

# Bakersfield College

## Special Report

**Submitted to:**

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College Brain Trust

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## Acknowledgements

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Special thanks go to Interim President Nan Gomez-Heitzeberg for providing the team with preliminary information and documents and to the staff within the Bakersfield College president's office, especially Debbie Spohn and Jennifer Marden, for scheduling interviews and helping direct the CBT team to campus and center locations.

## Introduction

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Bakersfield College is one of three colleges within the Kern Community College District. The College serves the greater Bakersfield area, as well as the community of Delano, which is served by the Delano Center of Bakersfield College.

The interim president of Bakersfield College, Nan Gomez-Heitzeberg, with the support of Kern Community College District Chancellor Sandra Serrano, contracted with the College Brain Trust Consulting Firm (CBT) to provide consulting services for a review of various issues facing the college--including those related to institutional effectiveness and planning, student services, and academic services--for the purpose of providing recommendations to promote greater college effectiveness and improved student success.

## Project Overview

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The College Brain Trust Team consisted of Project Leader Dr. Bob Jensen and team members Dr. Sylvia Lee, Dr. Joy McCaslin, Mr. Dan Rosenberg and Dr. John Spevak. The team began by reviewing a variety of Bakersfield College documents available on the college's web site. In addition, the team reviewed the results of two surveys of Bakersfield College staff developed and completed in October 2012: one specifically related to student services and one related to institutional effectiveness (see Appendices A and B). The team then conducted a two-day visit to Bakersfield College on November 7 and 8, 2012, to interview key college administrators, faculty, and classified staff as part of a comprehensive assessment of significant elements of

institutional planning, student services, and academic support services. Issues identified by Bakersfield College and outlined in the CBT/Bakersfield College consulting agreement included:

### **Institutional Effectiveness**

1. Assessment of institutional planning in support of institutional effectiveness,
2. Review of data research capabilities,
3. Assessment of data utilization in decision-making,
4. Review of current campus education master plan and strategic plan,
5. Review of program review processes,
6. Review of program discontinuation criteria and processes, and
7. Recommendations for improving planning processes and integrating and strengthening planning documents.

### **Student Services**

1. Assessment of the student services organization, staffing, and processes;
2. Review of matriculation services and processes, including admissions; counseling/educational advising, assessment, and orientation; and
3. Recommendations on how to infuse student services with technology solutions.

### **Academic Services**

1. Assessment of academic student success support services, and
2. Recommendations on how to bring counselors, educational advisors and academic faculty together to improve communication and student success.

The report format is organized to reflect the findings of the CBT team review. The Methodology explains the process by which the team developed an understanding of the College (including data related to the community and the students it serves) and the key issues it currently faces. Under Findings/Analyses, Recommendations, and Resources, the report discusses each of the key issues Bakersfield College asked CBT to explore. For each issue the report presents the findings and analyses of the CBT team, followed by recommendations and resources (which include documents, web sites, and colleges recognized for success in dealing with the issue). In sections where recommendations may involve a significant fiscal impact, the recommendations have been divided into two levels: Level 1, which should be able to be accomplished immediately with little or no resources; and Level 2, which may take more time and resources. In some cases, when the recommendations are lengthy, the key elements of the recommendations have been underlined to make it easier for readers to see at a glance the salient points. The report also compiles in a separate section those recommendations which need the attention, response and/or support of the Kern Community College District. The report concludes with appendices that provide further background, information, and documentation.

## Methodology

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**Survey Monkey:** In October 2012, before the CBT team’s campus visit, two confidential online surveys developed by the CBT team were administered via Survey Monkey to key College stakeholders, including administrators, faculty, and classified staff members. In the surveys College personnel were asked to provide confidential, candid assessment and prioritization of the issues identified in this project. The survey results were sent directly to the CBT team, who used the information gathered to provide background and framework for its comprehensive campus visit. One survey, specifically related to Student Services issues, was administered to key Student Services stakeholders, including administrators, faculty and staff; twenty-three College employees responded to this survey. Another survey, related to institutional effectiveness and planning, was distributed to key College stakeholders, including administrators, faculty and staff; thirteen College employees responded to this survey. Survey responses and comments guided the development of questions and topics pursued during the campus visitation interviews. The surveys and numerical responses can be found in Appendices A and B.

**Campus Visit and Interviews:** After reviewing college documents and the results of surveys, the CBT team developed a list of College stakeholders to be interviewed during their campus visit. The list of interviewees included a broad spectrum of the College, so that the team could understand the College and the issues it faced from a wide variety of perspectives. A schedule was developed so that the team could meet with College stakeholders both individually and in groups. The complete interview schedule can be found in Appendix C.

The CBT team visited Bakersfield College on November 7 and 8, 2012 and met with the College stakeholders according to the interview schedule. One set of team members (Sylvia Lee and Joy McCaslin) met primarily with Student Services personnel. Other members of the team (Bob Jensen, Dan Rosenberg, and John Spevak) met with individuals and groups on the topics of institutional effectiveness, planning, and academic services. More than 40 Bakersfield College administrators, managers, faculty, staff and students were interviewed.

**Documents Reviewed:** The following is a list of documents related to Bakersfield College that were reviewed by the CBT team.

- College Web Site
- College Catalog
- College Organizational Chart
- College Governance and Committees Matrix
- Profiles of Student Enrollment
- Student Success Data
- Educational Master Plan
- Program Reviews
- Strategic Plan
- Accreditation Self-Study
- ARCC Reports on Bakersfield College
- Matriculation Data Report
- Matriculation Budget Report
- Matriculation Information Handouts for students
- Bakersfield College CCSSE Surveys (Community College Survey of Student Engagement)
- Kern Community College District Web Site
- KCCD Board Policies
- Agreement between the Kern Community College District and the KCCD Community College Association
- California Community College Chancellor's Office Web Site

## Institutional Planning and Effectiveness

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This section of the report addresses issues involving planning and institutional effectiveness. The team gathered information through the review of College and District documents, the online survey and in-person interviews with faculty, students, administrators and staff. It is important to note that, with limited time, it was not possible for the consulting team to delve into all of the details of institutional effectiveness. However, through the process, certain issues and themes repeated themselves. The CBT team feels confident that the findings, analysis and recommendations presented in this section accurately reflect the overarching challenges facing Bakersfield College relative to institutional planning and effectiveness.

There are many definitions of institutional effectiveness used in the world of higher education. Most of them convey the same general sense. For the purposes of this report, CBT will use the ACCJC (Accrediting Commission for Community and Junior Colleges) definition in the introduction to the Accreditation Standards: **“An effective institution ensures that its resources and processes support student learning, continuously assesses that learning, and pursues institutional excellence and improvement. An effective institution maintains an ongoing, self-reflective dialogue about its quality and improvement.”**

This section of the report is divided into three areas:

### Assessment of Institutional Planning in Support of Institutional Effectiveness

- a) Planning Integration - how the various planning efforts at the College are coordinated with the institution’s mission, vision, goals and objectives
- b) Planning Cycle – how the institution incorporates a *proactive* planning process rather than a *reactive* one
- c) Current College Education Master Plan and Strategic Plan
- d) Committee Structure – how the College’s governance is structured (including committees and communication)
- e) Decision Making and Leadership - how decisions are made and implemented at the College
- f) Other

## Review of Data Research Capabilities

### Assessment of Data Utilization in Decision-making

- a) Institutional Planning in Support of Institutional Effectiveness

#### Planning

##### Findings and Analyses

- There are some very good planning efforts going on in certain committees at the College. Many people are involved in the process and there is a concerted effort to improve communication and to evaluate continuously.
- The shortcomings seem to be in the coordination and implementation. The comments most often heard by the consulting team are that:
  - planning efforts are not coordinated;
  - there is a lack of follow-through or decision-making; there is often a lack of objectivity and use of standard data measures;
  - planning efforts are not always consistent with the institutional mission, vision and strategic goals and objectives;
  - student services and instruction are not working closely together.
- One shortcoming in the planning efforts at Bakersfield College is a lack of coordination between the various plans. For example, there does not appear to be a tie-in between program review and the Educational Master Plan, specifically with the environmental scan. The program reviews do not have a direct tie-in with the strategic goals and objectives articulated in the Strategic Plan. The result is that the program reviews are less effective and do not lead toward the fulfillment of the College's mission. Another result is that faculty and staff do not have a sense that Program Review is used in a meaningful way.
- See the following section of this report for more findings/recommendations on program review.

##### Recommendations

- Create clearly defined linkages among the educational master plan, program review, the strategic plan, student learning outcomes and the budgeting process.
- Create a comprehensive planning chart that show the defined linkages.
- See the following section of this report for more recommendations on program review

## Resource

- College of the Canyons, *Decision Making at College of the Canyons*, page 17. See charts of their comprehensive planning and budget development processes. (See also Appendix D of this document for these charts.)

## The Planning Cycle

### Findings and Analyses

- The College does not have a well-defined, well--documented, well---communicated planning cycle.
- The Strategic Plan includes the beginnings of such a document in Appendices C, D and E of that document.
- Some planning efforts were done reactively such as the most recent Educational Master Plan. The program learning outcomes and student learning outcomes (SLOs). These were apparently completed in response to an upcoming College Accreditation Self-Study and campus visitation.
- The consulting team heard from several people that the Strategic Plan was created by a small group of people. The College Council, however, appointed this group.
- The Educational Master Plan, the Strategic Plan, and the Renegade 2012 Plan appear to have been created independently without much coordination.
- The Facilities Master Plan was created in a vacuum in a short amount of time without campus-wide discussion and input.
- Planning and budgeting need to be more effectively linked. For an example of an excellent planning/decision-making/budgeting model, see *Decision Making at College of the Canyons*.<sup>1</sup>
- As frequently mentioned by campus stakeholders, there needs to be significant training in regard to an effective Institutional planning process.
- Articulating a comprehensive planning cycle and communicating it to all faculty and staff will help in many ways. Faculty, administrators and staff will gain a better understanding of:
  - the timing of planning activities,
  - which governance committees are responsible for each activity,
  - how the various components of planning interrelate with each other, and.

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<sup>1</sup>Decision Making at College of the Canyons

<http://www.canyons.edu/offices/PIO/accreditation/resources/DecisionMakingGuide.pdf>

- how planning can be a proactive, rather than reactive, process.
- Planning activities will benefit from synergistic efforts. For example, with a the completed coordination of the Educational Master Plan, Strategic Plan, Program Review and Student Learning Outcomes, writing an Accreditation Self-Study will be a more manageable process.

### Recommendations

- The College should create and distribute a document that lays out the planning cycle for all planning activities as mentioned above.
- For an example of a comprehensive planning cycle, see *Decision Making at College of the Canyons*, pages 16-17.
- Workshops should be held to train faculty and staff on the planning cycle and how it will work.
- The new campus leadership should show all stakeholders that it will make and implement decisions in a decisive manner, with full consideration of input and recommendations from campus governance groups.

### Committee Structure

#### Findings and Analyses

- There are many effective committees at BC with dynamic members and chairs.
- Committees are operating separately, on parallel tracks, and may not converge at the desired destination.
- There are too many committees.
- There has not been a clear explanation of the relationship between committees and their respective roles in the planning process.
- Even after an effective committee develops some concrete recommendations, few decisive decisions are made and many of those are not consistently implemented.
- In some cases, administrators are not attending key planning committees' meetings. In other cases they are attending but are not actively, or effectively, participating. Administrators should play a key role, providing background, context and other high-level input for the committee.
- Some committees don't take notes or have any follow-up.
- Committee members articulated a desire for integration and coordination.
- There is a desire among committee members and Institutional Research staff that IR be physically represented on key committees or at least at key meetings of those committees.

## Recommendations

With the new leadership team, there is an opportunity to take steps that will make the governance structure at BC more effective and raise the morale of staff and faculty. The steps should include the following:

- The College needs to review its committee structure, including refining the charge of each committee to eliminate redundancies and developing a clearly defined committee hierarchy. For example, the Technology Committee could make recommendations concerning certain matters and then could bring those recommendations to the College Council for approval. The College Council might be designated as the highest level of the governance structure.
- Administrators must be seen as making timely and decisive decisions based upon the recommendations of the governance committees. Their decisions must be clearly communicated to the stakeholders and consistently implemented.
- Committees must be charged with periodic assessments of outcomes, research and making recommendations.
- The College needs to establish a campus-wide student success committee (see later sections of this report for more details on this committee).

## Review of Educational Master Plan and Strategic Plan

### Findings and Analyses

- Educational Master Plan
  - The College Educational Master Plan 2011-14 is a comprehensive document that includes all of the crucial elements of a good educational master plan. Many faculty members indicated, however, that the educational master plan was created rather quickly, and without much engagement of the College community. Only six of 12 survey respondents indicated that they had carefully read the College's Educational Master Plan.
  - The plan describes some College planning processes that may exist on paper, but in reality, are not functioning in practice. Here are a few examples:
  - On page 65, the plan articulates the process by which SLOs are developed, evaluated by members of the Curriculum Committee. Then, the results are used in the Program Review the following fall. Interviews suggest that it is not happening this way in reality. Rather, there is little integration between SLOs and Program Review. And, the Program Review process itself has many shortcomings (described in a subsequent section of this report).

- On page 56, the plan describes the Core Indicators (metrics), their definitions and their targets. In the interviews with faculty and administrators, there was little indication that these data are being used widely in planning activities. In fact, many faculty members mentioned the need for a standardized set of planning data.
  - In the subsequent pages, the Core Indicator data are shown, but there is no discussion in the plan as to the data trends relative to the targets. The questions that are not addressed are: “How is the College doing?” and, “What is the College doing to address any gaps?”
  - Pages 72-75 of the plan show a portion of the College’s Strategic Plan and how it aligns with the District Strategic Plan. However, there is no discussion of the goals and objectives themselves nor of how well the Educational Master Plan is being implemented or how or when it is to be reviewed.
- Strategic Plan
    - The Bakersfield College Strategic Plan 2012-13 through 2014-15 was approved by the College Council in June of this year. In the CBT survey, 11 of 12 respondents indicated that they had carefully read the College’s Strategic Plan. The plan is well written and seems to have had broad participation in its creation.
    - The Strategic Plan lays out some initiatives for improving institutional effectiveness that address some of the observations made in this report. It also contains some objectives that lack actionable improvement plans (pages 21-22) or references to some other actionable items.  
Examples include Objectives 1.1, 1.3, 1.5, 1.6, 1.7, and 2.1.

### Recommendations

- The College’s planning cycle should include dates when the next updates will be made to the Educational Master Plan and to the Strategic Plan. In this way a schedule can be developed for the process of creating these plans. The schedule should build in adequate time so that the plans can be developed with full participation from the relevant governance groups. The process should spell out how and when each group will contribute to the process. The creation of an Educational Master Plan typically takes between six and twelve months. A Strategic Plan might take between three and six months.
- Both of these plans should make full use of the “scorecard” data developed by the College for goal setting and assessment.
- Trainings should be held for faculty and staff to inform them of the purpose of these plans and how they fit into the overall planning cycle at the College. There should also be clear communication to the College community of the opportunities for input, the final plans themselves and the outcomes.

