EVALUATION TEAM REPORT

Bakersfield College

Kern Community College District

A confidential report prepared for

The Accrediting Commission for Community and Junior Colleges

This report represents the findings of the evaluation team that visited Bakersfield College from October 22-25, 2012

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October 22-25, 2012

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SUMMARY OF EVALUATION REPORT

INSTITUTION: Bakersfield College, Kern Community College District

DATES OF VISIT: October 22-25, 2012

TEAM CHAIR: Dr. Steven M. Kinsella, CPA, Superintendent/President, Gavilan Joint Community College District

A twelve-member evaluation team visited Bakersfield College, Kern Community College District (KCCD) from October 22-25, 2012 for the purpose of evaluating how well the institution is achieving its stated purposes, analyzing how well the College is meeting the Accreditation Standards of the Accrediting Commission for Community and Junior Colleges (ACCJC), providing recommendations for quality assurance and institutional improvement, and submitting recommendations to the Accrediting Commission for Community and Junior Colleges (ACCJC) regarding the status of the college's accreditation. During the course of the College's evaluation, it was necessary to review services provided to the College by the District Office of the Kern Community College District.

There are three colleges accredited by ACCJC in the Kern Community College District: Bakersfield College, Portersville College and Cerro Coso College. The Board of Trustees provides governance, leadership and control over the three colleges. The District Office is a separate operating component of the KCCD. The District Office is not an accredited entity, yet it provides services to each of the three colleges and operates like a service provider to the colleges. The colleges and the District Office agree upon the services provided in the case of Bakersfield College and its District Office this list of agreed upon services is recorded in a Functional Map within the Self Study report. This evaluation team provided the results of its review of District Office services to the Team Chairs of Porterville College and Cerro Coso College

In preparation for the visit, team members attended an all-day training session on September 14, 2012 conducted by the Commission's staff. Team members studied Commission materials prepared for visiting teams and reviewed the accreditation process. The team was divided into four committees one for each of the standards. Team members received the 2012 Self - Evaluation Report of Educational Quality and Institutional Effectiveness (hereinafter referred to as the Self Evaluation Report or Report) in time to carefully review it including the recommendations from the College's previous Comprehensive visit in 2006. Team members noted that the Report was comprehensive yet could have been improved with appropriate Planning Agendas in areas where the College acknowledged it was not in compliance with the Standards. The College included appropriate references to evidence and provided evidentiary documents in support of the College's assertions in regards to its compliance with the Standards.

During the course of the visit team members met with faculty, staff, administrators, members of the Board of Trustees, and students. The team chair met with members of the Board of Trustees, the president of the college and various administrators and faculty members over the course of the visit. In addition, team members visited the Delano Educational Center and the Weill Institute in greater Bakersfield.

The College was well prepared for the visit and members of the College were readily available to respond to questions and participate in interviews with team members. All College personnel presented themselves in a professional manner, were helpful in assisting team members gain a better understanding of the culture of the College that cannot always be determined from reading the Self Evaluation Report.

Major Findings and Recommendations of the 2012 Visiting Team

Recommendation #1 Develop and Implement Evaluation Processes to Assess Effectiveness of the Full Range of Planning Processes
In order to comply with Standards, the team recommends that the College develop and implement effective evaluation processes that can be applied to the full range of planning processes developed by the district and the colleges to assure that:
- Results of student learning assessments and program reviews are systematically linked and integrated into institution-wide planning for improvement and resource allocation processes
- That the data and measures identified in the new strategic plan are used to identify improvements in student learning and institutional goal attainment
- The functional map defined and agreed upon in 2011 results in effective services being received by the colleges (I.B.3, I.B.6, I.B.7).

