by a clarification of roles and
responsibilities for each stakeholder of the College community. A common definition of participatory governance is needed to facilitate communication and decision making. To this end, a participatory governance workshop and an issues resolution work session were conducted.

**SELF EVALUATION:**

Administrators need more stability in assignments in order to gain expertise and experience in their assigned areas. This will allow them to manage and lead more effectively and efficiently.

By some measures district administrative costs may be above state averages. The Board of Trustees ordered a staffing study in the fall 1999. College reorganization is underway to review College administrative costs and to improve administrative efficiency and effectiveness. The governing board has adopted a process for comparing the College’s administrative costs to that of similar colleges.

The responsibilities of the division chairs and the deans were reviewed and clarified to eliminate duplication and increase accountability. Responsibilities were delineated related to leadership, planning, curriculum, personnel and students. The interdependent relationship of division chairs and deans is now more clearly defined. The need for a procedure handbook for division chairs and deans was identified.

Administrators as a whole are chided for not effectively communicating and for not making timely decisions. In an effort to reduce administrative costs, the Academic Senate proposed reducing the number of administrators, specifically deans. This proposal was made outside of the reorganization process.

Staff senses that there will be an improvement in efficiency and campus climate with the clarification of both governance and operating procedures. Procedures for expenditure requests, hiring temporary staff, purchasing, initiating instructional programs, and grant administration are cumbersome and often not fully understood. Efforts are underway to compile a simplified procedural manual that will be made available to all on the College Intranet.

**PLANNING AGENDA:**

The President will continue to coordinate the College staffing study. Administrative functions will be defined and their costs determined. The administrative costs associated with several administrative organizational proposals will be reviewed. Staff assignments will be made by the President to ensure the College is appropriately organized and staffed.

Members of the Administrative Council will evaluate the procedures of the College and make appropriate modifications. These procedures will be placed on the College Intranet. Selected division chairs and deans will write handbooks for division chairs and deans.

The members of the Administrative Council will initiate supervisory and management training for division chairs, deans and Administrative Council. The appropriate administrator will coordinate the orientation and training.

10B.4 Administrative officers are qualified by training and experience to perform their responsibilities and are evaluated systematically and regularly. The duties and responsibilities of institutional administrators are clearly defined and published.

**DESCRIPTIVE SUMMARY:**

The College adheres to a rigorous screening process. Administrative candidates must meet minimum qualifications appropriate to the job before they are selected for interview or hired. A thorough search is conducted for positions available.

The evaluation procedures for Kern Community College District administrators are located in the Board Policy Manual (Doc.10A.2) under Section 10E. Annual
evaluations include a review and update of the job description, a self-evaluation of accomplishments for the year, and setting goals for the following year. These three elements are discussed with the immediate supervisor and a summary evaluation is completed. Every four years a comprehensive evaluation is conducted which includes participation by faculty classified administrative colleagues.

In accordance with the KCCD Board Policy 10A5C1, “responsibilities and job descriptions of all management positions as designated by the Board of Trustees are to be maintained on a current basis with the District Chancellor.” Current job descriptions are available in the Office of the President, Bakersfield College Human Resources Office and the KCCD Educational Services Office.

SELF EVALUATION:

Annual evaluations of administrators are conducted as prescribed by the Board policy. However, the comprehensive evaluation does not use a standard instrument for the evaluation of administrators, nor have standards of successful performance been defined.

A component of the annual evaluation is a review of the duties of the administrative officers. The common functions of the instructional deans were reviewed in 1999-2000 as part of the administrative staffing study. The job descriptions for the instructional deans and the Dean of Students were rewritten as a result of the administrative review.

Job descriptions for administrative positions are maintained in the appropriate offices as noted above.

PLANNING AGENDA:

According to the Strategic Plan, by June 30, 2001, the performance of all administrative officers, as well as all other employees, services, and programs, will be evaluated and the responsible administrators and supervisors will hold each accountable to an appropriate and consistent set of standards and expectations. (Doc.10B.4)

The Administrative Council will participate in a management development program. The program will focus on planning and interpersonal communication. A list of topics for continuing educational sessions will be developed and seminars will be regularly scheduled.

By spring 2001, the Administrative Council will develop a list of competencies for successful performance. These competencies will be measured using a standard instrument that will be developed to collect input during the comprehensive evaluation process.

10B.5. Administration has a substantive and clearly defined role in institutional governance.

DESCRIPTIVE SUMMARY:

Administrators are co-chairs of the College governance committees which include Budget and Program Review, Curriculum, General Education, Information Systems and Instructional Technology, Staff Development Coordinating Council, Staff Diversity, Library Advisory and Matriculation/Student Services. Administration serves on all college-wide committees, including screening committees, as voting members, to provide guidance and assistance. Budget building, significant expenditures of funds and class scheduling are all subject to administrative review and approval. President’s Cabinet and Administrative Council are comprised of members from administration including the President, Vice Presidents, Deans and Directors. [President’s Cabinet is the President, VP’s, and Business services director, Administrative Council is the latter plus the deans and the HR director.] Under the direction of the President, these committees discuss long-range and immediate goals, and act as part of the participatory governance structure. Administration is represented on the strategic planning taskforce that has identified and articulated College beliefs, vision, mission, goals, and objectives.
SELF EVALUATION:

Administration has a substantive, but not clearly defined role in institutional governance. Although administration is represented on all College governance committees, the administrative authority for decision making is challenged when consensus is not reached. Seminars and dialogue are taking place to define the roles of administration, faculty, classified staff and students in College governance.

PLANNING AGENDA:

A task force with representatives from all groups will be formed to assess the college’s current committee structure, their purposes, composition and processes. At the beginning of each academic year, each committee will review its purpose and authority. Each committee participant will be reminded of his or her responsibility as a representative.

10B.6 Faculty have a substantive and clearly defined role in institutional governance, exercise a substantial voice in matters of educational program and faculty personnel and other institutional policies which relate to their areas of responsibility and expertise.

DESCRIPTIVE SUMMARY:

The roles and responsibilities of the Academic Senates are outlined in the KCCD Board Policy Manual Section Six (Doc.10A.2). In accordance with AB 1725 and Title 5, the faculty exercises substantial influence in academic matters. Faculty input is primarily relied upon on matters related to educational programs such as curriculum development and course prerequisites. Policies which impact faculty are developed with faculty input through both the committee structure and review by the Academic Senate. The Academic Senate at Bakersfield College makes recommendations with respect to academic and professional matters to the College President and Management Team, and if necessary, consults collegially with the Board of Trustees about individual College matters.