- In the Strategic Plan, there should be clearly articulated actionable items for each objective. These items must include the task, responsible party, timeline and measurable outcome.

## Decision Making and Leadership

### Findings and Analyses

- It appears that much of the decision-making at the College is being done in committees and groups. While an effective governance structure certainly includes committees, there also need to be decision makers. It was obvious from the interviews, that the College community is hungry for decisions to be made and implemented. **The College will benefit from having administrators who are asked, and empowered, to make decisions and lead.**

### Recommendations

- The new College President should expect administrators to attend and actively participate in all meetings by certain key committees.
- The administrators' responsibilities on these committees should be clearly articulated to the administrators AND to the committee chairs.
- The President should establish a structure for decision-making and implementation, following-up on recommendations from the committees.
- The President should hold administrators accountable for these responsibilities.

### Other

The consulting team sees the hiring of new President, Vice President of Student Services, and Chief Financial Officer as an opportunity to set a new tone at the College. It is a chance to establish a culture that includes decisive decision-making, accountability, transparency and responsiveness to campus governance groups. This new culture would go a long way in addressing the input received by the consulting team from campus staff and students.

## 2. Data Research Capability

### Findings and Analyses

Faculty members had few complaints about the quality of the data produced by the Office of Institutional Research. They generally praised the level of “customer service” they receive from IR as well. It appears that the College has the necessary tools for conducting research activities and the warehousing and reporting of data.

Institutional Research is being consolidated at the District level and there is some fear from College personnel that this will make it more difficult to get data.

IR is also developing standardized methods for college staff to request data.

### Recommendations

- District Institutional Research (IR) leadership should determine how it is going to serve the three colleges and communicate this clearly with the campuses.
- IR leadership should work with campus governance groups to determine how its staff will interact with campus committees. This might involve the College hiring an IR technician to participate in College committees, interact with District IR staff and work part of the time in the District IR office.

## 3. Data Utilization in Decision-Making

### Standardization of metrics

#### Findings and Analyses

- There is neither a standard “scorecard” for data nor a clear definition of student success. Many of the interviewees mentioned the need for an agreed upon set of metrics to be used in planning activities. The Educational Master Plan discusses Bakersfield College Core Indicators (p. 56), but interviewees did not mention this as standard set of data.
- The Board of Trustees has decided that the Chancellor and College President are, in part, evaluated on the ARCC (Accountability Reporting for Community Colleges) data results. The ARCC data are not being widely used in planning and assessment activities.

#### Recommendations

- Develop a standard scorecard for data to measure success. This should probably include the metrics included in the ARCC data since this has been cited by the Kern District Board of Trustees as one basis for measuring performance of the Chancellor and the College Presidents. This scorecard should be clearly communicated to staff and the campus governance groups. AND it should be used in all important decision making at the College so that it becomes foundational for planning and assessment.
- As a College community, define success (according to certain of these standard metrics) in all areas of the College. This should be done in the various planning documents including the Educational Master Plan, Strategic Plan, Program Reviews, Learning Outcomes, etc. There must be consistency throughout the planning cycle of the metrics used for planning and assessment. For example, if the ARCC data is going to be used to evaluate the performance of the Chancellor and College President, the same data should be used for evaluations of the President’s management team.

## Data-based decision-making

### Findings and Analyses

- Significant challenges faced by the Counseling Department (see that section of this report) stem, at least in part, from a lack of data based decision-making. The apparent dysfunction in Counseling might be remedied if an administrator led a serious conversation that centered around data. This data would include (among other metrics) student success, retention, numbers of students served, time to wait for an appointment, time of day usage of services, and student satisfaction survey data. (See also the later section in this report on Student Success.)
- Math basic skills classes are being handled in different ways and by different departments (namely the Academic Development and Math Departments). There is a sense that this organizational structure is not being driven by data (i.e., student success). Rather, it has evolved over time according to non-data-driven reasons. (See also the later section in this report on Academic Student Support Services.)
- Success in reading and writing basic skills should also be measured to a great extent by student success data, as well as successful student learning outcomes. (See also the later section in this report on Academic Student Support Services.)
- For data reporting and planning purposes, there is confusion on what is the definition of a program. This came up in conversations with Institutional Research, Program Review and other committees. The consulting team has a strong sense that this confusion wastes time and reduces planning effectiveness. (See also the later section in this report on Program Review Services.)

### Recommendations

- Whatever efforts are taken to remedy the dysfunction in the Counseling Department (see also the Student Services section later in this report, especially the component dealing with Counseling), there must be a clear definition of what success looks like. This definition must include specific data items (as mentioned above) that should be selected for use in all planning, decision-making and assessment the services being provided to students. This use of data must be consistently applied over time to change the culture in this important area of the College.
- The College should, for planning purposes, define what constitutes a program and communicate this to faculty and staff (see also the Program Review section later in this report). The definition will have repercussions for Program Review, Learning Outcomes and the organization of other planning activities.

## Institutional Research

### Findings and Analyses

- The Institutional Research website contains a wealth of good information, but it is not well organized. The consulting team had difficulty finding certain data and planning documents. Faculty members have this difficulty as well. There is a project going on at the District to redesign the College websites and streamline the process for posting information (at the College level).
- Institutional Research is being consolidated at the District level in order to eliminate duplication of efforts in delivering data for the three colleges. IR is also developing a new system to collect data requests, streamlining the process to improve “customer service.” The three colleges use data different from each other, causing extra work and some inefficiency for the IR department.
- There is a feeling among some faculty members that the decision to consolidate IR was done without a transparent collaborative process.
- IR challenges
  - IR staff would like to be included from the beginning instead of just receiving requests late in the game. IR staff members support the idea that IR staff would be included in key committee, such as program review, program viability and program discontinuance committees, and should receive minutes from meetings they do not attend.
  - The college is not using or reviewing ARCC data in any meaningful way.
  - IR would like to conduct more trainings of college staff to better use data

### Recommendations

#### For the District

- Continue the website redesign for the College. Include a structure for delivering data to faculty and staff that makes it easy to find data and to use it in committees, plans and presentations.
- As mentioned earlier, develop a standardized "scorecard" for data (including but limited to ARCC data) to be delivered and utilized by all three colleges.

#### For the College

- Start an open dialog with District Institutional Research staff and campus faculty to improve communication and to make the consolidation of IR effective.

- Institute a system of training for College staff in all aspects of planning. The training should include how to interpret the data and how to retrieve it from the website and from other sources. It should also include how to use the data in the context of the College's overall planning cycle for both planning and assessment.

## Program Review

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### Findings and Analyses

#### The Process, Templates and Completion of Individual Program Reviews

- The College has an elaborate program review process, with detailed forms, templates, and instructions.
- A process was developed within the last few years, and is being continuously analyzed and revised.
- The College is developing a second iteration of the new process, with an emphasis on making program review less onerous, more accountable, more transparent, and more closely related to planning and budget.
- Currently a complete program review is submitted every year. This makes it difficult for a program to follow through on its action plan before the next review is required the following year.
- There is some uncertainty about what constitutes a “program.” In some cases, a program under review may simply be a single discipline (such as Philosophy); in other cases a program under review may include many different disciplines (such as Engineering and Industrial Technology).
- There should be tighter integration among Program Review, Student Learning Outcomes, the Strategic Plan, and the Educational Master Plan.

#### The Data within the Program Reviews

- Although each academic program is provided data from the same categories (e.g. productivity, student retention and success) there is no specific requirement to analyze and draw conclusions from the data provided.
- Program Review process lacks objectivity and triggers. Many faculty and staff members told the consulting team that the reviews of individual programs often do not effectively utilize the standard data elements provided by the Institutional Research Office. The data may be presented in program review but is often not discussed, analyzed, or used to develop program improvements.

#### The Program Review Process after Program Reviews Are Completed and Submitted

- Recently there has been an improvement in “the review of reviews.”

- Deans are now given the responsibility of ensuring that programs within their oversight have completed all required components of the review.
- Deans have the initial responsibility of reviewing the content of the review, including its accuracy, relationship to student learning outcomes, and relationship to the College's strategic plan and budgeting priorities.
- Among many college personnel, there is little understanding of the process after their program's review is submitted. There is also a perception that a review and the requests within it are either ignored or not dealt with adequately.

## **Recommendations**

### **Regarding the Integration of Program Review within the College's Planning Process**

- Determine more precisely the role Program Review plays in the College's planning and budgetary process, especially in regard to the College's Strategic Plan and Educational Master Plan.
- Consider looking at the program review/planning processes at other California community colleges which have particularly effective planning/program review process. (See under "resources" listed below for three such colleges.)
- Consider sending a Bakersfield College team to one of these colleges to see firsthand how its process works and how it was developed over time.

### **Regarding the Development of Individual Program Reviews:**

- Create a plan in which comprehensive program reviews are completed after longer intervals. Many colleges schedule comprehensive program reviews every six years. The CBT team suggests intervals no shorter than three and no longer than six years. However, program review updates, which would be much briefer than comprehensive reviews (see below), should be done annually.
- Create a cycle of staggering comprehensive program reviews, where only a certain number of programs go through a comprehensive review during a current year. If a six-year cycle is chosen, for example, comprehensive reviews would be due for one-sixth of the programs. In this way, the reviews could be more thoroughly developed, and the results of previous reviews and their actions plans more thoroughly assessed by both program members and the College's Program Review Committee.
- Clearly define "program."

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- Among the definitions for instructional programs could be:
  - A set of courses leading to a degree or certificate
  - A set of courses leading to a transfer pattern, such as those patterns that are part of the College's response to SB 1440 (in AA-T and AS-T degrees).
  - A set of courses that include academic skills prerequisites, such as math, writing, English, and ESL.
- Create benchmarks or expectations for programs which indicate how well a programs should be doing
- For instructional programs benchmarks should focus on key areas of performance, including
  - Productivity (average class size)
  - Student retention and success
  - Number of degrees or certificates awarded (if applicable)
  - Number of graduates placed in related jobs (if applicable)
  - The benchmarks could include
    - The College-wide average class size, retention, and success
    - The average class size, retention, and success, etc. of comparable programs in the College
    - The average class size, retention, and success, etc. of comparable programs in the region
    - The State-wide average class size, retention, and success, etc. for the program or comparable programs (using the Chancellor's Office Data Mart)
- For instructional programs, create a comprehensive program review template to include:
  - An assessment of results generated by the previous program review
  - An analysis and evaluation of the data presented by the District Office of Institutional Research, especially in key areas such as student retention/success and instructional productivity (also referred to as average class size)
  - Projection for future demand (including labor market data for CTE programs)
  - The relationship of the program's review to the program's student learning outcomes
  - The relationship of the program's review to the College's strategic plan and educational master plan
  - An expansion of the category now entitled "Relation to Budget Decision Criteria" to "Relation to Planning and Budget Criteria"
  - A summary of the program's "health," including consideration of the program's size, scope, productivity, and quality of outcomes

- It should be particularly noted if a program not performing well according to established benchmarks. Indicators of poor performance would include
  - Poor productivity (average class size)
  - Poor student success or retention
  - Low number of degrees or certificates awarded (if applicable)
  - Low number of job placements (if applicable)
- It should be noted if a program is significantly exceeding established benchmarks.
- A multi-year action plan for the program's improvement
- Proposed program modifications need to cite measurable outcomes and targets for future assessment.
- For instructional programs, create an annual program update template to include
  - A presentation and analysis of updated data, especially in key areas such student retention/success, instructional productivity, and student learning outcomes
  - Whether the program is meeting the benchmarks or expectations of key performance indicators
  - Progress made on the comprehensive review's action plan
  - Other information and analysis as needed
  - An updated budget request for the year based on the comprehensive program review and its original or revised action plan.
- For student services programs, create an analogous comprehensive program review and annual program updates process and templates incorporating elements from the recommendations under the Student Services section later in this report.
- For administrative services programs, create an analogous comprehensive program review and annual program updates process and templates.

### **Regarding the Process of Reviewing and Evaluating Completed Program Reviews**

- Ensure the process for evaluating the comprehensive program reviews includes
  - An initial review by the dean overseeing the department, first for completeness and accuracy, secondly for depth and breadth of thinking
  - A second review by the appropriate vice president
  - An evaluation and response by the appropriate governance committee (such as a Program Review Committee), which includes an evaluation of the program's "health" or performance as well as its request for institutional resources
- Programs that are not performing well need to be carefully reviewed and particularly noted.

- Programs with poor performance in key areas (such as average class size, student retention/success, number of degrees/certificates awarded, job placements) should be put “on watch” and given specific benchmarks to meet within specific timelines.
- Programs that are significantly exceeding key performance benchmarks need to be commended.
- Develop a process for reviewing and evaluating the annual program review updates, especially in regard to key performance indicators and budgetary requests, following a similar but briefer evaluation given to comprehensive reviews.
  - Programs not meeting key performance benchmarks, especially those “on watch,” need to be given specific directions and timelines for improvements.
  - Programs significantly exceeding key performance benchmarks could be given priority in the budgetary process.
- Budgetary requests should be prioritized by the appropriate vice president in consultation deans and/or managers
- Prioritized budgetary requests should be submitted to the Program Review Committee for further review and overall college prioritization, as recommended to the College’s president.
- Budgetary requests should be considered not only for distributing (new) discretionary funds but also for reallocation of existing resources.
- The linkage between program review budgetary requests and allocation of resources should be communicated as clearly and as transparently as possible to all staff in various ways (through electronic communications, workshops, flex activities, etc.)

#### **Regarding In-service Professional Development Related to Program Review**

- Once the College’s program review process is re-thought and revised, create a new Program Review Handbook,” which explains the purpose of program review, its integration with other College planning documents, the processes and timelines involved, and the impact of program review on budgetary allocations.
- Once the new program review handbook is written, schedule in-service sessions that explain to all staff involved the purpose and process of program review, along with directions and timelines for completing reviews.

#### **Resources**

- ACCJC program review rubric: [http://www.accjc.org/wp-content/uploads/2011/10/CoverMemoAndRevisedRubric\\_10-28-2011.pdf](http://www.accjc.org/wp-content/uploads/2011/10/CoverMemoAndRevisedRubric_10-28-2011.pdf)
- Examples provided through the ACCJC web site

- Examples provided by the Research and Planning Group for California Community Colleges ([www.rpgroup.org](http://www.rpgroup.org))
- Three California community colleges that have a successful program review process, in both theory and practice
  - Cabrillo College
  - Santa Monica College
  - Santa Rosa Community College
- Template used by Imperial Valley College for program evaluation (See Appendix E)

## Program Discontinuance

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### Findings and Analyses

#### *At the District Level*

- The Kern Community College District has a Board Policy in place (BP 4B6) which deals with program discontinuance.
- The District policy offers general considerations and directions, but does not set specific criteria for discontinuance.
- The Agreement between the Kern Community College District and the Kern Community College Community College Association (Article X) deals with reduction in force involving faculty within the District, including a statement related to bumping rights within the district, specifically Article X.A. 3

#### *At the College Level*

- Although there is a general procedure for program discontinuance developed by the Bakersfield College Academic Senate, there are no established specific criteria, as yet, regarding discontinuance.
- Bakersfield College's Academic Senate has begun to develop a list of criteria to be used when considering program viability, which will be reviewed by administration, and then discussed further within the college community.
- Currently is no acknowledgement within a discussion of program discontinuance of the consequences (per Article 10 of the Agreement Between KCCD and KCCD CCA) that the discontinuance of a program at one college in the District would have on a similar program at another college within the District

## Recommendations

### *At the District Level*

- Work with others in the Kern Community College District to develop more specific Board of Trustees policies and especially procedures to identify criteria and process for program discontinuance.
- Consider developing a District board procedure for program discontinuance, to accompany the District board policy, a procedure developed collaboratively by the three colleges within a shared governance process.
- The procedure need to take into consideration the potential impact of faculty layoffs caused by a program's discontinuance could have on other colleges within the District, especially in light of Article X of the Agreement between the KCCD and the KCCD CCA.