Recommendation # 2 Establish Student Learning Outcomes for Instructional/Academic Programs
In order to comply with the Standards and to meet the proficiency level of institutional effectiveness for student learning outcomes, the College should establish learning outcomes for each certificate and degree program, conduct authentic assessment for student learning outcomes at the certificate/program and degree levels, and utilize the results of assessment in the decision-making and planning process to support and improve student learning (ER 10, II.A.1.c, II.A.2.f).

Recommendation # 3 Include comments on how effectively adjunct faculty members produce student learning outcomes.
In order to meet the Standards, the team recommends that adjunct faculty have as a requirement of their evaluation a component that addresses their effectiveness in producing student learning outcomes (III.A.1.c.).

Recommendation # 4 Evaluate effectiveness of professional development programs
In order to meet the Standards, the College should systematically evaluate the professional development programs offered to employees and use the results of the evaluation as a basis for improvement (III.A.5.b).

Recommendation # 5 Human Resources should complete a program review
In order to meet the Standards, the team recommends that the College human resources department complete a comprehensive review of services to include the following: regularly assess its record in employment equity and diversity, conduct an annual review of services; clarify and publish the roles and functions of human resources personnel; survey employees to determine effectiveness of human resources at the college, and; survey screening committee members to determine effectiveness of hiring processes (III.A.3, III.A.3.a, IIIA.4, III.A.4.b,III.A.4.c, III.A.6).

Recommendation # 6 Develop a long-range capital projects planning process that supports and is aligned with institutional improvement goals of the College.
In order to meet the Standards, the team recommends that the college develop a long-range capital projects planning process that supports and is aligned with institutional improvement

goals of the College. Additionally, the team recommends that the College include major renovations and facilities upgrades in the long-term plan for facilities (III.B.2.a).

Recommendation# 7 Develop an assessment methodology to evaluate how well technology resources support institutional goals
In order to meet the Standards, the team recommends that the College develop and use an assessment methodology to evaluate how well technology resources support institutional goals and use the result of the evaluation as a basis for improvement. (III.C.2)

Recommendation # 8 The College President should establish effective communication with communities served by College
In order to increase effectiveness, the team recommends that the College President engage community and business organizations that represent community interest areas for the purpose of establishing effective communication with the communities served by Bakersfield College (IV.B.2.e).

District Recommendation # 1 Review and Update Board Policies on a Periodic Basis
In order to comply with the Standards, the team recommends that the Board of Trustees establish a process to ensure that the Board's policies and procedures are evaluated on a regular basis and revised as appropriate (IV.B.1.e).

District Recommendation # 2 Board Member Development Program
In order to comply with the Standards the team recommends that the Board of Trustees in consultation with the Chancellor develop and implement a development program that meets the needs of the newer board members as well as board members who have a considerable amount of experience as a governing board member (IV.B.1.f).

District Recommendation # 3 Evaluate the Board of Trustees Self Evaluation Process
In order to comply with the Standards, the team recommends that the Board of Trustees review the elements of its Self Evaluation Process and ensure that the Standards' minimum requirements for a Self Evaluation Process which are: 1) have clearly defined processes in place, 2) have processes implemented and 3) have processes published in the Board's policy manual are included in the Self Evaluation Process. The Board's policy 2E2 prescribes additional requirements when conducting the Board's Self Evaluation. (IV.B.1.g)

District Recommendation # 4Evaluation of Role Delineation and Decision Making Processes for Effectiveness
In order to comply with the Standards, the team recommends the District conduct an evaluation of the new decision-making processes and evaluate how effective the new processes are in making decisions and in communicating the decisions to affected users (IV.B.3.g).

Commendations

      1. The Student Government Association is commended for development and implementation of innovative programs and services to help students overcome challenges and remain connected to the College. The Student Government Association (SGA) develops innovative services to support students hard hit by the economic downtown resulting from the recession. Additionally, the SGA offers training/workshop style programs that focus on the personal needs of students and employees of the College. See description in Standard II.B for more details describing examples of programs developed by the Student Government Association.