The faculty has a defined role in the governance of Bakersfield College as indicated by the involvement of faculty on all standing committees, most ad hoc committees and task forces. Faculty members are appointed by the Academic Senate to these committees according to the agreed upon number of classified, faculty, administration, and student members. In most cases, faculty has the greatest number of representatives serving on committees, including screening committees for administrative and faculty positions.

Examples of faculty involvement in committees that affect college governance are Budget and Program Review, Curriculum, Hiring, Information Services and Instructional Technology, Administrative and Faculty Selection, Matriculation, Staff Development, Staff Diversity, the Accreditation Steering and Standards subcommittees, and the Division Chair Council. Participation in the committees described above has been campus-wide and attempts are made to represent all areas.

Faculty has a voice in selecting the faculty leadership. Elections are held for department chairs and division chairs. The department chair elections determine the department chair. Division chair elections are advisory. The College president selects the division chair in each division.

SELF EVALUATION:

Although faculty members serve on all College governance committees, agreement does not exist between administration and the Academic Senate about the faculty role in decision making. However, College governance committees are co-chaired by faculty and administrators, and committee membership is generally a majority of faculty.

Although faculty members are appointed to participatory governance committees by agreed upon numbers, faculty roles and responsibilities may not be clearly defined.
In recent years because of low faculty morale, faculty involvement has decreased. There is difficulty in staffing key academic leadership positions.

Some faculty members do not feel their role is clearly defined. Some faculty feel the process doesn't work, their input is overlooked, and Academic Senate involvement in the decision-making process is late. Most faculty on the Budget and Program Review Committee feels that the College President does not rely upon the B&PR Committee for academic and professional matters. (Doc.10B.2)

In some areas, the division chair appointed by the President has not been the person with the most votes from the faculty in the division election. Faculty is concerned that it has happened too often.

In an effort to reach a common understanding about participatory governance, the College President and the President of the Academic Senate hosted a work session facilitated by the Community College League of California (CCLC) and the Academic Senate of the California Community Colleges (ASCCC). All segments of the College were invited to a half-day overview with an opportunity for questions and answers. The Academic Senate Executive Committee and the Administrative Council participated in a subsequent half day of issues resolution.

The faculty is looking for a commitment from the Board of Trustees to delineate the areas in which there will be mutual agreement and the areas in which they will rely primarily upon the Academic Senate for advice.

PLANNING AGENDA:

At the beginning of each academic year the guidebook on participatory governance prepared by the Community College League of California and the Academic Senate for California Community Colleges (Doc.10B.6) will be distributed to committee members, the Academic Senate Executive Committee, the Classified Senate Executive Committee and the Administrative Council. A participatory governance orientation will be provided annually as necessary.

In the academic year 2000-2001, a representative taskforce will review and evaluate College governance committees. The purpose and composition of each committee will be assessed. The role of faculty in the various committees will be defined and clarified.

10B.7 Faculty has established an academic senate or other appropriate institutional organization for providing input regarding institutional governance.

DESCRIPTION SUMMARY, SELF-EVALUATION, and PLANNING AGENDA:

See 10B.6.

10B.8 The institution has written policy that identifies appropriate institutional support for faculty participation in governance and delineates the participation of faculty on appropriate policy, planning, and special purpose bodies.

DESCRIPTIVE SUMMARY:

KCCD Board Policy Manual, Section 6B, (Doc.10A.2) outlines the responsibilities of the College Academic Senates. The Senates appoint faculty members to serve on College and District committees, task forces or other groups dealing with academic and professional matters. For example the Academic Senate appoints members to the Budget and Program Review, Curriculum, Evaluation, and Screening committees.

The College provides reassigned time to the faculty co-chairs of the Curriculum, Budget and Program Review, Information Systems and Instructional Technology, Staff Development, and Staff Diversity committees. Reassigned time is also provided to the Academic Senate President.

SELF EVALUATION:

There is reassigned time provided to the Academic Senate President and co-chairs of certain committees. While expectations for
faculty leadership have increased in the last several years, total re-assigned time for the Academic Senate shared governance responsibilities has not changed in the last several years, even with additional responsibilities.

Many opportunities exist for faculty input. Faculty members understand the importance of participation on governance committees. They also note that it is important that the College President listen to that faculty input. Even though the participation of faculty is delineated, many times their recommendations are overruled because of a perceived emergency, which has occurred to Budget and Program Review Committee recommendations. 

(Doc.10B.2)

PLANNING AGENDA:

The Executive Board of the Academic Senate has discussed the importance of the development of future faculty leaders. The Executive Board has placed faculty leadership development on the agenda for the Academic Senate for the 2000-2001 Academic year. Faculty roles in decision-making and resource allocation need to be strengthened. Future budgets should provide for adequate support for travel and training.

Support for faculty participation will be assessed, compared to other institutions of similar size, and recommendations for improvement will be made to the President to bring institutional support for faculty participation in governance to the appropriate levels. Efforts will be made to develop and implement programs to increase stipends and support for travel to and participation in training workshops in state and college governance. Staff development funds and grants will also be examined as sources for financial support.

10B.9 The institution clearly states and publicizes the role of staff in institutional governance.

DESCRIPTIVE SUMMARY:

The newly formed Classified Senate is an employee organization that strives to promote college governance. It provides a voice for classified employees on non-negotiable issues.

Each year the President sends out a listing of the College's Standing Committees and their memberships. There are Classified Senate representatives on the Budget and Program Review Committee, the Information Systems and Instructional Technology Committee, the Matriculation/Student Services Committee, the Safety Committee, the Staff Development Coordinating Council, the Staff Diversity Committee, the Student Complaint Hearing Committee, and the Title IX Committee.

The Classified Senate and CSEA are currently working to define their roles in campus governance.

The minutes for many of these committees are distributed on campus, posted in employee areas, and posted on the College's website.

SELF EVALUATION:

Although Bakersfield College has a history of classified staff participation in institutional governance, a clearly stated philosophy or policy statement does not exist. However, there is an agreement that exists between administration and the classified bargaining unit, which explicitly defines committee representation for the Classified Senate, and the bargaining unit, CSEA.

The executive members of the Classified Senate and CSEA participated in a campus seminar on participatory governance to assist with the clarification of the role of classified staff in institutional governance.

There is some concern that the sizes and composition of the participatory governance committees are too large and lack adequate representation of classified staff and students. Some classified members of the campus community would like the process for selecting co-chairs of participatory governance committees opened up to all employee groups as appropriate. Some
classified members of the campus community would like faculty, staff, and students represented on the Administrative Council and the President's Cabinet.