### *At the College Level*

- Use data, criteria, and analysis within the comprehensive program review process as the initial basis for deciding on a program's viability, suspension, or discontinuance.
- Link the process of possible program discontinuance to the evaluation of the program's health or performance within the program's comprehensive review or annual update.
  - Particular attention should be given to programs that have been put "on watch" due to poor performance in key areas
    - In instruction, key areas include average class size, student retention/success, and number of degrees/certificates awarded, job placements.
  - Continue to develop ideas and criteria related to program's viability and discontinuance that have been developed by the College's Academic Senate.
  - This process should be led collaboratively by the College's Vice President of Academic Services and the President of the Academic Senate, in collaboration with the Co-chairs of the Program Review Committee and the Co-chairs of the Curriculum Committee, with reporting to the College's President and then to the District's Chancellor.

## Resources

- Santa Rosa Junior College's program discontinuance process within its Program Review process
- "California Community Colleges: Program Viability & Discontinuation Processes." Desert Regional Consortium (June 2012)

## Student Services

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The following themes emerged as the CBT team studied the Student Services operation at Bakersfield College:

1. **Absence of a vision and commitment for Student Success College wide, as reflected in the Matriculation Program (Orientation, Assessment, Counseling and Educational Planning).**
2. **Lack of leadership in Student Services due to high turnover, reorganization, and insufficient number of managers/administrators.**
3. **Inadequate communication within Student Services and between Student Services and the rest of the College.**
4. **Ineffective and inconsistent processes and standards in specific Student Services programs, including**
  - **Counseling**
  - **Career Center**
  - **Job Placement Center**
  - **Admissions and Records**
  - **Financial Aid**
  - **Disabled Students Programs and Services (DSPS)**
  - **Extended Opportunity Programs and Services (EOPS)**
  - **Health Center**
  - **Student Services at the Delano Center**
5. **Other findings/observations**

This section of the report will present for each theme first findings and analyses, then recommendations and resources. In some cases, the recommendations are divided into Level 1 (which can be accomplished immediately with little or no resources) and Level 2 (which may take more time and resources). Throughout the report, the CBT team attempted to be sensitive to the fiscal climate surrounding the college, especially in regard to State funding. In some cases, where the recommendations are lengthy, the key elements of the recommendations have been underlined to make it easier for readers to see at a glance the salient points.

## 1. Absence of a vision and commitment for Student Success College wide, as reflected in the Matriculation Program (Orientation, Assessment, Counseling and Educational Planning).

### Findings/Observations

- While the first goal in the College's Strategic Plan deals with student success, and responsibility has been assigned to senior administrators, it was not clear who is actually working on it. The objectives and outcome measures for student success are not well known or understood by the people who need to operationalize them. During the interviews with the CBT consultants, there was wide concern expressed about student success, but people have not organized around it. The Student Services team's role in student success has not been clearly defined, nor is there good integration of Student Services with the instructional side on student success issues. There is no committee structure or senior administrator to oversee implementation of student success, although there is a Matriculation Committee that meets infrequently.
- According to the Institutional Research Office, 80 to 90 percent of the College's first-time students have completed the steps of assessment, orientation and counseling. However, the data also show that only about a quarter of first-time students have completed educational plans, which is a key and final component of the matriculation process. In addition, there is feedback from staff addressed later in this report that students can skip through components of the online New Student Workshop which is designed to help develop educational plans. The only incentive for students adhering to the matriculation process is priority registration. A new process of matriculation has been put in place that will require more students to complete orientation, assessment, counseling, and educational plans in order to receive early registration. However, this process is not widely understood nor was it created with input from the various Student Services areas. Some counselors were unaware of the changes, which require new students to complete orientation, assessment, and counseling, and continuing students to also complete educational plans, in order to receive early registration. Also, the existing process was not assessed before it was modified, so it is not clear on what data-driven basis changes were made. Finally, it should be noted that some changes to the process were before the State Chancellor's Office has developed guidelines for the new regulations. The forthcoming guidelines may recommend a different direction, so it is important for someone to be actively engaged in watching the progression of these guidelines. The guidelines should be available by the end of the year, with the implementation intended for fall 2014.
- All students must complete an "admission/update form" before being allowed to participate in the orientation, which is now the first step in the matriculation process. All new matriculating students must participate in either a 90-minute live orientation held only on the second Wednesday of the month at 3:00 pm or participate in an online orientation. The online orientation refers students to read the six chapters on the web;

watch the "New Student Orientation Video"; review "New Student Orientation PowerPoint"; and take the "Online Orientation Quiz". Components of the orientation were not interactive and were outdated. In addition, the Student Services homepage does not have a separate link for orientation. The orientation information could only be found at the A/R link under "Enrolling at BC" or under the counseling link found in the student services home page.

- Assessment is the next step in the matriculation process. The Assessment Center hours of operation at BC only allows for evening assessments once per week and once per month on a Saturday. According to the website, the January assessment date on Saturday is offered after spring classes begin. The Assessment Center is located in the Finlinson building. The Assessment Center entrance is not separate from the assessment computer area so when the door opens, student testing is disrupted. The location of disabled student testing is in the department kitchen area due to lack of space.
- The Matriculation Committee does meet periodically at the College, but it is not well understood who participates or when they meet. The budget development for the matriculation program has not included counselors or other related personnel. The counselors indicate that the orientation process needs improvement, and they expressed concern about the online version of both the orientation and the new student workshops. The perception is that no one has overall responsibility for matriculation, although changes seem to be happening. No one feels ownership of the process.
- Counselors assist students in the completion of educational plans through individual sessions and Student Development credit classes; however, these class sections are being reduced. According to the college catalog, completion of a designated course and a student educational plan within the first 15 units is a graduation requirement for an associate degree. Some counselors indicated that the educational advisors also provide educational plans. Given that the new matriculation process at the College requires continuing students to complete educational plans in order to get early registration, and given that the Student Success Act also requires completion of educational plans, the College will need to consider innovative ways to meet this need.
- The final step of the matriculation process before new students can register for classes is to participate in a two-hour "New Student Counseling Workshop." According to the website, the stated outcomes of the workshop include students being able to sign up for their classes without the need to see a counselor or educational advisor. If students do not achieve a minimum score of 70% correct on the quiz, or if students do not know what classes to sign up for, they are asked to repeat the online workshop again or contact the Counseling Center to schedule another two-hour workshop. The online workshop is the other option to an on-campus 2-hour group workshop. The website states "it is required that you complete all activities in this workshop. You will not understand what classes to sign up for if you do not write down the information that you are requested to provide

throughout each activity." However, the number of workshops offered on campus is limited since students are primarily directed to take the on-line modality. Staff stated that students are able to skip directly to take the quiz thus circumventing the curriculum and are unprepared to know what to register for. Some of the students who do not know what classes to take end up asking questions at the admission and records window.

- The College is also now requiring that continuing students must have an educational plan in order to receive priority registration. The completion of educational plans is an enormous challenge for all California community colleges, and one that will be addressed as the new Student Success Act gets implemented. The challenge is to make the plans meaningful and useful for students, so colleges need to evaluate their efficacy.

### Recommendations

- Create a Student Success Committee that would replace and expand the Matriculation Committee and have good representation from Student Services as well as from Instruction. This could be a broad-based committee with input and leadership from senior administrators and participation from managers, teaching faculty, and counselors. The creation of this committee would align with the new Student Success Act and the subsequent transformation of the Matriculation categorical program into one more focused on improving student outcomes. While the State Matriculation program now focuses on numbers of students completing assessment, orientation, counseling, and education planning as the initial services needed by new students, the emphasis will be changing to metrics such as enrollment in 12 units, completion of 30 units, and three-term persistence. There is discussion of using a Student Success Scorecard that utilizes ARCC data, broken down by race and ethnicity. At present, it looks like future funding will be tied to this scorecard and progress that is made on these metrics. A Student Success Committee should be inclusive of every employee group and include students, and might break into various ad hoc task forces to work on Goal One of the Strategic Plan, among other projects. (See also the section later in this report on Collaboration of Student Services and Instruction.)
- This goal of student success in the Strategic Plan has several excellent objectives but needs to go further to better link the matriculation steps to student success measures. For example, is there evidence to show that the orientation is effective? Evaluating the orientation should be part of Counseling's program review. Also, are the results of assessment tied to scheduling Basic Skills classes? For spring 2013, only 3.2% of the courses in Academic Development are offered after 5:00pm and none are offered on the weekend. How are student success efforts being provided to the significant percentage of students attending only in the evening and on weekends? What other services can counseling provide to foster student success, especially for Basic Skills students? These are some of the issues that a Student Success Committee can address. Funding for some projects can come from the Basic Skills and Matriculation categorical programs. Funding

for the latter will be changing in the next few years as colleges are required to develop a Student Success Scorecard and implement specific strategies such as common assessment and alternative ways to deliver Basic Skills. **Resource:** The Student Success Initiative website is <http://bit.ly/PP5FSY>. The Skills Initiative website is [www.cccbsi.org/effective-practices](http://www.cccbsi.org/effective-practices) (look at Effective Practices under Program Components for a literature review on orientation, assessment, and counseling).

- The College has an Educational Planning requirement for graduation, which includes completion of a designated course and a student educational plan within the first 15 units taken at the College. Student Development classes are one of the options for developing educational plans. Each class takes 35 students through a nine-hour course which earns them one-half unit. These class sections have been reduced, but there are several advantages to them: students are more likely to value the process if it takes place in a regular class, a nine-hour process is more meaningful than a short workshop, and it is an efficient way to accomplish the task for a large group. Since there has been a decrease in full-time counselors, the classes could be offered on an hourly basis, with possible funding from Matriculation categorical funds, which will see a change in how the funds can be expended. Educational planning will be one of the funded services while admissions services will not. Another alternative is to offer educational planning in noncredit workshops, utilizing both counselors and educational advisors as teams to address the large student demand. Also, Counseling needs to explore how the new Degree Works program can be utilized for the development of educational plans. It will be critical for counselors and advisors to use technology to address the challenge of providing educational plans. All of these methods for providing educational plans should be explored and evaluated.

### Resources

- For information about how SB 1456 (Student Success Act of 2012) will affect the Matriculation program, see the power point presentation from the October 2012 webinar at <http://extranet.cccco.edu/Divisions/StudentServices/Matriculation/SB1456StudentSuccessActOF2012.aspx>
- While the College has moved ahead to enforce some aspects of matriculation (new students must complete orientation, assessment, and counseling in order to receive early registration), other aspects of matriculation should wait for State guidelines to be developed. This is true for the proposed statewide common assessment program, which is intended to save colleges money on the testing materials. It is also likely that the State will be providing guidance regarding the development of educational plans. Finally, in the

future the State should provide information about using statements that “mandate” the completion of matriculation steps before registration can take place. The idea of mandating that all matriculation steps be completed before enrollment has been a significant legal issue in California and it is another aspect of the new Student Success Act that should be closely watched.

- Administrators and counselors have all mentioned that orientation is an issue and should be placed before assessment in the matriculation process; this is the order that was put in place for fall 2012, according to information handed out to students. The idea is that students will take the assessment process more seriously if they understand that it is a high-stakes test. Many colleges do it that way, while other colleges prefer assessment first so that orientation can be used to explain the assessment results more fully. Counselors and advisors, along with the administrator that they report to, need to assess what works and make the decisions about orientation, instead of waiting for direction from a district committee. Counselors and advisors need to take ownership of orientation because they will need to make it work within the context of what they can provide in the next steps of matriculation. More in-person orientation sessions will need to be offered by both counselors and advisors during peak registration times including evenings and weekends.
- The Assessment Center’s facilities issues need to be rectified. The disabled students testing location could be moved out of the kitchen into the storage area, and some of the materials in the storage area can be stored in another location. Also, there needs to be a soundproof wall so that students are not disturbed when entering the Assessment Center. Ultimately, the Assessment Center should be located in the Student Services Building, which would require a remodel of that facility; one possibility is to use the two classrooms on the ground floor of the Student Services building for the Assessment Center.
- The State’s Student Success Task Force emphasizes the need to provide a variety of ways for students to complete the matriculation steps, including online versions, which the College has done. It is critical for the Counseling Department to work with the research office to assess how the various matriculation components are benefitting students and whether the online versions are as effective as the in-person versions. The Counseling Department may want to look into online real-time group orientation so that there can be interaction and dialogue with a counselor and or advisor. This modality would not just benefit those students taking online classes, but most students seem to like and expect services to be available online.
- Assessment of the matriculation components should include the students’ views of the process as well as measuring their gained knowledge and subsequent actions. It is clear that the State Chancellor’s Office intends to publish a Student Success Scorecard for each college and link future funding to it. Each college will need to know what programs

contribute to student success and what modalities are effective. **Resource:** The Student Success Task Force Final Report can be found at [http://californiacommunitycolleges.cccco.edu/Portals/0/Executive/StudentSuccessTaskForce/SSTF\\_Final\\_Report\\_1-17-12\\_Print.pdf](http://californiacommunitycolleges.cccco.edu/Portals/0/Executive/StudentSuccessTaskForce/SSTF_Final_Report_1-17-12_Print.pdf)

- As a way to improve student success and ensure that more students complete the matriculation process, the College should consider reinstating a High School Outreach program, as mentioned in the College's Educational Master Plan. Currently, there is no cohesive effort to outreach to the local high schools, except for some efforts by educational advisors from EOPS and CTE. Counselors and/or educational advisors could be assigned specific high schools for regularly scheduled visits. The administrator over Counseling and Advising can direct the High School Outreach program.

In an interview the Student Body President told the CBT team that she was contacted by the College while she was in high school and that it had a tremendous impact on her decision to attend Bakersfield College. Approaching potential students during their senior year of high school is a good way to prepare them for college. The matriculation steps can be completed during this time, and the financial aid process can also be started. This is a huge advantage for students, and helps to relieve the bottleneck that Student Services offices experience at the beginning of fall semester.