      2. *The Elements of Decision Making* **is a comprehensive framework that readily identifies what is necessary when making decisions.**

The Elements of Decision Making is the comprehensive framework developed by Bakersfield College in response to questions about how the college develops a plan and makes decisions. The product is a roughly sixty page document that provides a complete set of factors that influence a decision all the way through the decision recommendation to the Board of Trustees and finally approval to proceed with an actionable item.

      3. Functional Map defining responsibilities of the District and the College.
The functional map showing primary responsibility, secondary responsibility and shared responsibility for leadership and oversight of functions performed by the college and by the District arrayed in a manner that references the Accreditation Standards being addressed is provided on pages 37 through 61of the Self Evaluation Report. The Functional Map is a reliable representation of the services and roles of the District Office and the colleges in carrying out activities that support student learning (IV.B).

      4. Ethicspoint Supports Transparency and Strengthens Internal Controls across the District.
To demonstrate a high degree of transparency over activities occurring at the College and throughout the District, there is a districtwide anonymous reporting program that allows anyone who suspects any type of misconduct is occurring to report that misconduct by using a link on the home page of each college. This program is called **Ethicspoint.** This independent program is reported to a secure website that is completely independent of Kern Community College District. Use of this program is an outstanding approach to promoting compliance with laws and regulations.

Eligibility Requirements

During the course of the team's visit, the Eligibility Requirements necessary for accreditation were reviewed. Evidence was gathered to reach the conclusion that the college meets the Eligibility Requirements. A short description of action taken or documents reviewed to reach its conclusion are described below.

1. **Authority.** Bakersfield College is one of three colleges in the Kern Community College District. The Board of Trustees of the Kern Community College District derives it powers from the Constitution and the Acts of the Legislature of the State of California and the Rules and Regulations of the Board of Governors of the California Community Colleges. Bakersfield Community College's authority to operate as a degree granting institution derives from its continuous accreditation by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. This authority is noted on page nine of the current college catalog.

2. **Mission.** The Kern Community College Board of Trustees adopted the newly revised Mission Statement on June 14, 2012. The Mission Statement was revised in conjunction with the revision of the College's Strategic Plan. The College publishes the Mission Statement is in a variety of college documents and publically posts in several locations at both the Panorama and Delano campuses.
        Bakersfield College is committed to providing excellent learning opportunities in basic skills, career and technical education, and transfer courses for our community so that our students can thrive in a rapidly changing world.

3. **Governing Board.** The Kern Community College District (KCCD) service area is divided into five segments for elected representatives. Of the seven-member KCCD Board of Trustees, two members represent central Bakersfield, two represent southwest Bakersfield, and one each represents Porterville, Ridgecrest, and northeastern Kern County. The Board of Trustees members serve a four-year term. A student member serves on the board for a one-year term and is chosen by the student government association, and rotates between the three colleges..

4. **Chief Executive Officer.** Dr. Greg Chamberlain began his tenure as President of Bakersfield College on July 1, 2008. Dr. Chamberlain stepped down as President and assumed a faculty position at Bakersfield College in spring of 2012. Dr. Robert Jensen was named as interim President of the College from March 2012 to May 2012. Nan Gomez-Heitzeberg followed Dr. Jensen as interim President in June 2012. She was the interim president at the time of the evaluation team's visit in October 2012.

5. **Administrative Capacity.** Bakersfield College has had several changes in its administrative structure since its last accreditation review in 2006. The vice president of academic affairs was promoted to executive vice president of academic affairs and student services. In June 2012, the Exec. Vice President assumed the Presidency. After a change in College Presidents in spring 2012 a realignment of instructional administration occurred. The vice president of student services position was vacant and was replaced as the associate vice president of student services reporting to the executive vice president. An interim vice president of student services filled the position for the spring of 2011-12.