In scheduling meeting times, there is a need to take into account the scheduling difficulties of all employee groups and students. The publishing of the agendas and minutes of shared governance committees is inconsistent.

**PLANNING AGENDA:**

Dialogue will continue to define processes for effective participation in institutional governance. As noted previously, a representative task force will evaluate the College governance committees.

10B.10 The institution clearly states and publicizes the role of students in institutional governance.

**DESCRIPTIVE SUMMARY:**

The Associated Students of Bakersfield College (ASBC) is designated as the legal body representing students on matters of policy making, planning, budgeting and other governance issues. The ASBC President appoints student representatives to various committees, but any student on campus may attend the meetings.

Each year the College President sends out a listing of the College’s Standing Committees and their memberships. There are ASBC representatives on the Budget and Program Review Committee, the Curriculum Committee, the General Education Committee, the Information Services and Instructional Technology Committee, the Library Advisory Committee, the Matriculation/Student Services Committee, the Safety Committee, the Staff Diversity Committee, Publications Committee, and the Student Complaint Hearing Committee. Efforts are made to encourage student participation in the above standing committees.

Committee reports are given at the student government meetings. The minutes for many of these committees are distributed on campus, posted in student government areas, and posted on the College’s web site.

Proposed District policies and College procedures that have a direct impact on students are directed to the ASBC for discussion and recommendation.

A student trustee is appointed to serve on the District governing board. The one-year term is rotated among the three district colleges. The student trustee is a liaison with students at each of the three colleges, and represents students’ views on all governing board matters, except business conducted in closed sessions.

**SELF EVALUATION:**

Students participate in institutional governance by serving on College governance committees. Students are also included on employment screening committees for positions such as the Vice President of Student Services, the Dean of Students and the Director of Student Activities. Many standing committees have had the same meeting time for several years. Students who work may find meeting during certain times of the day difficult or impossible. Committee chairs need to be sensitive to student needs when considering meeting times.

Student participation on committees can be sporadic. Committee attendance is generally good at the beginning of the fall term but diminishes over time. To encourage regular committee meeting attendance, the student representative is on the ASBC agenda for reports. On one specific committee students noted that they felt their input was ignored. In this specific instance they felt that faculty did not accept them.

Student participation on screening committees is most effective at the point of the interview. The actual reading and evaluation of all applicant materials are time consuming and therefore not often undertaken by students, although they are invited to participate in this portion of the screening after participating in training.
The members of the ASBC are involved in regular dialogue with administration and faculty. The ASBC becomes involved in college projects, offers solutions to issues and makes recommendations on policy matters.

The Associated Student Body's (ASB) role in participatory governance is not widely known. It is not stated in the College catalog, Student Handbook, or on the College web site. There is also a lack of committee reports by the ASB representatives to the student government.

There is a problem of continuity of student participation on the committees. It is difficult for students to consistently attend committee meetings given their schoolwork and employment.

PLANNING AGENDA:

Student participation will continue to be encouraged and supported. Annually, as part of the ASBC orientation, a session will be included on the student role in participatory governance.

10C. Multi-College Districts and/or Systems

10C.1 The district/system chief executive officer provides effective leadership to define goals, develop plans, and establish priorities for the institution.

DESCRIPTIVE SUMMARY:

When the last accreditation team visit occurred in 1994, the District Chancellor, Dr. James Young, reflected a period of stability in the District, having held his position for 16 years. Dr. Young retired in February 1999 and Mr. Joseph Conte serving as the Interim Chancellor from February 1999 through October 1999. On November 1, 1999, Dr. Walter Packard became District Chancellor.

Under the leadership of Dr. Young, the District annually established goals and these goals are included in the Comprehensive Planning Resource Document. Through the Chancellor’s Cabinet (composed of the College Presidents and Assistant Chancellors), College input regarding these goals occurred. Colleges simultaneously developed their own annual goals and priorities. During the time Mr. Conte was Interim Chancellor in April 1999, a two-day retreat was held and the Board of Trustees established priorities and goals for the next several years. The Board established the following priorities:

1. Bring the District-wide budget into balance and develop a financial strategy for attaining a minimum of 5% reserve.
2. Review our staffing patterns and implement a staffing plan, which is appropriate for our size of operations. Reduce our payroll below 80% of the annual budget.
3. Develop an effective District-wide marketing plan.
4. Rebuild credibility within and outside the District.
5. Overcome the distance factor and feelings of isolation.
6. Get the staff more involved in the communities we serve.
7. Take steps to increase our enrollment and improve our student retention rates.
8. Work cooperatively with our high schools to develop seamless educational opportunities.
9. Work on achieving more positive press and visibility.

The Trustees also committed to developing the following:

?? A District mission statement
?? A review and rewrite of Board policies
?? A Trustee handbook
?? Improving articulation with secondary schools
?? Development of a Board evaluation process

Mr. Conte directed his efforts to implement these priorities and plans.

Dr. Packard has expressed his interest in developing a district wide strategic plan. On March 17 and 18, 2000, the Chancellor conducted a retreat with the governing board on board priorities established in April 1999. The Board established the following revised and ranked priorities:
1. Bring the District-wide budget into balance and develop a financial strategy for attaining a minimum of 5% reserve. (2)

2. Review our staffing patterns and implement a staffing plan which is (1) appropriate for our size of operations. Reduce our payroll below 80% of the annual budget.

3. Develop an effective District-wide marketing plan. (5)

4. Build credibility within and outside the District. (3)

5. Overcome the distance factor and feelings of isolation. (6)

6. Get the staff more involved in the communities we serve. (7)

7. Take steps to increase our enrollment and improve our student (8) retention rates.

8. Work cooperatively with our high schools to develop seamless (9) educational opportunities.

9. Work on achieving more positive press and visibility. (10)

10. Board involvement at the State and National Levels. (4)

**SELF EVALUATION:**

The Chancellor is taking effective steps to define goals, develop plans and establish priorities for the district. He conducts bimonthly meeting with his cabinet, which includes the three District Vice Chancellors and the three College Presidents. The Chancellor holds a monthly meeting with the three Academic Senate presidents, three College Presidents, and three Vice Chancellors. Recently, he reconstituted the District Participatory Governance Committee. The committee’s composition and purpose are defined, and an agenda of priority items is established.

The Chancellor is establishing lines of communication with all members of the three colleges. He communicates with all constituents via E-mail and by hosting coffee hours. He sends regular updates to members of the governing board. Recently, a governing board retreat was held to establish a list of priorities. The Chancellor and the governing board have established priorities that include developing a strategic plan, including a mission statement.