To align with the College's strategic goals to increase completion of English and Math courses and to increase units completed, a Summer Bridge program focusing on basic skills and student development can also be offered. This kind of project would call for partnerships between Counseling and the Instructional side of the College. Many colleges have shown success through Summer Bridge in starting students on their English or Math sequence while simultaneously giving them an extended orientation, often through a College Success class. **Resource:** Los Angeles Pierce College and Mount San Antonio College have successful Summer Bridge programs.

## **2. Lack of leadership in Student Services due to high turnover, reorganization, and insufficient number of managers/administrators**

### **Findings/Observations**

- Student Services has suffered from a lack of continuity in leadership, an issue that was identified in the Self-Evaluation Report for accreditation. There has been high turnover in the Vice President Student Services position (it has been a number of years since there has been a permanent, long-term Vice President of Student Services) as well as lower level management. Also, the College tried a different model using an executive vice president who had responsibility both for Instruction and Student Services, but the College now has returned to the former model of two vice presidents for those areas. Prior to the accreditation visit, the College hired an interim Vice President of Student

Services, and has selected a new permanent Vice President. It has been many years since a regular Vice President of Student Services has been in place to advocate for the Student Services areas.

- In the face of categorical budget cuts, the College has attempted to reduce the number of managers over special programs. This has placed some of the programs into crisis mode, especially DSPS, Counseling, and Financial Aid. Currently, the Director of EOPS/CARE (who also manages CalWORKS and Job Placement) has been additionally assigned to manage Financial Aid. The Director of DSPS was assigned to manage Counseling along with her primary assignment, although this individual recently left the College. The staff and faculty in DSPS, Counseling, and Financial Aid expressed great frustration over the lack of leadership in their areas. (The Financial Aid Director is receiving assistance from a College Brain Trust consultant in addressing technical challenges in Financial Aid.) Also, there is only one Dean in Student Services, and the current organization chart shows her scope of responsibilities as follows: Student Health Center, Student Government, Student Activities, Admissions and Records, Assessment, Student Conduct, and Student Complaints.
- In addition to confusion due to absence of information, there seems to be a diminished advocacy for Student Services at the senior management level during budgetary processes. The decision to share managers between some major programs (DSPS, EOPS, Financial Aid, Counseling, Matriculation, Admissions) has not worked well. Faculty and staff feel that they have little representation and guidance. Financial Aid staff members are critical of the decision to put the EOPS manager in charge of their area when she already manages several programs and because of her lack of training in the Financial Aid area. The DSPS Director resigned last summer. Counselors feel they have no representative, although it is up to them to select a department chairperson and they have not done so.
- It is not clear if the College/District intends to backfill any of the categorical funds that were drastically cut by the State four years ago. This decision has not been clearly shared with the directors of those programs. Also, it is not clear whether the PELL administrative allowance, and campus based aid (SEOG, FWS, and Perkins) administrative allowances, are all going to support the Financial Aid program.
- Several managers have ideas about how to fund some of the critical positions in their programs. For example, Financial Aid has a vacancy for an educational advisor, and sufficient funding through BFAP funds to pay for it. DSPS has been paying for their Director out of their categorical funds, so should have sufficient money to pay for a replacement Director. The Dean overseeing Student Health Services stated that there is over a million dollars in health fee reserves which could be allocated to hire a Head Nurse/Health Services Assistant Director. At the moment, these directors have not been successful in getting these ideas on the table for action.

## Recommendations

- The hiring of a new Vice President of Student Services resolves a major issue for Student Services. However, Student Services still needs some key positions, both managerial and regular staff. A DSPS Director needs to be hired as soon as possible, and the funding should be available since it was recently vacated. This position should not be shared with Counseling since DSPS is a complex program to manage and it is already understaffed. Counseling needs its own manager, who should take over the Matriculation program as well. The Financial Aid program would ideally have its own manager because of its tremendous growth and the complexity of its issues. However, the current Financial Aid Director is receiving training and mentoring from CBT in this area. The College could consider reclassifying the Assistant Director of Financial Aid so that she can supervise, evaluate, and train Financial Aid staff to better recognize her expanded responsibilities. Also, Financial Aid has a vacant educational advisor position which could be funded through the BFAP program. It is a critical position and the job duties include meeting with financial aid students who are not meeting satisfactory academic progress as well as creating and updating student educational plans. Counselors and educational advisors in the Counseling Department can also assist with this task. Finally, the responsibilities of the sole Dean of Student Services should be reconsidered. A Student Health Services Head Nurse/Assistant Director could be hired using some of the health fee reserves (currently totaling over \$1M). Ideally, a dean would be hired to manage all of the programs related to Matriculation/Student Success (programs that are utilized by all the students at the College).

## Resources

A model for reorganizing Student Services is provided in Appendix E.

### 3. Inadequate communication within Student Services and between Student Services and the rest of the College

#### Findings/Observations

- Although the interim Vice President of Student Services is trying to improve the communication problem, the fact is that Student Services managers do not meet together to discuss major issues. Some of these managers attend college committee meetings, but it is not apparent that they bring issues back to affected parties. Counselors, in particular, describe their lack of information about new initiatives, which means that they cannot give up-to-date information to students. For example, they were unaware of the new changes to the matriculation process, at a time when they are meeting with students regarding the next semester's registration for classes.

- Some areas in Student Services hold their own meetings so that they can ensure that all employees are informed and giving out the same information. Counselors sometimes meet together, but do not always include educational advisors. This means that faculty and staff in the same office have different information on issues that affect students. Some of the programs do not have any staff meetings.

### Recommendations

- The new Vice President should immediately take steps to build a Student Services team made up of all the managers and the department chair of Counseling. The Vice President should meet regularly with this group to bring information from the senior staff and district meetings. The managers should also bring key concerns to the meeting, and together they should raise awareness and resolve problems. Meetings should include formal agendas, minutes, action items, and should be disseminated appropriately. The managers should bring information to their departments on a regular basis. Issues at that level should also flow back up to the Vice President for resolution and to share at senior staff. Also, the new Vice President should ensure that Program Review processes are followed by all the Student Services areas, especially for the matriculation components. Requests for positions and other needs in Student Services could be derived from the outcomes, their assessment, and the programs' plans to improve services. These plans could be widely shared as a way to showcase the programs and strengthen how Student Services is viewed by the rest of the College.
- The College should make strong efforts to support the new Vice President of Student Services. If possible and funding allows, the Vice President should receive mentoring from the top, or from outside the College, in order to ensure a successful first year. Student Services cannot afford to have more turnover among its administrators/managers. Focus should be placed on communication, team building, integration with Instruction, and student success.

## 4. Ineffective and inconsistent processes and standards in specific Student Services programs.

### Counseling

#### Findings/Observations

- There is controversy regarding the role of counselors and educational advisors from both groups of employees. According to interviews with advisors, they see their role as helping students complete education plans. It was stated by a counselor that advisors should not help students complete educational plans. The student services employee survey revealed that almost 60% do not believe that counselors and advisors communicate and collaborate to maintain accurate and updated information to meet the needs of students. In addition, the survey comments revealed that there is no forum for advisors

and counselors to train as a team and that there is workload inequality within counseling and advising with some people doing quite a lot of work and some doing very little. Another comment stated that there is a "need to have all students create an educational plan before taking any college-level course and we need just about every student to take a 'How to do College 101' type of course". In addition, another comment in the Student Services employee survey stated that "students are left on their own with too little guidance."

- Counselors have a nine-month contract and work through the academic year but not in the summer. Advisors work year round. In order to make counseling appointment students must either go to the Counseling Center or call the office. There is no availability for making appointments online. There is no evening or weekend counseling availability. The posted hours of operation are 7:30 am to 5:30 pm Mon. - Thurs. and 8:00 am to 12:00 pm Fridays. The only extended hours posted include one week before and during the first week are 5:30 pm to 6:30 pm Monday through Thursday and no Saturdays were listed. The Counseling Center is in the same building with other student services yet has a separate entrance. The entrance to other services is accessible only from outside building, furthering isolation and accessibility to students.
- With the growing demand for more online student services, it is evident that the College is not meeting the current need. There is confusion about whether the College offers online counseling. The website states that online counseling is offered but is not offered real time so feedback is not immediate and responses could take up to 7 to 10 days. The website also states that "online counseling/advising is not available at this time." According to comments on the student services employee survey, "online counseling for students doesn't exist" and "online student support needs to be improved to increase student success and retention." The employee survey showed that 75% of respondents thought that services for online students are not effectively meeting their needs. A key area of need is online counseling and advising and assisting students in completing educational plans.

## Recommendations

### Part One—Broad, Overarching Recommendations

- The Counseling Department needs to be re energized through new leadership, being accountable, and resolving several issues. Together with a new administrator (as we have recommended) assigned to the Counseling Department, first and foremost they need to decide how they want to be organized. Counselors and advisors can be generalists or specialists (or both). They can be assigned to other departments and programs, or stay centralized. The Department needs to resolve the issues over what educational advisors are qualified to do. They are a great resource for the Counseling Department. Some colleges define their responsibilities as the same except that only counseling faculty can teach department classes. Also, the Department and the administrator need to complete its Program Review, and take a critical look at their goals, data, and outcomes. Since other programs and academic areas perform this task, it is imperative that Counseling do so as well. Finally, the Department needs faculty and staff to meet together to discuss goals and issues, and to function as a team in order to offer a broad array of services to students. Members of the Department should play a major role in Student Success initiative at the College.
- There are two more specific recommendations for the faculty in the Counseling Department. First, the Counseling Department needs to select a chairperson who will provide leadership and work with the other counselors and educational advisors and administrators on the myriad duties that help to create a strong department. Second, the chairperson needs to utilize SARS for scheduling and for tracking counselor and educational advisor time and student needs, if this is not already being done. Such a system is very useful for the department chair to monitor coverage and to justify counseling needs. Counselors and educational advisors need to use allocated time to work on projects that maximize getting information to students, including offering workshops, developing web pages, being trained on the new Degree Works system, creating a better early alert system, and providing career exploration opportunities.
- There is also a specific recommendation for the college administration, which would follow after the accomplishment of the recommendations described above. Because of the dramatic reduction in the number of counselors over the last decade, two new counselors should be approved for hire (one was recommended last year but not hired, and another counselor plans to retire at the end of the academic year). These new counselors need to be carefully mentored so that they can make significant contributions to the College and to the Department. The dean or vice president should work with the department chair on this task. Two additional counselors could reinvigorate the department, bringing new ideas to enhance student success.

**Resource:** The Research and Planning Group for California Community Colleges has resources on many of these topics at [www.rpgroup.org/resources](http://www.rpgroup.org/resources)

## Part Two--More Specific Recommendations

### Level 1 (can be accomplished immediately with little or no resources)

- Clarify the role of advisors and counselors and communicate the outcome formally to all employees. It is important to fully utilize educational advisors alongside counselors to better leverage the personnel available to serve students, especially in this tight fiscal environment.
- Recommend both advisors and counselors be allowed to work with students to complete education plans.
- Rename the Counseling Center the *Counseling and Advising Center*.
- Consider the idea of centralizing all educational advisors from other programs into the Counseling and Advising Center, taking into consideration funding sources and workload. Counselors and advisors could be assigned as experts to work with specific populations, but they would also be generalists available to meet with all students coming to the counseling center for assistance.
- Integrate job placement staff from the second floor of the student services building into the Counseling and Advising Center and create sub-center called *Career and Job Placement Center*
- Formalize department meetings and make sure all counselors and advisors are invited and can contribute to the development of the agenda.
- Formalize academic advising training program so that all advisors and counselors are trained as programs change and new programs are developed.
- Conduct Banner training for level 1 financial aid, admissions and registration so that advisors and counselors can assist students to look up general information on these areas as needed and look up status on Banner.
- Assign counselors and advisors as liaisons to broad academic areas. They should participate in academic department meetings and visit classrooms.
- Consider the idea of assigning case loads of developmental education students to advisors and counselors who are responsible for following up and monitoring of progress.
- Advisors and counselors should both have walk-in times and appointments. Continue to have only walk-in hours during peak registration times.

- Develop a robust online student services program which includes real-time counseling and advising and the ability to develop online educational plans. The services offered should also include online financial aid workshops and career counseling.
- Implement student tracking program (through SARS) to monitor the number of students seen by both advisors and counselor. Make sure the program is accessible to all employees to view.
- Begin to offer career workshops including offering the Myers Briggs and the Campbell Interest and Skill Survey (CISS).
- Offer more student success workshops and offer faculty the opportunity to have workshops presented in the classroom.

### **Level 2 (May take more time and resources)**

- Remodel the Student Services Building so that the Counseling and Advising Center, Admissions and Records, Assessment, Financial Aid services are integrated and embrace the “one-stop” student services concept. Research the “one-stop” national best practices that both functionally and physically integrate student services. The “one-stop” student services concept would enable a great majority of students to obtain needed services from staff that are cross-trained to respond to most of the frequently asked questions and service requests. The “one-stop” should be located in a central location at the entrance of the student services building.
- Evaluate the components of the matriculation program for effectiveness.
- Assess how mandatory placement in English and math would work. Would all new students be required to complete assessment for English and math, and would they be required to enroll in English and math during their first semester? How would counselors and advisors assist students with mandatory placement? How many sections would be necessary to enroll each student in the appropriate level class each semester?
- Implement Degree Works so educational plans can be automatically updated. Ensure that all counselors and advisors are trained on using Degree Works.
- Combine Career Center and Job Placement to create a new Career and Job Placement Center.
- Schedule regular multi-department debriefings after each registration period to improve services.
- Explore various models of organizing counseling/advising so that counselors are available during the summer months.

## Career Center

### Findings/Observations

- Although the Career Center is located in the Counseling Center, it is difficult to distinguish its actual location because the entire area looks overcrowded and confusing. The career resources in the Center seem sparse. There were several educational advisor cubicles in the area and it appears that it is their role to provide career services in the Center but it is not clear what counselors' role is. There is a physical and functional disconnect with Job Placement services which is located in the same building but on the second floor in a room that has poor signage and difficult to locate.
- The Career Center homepage is a link under "Student Services" that states that the College uses a five-step career development model. However, this model could not be located online. In addition, the website states that Career Center Lab orientations are provided weekly by educational advisors to demonstrate the use of computer assessment software and resources, but there is no information on how students can sign up and when these orientations are offered. There is a link that takes viewers to a site with multiple links called the Bakersfield College Virtual Career Center. This website has excellent resources but it is not organized well. Once students are into the "Virtual Career Center" there is no information directing students to come into the Career Center for more assistance. The importance of internships, job shadowing and informational interviews is publicized, but the website does not offer any guidance on how to get started. Under the "start here" link, students are directed to various career exploration resources such as the "California Career Cafe - A Virtual Career Center for Community College Students." There is a good resume writing and job interviewing link that helps viewers build a template and a cover letter design.
- Although students are referred to various online career assessments, it is unclear if there are any offered directly in the Career Center and if counselors or advisors work with students to interpret the results. The learning style inventory is linked to "CAPSOL Styles of Learning," but upon further review this website is primarily used for teachers not students. Under the "Learning Styles" link, there are multiple links to other sites that have nothing to do with learning styles. In addition, there was no reference found to well-known personality inventories or career assessments such as the Myers-Briggs and Campbell Interest and Skill Survey (CISS).