**PLANNING AGENDA:**

The Chancellor will implement a process of strategic planning. He will consult with the District Participatory Governance Committee to establish an effective process. In consultation with this committee, he will develop plans to address priority issues that include the budget, planning, goals and mission, communication, training/professional development, collegial relationships, and process development.

**10C.2 The district/system chief executive officer efficiently manages resources, implements priorities controlling budget and expenditures, and ensures the implementation of statutes, regulations, and board policies.**

**DESCRIPTIVE SUMMARY:**

Notwithstanding his short tenure with the district, the Chancellor is gathering information so he can establish an appropriate budget reserve, manage existing resources and ensure the implementation of statutes, regulations and board policies. The Chancellor intends to identify priorities that are then linked to the budget development process.

The district budget allocation model is being evaluated compared to other models. A task force has been formed to recommend a budget allocation model to the Chancellor, who will make a recommendation to the governing board.

The Chancellor conducts weekly meetings with his administrative team and bimonthly meeting with his Cabinet to discuss operational issues including implementation of statutes, regulations and board policy. To ensure the effective use of resources and to control budget expenditures for administrative and instructional technology, a District budget committee was formed. This committee was reconstituted with a broader purpose as the District Participatory Governance Committee. A budget workshop is conducted annually to review the adopted budget. Monthly financial reports are made to the governing board. An independent

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financial audit is conducted annually. The audit is presented to the Board in a work session before action is taken to accept the audit findings.

**SELF EVALUATION:**

The Chancellor is focused on managing resources and directing policies to reflect the priorities established by the Board of Trustees. The implementation of the governing board’s goal to build a budget reserve to 5% has caused tension among district employees as actions are taken to control personnel expenditures.

Fiscal constraint has raised suspicion of financial and operations mismanagement. The governing board implemented a hiring freeze and ordered a staffing study. Staffing levels will be compared to other districts of comparable size. Additionally, a legislative audit has been called for by the faculty as a means for ensuring an independent review of District operations.

**PLANNING AGENDA:**

The Chancellor will direct four initiatives to enhance effective and efficient management:

1. The staffing study will be completed and staffing levels will be compared to districts of comparable size.
2. In consultation with the District Participatory Governance Committee, an independent firm will be identified to conduct an operational audit;
3. The Budget Allocation Task Force will evaluate the current model compared to others and make a recommendation;
4. The District Participatory Governance Committee will examine several priorities to improve operations.

**DESCRIPTIVE SUMMARY:**

No written statement specifically delineating District/College institutional operational responsibilities exists in the District Board Policy Manual. Board Policy does delineate the responsibilities of the Chancellor and the College President.

The KCCD Board Policy Manual Section Three identifies guidelines for many of the District’s business practices which in turn dictates how the business service function district-wide is to operate.

**SELF EVALUATION:**

The centralization or decentralization of certain operations is continuously discussed and reassessed. Duplication of services is of particular concern in human resources, business services and technology operations. The distinction between shared services and district operations is unclear, thereby causing discord about authority for decision-making regarding budget priorities and the effective use of financial and human resources.

Policies are implemented differently at each college and the District office. There is not a sense of a “system”. When standardization or centralization is proposed or implemented dissent is immediately engendered. The colleges fear a loss of authority and a reduction in autonomy.

**PLANNING AGENDA:**

The Chancellor will direct the evaluation of Human Resources and Business Services operations to eliminate duplication and improve efficiencies. Also, in consultation with the District Participatory Governance Committee, the Chancellor will clarify processes for decision making related to budget, planning, policy and communication. An operational audit will also impact these efforts.

10C.3 The district/system has a statement, which clearly delineates the operational responsibilities and functions of the district/system and those of the College.

**DESCRIPTIVE SUMMARY:**

The Kern Community College District Office is organized to provide services to the district's three colleges. Those services are
Human Resources (including benefits), Business Services, Educational Services, and Informational Technology.

All three Colleges have employees who direct the four functions with the District office and provide communication and liaison with the district. Given the geographic distances among the Colleges, many aspects of the services are decentralized with some independent decision-making at the Colleges. For instance, the District Human Resources Office aids in faculty recruiting and finalizing the hiring paperwork. The actual interviews of faculty candidates and formal recommendations for hiring decisions are made at the individual colleges. The District Human Resources Office is responsible for monitoring the integrity of the hiring process (e.g. affirmative action).

**SELF EVALUATION:**

The Colleges are distant from one another and serve very different populations. However, there is concern that there is duplication in some functions at the District and College level. There is also concern about the level of support received from the District by the College.

**PLANNING AGENDA:**

The Chancellor will direct several strategies to provide effective services to the College. The Assistant Chancellor for Human Resources will convene a task force to evaluate services and propose an organization that effectively and efficiently supports the functions of the College. The Assistant Chancellor for Business Services has convened the business services managers to evaluate services and identify effective and efficient processes to support the business functions of the College without duplication of effort. Information Technology will continue to be monitored to contain its scope and cost of operations to support mutually established priorities.

These efforts will be coordinated with the operational audit.

**10C.5** The district/system and the College(s) have established and utilize effective methods of communication and exchange information in a timely and efficient manner.

**DESCRIPTIVE SUMMARY:**

Besides ongoing exchanges between the Colleges and the District Office staff, communication is conducted through the operation of 31 district-wide committees. The committees are composed of representatives of the Colleges and the District. The District Chancellor, Assistant Chancellors, and Directors chair these committees.

In 1997-98 a great deal of dialogue occurred between the Board of Trustees, faculty, and administration about participatory governance and these discussions were articulated publicly. As a result a Districtwide Shared Governance Committee composed of representatives of all employee groups and students was created. Following a workshop on participatory governance, this committee’s purpose was defined and priority issues were identified. Communication and collegial relations are among the priority issues that need to be addressed through the consultation process.

**SELF EVALUATION:**

Problems existed in the past in getting accurate information in a timely manner. Installation of a new administrative information system (SCT BANNER) has both facilitated communication and forced communication and joint planning between all the Districts entities. The District Office and the three Colleges have made use of other technologies to increase communication through more sophisticated use of e-mail and through teleconferencing and 4-way videoconference meetings. In spite of the increased exchange of information, criticism about inadequate communication continues to be lodged.
PLANNING AGENDA:

At the District, a review of the District-wide committee structure is underway. This effort will focus on the purpose of each committee, the make up of the committee, the role and responsibilities of committee members, as well as the relationship between the various committees. In part, the intent is to examine the effectiveness of these committees and to consider strategies for improving effectiveness. This should also improve the flow of information through the District.