## Recommendations

### Level 1 (can be accomplished immediately with little or no resources)

- Revise the website to be more structured with links that are relevant and current.
- Combine the Career Center and the Job Placement Services and create a Career and Job Placement Center.
- Have all counselors and advisors rotate serving students in the Career and Job Placement Center.
- Create a career services and job placement professional development program for all educational advisors and counselors.
- Incorporate career and job placement services into the Counseling and Advising Center program review.
- Offer more non-credit career workshops with opportunities for students to take the Myers-Briggs Type Indicator and the Campbell Interest and Skill Survey (CISS) and other career assessments taught by counselors and advisors who help interpret and apply results.

### Level 2 (may take more time and resources)

- Remodel the Counseling and Advising Center to allow for the integration of the Job Placement Department from the second floor Student Services building into the Counseling and Advising Center and create a Career and Job Placement Center.

## Job Placement Center

### Findings/Observations

- The Job Placement Center is tucked away on the second floor of the Student Services Building and is difficult to find. The College's homepage student services drop down menu does not list the Job Placement Center, but the services can be found under the link Student Employment.
- The stated department goal is "to provide students with valuable work experience opportunities, gainful employment and job search skills. Our services are available to currently enrolled students and Bakersfield College Alumni." Specifically the website and department flyer state that career advising, career workshops and have career resources are available. Many components appear to duplicate a great deal of the functions of the Career Center. The services are available to alumni and students. Employers can post jobs on the website. The Center sponsors a job fair, which is an excellent service.

## Recommendations

### Level 1 (can be accomplished immediately with little or no resources)

- Consolidate Job Placement staff with the Career Center and create a sub-center to the Counseling and Advising Center called the Career and Job Placement Center.
- Implement job shadowing and internship placement services.
- Integrate and cross train the Job Placement and Career Center Staff.

### Level 2 (may take more time and resources)

- None

## Admissions and Records

### Findings/Observations

- Although Kern is a multi-college district, all Admissions and Records (A/R) functions including transcript evaluations and graduation checks are decentralized and located at the campuses. Staff indicated that transcript evaluation for other sister colleges in the Kern District are handled like any other college. There is no common course numbering system in the District.
- Admission of new students and class registration can only be completed online. All new and continuing students must complete an "admission/update form" every term before they are allowed to register. The form asks for contact and residency updates. While there is a bank of student use computers adjacent to the A/R department, staff reported that because the computers are not located within view, it makes it more difficult to assist students. In addition, the A/R department is located in the main administration building away from other student services. One of the comments in the student services employee survey stated that there is duplication of efforts for graduation checks since both counselors and the A/R staff perform the checks.
- A/R does not have evening or Saturday hours of operation. Staff stated that the hours of operation are Monday through Thursday 7:30 am to 5:30 pm, Friday 8 to noon and no Saturday hours. During peak registration periods A/R is open until 6:00 pm. The hours of operation cannot be located online.
- Staff stated that they do not all have the needed Banner clearances to fully assist students. The example shared is that only certain staff members have Banner clearances to reset student pin numbers yet they expressed a need for all staff to have this capability. It appears that the director makes the sole the decision on Banner clearances for all A/R staff. There is no formal Banner training program and staff members are in

silos based on specific areas of expertise. There is no formal cross training process so when key staff members are out of the office, certain functions are delayed.

- There was concern expressed that the staff feel disconnected from the remainder of the College and they cannot fully participate in the all employee college events and meetings because the department must remain open. They stated they are not encouraged to attend professional development opportunities including any state or national organizations for A/R professionals. In addition, they do not attend student services division meetings and there is a lack of inter and intra-department communication. The staff revealed they are discouraged from calling department chairs or deans so that all calls are funneled through the director.

## Recommendations

### Level 1 (can be accomplished immediately with little or no resources)

- Develop a formal Banner training program with the ability to assess staff mastery levels.
- Banner access for A/R staff should be tied to mastery at specific levels.
- District IT should be the custodian of Banner access. Access should be granted once mastery of skills is assessed along with the recommendation from the Director of A/R.
- Frequent functional requests such as the resetting of student pins should be performed by all staff.
- A formal cross-training plan and timeline for implementation should be developed with skill assessments built in.
- Evening and Saturday service hours should be added especially for peak registration periods.
- Update the A/R webpage to be more informative and interactive. Create a link on the A/R home page for "new students." Include hours of operation.
- Create a cadre of trained part-time staff available as needed for peak registration periods.
- The A/R program review process should include issues such as potential duplication of efforts, cross training, Banner mastery, and customer service.
- A process to simplify the evaluation of transcript for sister colleges within Kern District should be developed to include the use of Kern District transcript paper.
- The "admission/update form" should be retitled to "admission application."
- A decision should be made if continuing students need to complete the admission/update form every term in order to register. If it is determined that certain

information is critical to collect every term, the form should be separate from an admission form.

- Select an A/R staff member to be the official liaison to District IT for Banner. The liaison would help plan for any staff training needs for Banner upgrades as well as enhance communication between the two departments.
- Have registration debrief meetings once per term with other departments such as the Counseling and Advising Center.
- Encourage A/R staff to get involved in the California Association of Community College Registrars and Admissions Officers, as well as other professional development opportunities.

#### **Level 2(may take more time and resources)**

- Admissions and Records should be moved into the Student Services Building which would need remodeling to accommodate. There are two classrooms in that building which could provide the needed space on the ground floor.

### **Financial Aid**

#### **Findings/Observations**

- The Financial Aid (FA) department recently appointed a new director from within the College. There were eleven financial aid staff interviewed and many were very forthcoming about their concern that new director is spread too thin because she also continues to have responsibility for EOPS/CARE and CalWorks.
- Staff members expressed concern that there is not sufficient time to work on processing of financial aid and they believe that it is a best practice nationally to reduce window hours to allow for processing time.
- The Financial Aid homepage is located in the Student Services pull down menu. There is a link to the FASFA online. The website refers students to log into the portal to review their specific information. The information about the office location and office hours is not obvious and located at the bottom of the page.

### **Recommendations**

#### **Level 1 (can be accomplished immediately with little or no resources)**

- Create a management position dedicated to financial aid (remove other departments except financial aid from this director's responsibility).
- Develop a professional development plan for cross-training staff with the ability to assess levels of mastery on Banner and financial aid regulations.

- Assign a financial aid staff member to serve as the liaison to District IT that can communicate upgrade issues and be responsible for training staff and documenting processes.
- Have more weekly evening and Saturday hours and more extended evening hours during peak registration periods.
- Allow weekly dedicated FA department closure time for processing and training.
- Continue to conduct regularly scheduled Financial Aid Program Reviews.

### **Level 2 (may take more time and/or resources)**

- See the “Other Issues” section of this report for a discussion of the centralization of Financial Aid services.

### **Additional Recommendations of a Technical Nature**

- CBT was contracted separately to provide training to the newly appointed Financial Aid Director. That particular consultant made numerous suggestions, as well as pointing out that many processes were in good shape. The following are a few of the major suggestions that he recommended for the Financial Aid Program at the College:
  - Student Loan Cohort Default Rate is rather high, but there are options for using the Participation Rate Index (whereby colleges with low percentages of student borrowers are “indexed” for possible mitigation of sanctions brought on by a high default rate).
  - Use of Administrative Allowances for various financial aid programs could be turned over to the control of the Financial Aid Director. This could possibly result in a reduction of college general funds used to run the Financial Aid Office.
  - National Student Clearinghouse collects and distributes student enrollment data, which currently is submitted by the Financial Aid Office. At most colleges, this data is submitted by the Admissions and Records Office, which would be the more appropriate source, especially since the data is not specific to financial aid.
  - Non-Resident Tuition Payment Plans are currently calculated and processed for nonresident students by the Financial Aid Office. This would be better handled by the Business Office under the supervision of the chief financial officer since there is the risk of institutional liability in the event that students lose their financial aid eligibility.

- Federal Perkins Loans have not been disbursed by the College for over ten years, and it was apparently the intent to liquidate the Federal Perkins Loan program. However, USDE apparently has issues with the past management of the program and they believe that the College is at least three years out of compliance. This could impact the College's ability to maintain eligibility for all federal Title IV financial aid programs. Since this is such a serious issue, it is recommended that the top levels of administration at the College directly intervene with USDE to resolve the problem.

## Disabled Student Services and Programs (DSPS)

### Findings/Observations

- The sudden departure of the DSPS director has caused the department to be in a state of potential crisis. According to the DSPS counselor interviewed, the number of registered DSPS students at BC is 1200 and at Delano it is 50 to 75. It was expressed that one critical service that should not have been eliminated due to budget constraints is learning disability diagnostic testing.
- The number of Bakersfield College students with documented disabilities is similar to the national average; approximately 9 to 10% of enrolled students have registered disabilities. The current staffing level includes one full-time DSPS counselor and one counselor who divides time between DSPS and general counseling. One of the comments from the employee student services survey stated that there should be a "better liaison between the instructor of record, chair of department and DSPS counselor when evaluating students' 4th, 5th, etc. attempt at a course," which suggests that there are issues with lack of communication in serving students with disabilities. The current DSPS staffing levels seems low for the number of students with documented disabilities.
- DSPS on-line information can be found on the Student Services drop down menu. Once in the DSPS homepage, there is another link that is easy to miss called, "Disabled Students Programs and Services" which gives more specific information including the location of services in the Counseling Center and a matrix that shows the unique services that a DSPS Counselor provides and what general counselors can provide including educational plans. There was no reference to what educational advisors could provide.

### Recommendations

#### Level 1 (can be accomplished immediately with little or no resources)

- Fill the DSPS director's position as soon as possible.
- Development an alternative plan for department leadership when the director is absent.
- Continue to conduct a separate DSPS program review.

- Utilize educational advisors to assist with DSPS general advising and educational plan development.
- Create a committee comprised of the DSPS Director, DSPS Counselor, select faculty chairs, academic dean and student services dean to develop a retention plan for DSPS students and ways to collaborate between academic departments and faculty with DSPS more effectively.
- Ensure that the College ADA committee is active and continues to make needed compliance recommendations.

### **Level 2 (may take more time and/or resources)**

- Hire one full-time DSPS Counselor and at least one adjunct DSPS counselor.
- Consider different ways to pay for the learning disability diagnostic testing.

### **Extended Opportunity Programs and Services (EOPS)**

#### **Findings/Observations**

- The Extended Opportunity Programs and Services (EOPS) department is located on the 2nd floor of the Student Services building. In the interview with EOPS staff, the program provides outreach and matriculation services to students that come from disadvantaged backgrounds. The EOPS educational advisor is responsible for both BC and the Delano Campus. In addition to one advisor, there is a counselor, a department assistant and an assistant director. The Director of EOPS is also responsible for the Cooperative Agencies Resources for Education (CARE) program, CalWORKs and has recently taken on the supervision of the financial aid department.
- EOPS students are required to meet with a counselor twice a semester. The EOPS advisor said she provides outreach services to area high schools and provides financial aid information; she also conducts orientations, transcript evaluations, educational plans and even graduation checks. She expressed disappointment that some counselors are threatened by the concept of advisors and do not see them as partners.

#### **Recommendations**

##### **Level 1 (can be accomplished immediately with little or no resources)**

- The assistant director should be reclassified as the director of EOPS with full responsibility for the department or a new director of EOPS should be hired.
- EOPS should continue to have a separate program review and compare outcomes with other State programs.

### **Level 2 (may take more time and/or resources)**

- Conduct an assessment of EOPS services and the budget to see if the dollars saved through the reassignment of the assistant director warrants the hiring of another educational advisor that can be assigned half time to the Delano Campus

## **Health Center**

### **Findings/Observations**

- The Health Center (HC) is located in a central section of campus across from the cafeteria and adjacent to the student activities office. There is no HC day-to-day supervisor; all employees report directly to the Dean of Students. The only full-time employee is the registered nurse. The other two part-time employees, contracted through a health care agency, are a medical doctor and a licensed clinical social worker who work approximately 32 and 26 hours per week respectively. The social worker provides mental health counseling and students are often referred as the result of a conduct violation. There is a six-session maximum per semester. The HC is all appointment based but does take some walk-ins if there is availability. The Health Center assistant schedules student appointments for all the HC staff, and there are student aides employed to help staff the front desk.
- During an interview with a CBT consultant, one of the HC staff members said referrals for mental health services increased after a presentation to College counselors. The official title of the department is the Student Health and Wellness Center; however, the College website states "Health Center." The HC on-line information is located in the student services drop-down menu. The stated services provided include blood pressure monitoring; blood sugar monitoring; cholesterol screening; diabetes screening; drug information; first aid; hearing and vision screening; health screening; immunization information; medications (over-the-counter); pregnancy tests; STD and HIV referral; temporary rest area; tuberculin skin test and chest x-ray referral; urine tests; and weight control information. In addition, there are several links to screening for mental health issues such as eating disorders and depression, as well as suicide prevention. The funding comes from the mandatory student health fee that covers consultations with all HC staff.

## Recommendations

### Level 1 (can be accomplished immediately with little or no resources)

- The Health Centers should avoid employing student aides in the center because of privacy issues.

### Level 2 (may take more time and/or resources)

- The Health Center should have someone responsible for coordination of day-to-day operations. One idea is to reclassify the full-time nurse or pay a stipend to perform these extra duties. Funds are available from the health fee reserves.
- The Health Center should have the reception area staffed to greet students and make appointments.
- Conduct an assessment of the health service provider. It could be more economical and practical to have a nurse practitioner rather than a medical doctor.

## Delano Center – Student Services

### Findings/Observations

- In an interview with the Director of the Delano Campus (DC), two major issues surfaced that need improvement. The first issue is the inconsistency of available assessment testing. The Director of Admissions and Records supervises the Bakersfield College (BC) Assessment Center that is responsible for assessment and DSPS testing at DC. Assessments are only offered once a month during non-peak times and twice/month during peak registration periods. If BC experiences a staffing shortage and cannot send staff to Delano Campus then the testing may not occur.
- The second issue involves a gap of site supervision when the Director is out of the office or on vacation. There is no other staff member that has the authority for the Delano Campus. Although there is a classified position at DC, this position has, of course, no supervisory authority. Delano Campus seems to function well in spite of the relatively few student services staff at this site. According to the Director, he does not supervise the counselor assigned to service the students at the Delano Campus. The Director supervises the two admissions staffs that are cross-trained utilizing a one-stop student services model to provide admissions, general financial aid information and advising services. Financial aid processing is conducted by BC which seems to work well as a centralized model.
- It was difficult to find information on the Delano Campus on the BC homepage. Delano Campus information can only be found under the "About BC" drop down menu. There is not information on the Delano Campus link that includes hours of operation and services

available. In reviewing the Kern District website, the Delano Campus is not easily located and should also have its own link.