The Chancellor is also scheduling informal coffees on each college campus, open to all, to encourage open dialog on issues of interest across the District.

10C.6 The district/system has effective processes in place for the establishment and review of policy, planning, and financial management.

DESCRIPTIVE SUMMARY:

The District establishes, reviews and revises policy in response to problems and changes in legislation, but not in any systematic way.

These processes include:

?? Periodic updates of the Board Policy Manual and distribution of written and on-line policy information to all in the College community.

?? Special committees and/or collective bargaining sessions to review specific sections of the Board Policy Manual (all employee contracts are sections of the Board Policy Manual).

Planning:

?? Annual updating of the District Comprehensive Resource Planning Document that involves more than fifty staff from the District and Colleges.

?? An annual updating of the Information Technology Plan which is developed and submitted by the Information Technology Task Force and is reviewed by the Chancellor’s Cabinet and campus committees.

Financial Management:

?? Thorough review of District budget priorities by the Districtwide Shared Governance Committee in 1998-99.

?? Annual all-day Board budget session (Tentative Budget in July and Final Budget in August/September) in which the proposed final budget and the processes used to build it are reviewed.

?? Monthly budget status reports shared at all open meetings of the Board of Trustees.

?? Since 1990 the District has employed an internal auditor to regularly assess the financial status and financial process of the District.

SELF EVALUATION:

The District is making progress in planning by creating the KCCD Participatory Governance Committee.

The District’s budget is subject to periodic audits by internal and external auditors. Recently, the faculty Academic Senates and one board member have requested an external legislative audit.

PLANNING AGENDA:

The Chancellor, with the assistance of faculty, staff and administrators, will continue efforts to strengthen participatory governance to ensure effective processes for policy, planning, and financial management. This will include maintaining a Budget Allocation Task Force with the focus on the development of a new allocation model for the District. A subcommittee of the Participatory Governance Committee is charged with clarifying the committee’s role, and in conjunction with the Chancellor, a new District-wide strategic planning initiative will continue to be implemented. In addition, efforts will continue to identify and eventually hire a firm to perform an operational/management audit of the District.
LIST OF DOCUMENTS:

10A.2  KCCD Board Policy Manual
10B.1A  Bakersfield College Strategic Plan
10B.1B  Bakersfield College Master Plan
10B.2  Budget and Program Review
Survey
10B.3A  Bakersfield College Administration
Organization Chart
10B.3B  Bakersfield College Catalog
10B.4  Strategic Planning, Action Plan for
Objective 9
10B.6  "Participating Effectively in District
and College Governance", (The
Law, Regulations & Guidelines),
Community College League of
California (CCLC) and the
Academic Senate of the California
Community Colleges (ASCCC)

Standard Ten Subcommittee

Bart Andrus       classified staff
Peggy Brust       student
Gary Cox          faculty
Sally Hill        faculty
Vivian Mason      faculty
Tracy Mitchell    student
Stephen Smith     faculty (chair)
Janet Tarjan      faculty
Sandra Serrano    President
### Enrollment (Fall)

<table>
<thead>
<tr>
<th></th>
<th>1997</th>
<th>1998</th>
<th>1999</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Enrollment</strong></td>
<td>13,425</td>
<td>13,246</td>
<td>15,161</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>7,843</td>
<td>7,606</td>
<td>8,633</td>
</tr>
<tr>
<td>Male</td>
<td>5,581</td>
<td>5,579</td>
<td>6,475</td>
</tr>
<tr>
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<td>1</td>
<td>61</td>
<td>53</td>
</tr>
<tr>
<td><strong>Load</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time</td>
<td>4,417</td>
<td>4,249</td>
<td>4,681</td>
</tr>
<tr>
<td>Part-time</td>
<td>9,008</td>
<td>8,997</td>
<td>10,480</td>
</tr>
<tr>
<td><strong>Pattern</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day</td>
<td>8,207</td>
<td>8,414</td>
<td>9,393</td>
</tr>
<tr>
<td>Evening</td>
<td>4,154</td>
<td>3,955</td>
<td>4,330</td>
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<tr>
<td>Unknown</td>
<td>1,064</td>
<td>877</td>
<td>1,438</td>
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<tr>
<td><strong>Ethnicity</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
<td>267</td>
<td>267</td>
<td>287</td>
</tr>
<tr>
<td>Asian</td>
<td>397</td>
<td>339</td>
<td>427</td>
</tr>
<tr>
<td>Black</td>
<td>987</td>
<td>815</td>
<td>1,041</td>
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<tr>
<td>Filipino</td>
<td>321</td>
<td>295</td>
<td>291</td>
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<tr>
<td>Hispanic</td>
<td>4,005</td>
<td>3,969</td>
<td>4,776</td>
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<tr>
<td>Pacific Islander</td>
<td>32</td>
<td>28</td>
<td>32</td>
</tr>
<tr>
<td>White</td>
<td>7,302</td>
<td>6,679</td>
<td>7,607</td>
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<tr>
<td>Other</td>
<td>0</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Unknown</td>
<td>114</td>
<td>812</td>
<td>696</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>19 or less</td>
<td>3,662</td>
<td>3,858</td>
<td>4,293</td>
</tr>
<tr>
<td>20-24</td>
<td>3,720</td>
<td>3,646</td>
<td>3,981</td>
</tr>
<tr>
<td>25-29</td>
<td>1,657</td>
<td>1,631</td>
<td>1,812</td>
</tr>
<tr>
<td>30-34</td>
<td>1,192</td>
<td>1,139</td>
<td>1,310</td>
</tr>
<tr>
<td>35-39</td>
<td>1,144</td>
<td>1,063</td>
<td>1,161</td>
</tr>
<tr>
<td>40-49</td>
<td>1,480</td>
<td>1,362</td>
<td>1,757</td>
</tr>
<tr>
<td>50+</td>
<td>570</td>
<td>547</td>
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</tr>
<tr>
<td>Unknown</td>
<td>0</td>
<td>0</td>
<td>1</td>
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### BC Graduates (Full Year)