## Recommendations

### Level 1 (can be accomplished immediately with little or no resources)

- Reclassify the center classified position to have supervisory responsibility for staff when the Director is unavailable.
- Decentralize the assessment and DSPS testing functions from BC and allow Director of the Delano Campus to have full authority and responsibility.
- The counselor assigned to the Delano Campus to provide general and DSPS counseling should report directly to the Director.
- The Delano Campus should have a separate and distinct program review for all student services provided.
- Make improvements to the website to include having a separate drop down menu for Delano Campus. Include the hours of operation and student services available.
- The Kern District website, the Delano Campus is not easily located and should also have its own link

### Level 2 (may take more time and/or resources)

- Reallocate or hire one educational advisor that can be cross-trained to provide a multitude of student services including assessment and DSPS testing.

## 5. Other Findings/Observations

- Student Services could benefit from focusing more on data, especially in evaluating the components of the Matriculation program. A process has been put in place for developing Administrative Unit Outcomes as well as for assessing them, and Student Services is well on its way for accomplishing this task. However, the Program Review process is uneven in Student Services. Some programs have done a good job while other areas have incomplete documents. It is not clear how the Administrative Unit Outcomes and Program Review are linked. Also, there has not been a comprehensive student survey on Student Services since the last accreditation. While there has been some data gathered for specific issues, as a whole, Student Services may not have the student voice in evaluating their functions. There are many models available, both national and those developed by other California Community Colleges.
- The College/District has committed to the Community College Survey of Student Engagement (CCSSE), and data have been collected so that the College will have benchmarks to assess themselves against in the future. The CCSSE focuses on relationships among students, faculty, and staff, and measures how effectively colleges

connect with their students; it does not address most of the functions in Student Services. There is one item under Academic Advising/Planning that showed students at Bakersfield College used academic advising less often than students in the cohort group of colleges. Another item under orientation and student success courses/workshops showed Bakersfield College students using these services more often than the cohort group of colleges. It would be a good idea for Student Services to discuss the CCSSE results and determine their role in student engagement.

**Resource:** The CCSSE website is [www.ccsse.org](http://www.ccsse.org). For Bakersfield College's results on CCSSE, go to [bakersfieldcollege.edu](http://bakersfieldcollege.edu) and find Surveys on the Institutional Research and Planning webpage.

- There is discussion about centralizing Admissions and Financial Aid. However, it is not clear what is intended; the College and District Office need to reach closure on this issue. The managers and staff of these areas have ideas about how this could be accomplished but do not have a formal way to provide input. Certainly it is helpful to have District support, such as technology, but students need access on their campuses to helpful staff. It is also important to ensure that students in the district, regardless of which college they attend, experience the same policies and procedures. This could be accomplished by having the three managers of each program meet together and review procedures for consistency, if this is not being done already.

**Resource:** The Los Angeles Community College District has a good model for centralizing some Financial Aid services.

- The web pages for many of the Student Services programs are incomplete and confusing. It would be helpful to students to develop a basic template that all programs would use. The template could include common information such as location, office hours, phone numbers, and staff information. This similarity would assist students in navigating and easily finding the most basic information, while all the rest of the content would be program specific. There are content management systems that enable each program to easily update their information.

## Collaboration of Student Services and Instruction

### Findings and Analyses

- As reported in the Student Services section of this report,
  - There is a lack of significant communication and collaboration between student services and instruction.
  - There is no standing committee that deals specially with student success.
  - The Matriculation Committee is perceived to be a perfunctory group, with few, if any specifically designated responsibilities.

- Everyone the consultants interviewed at the College expressed an interest in student success and a willingness to invest time and energy in improving student success outcomes.
- Student services and instructional personnel are willing to engage in more communication and collaboration.
- Among the topics of mutual concern among student services and instructional faculty and staff are these:
  - Assessment of math and English skills
  - Placement into appropriate courses
  - Prerequisites, especially the need to go beyond advisories and add prerequisites to certain courses, in particular, transferable general education courses.

## Recommendations

- Create an ongoing Student Success Committee
  - Establish a charge for the committee, something like, “Using relevant data, create new processes, involving both instruction and student services, to improve the success of basic skills, CTE, and transfer students and monitor the results of these processes.”
  - Align the new committee within the existing College’s planning and institutional effectiveness activities, including the College’s mission (in particular student success), the Educational Master Plan, and the Strategic Plan
  - Identify this committee as reporting directly to the President
  - Include the Vice President of Academic Services and Vice President of Student Services as ongoing members, to show the College’s support and commitment to the committee.
  - Include at least one instructional dean and one student services dean.
  - Include two faculty each from counseling, basic skills, CTE, and arts/science
  - Include at least two classified staff, one from student services, one from academic services
  - Include two students
  - Create co-chairs, a vice president and a faculty member
  - Meet regularly (at least one a month), take minutes (with a special focus on actions planned and completed) and make the minutes widely available to the college community
  - Begin with ARCC results in the seven areas reported to the Chancellor’s Office
    - Student Progress and Achievement Rate
    - Percent of Students Who Earned at Least 30 Units
    - Persistence Rate
    - Annual Successful Course Completion Rate for Credit Vocational Students
    - Annual Successful Completion Rate for Credit Basic Skills Students

- Improvement Rate for Credit Basic Skills Courses
  - Improvement Rate for Credit ESL Courses
- Create surveys of faculty, staff, and students
- Develop a Student Success Action Plan and integrate it within college's Strategic Plan and Educational Master Plan.
- The process of developing and overseeing this committee should be led by the Vice Presidents of Academic Services and Student Services.
- Collaboratively pursue the issue of prerequisites
  - Create a task force of the Student Success Committee on the topic of prerequisites.
  - Create a multi-year plan for revision of prerequisites.
  - Focus on courses within the IGETC and CSU GE Breadth patterns.
  - Use the new statewide process and procedures available beginning fall 2013.
  - Begin with one group of IGETC/CSU Breadth courses (e.g. Science, Social Science, Humanities) and consider using the course one level below English IA. (i.e., English B50) as the prerequisite for each course within that group.
  - In subsequent years continue with the other groups of IGETC/CSU Breadth courses.
  - This process could be led by the co-chairs of the Curriculum Committee, in collaboration with the President of the Academic Senate and the Vice Presidents of Academic Services and Student Services.
- Use the Student Success Committee as an incubator to pursue other related ideas and issues.
  - Explore the impact of increasing prerequisites, such as sufficient sections of basic skills courses in English and math, sufficient space in English and math labs, additional processes for students to demonstrate skills by "testing out" of prerequisites.
    - Consider adding more evening and perhaps weekend sections of basic skills courses.
  - Explore ways to enable more students to move more successfully and more expeditiously through basic skills courses to success in college-level courses.

## Resources

- Student Success System Task Force of the California Community Colleges
- Achieving the Dream, Inc.
- "Core Principles for Transforming Remedial Education" (Dec. 2012), a Joint Statement from the Charles A. Dana Center, Complete College America, Inc., the Education Commission of the States, and Jobs for the Future
- Grubb, W. Norton with R. Gabriner. *Basic Skills Education in Community Colleges: Inside and Outside of Classrooms* (2013)

- Chaffey College, which has a track record of integrating instruction and student services to better achieve student success.

## **Academic Student Success Support Services**

### **Findings and Analyses**

#### **Regarding tutorial services**

- The College's tutorial program, based on anecdotal evidence, is working well in many ways. Tutors are well trained and students receiving tutorial assistance are in many ways well served. The program, however, seems somewhat resistant to innovation or change.
- The College also uses a web-based online tutorial program, used by students when they are referred to it by individual instructors. However, there is little, if any, coordination of this service by the College.

#### **Regarding all laboratories which support English and math**

- The College has many different labs that are designed to help students. There are many different labs overseen by the Academic Development Department, by the English Department, and by the Math Department. Some labs are open (meaning any student can come in practically any time) and some are restricted to students enrolled in specific courses. Most labs in English and math emphasize foundational skills (especially the Academic Development/Student Success open lab) and some emphasize college-level skills (especially English).
  - What is needed, however, is a greater coordination among all labs and a better use of data to see if that labs are truly successful in helping students pass specific courses and in helping them progress up the ladder of English and math courses efficiently and expeditiously.

#### **Regarding open labs**

- The writing, reading, and math components of the College's Student Success Lab, overseen by the Academic Development Department, work well in many ways, based on anecdotal evidence. The math component of the lab supports students up to, but not including, pre-algebra. The English component of the lab supports students up to, but not including, university level English. The Student Success lab uses PLATO software to provide instruction and to track student progress. The lab is staffed with well qualified personnel; and students in the lab, based on the perceptions of faculty and deans CBT interviewed, are in many ways well served. There is a sense among the College faculty and staff, however, that students in this lab don't progress as efficiently or as quickly as they should through levels of basic skills to college-level courses.

- The College's writing lab, developed in cooperation with the English Department, is open, on a space available basis, to all students who need help writing essays. It is a relatively new lab which seems, based on the perceptions of faculty and deans CBT interviewed, to be helping students in many ways. This lab serves students enrolled in college-level English classes with computer software focusing on improvement in grammar and punctuation. The lab also helps students across disciplines writing essays using one-on-one sessions with writing consultants. First priority for lab space is given to students enrolled in English or English as a second Language classes which have a lab component.
- There is no separate reading lab. Reading lab experience is available in the Student Success lab, overseen by the Academic Development Department.

### Regarding mathematics labs

- The math lab, which functions primarily in the online mode, is designed primarily for pre-algebra students who are unable or unwilling to take the relatively few face-to-face lecture sections of pre-algebra. The success rates for students taking pre-algebra in this lab mode are relatively low.
- There is no open (drop-in) math lab for students taking beginning pre-algebra or more advanced math who need impromptu help (unlike the Academic Development Department's Student Success lab, which can serve drop-in students taking basic mathematics). Students who need help in pre-algebra or higher math classes need to go to the College's tutorial lab for assistance.
- There is no apparent coordination or consistency between the program in the math segment of the academic support lab and the program in the math lab.
- There is a willingness of the Academic Development Department to assume responsibility for the non-degree-applicable pre-algebra course, including the support of a drop-in lab. However, there is an unwillingness of the Math Department to yield this course to Academic Development.

### Recommendations

- Develop a process to use data as evidence to determine the success of tutorial services and math and English labs.
  - Include Academic Affairs and Institutional Research.
  - Create surveys or focus groups of students being served by tutorial services and students served by the labs to determine the level of student satisfaction.
  - Develop research protocols to track students assisted with tutorial services and with English and math labs to determine how well the students are doing (perhaps compared to students who do not use these services)—in both current and subsequent semesters.

- This process should be led by an instructional dean, perhaps the dean overseeing the Basic Skills Initiative, working closely and collaboratively with faculty in these departments
- Coordinate, as soon as possible, all English and math labs on campus.
  - Begin by using the data on the success of students who use the labs.
  - Analyze the various software systems being used to see if they are working in harmony toward student success.
  - Ensure that students experience a seamless transition as they progress from level to level.
  - This process should be led by Vice President of Academic Affairs and the instructional deans overseeing the English, Math, and Academic Development Departments, working closely and collaboratively with faculty in these departments.
- Bring together math instructors from both the Academic Development Department and the Math Department, under the leadership the appropriate dean(s) and/or the Vice President of Academic Affairs, to determine the best approaches to coordinating the two math labs in the teaching of mathematics.
  - Faculty from both departments need to look at student retention, success, persistence, and progression data in all math courses, especially progression from basic mathematics through at least intermediate algebra.
  - Faculty need to agree upon and align student learning outcomes among math courses and to continue to review these outcomes to ensure that success in one course leads to success in the subsequent math course.
  - Instructional deans and faculty in both departments should seriously consider moving the responsibility of teaching pre-algebra and even beginning algebra to the Academic Development Department. At the same time the Math Department faculty should continue to collaborate with the Academic Development faculty to insure that the curriculum and pedagogy of these basic skills classes result in success in higher level courses such as intermediate algebra and college-level math. Student success should be verified by using measurable evidence, such as improvement in course retention/success and success in subsequent, more advanced courses, along with the student's efficient and expeditious movement up the math ladder.
    - This process should be led by the Vice President of Instruction and/or the deans overseeing the Academic Development and Math Departments. They should work closely and collaboratively with appropriate faculty.
- Increase substantially the percentage of students who progress through basic skills to successful completion of college-level courses.
  - Currently at Bakersfield College, as well as many other community colleges across the country, this percentage is very small.

- Explore best practices at colleges which are making significant progress in the success/persistence rates of basic skills students through college-level courses.
  - Look particularly at examples of “high tech, high touch” models, which combine effective use of computer labs with regular and careful explanation, encouragement and monitoring by faculty and lab assistants.
  - Look at other community colleges piloting projects in accelerated English and math, and the role labs play in this acceleration.
  - Send a group of College faculty and managers to one or more of the colleges which have been able to advance relatively large numbers of basic skills students to success in college-level courses, in order to create benchmarks for future Bakersfield College success.
  - This process should be led by the Vice President of Academic Affairs and/or the deans overseeing the Academic Development and English and Math Departments, working closely and collaboratively with appropriate faculty.
- Recognizing the College will probably soon increase the number of transfer-level discipline transfer courses with English/math prerequisites/co-requisites (as opposed to advisories), within the next year develop a process to ensure that students needing basic skills have sufficient access to labs, as well as courses, in order that students needing prerequisites achieve them.
    - This analysis should include expansion of access to the larger number of students who will be required to achieve prerequisites. This would involve a review of facilities, equipment, software, and staffing.
    - Explore ways whereby students could more readily “test out” of prerequisites, including using labs as a resource of diagnosis, prescription, and demonstration of proficiency.
      - Enable students to learn within a lab setting the specific knowledge and skills they lack.
      - Enable successful students to re-take the College’s placement/assessment test and/or take an equivalent test.
    - This process should be led by the Vice President of Academic Affairs and/or the deans overseeing the Academic Development and English and Math Departments, working closely and collaboratively with appropriate faculty.

## Resources

- “Core Principles for Transforming Remedial Education” (Dec. 2012), a Joint Statement from the Charles A. Dana Center, Complete College America, Inc., the Education Commission of the States, and Jobs for the Future
- Grubb, W. Norton with R. Gabriner. *Basic Skills Education in Community Colleges: Inside and Outside of Classrooms*(2013)

- California community colleges which have had successful basic skills programs and courses, including Chabot College and Chaffey College.

### **Summary Compilation of Recommendations Which Need the Attention, Response and/or Support of the Kern Community College District**

#### **Institutional Planning**

(Most relate to Institutional Research, centralized in the District Office, especially in the use of data.)

- Institutional Research (IR) leadership should determine how it is going to serve the three colleges and communicate this clearly with the campuses.
- IR leadership should work with campus governance groups to determine how its staff will interact with campus committees. This might involve the College hiring an IR technician to participate in committees, interact with District IR staff and work part of the time in the IR office.
- Develop a standard scorecard for data to measure success. This should probably include the metrics included in the ARCC data since this has been cited by the Kern District Board of Trustees as one basis for measuring performance of the Chancellor and the College Presidents. This scorecard should be clearly communicated to staff and the campus governance groups; and it should be used in all important decision making at the College so that it becomes foundational for planning and assessment.
- There must be a clear definition of what success looks like. This definition must include specific data items (as mentioned above) that should be selected for use in all planning, decision-making and assessment the services being provided to students. This use of data must be consistently applied over time to change the culture in this important area of the College.
- Continue the website redesign for the College. Include a structure for delivering data to faculty and staff that makes it easy to find data and to use it in committees, plans and presentations.
- Start an open dialog with Institutional Research staff and campus faculty to improve communication and to make the consolidation of IR goes smoothly.
- Develop a standardized “scorecard” for data (including but not limited to ARCC data) to be delivered and utilized by all three colleges.
- Institute a system of training for College staff in all aspects of planning. The training should include how to interpret the data and how to retrieving it from the website and from other sources. It should also include how to use the data in the context of the College’s overall planning cycle for both planning and assessment.

## Program Review

(Most recommendations relate to Institutional Research, centralized in the District Office, especially in the use of data.)

- For instructional programs, create a comprehensive program review template to include
  - An analysis and evaluation of the data presented by the Office of Institutional Research, especially in key areas such as student retention/success and instructional productivity (also referred to as average class size)
  - Projection for future demand (including labor market data for CTE programs).
- For instructional programs, create an annual program update template to include
  - A presentation and analysis of updated data, especially in key areas such as student retention/success, instructional productivity, and student learning outcomes.
- For student services programs, create an analogous comprehensive program review and annual program update process and templates incorporating elements from the recommendations under the Student Services section in this report.
- For administrative services programs, create an analogous comprehensive program review and annual program updates process and templates.

## Program Discontinuance

- Work with others in the Kern Community College District to develop more specific Board of Trustees policies and especially procedures to identify criteria and process for program discontinuance.
  - Consider developing a District board procedure for program discontinuance, to accompany the District board policy, a procedure developed collaboratively by the three colleges within a shared governance process.
  - Recognize that full-time tenured faculty in a program discontinued at one college within the district have bumping rights at other colleges within the District.
  - Identify future options for full-time faculty within discontinued programs, including the possibility of retraining (where applicable).

## Student Services

### Other Topics (Admissions and Records/Financial Aid)

- There is discussion about centralizing Admissions and Financial Aid. However, it is not clear what is intended; the College and District Office need to reach closure on this issue. The managers and staff of these areas have ideas about how this could be accomplished

but do not have a formal way to provide input. Certainly it is helpful to have district support, such as technology, but students need access on their campuses to helpful staff. It is also important to ensure that students in the district, regardless of which college they attend, experience the same policies and procedures. This could be accomplished by having the three managers of each program meet together and review procedures for consistency, if this is not being done already.

## Appendices

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- A. Academic Affairs/Institutional Effectiveness Survey
- B. Student Services Survey
- C. Schedule of Campus Interviews
- D. Planning and Budgeting Processes at the College of the Canyons
- E. Proposed Student Services Organizational Chart
- F. Template of Imperial Valley College's Program Evaluation

### Appendix A - Survey on Academic Affairs/Institutional Effectiveness

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This is one of two confidential online surveys developed by the CBT team and administered via Survey Monkey in October 2012 (before the CBT team's campus visit) to key College stakeholders, including administrators, faculty, and classified staff members. College personnel were asked to provide confidential, candid assessment and prioritization of the issues identified in this project. The survey results were sent directly to the CBT team, who used the information gathered to provide background and framework for its comprehensive campus visit. Thirteen College employees responded to this survey. Their responses and comments helped guide the development of questions and topics pursued during the campus visitation interviews.

Presented below are the survey questions and the numerical responses to multiple-choice questions. The CBT is not including here the individual responses to open-ended questions **to honor its commitment to confidentiality to the respondents**. The team received, in the open-ended responses, candid and thoughtful opinions, and suggestions, which were extremely helpful to the college both in providing background and framework to its campus visit and in preparing its recommendations to the college.

1. Please select a response below for each statement.

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion	Response Count
The College's academic support services (such as tutoring, math/English labs, basic skills support, etc.) are effective.	7.7% (1)	<b>53.8% (7)</b>	15.4% (2)	7.7% (1)	15.4% (2)	13
The academic program review process at the College is clear and understandable.	0.0% (0)	<b>46.2% (6)</b>	30.8% (4)	7.7% (1)	15.4% (2)	13
The academic program review at the College is relevant, fair, and useful to you and your area.	0.0% (0)	<b>61.5% (8)</b>	7.7% (1)	15.4% (2)	15.4% (2)	13
Counselors, educational advisors, and academic faculty work closely together to help students succeed.	7.7% (1)	7.7% (1)	<b>69.2% (9)</b>	7.7% (1)	7.7% (1)	13
The College's program discontinuation process is clear, fair, and effective.	0.0% (0)	7.7% (1)	23.1% (3)	23.1% (3)	<b>46.2% (6)</b>	13

Please elaborate.

2. What areas of academic support services are the strongest?
3. What areas of academic support services need the most improvement?
4. What could be done to improve the academic program review process?
5. What do you think could be done to link more closely academic faculty, counselors, and educational advisors to help students succeed?

6. Please select a response below for each statement.

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion	Response Count
Data is easily available at the College.	16.7% (2)	<b>66.7%</b> <b>(8)</b>	0.0% (0)	16.7% (2)	0.0% (0)	12
Data is generally of a high quality.	16.7% (2)	<b>75.0%</b> <b>(9)</b>	8.3% (1)	0.0% (0)	0.0% (0)	12
I have read carefully the College's Educational Master Plan.	33.3% (4)	16.7% (2)	<b>50.0%</b> <b>(6)</b>	0.0% (0)	0.0% (0)	12
I have read carefully the College's Facilities Master Plan.	16.7% (2)	16.7% (2)	<b>41.7%</b> <b>(5)</b>	25.0% (3)	0.0% (0)	12
I have read carefully the College's Strategic Plan.	<b>58.3%</b> <b>(7)</b>	33.3% (4)	8.3% (1)	0.0% (0)	0.0% (0)	12
There is an effective collaborative process for periodic reviews of institutional goals/objectives.	25.0% (3)	<b>41.7%</b> <b>(5)</b>	8.3% (1)	16.7% (2)	8.3% (1)	12
Planning is integrated well in budgetary allocations.	16.7% (2)	8.3% (1)	<b>33.3%</b> <b>(4)</b>	16.7% (2)	25.0% (3)	12

Please elaborate.

**7. For which of the following is data used effectively? (select one or more)**

	<b>Response Percent</b>	<b>Response Count</b>
<b>Scheduling classes?</b>	<b>100.0%</b>	<b>9</b>
<b>Starting new classes/programs?</b>	<b>44.4%</b>	<b>4</b>
<b>Terminating classes/programs?</b>	<b>44.4%</b>	<b>4</b>
<b>Planning new facilities or facilities renovations?</b>	<b>55.6%</b>	<b>5</b>

**8. How can the College improve its planning processes?**

**9. What data capabilities are missing that would improve planning and institutional effectiveness?**

**10. Please specify your role at the College.**

	<b>Response Percent</b>	<b>Response Count</b>
<b>Administrator</b>	<b>25.0%</b>	<b>3</b>
<b>Faculty member</b>	<b>58.3%</b>	<b>7</b>
<b>Student</b>	<b>0.0%</b>	<b>0</b>
<b>Student Services Staff</b>	<b>8.3%</b>	<b>1</b>
<b>Other Staff</b>	<b>16.7%</b>	<b>2</b>

11. Please specify your primary workplace.

	Response Percent	Response Count
Bakersfield College	90.9%	10
Delano Center	0.0%	0
District Office	9.1%	1

## Appendix B - Survey on Student Services

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This is one of two confidential online surveys developed by the CBT team and administered via Survey Monkey in October 2012 (before the CBT team's campus visit) to key College stakeholders, including administrators, faculty, and classified staff members. College personnel were asked to provide confidential, candid assessment and prioritization of the issues identified in this project. The survey results were sent directly to the CBT team, who used the information gathered to provide background and framework for its comprehensive campus visit. Twenty-three College employees responded to this survey. Their responses and comments helped guide the development of questions and topics pursued during the campus visitation interviews.

Presented below are the survey questions and the numerical responses to multiple choice questions. The CBT is not including here the individual responses to open-ended questions **to honor its commitment to confidentiality to the respondents**. The team received, in the open-ended responses, candid and thoughtful thoughts, opinions, and suggestions, which were extremely helpful to the college both in providing background and framework to its campus visit and in preparing its recommendations to the college.

1. What is the most significant challenge facing the BC student services division?
2. Which student services are working well?
3. Which student services need improvement?
4. What are the core student services that should be centralized or de-centralized by Kern District and BC?

**1. Please select a response below for each statement.**

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>No Opinion</b>	<b>Response Count</b>
<b>The District Educational Services Offices provide the appropriate level of support to BC in student services.</b>	0.0% (0)	8.7% (2)	17.4% (4)	34.8% (8)	<b>39.1% (9)</b>	23
<b>Student services procedures are consistent college-to-college in the Kern District.</b>	0.0% (0)	8.7% (2)	26.1% (6)	30.4% (7)	<b>34.8% (8)</b>	23
<b>In order to improve services to students in my department/work group, changes should be made.</b>	20.0% (4)	<b>45.0% (9)</b>	20.0% (4)	5.0% (1)	10.0% (2)	20
<b>My student services department/work group team functions well.</b>	9.1% (2)	<b>36.4% (8)</b>	22.7% (5)	4.5% (1)	27.3% (6)	22
<b>The staffing and workload and responsibilities within my department/work group are balanced and fair.</b>	9.5% (2)	19.0% (4)	<b>28.6% (6)</b>	<b>28.6% (6)</b>	14.3% (3)	21

Please elaborate

2. Please select a response below for each statement.

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion	Response Count
I am familiar with the goals and outcomes established for my department/work group.	35.0% (7)	<b>45.0%</b> <b>(9)</b>	15.0% (3)	5.0% (1)	0.0% (0)	20
Counselors and advisors communicate and collaborate to maintain accurate and updated information to meet the needs of students.	9.5% (2)	28.6% (6)	23.8% (5)	<b>33.3%</b> <b>(7)</b>	4.8% (1)	21
New students have a clear process of application, assessment, orientation, counseling and registration.	19.0% (4)	<b>33.3%</b> <b>(7)</b>	28.6% (6)	19.0% (4)	0.0% (0)	21
Technology is effectively utilized in the BC student services division and in my department/workgroup.	14.3% (3)	<b>33.3%</b> <b>(7)</b>	28.6% (6)	19.0% (4)	4.8% (1)	21
The web pages and portal effectively presents information to students.	4.8% (1)	<b>47.6%</b> <b>(10)</b>	33.3% (7)	9.5% (2)	4.8% (1)	21

Please elaborate.

3. Please select a response below for each statement.

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion	Response Count
Services for on-line students are effectively meeting their needs.	5.0% (1)	0.0% (0)	<b>45.0%</b> (9)	30.0% (6)	20.0% (4)	20
The current student services organizational structure at BC is ideal to deliver effective services to students.	4.8% (1)	9.5% (2)	<b>42.9%</b> (9)	38.1% (8)	4.8% (1)	21
Students are satisfied with the quality of student services.	4.8% (1)	28.6% (6)	<b>38.1%</b> (8)	9.5% (2)	19.0% (4)	21
I am familiar with upcoming changes to the Matriculation categorical program related to the Student Success Act (SB 1456)	<b>36.4%</b> (8)	22.7% (5)	22.7% (5)	4.5% (1)	13.6% (3)	22
Is there anything else you would like to add that could improve student services?	16.7% (2)	8.3% (1)	0.0% (0)	0.0% (0)	<b>75.0%</b> (9)	12

Please elaborate.

4. Please specify your role at the College.

	Response Percent	Response Count
Counseling Faculty	35.3%	6
Advisor	11.8%	2
Support Staff	11.8%	2
Management	<b>41.2%</b>	<b>7</b>
Other		

5. Please specify your primary department/workgroup.

	Response Percent	Response Count
Assessment	0.0%	0
Career Center	11.1%	1
Child Care	0.0%	0
Counseling	44.4%	4
Disabled Students Programs	22.2%	2
EOPS	11.1%	1
Financial Aid	11.1%	1
Student Activities/Life	0.0%	0
Other		

6. Please specify your primary workplace.

	Response Percent	Response Count
Bakersfield College	89.5%	17
Delano Center	10.5%	2
District Office	0.0%	0
Other (please specify)		0

## Appendix C - CBT Team Interview Schedules at Bakersfield College

### Wednesday, November 7, 2012

INSTITUTIONAL EFFECTIVENESS & ACADEMIC AFFAIRS			
TIME	EMPLOYEE	INTERVIEWER	MTG RM
8:00 AM	JIM C & EITAN – FACILITIES	DAN & JOHN	LEV 6
8:30 AM			
9:00 AM	DON LOW – VPSS & DEAN OF COUNSELORS	DAN & JOHN	LEV 6
9:30 AM			
10:00 AM	RICK POST – VP/ACADEMIC AFFAIRS	DAN & JOHN	LEV 6
10:30 AM			
11:00 AM			
11:30 AM			
12:00 PM	LUNCH		
12:30 PM			
1:00 PM			
1:30 PM			
2:00 PM	BILLIE JO RICE & JOHN CARPENTER – CURRICULUM COMMITTEE CO-CHAIRS	DAN & JOHN	LEV 6
2:30 PM			
3:00 PM	BONNIE SUDERMAN & BERNADETTE TOWNS – SLO'S	DAN & JOHN	LEV 6
3:30 PM			
4:00 PM	LISA FITZGERALD – DISTRICT INSTITUTIONAL RESEARCH	DAN & JOHN	D.O. – LISA'S OFFICE
4:30 PM			
5:00 PM			

### THURSDAY, NOVEMBER 8, 2012

TIME	EMPLOYEE	INTERVIEWER	MTG RM
8:00 AM	EMMANUEL MOURTZANOS, BILL BARNES – PROGRAM REVIEW COMMITTEE CO-CHAIRS; and PRIMAVERA ARVIZU, JENNIFER MARDEN, KATE PLUTA, CORNELIO RODRIGUEZ – STRATEGIC PLANNING WORKGROUP	DAN & JOHN	LEV 6
9:00 AM	SGA PRESIDENT DANITZA ROMO	DAN & JOHN	LEV 6
9:30 AM	NAN GOMEZ-HEITZBERG – PRESIDENT	DAN & JOHN	LEV 6
11:00 AM	SEAN JAMES – EXEC DIR OF ADMIN SERV		LEV 14
12:00 PM			
12:30 PM			
1:00 PM	DEAN DAN O'CONNOR – MATH/SCI/ATHLETICS	DAN & JOHN	LEV 6
1:30 PM	DEAN CINDY COLLIER – ALLIED HEALTH/FIRE TECH		