<table>
<thead>
<tr>
<th></th>
<th>1997-98</th>
<th>1998-99</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total BC Graduates</strong></td>
<td>827</td>
<td>987</td>
</tr>
<tr>
<td><strong>Award Types</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AA / AS</td>
<td>652</td>
<td>818</td>
</tr>
<tr>
<td>Certificates</td>
<td>175</td>
<td>169</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>442</td>
<td>530</td>
</tr>
<tr>
<td>Male</td>
<td>210</td>
<td>288</td>
</tr>
<tr>
<td>American Indian</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>Asian</td>
<td>17</td>
<td>24</td>
</tr>
<tr>
<td>Black</td>
<td>26</td>
<td>36</td>
</tr>
<tr>
<td>Filipino</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>Hispanic</td>
<td>151</td>
<td>205</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>White</td>
<td>341</td>
<td>425</td>
</tr>
<tr>
<td>Unknown/Non-Respondent</td>
<td>97</td>
<td>101</td>
</tr>
</tbody>
</table>

### FTES Attendance

<table>
<thead>
<tr>
<th></th>
<th>1997-98</th>
<th>1998-99</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9401</td>
<td>9982</td>
</tr>
</tbody>
</table>
# Bakersfield College

## 1998-1999 Selected Student Information

With Comparisons

## High School Graduate Attendance at Bakersfield College

<table>
<thead>
<tr>
<th>Percent of all HS Graduating Classes</th>
<th>Fall 1997</th>
<th>Fall 1998</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attending BC: (Entering Fall Semester After Graduation)</td>
<td>28.9%</td>
<td>29.3%</td>
</tr>
</tbody>
</table>

### High Schools with the Highest Percentage of Graduates Attending BC:

<table>
<thead>
<tr>
<th>School Name</th>
<th>Fall 1997</th>
<th>Fall 1998</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bakersfield High</td>
<td>44.9%</td>
<td>39.1%</td>
</tr>
<tr>
<td>McFarland High</td>
<td>38.1%</td>
<td>39.0%</td>
</tr>
<tr>
<td>North High</td>
<td>37.8%</td>
<td>35.7%</td>
</tr>
<tr>
<td>Garces High</td>
<td>37.7%</td>
<td>35.6%</td>
</tr>
<tr>
<td>Centennial High</td>
<td>37.4%</td>
<td>35.3%</td>
</tr>
<tr>
<td>Highland High</td>
<td>35.0%</td>
<td>34.5%</td>
</tr>
</tbody>
</table>

## Transfers (Full Year)

<table>
<thead>
<tr>
<th>Year</th>
<th>1997-98</th>
<th>1998-99</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>747</td>
<td>720</td>
</tr>
<tr>
<td>To: UC</td>
<td>37 5.0%</td>
<td>37 5.1%</td>
</tr>
<tr>
<td>To: CSU</td>
<td>700 93.7%</td>
<td>663 92.1%</td>
</tr>
<tr>
<td>To: Indep (Fall)</td>
<td>10 1.3%</td>
<td>20 2.8%</td>
</tr>
</tbody>
</table>

### Ethnic Distribution:

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>CSU</th>
<th>UC</th>
<th>CSU</th>
<th>UC</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>16</td>
<td>2.3%</td>
<td>16</td>
<td>2.4%</td>
</tr>
<tr>
<td>Asian</td>
<td>17</td>
<td>2.4%</td>
<td>4</td>
<td>10.8%</td>
</tr>
<tr>
<td>Black</td>
<td>26</td>
<td>3.7%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Filipino</td>
<td>5</td>
<td>0.7%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>183</td>
<td>26.1%</td>
<td>7</td>
<td>18.9%</td>
</tr>
<tr>
<td>White</td>
<td>384</td>
<td>54.9%</td>
<td>21</td>
<td>56.8%</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0.0%</td>
<td>1</td>
<td>2.7%</td>
</tr>
<tr>
<td>Unknown</td>
<td>69</td>
<td>9.9%</td>
<td>3</td>
<td>8.1%</td>
</tr>
</tbody>
</table>

## Transfer Student Success

### Average Pre-Admission GPA:

<table>
<thead>
<tr>
<th></th>
<th>BC Transfers to CSU</th>
<th>CSU Systemwide Comparison</th>
<th>BC Transfers to CSU</th>
<th>CSU Systemwide Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper Division</td>
<td>2.94</td>
<td>2.94</td>
<td>2.88</td>
<td>2.95</td>
</tr>
<tr>
<td>Lower Division</td>
<td>2.73</td>
<td>2.81</td>
<td>2.80</td>
<td>2.85</td>
</tr>
</tbody>
</table>

### One Year (Fall to Fall) Continuation Rate:

<table>
<thead>
<tr>
<th></th>
<th>BC Transfers to CSU</th>
<th>CSU Systemwide Comparison</th>
<th>BC Transfers to CSU</th>
<th>CSU Systemwide Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper Division</td>
<td>86%</td>
<td>84%</td>
<td>83%</td>
<td>85%</td>
</tr>
<tr>
<td>Lower Division</td>
<td>74%</td>
<td>78%</td>
<td>78%</td>
<td>80%</td>
</tr>
</tbody>
</table>

### CSU GPA after One Year Continuation:

<table>
<thead>
<tr>
<th></th>
<th>BC Transfers to CSU</th>
<th>CSU Systemwide Comparison</th>
<th>BC Transfers to CSU</th>
<th>CSU Systemwide Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper Division</td>
<td>2.84</td>
<td>2.87</td>
<td>2.79</td>
<td>2.90</td>
</tr>
<tr>
<td>Lower Division</td>
<td>2.52</td>
<td>2.72</td>
<td>2.70</td>
<td>2.79</td>
</tr>
</tbody>
</table>

Data Source:
- Enrollment and FTES Data - CA Community College Chancellor's Office
- BC and High School Graduate Information - KCCD Reports
- Transfer Data - CA Postsecondary Education Commission and CSU Reports
## Addenda of Tables

Table 9.3 Bakersfield College Allocation as a Percent of Total District Budget

<table>
<thead>
<tr>
<th>Year</th>
<th>District Budget in millions</th>
<th>District Office Budget in millions</th>
<th>Bakersfield College Budget in millions</th>
<th>Bakersfield College Percent of KCCD budget</th>
<th>Bakersfield College Percent of District FTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996-97</td>
<td>$64.9</td>
<td>$14.9</td>
<td>$30.8</td>
<td>47%</td>
<td>64%</td>
</tr>
<tr>
<td>1997-98</td>
<td>$70.1</td>
<td>$16.8</td>
<td>$33.2</td>
<td>47%</td>
<td>58%</td>
</tr>
<tr>
<td>1998-99</td>
<td>$77.8</td>
<td>$20.2</td>
<td>$36.0</td>
<td>46%</td>
<td>64%</td>
</tr>
<tr>
<td>Total</td>
<td>$12.9 million</td>
<td>$5.3</td>
<td>$5.2 million</td>
<td>-1%</td>
<td></td>
</tr>
<tr>
<td>Percent increase</td>
<td>20%</td>
<td>36%</td>
<td>17%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 9.4 Comparison of Instructional Activity Budgets of 11 Comparable Districts 1998-9