2:00 PM	DEAN BONNIE SUDERMAN – ENG/AC DEV/ENSL		
2:30 PM	DEAN EMMANUAL MOURTZANOS – BEH SCI/ART/PERF ARTS/ FOR LANG/ PHIL/SOC SCI		
3:00 PM	DEAN HAMID EYDGAHI – CTE		
3:30 PM	DEAN OF STUDENTS JOYCE COLEMAN		
4:00 PM			
4:30 PM			
5:00 PM			

**WEDNESDAY, NOVEMBER 7, 2012**

STUDENT SERVICES						
TIME	EMPLOYEE	INTERVIEWER	MTG RM	EMPLOYEE	INTERVIEWER	MTG RM
8:00 AM	ASSESS STAFF W/O DIR	SYLVIA	LEV 14	FINANCIAL AID DIR – PRIMAVERA ARVIZU	JOY	LEV 15
8:30 AM						
9:00 AM						
9:30 AM	A&R STAFF W/O DIR	JOY, SYLVIA	LEV 14			
10:00 AM						
10:30 AM						
11:00 AM	RICH MCCROW – DELANO	SYLVIA	LEV 14	FINANCIAL AID ASST DIR – LUCY PEREZ-DYKES	JOY	LEV 15
11:30 AM						
12:00 PM						
12:30 PM	LUNCH					
1:00 PM						
1:30 PM	COUNSELORS – PT 1	JOY	LEV 14	IT MANAGER & ONLINE SUPPORT DIST LNG STAFF	SYLVIA	LEV 15
2:00 PM						
2:30 PM				DSP&S –DIANA KELLY	SYLVIA	LEV 15
3:00 PM	SUE V, DON LOW – MATRIC	JOY	LEV 14			

3:30 PM				ED ADVISORS	SYLVIA	LEV 15
4:00 PM	SUE – A&R DIRECTOR W/O STAFF	JOY	LEV 14			
4:30 PM						
5:00 PM				DON LOW - DSPS		LEV 15

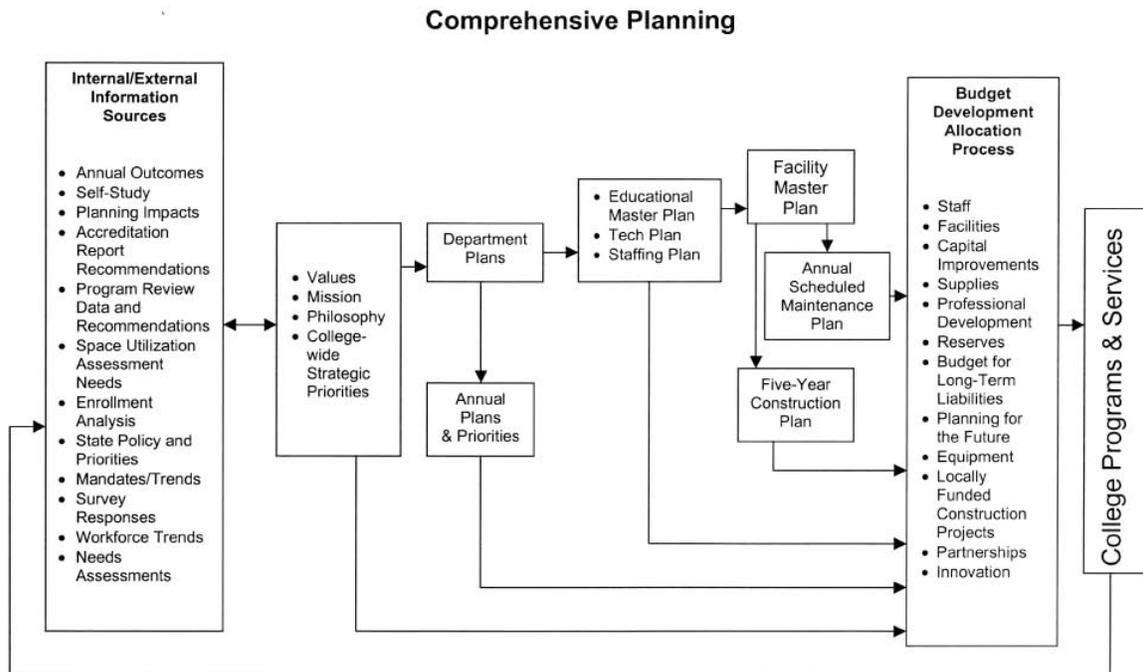
**THURSDAY, NOVEMBER 8, 2012**

STUDENT SERVICES						
TIME	EMPLOYEE	INTERVIEWER	MTG RM	EMPLOYEE	INTERVIEWER	MTG RM
8:00 AM	NAN G-H	BOB, JOY, SYLVIA	LEV 14			
8:30 AM						
9:00 AM						
9:30 AM				HEALTH CARE STAFF	SYLVIA	LEV 15
10:00 AM	COUNSELORS – PT 2	JOY	LEV 14			
10:30 AM				FINANCIAL AID STAFF W/O DIRECTOR	SYLVIA	LEV 15
11:00 AM						
11:30 AM						
12:00 PM	LUNCH					
12:30 PM						
1:00 PM				CORNY RODRIGUEZ, ACAD SENATE PRES	JOY	LEV 15
1:30 PM	JOYCE COLEMAN, DEAN OF STUDENTS	JOY, SYLVIA	LEV 14			
2:00 PM						
2:30 PM				STUDENT ACTIVITIES &	SYLVIA, JOY	LEV 15

3:00 PM				STU GOV		
3:30 PM	SANDRA SERRANO, CHANCELLOR	BOB, SYLVIA, DAN, JOHN	D.O.	M KORCOK – ENRL MNGT CO-CHAIR	JOY	LEV 14
4:00 PM	(TIME APPROX. FOLLOWING BD OF TRUSTEES MTG)					
4:30 PM						
5:00 PM						

## Appendix D - Planning and Budgeting Processes Example

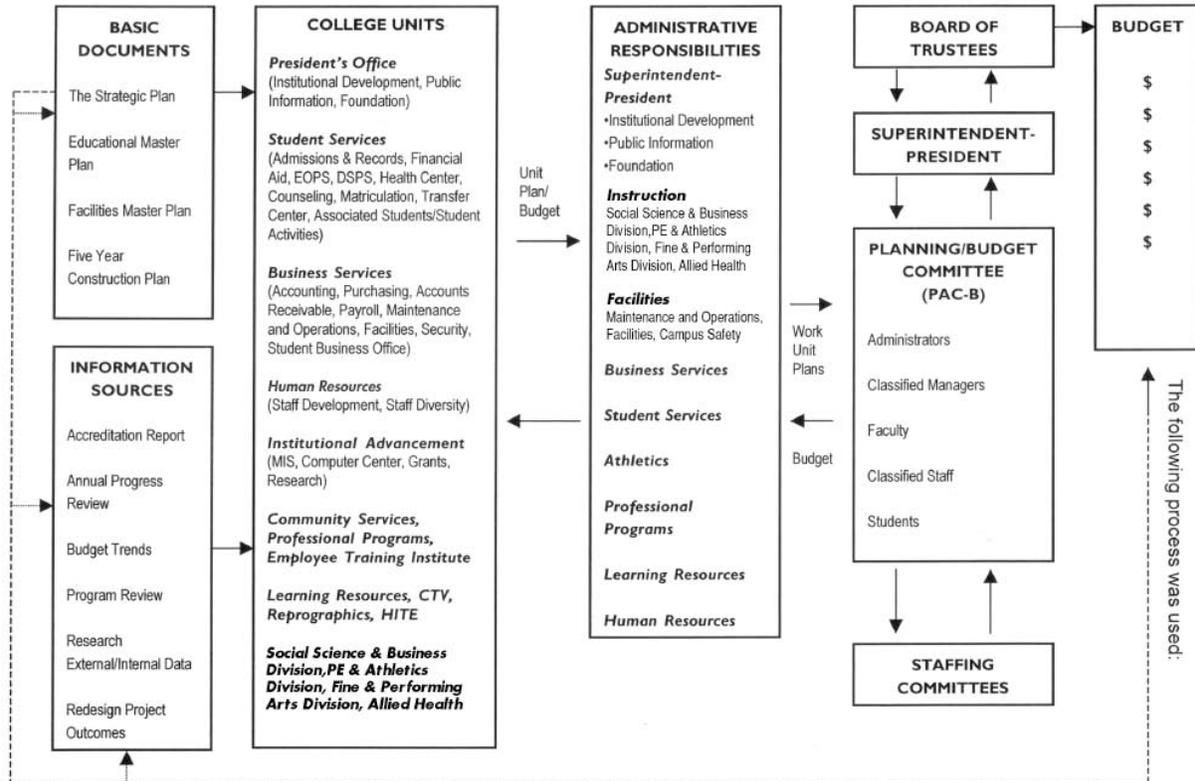
College of the Canyons in Santa Clarita, CA, has a very well developed and effective institutional planning and budgeting cycle. In 2008, they published an excellent document entitled, *Decision Making at College of the Canyons*. In it, they lay out their process for decision-making, budgeting, the integration of all of their planning documents as well as the roles of the various planning committees. On page 17, they illustrate the comprehensive planning process with the following two charts.



Source: *Decision Making at College of the Canyons*, Page 17

## COLLEGE OF THE CANYONS BUDGET DEVELOPMENT PROCESS

*Using the basic documents which result from planning processes and continuous evaluation processes, budget development is broad-based, logical, and designed to support the Strategic Plan. A brief overview of the process is depicted in the chart below.*



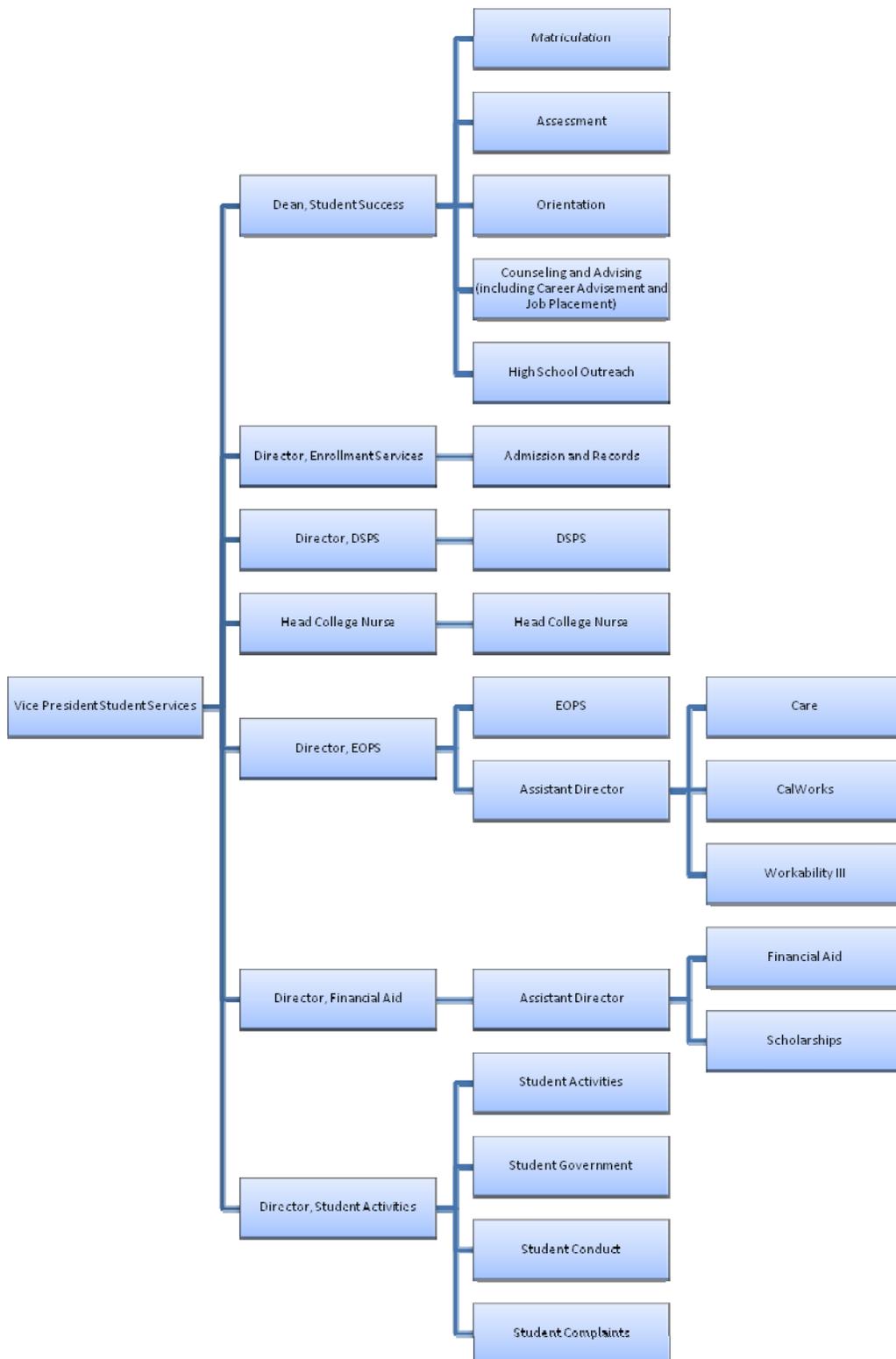
(For a complete overview of the planning and budgeting process, refer to "the College Planning and Budgeting Process 1996-98")

## **Appendix E - Proposed Model for Student Services Organization**

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Following is a model that presents some new ideas for discussion. It reflects the College's lean administrative staffing in Student Services, and requires no additional College general funds. This model suggests that with only one Dean of Student Services, that Dean be given responsibility for the critical Student Services functions related to student success and that are utilized by all students. The Director of Enrollment Services would report to the Dean of Student Success, to bring all of the matriculation and admissions functions together. A Director could assume responsibility for Student Activities and Student Government, and for Student Conduct and Student Complaints. This model also recommends a return to a dedicated Director of Financial Aid, given the tremendous growth in financial aid. Funds from the various financial aid administrative allowances could be redistributed for this purpose. Also, this model assumes that a Director of DSPS would be hired using DSPS funds and that a Head College Nurse would be hired using funds from the health fee reserves. The Head College Nurse would manage the program and report to the DSPS Director, a model used at other colleges.

(See chart on the next page)



## Appendix F - Template of Imperial Valley College Program Evaluation

### Academic Program Evaluation

Program	Enrollment (spring 2012)	Max. Enrollment	Fill Rate	# of sections	# of students per class	Avg. max. # of students per class	FTES	FTEF	Productivity (FTES/FTEF)	# of Certificates in 6 years	# of Degrees in 6 years	Completion Rate	Success Rate	# F. T. faculty
<b>Recent Enrollment Demand:</b> High ___ Medium ___ Low ___														
<b>Projection for Future Demand:</b> Growing ___ Stable ___ Declining ___ (Labor market data required for career-technical programs)														
<b>Opportunity Analysis:</b> (successes, new curriculum development, alternative delivery mechanisms, interdisciplinary strategies, etc.)														
<b>Summary of Program "Health" Evaluation:</b> (including consideration of size, scope, productivity, and quality of outcomes)														