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0100</td>
<td>Agricult &amp; Natural</td>
<td>Agricult &amp; Natural</td>
<td>Agricult &amp; Natural</td>
<td>Agricult &amp; Natural</td>
<td>Agricult &amp; Natural</td>
</tr>
<tr>
<td>Agric. &amp; Natural Resources</td>
<td>$17,846,494</td>
<td>$18.61</td>
<td>$24.71</td>
<td>$28.38</td>
<td>15%</td>
</tr>
<tr>
<td>Architecture &amp; Envirn. Design</td>
<td>0200</td>
<td>4,445,864</td>
<td>$4.64</td>
<td>$6.79</td>
<td>$6.09</td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>0400</td>
<td>73,517,495</td>
<td>$76.66</td>
<td>$78.13</td>
<td>$74.05</td>
</tr>
<tr>
<td>Business &amp; Management</td>
<td>0500</td>
<td>126,977,878</td>
<td>$132.41</td>
<td>$129.24</td>
<td>$88.10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department</th>
<th>Code</th>
<th>Budget 2018-19</th>
<th>% Change</th>
<th>Budget 17-18</th>
<th>% Change</th>
<th>Budget 16-17</th>
<th>% Change</th>
<th>% Change from 16-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communications</td>
<td>0600</td>
<td>20,286,394</td>
<td>-31%</td>
<td>21,15</td>
<td>-8%</td>
<td>20,46</td>
<td>-5%</td>
<td></td>
</tr>
<tr>
<td>Computer &amp; Information Science</td>
<td>0700</td>
<td>70,867,160</td>
<td>1%</td>
<td>83.58</td>
<td>-8%</td>
<td>91.28</td>
<td>-5%</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>0800</td>
<td>142,377,420</td>
<td>15%</td>
<td>184.66</td>
<td>-8%</td>
<td>160.63</td>
<td>-5%</td>
<td></td>
</tr>
<tr>
<td>Engineering &amp; Related Tech.</td>
<td>0900</td>
<td>126,373,029</td>
<td>-21%</td>
<td>169.06</td>
<td>-8%</td>
<td>147.82</td>
<td>-5%</td>
<td></td>
</tr>
<tr>
<td>Fine &amp; Applied Arts</td>
<td>1000</td>
<td>156,695,428</td>
<td>-21%</td>
<td>126.54</td>
<td>-8%</td>
<td>159.41</td>
<td>-5%</td>
<td></td>
</tr>
<tr>
<td>Foreign Language</td>
<td>1100</td>
<td>46,917,835</td>
<td>-27%</td>
<td>36.94</td>
<td>-8%</td>
<td>50.80</td>
<td>-5%</td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>1200</td>
<td>102,942,588</td>
<td>7%</td>
<td>119.99</td>
<td>-8%</td>
<td>107.35</td>
<td>-5%</td>
<td></td>
</tr>
<tr>
<td>Consumer Educ. &amp; Home Econ.</td>
<td>1300</td>
<td>55,518,386</td>
<td>-23%</td>
<td>57.81</td>
<td>-8%</td>
<td>74.67</td>
<td>-5%</td>
<td></td>
</tr>
<tr>
<td>Law</td>
<td>1400</td>
<td>3,805,459</td>
<td>0.00</td>
<td>11.56</td>
<td>-8%</td>
<td>3.97</td>
<td>-5%</td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td>1500</td>
<td>234,923,558</td>
<td>-24%</td>
<td>190.35</td>
<td>-8%</td>
<td>251.94</td>
<td>-5%</td>
<td></td>
</tr>
<tr>
<td>Library Science</td>
<td>1600</td>
<td>1,190,981</td>
<td>0.00</td>
<td>19.86</td>
<td>-8%</td>
<td>1.24</td>
<td>-5%</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>1700</td>
<td>128,350,765</td>
<td>-5%</td>
<td>134.23</td>
<td>-8%</td>
<td>140.81</td>
<td>-5%</td>
<td></td>
</tr>
<tr>
<td>Military Studies</td>
<td>1800</td>
<td>92,894</td>
<td>0.00</td>
<td>0.00</td>
<td>-8%</td>
<td>0.10</td>
<td>-5%</td>
<td></td>
</tr>
<tr>
<td>Physical Sciences</td>
<td>1900</td>
<td>83,121,028</td>
<td>-6%</td>
<td>80.81</td>
<td>-8%</td>
<td>85.62</td>
<td>-5%</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>2000</td>
<td>38,236,475</td>
<td>-9%</td>
<td>37.32</td>
<td>-8%</td>
<td>41.00</td>
<td>-5%</td>
<td></td>
</tr>
<tr>
<td>Public Affairs &amp; Services</td>
<td>2100</td>
<td>54,153,850</td>
<td>-15%</td>
<td>58.80</td>
<td>-8%</td>
<td>69.56</td>
<td>-5%</td>
<td></td>
</tr>
<tr>
<td>Social Sciences</td>
<td>2200</td>
<td>116,695,049</td>
<td>-6%</td>
<td>115.68</td>
<td>-8%</td>
<td>122.66</td>
<td>-5%</td>
<td></td>
</tr>
<tr>
<td>Commercial Services</td>
<td>3000</td>
<td>17,137,413</td>
<td>0.00</td>
<td>0.00</td>
<td>-8%</td>
<td>17.87</td>
<td>-5%</td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary Studies</td>
<td>4900</td>
<td>181,494,389</td>
<td>-38%</td>
<td>108.84</td>
<td>-8%</td>
<td>175.59</td>
<td>-5%</td>
<td></td>
</tr>
<tr>
<td>Instruc. Staff-Ret. Benefits/Incent.</td>
<td>5900</td>
<td>35,554,536</td>
<td>32%</td>
<td>57.73</td>
<td>-8%</td>
<td>43.77</td>
<td>-5%</td>
<td></td>
</tr>
<tr>
<td>Total 0100-5900</td>
<td></td>
<td>1,839,522,368</td>
<td>-12%</td>
<td>1,753.13</td>
<td>-8%</td>
<td>1,918.21</td>
<td>-5%</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL: 0100-5900
Table 9.6 Trend in District Office Costs for Kern Community College District as reported in the CFS 311 reports 1996-1998

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Budget</th>
<th>BC Budget</th>
<th>% incr</th>
<th>Cerro Coso Budget</th>
<th>Porterville Budget</th>
<th>% incr</th>
<th>District Office Budget</th>
<th>% incr</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996</td>
<td>64,917,716</td>
<td>30,811,428</td>
<td></td>
<td>9,422,688</td>
<td>9,807,439</td>
<td></td>
<td>14,876,162</td>
<td></td>
</tr>
<tr>
<td>1997</td>
<td>71,151,008</td>
<td>33,188,009</td>
<td>10%</td>
<td>10,203,301</td>
<td>10,987,596</td>
<td>12%</td>
<td>16,772,102</td>
<td>13%</td>
</tr>
<tr>
<td></td>
<td>Increase</td>
<td>6,233,292</td>
<td>8%</td>
<td>780,613</td>
<td>1,180,157</td>
<td>16%</td>
<td>1,895,940</td>
<td>20%</td>
</tr>
<tr>
<td>1998</td>
<td>81,195,820</td>
<td>38,152,747</td>
<td>14%</td>
<td>11,226,601</td>
<td>11,668,214</td>
<td>6%</td>
<td>20,148,258</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Increase</td>
<td>10,044,812</td>
<td>15%</td>
<td>4,964,738</td>
<td>1,023,300</td>
<td>10%</td>
<td>3,376,156</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Total % Increase</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Total % Increase</td>
<td></td>
</tr>
<tr>
<td></td>
<td>25%</td>
<td>24%</td>
<td>19%</td>
<td></td>
<td></td>
<td></td>
<td>35%</td>
<td></td>
</tr>
</tbody>
</table>

Table 9.8 – Budget trends by Activity Code 1993-1998

<table>
<thead>
<tr>
<th>EDP code</th>
<th>Academic year 1993-1994</th>
<th>amount</th>
<th>% of expense</th>
<th>Academic year 1997-1998</th>
<th>Amount</th>
<th>% of expense</th>
<th>$ Change 94-98</th>
<th>% change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>904</td>
<td>Beginning balance</td>
<td>3,501,683</td>
<td></td>
<td>Beginning balance</td>
<td>4,731,427</td>
<td></td>
<td>1,229,744</td>
<td>35%</td>
</tr>
<tr>
<td>801</td>
<td>Total revenue</td>
<td>51,682,090</td>
<td></td>
<td>Total revenue</td>
<td>68,206,548</td>
<td></td>
<td>16,524,458</td>
<td>32%</td>
</tr>
<tr>
<td></td>
<td>Total income</td>
<td>55,183,773</td>
<td></td>
<td>Total income</td>
<td>72,937,975</td>
<td></td>
<td>17,754,202</td>
<td>32%</td>
</tr>
<tr>
<td>Expenses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1000</td>
<td>Academic Salaries</td>
<td>20,679,954</td>
<td>40%</td>
<td>Academic Salaries</td>
<td>23,041,397</td>
<td>35%</td>
<td>2,361,443</td>
<td>11%</td>
</tr>
<tr>
<td>2000</td>
<td>Classified Salaries</td>
<td>11,044,552</td>
<td>21%</td>
<td>Classified Salaries</td>
<td>15,216,716</td>
<td>23%</td>
<td>4,172,164</td>
<td>38%</td>
</tr>
<tr>
<td>3000</td>
<td>Benefits</td>
<td>9,066,048</td>
<td>18%</td>
<td>Benefits</td>
<td>9,648,779</td>
<td>14%</td>
<td>582,731</td>
<td>6%</td>
</tr>
<tr>
<td>4000</td>
<td>Supplies &amp; Materials</td>
<td>1,649,581</td>
<td>3%</td>
<td>Supplies &amp; Materials</td>
<td>2,720,162</td>
<td>4%</td>
<td>1,070,581</td>
<td>65%</td>
</tr>
<tr>
<td>5000</td>
<td>Other operating expenses</td>
<td>6,647,069</td>
<td>13%</td>
<td>Other operating expenses</td>
<td>9,982,214</td>
<td>15%</td>
<td>3,335,145</td>
<td>50%</td>
</tr>
<tr>
<td>6000</td>
<td>Capitol outlay</td>
<td>2,318,789</td>
<td>5%</td>
<td>Capitol Outlay</td>
<td>5,993,541</td>
<td>9%</td>
<td>3,674,752</td>
<td>159%</td>
</tr>
<tr>
<td>501</td>
<td>Total expenditures</td>
<td>51,405,993</td>
<td>100%</td>
<td>Total expenditures</td>
<td>66,602,809</td>
<td>100%</td>
<td>15,196,816</td>
<td>(30%)</td>
</tr>
</tbody>
</table>


3 Using the CFS311 forms summarizing the figures reported to the state from 1993-1994 and comparing it to 1997-1998 clearly displays the areas receiving larger portions of the allocation. Doc 9.6
<table>
<thead>
<tr>
<th>Finance Company</th>
<th>Items Leased</th>
<th>Contract Awarded</th>
<th>Final Payment</th>
<th>Total Financed</th>
<th>Annual Payment</th>
</tr>
</thead>
<tbody>
<tr>
<td>La Salle National Bank</td>
<td>Energy Retrofit Honeywell</td>
<td>11/5/92</td>
<td>July 2002</td>
<td>1,544,000</td>
<td>209,657</td>
</tr>
<tr>
<td>KCCD</td>
<td>Variable</td>
<td></td>
<td></td>
<td></td>
<td>134,445</td>
</tr>
<tr>
<td>KCCD Municipal Leasing 98-115</td>
<td>Network Computer Lab</td>
<td>7/14/98</td>
<td>July 2000</td>
<td>124,400</td>
<td>43,798</td>
</tr>
<tr>
<td>KCCD Municipal Leasing 96-114</td>
<td>MBS-Bookstore</td>
<td>6/18/96</td>
<td>July 1999</td>
<td>151,665</td>
<td>50,555</td>
</tr>
<tr>
<td>KCCD Municipal Leasing 96-027</td>
<td>Energy Management-Weill</td>
<td>3/7/96</td>
<td>April 2001</td>
<td>89,834</td>
<td>20,968</td>
</tr>
<tr>
<td>Ford Motor Credit Co.</td>
<td>2 Security vehicles</td>
<td>3/24/98</td>
<td>March 2000</td>
<td>46,104</td>
<td>15,368</td>
</tr>
</tbody>
</table>