A realignment of non-instructional administration also occurred, with the consolidation of administrative services and operations under a single director. Of the non-instructional administrators at Bakersfield College, just one was in his or her current position at the time of the last Educational Quality and Institutional Effectiveness Review. Most of the changes in administrative personnel occurred within the year leading up to the evaluation team visit. The number of administrators is not significantly different than in prior periods and considering the reduction in student enrollment caused by the State of California's decision to reduce the total number of students served by each college, the team concludes that the Administrative Capacity of the College is sufficient to effectively lead, manage and control the operations of Bakersfield College.

6.   Operational Status. Bakersfield College is the largest of three colleges in the Kern Community College District. It serves approximately 15,000 students at the Panorama Campus, Delano Center, Weill Institute, and several site locations. Most of students are pursuing associate degrees, career and technical certificates, and/or programs leading to transfer to four-year institutions.

7.   Degrees. Bakersfield Community College offers a variety of Associate degrees and certificate programs in both collegiate and occupational areas. A majority of students are enrolled in these courses. Associate degree programs and certificate and career programs are clearly identified in the College Catalog.

8.   Educational Programs. Bakersfield College's educational programs are consistent with its mission, are based on recognized fields of study, are of sufficient content and length, and maintain appropriate levels of quality and rigor for the degrees and programs offered. Distance education courses are separately approved through the curriculum process and maintain the same level of quality and rigor as is required of all courses.

9.   Academic Credit. Bakersfield College awards academic credit in compliance with the California Code Of Regulations, Title 5 provisions 55061-55063.

10.   Student Learning and Achievement. Each program of study listed in the College Catalog includes a statement that describes the program, provides a list of the courses included in the program, the total units, and when appropriate, specific requirements specific to the degree and/or program.

11.   General Education. The College Catalog lists the general education requirements for the Associate Degree. There are five subject areas: Communication in the English Language; the Physical Universe and Its Life Forms; Arts, Foreign Language, Literature and Philosophy; Social, Political, and Economic Institutions; Lifelong Understanding; and Self-Development. In addition to demonstrating competence in writing and computational skills, the student successfully completing these requirements will have had an introduction to the major areas of knowledge. Bakersfield College also requires students to take courses that are inclusive of multicultural perspectives found in American and global society. The quality and rigor of these courses is consistent with the academic standards appropriate to higher education.

12.   Academic Freedom. The Bakersfield College catalog includes an explicit statement of faculty "academic freedom, including freedom of investigation, freedom of discussion in the classroom," and other instructional freedoms, such as in the selection of textbooks and instructional exercises. The same statement includes a responsibility for faculty "to be accurate and fair-minded in making reports, to be fair-minded to be making interpretations and judgments, to respect the freedom of other persons . . . and to make appropriate distinctions" between statements of fact made as experts in their field and "opinions made as private citizens." Encouraging the "freedom of other persons" encourages students to express their freedom as well, in ways that do not infringe on the freedom of others.

13.   Faculty. Bakersfield College has 249 full-time faculty members and 456 part-time faculty members. The faculty members meet the minimum educational qualifications for the academic disciplines they are assigned to teach. The minimum qualifications are established by the Board of Governors, California Community Colleges in consultation with the State Academic Senate and are included in the California Code of Regulations, Title 5. All full-time faculty and their respective credentials are listed in the College Catalog.

14.   Student Services. Bakersfield College provides a range of student services that support student learning and development within the context of its mission. Services are available at the main campus in Bakersfield and at the Delano campus. These services include Admission & Records, Assessment, Counseling, Disabled Students Programs & Services, Extended Opportunity Programs & Services, Cooperative Agencies Resource for Education, California Work Opportunity and Responsibility to Kids, Financial Aid, Student Activities, and Student Health and Wellness Programs. These services are consistent with Bakersfield College's mission.

15.   Admissions. Like other California community colleges, Bakersfield College has an open admissions policy. Any high school graduate or person with a G.E.D. (General Education Development) certificate may be admitted. In addition a person 18 years or older whose previous training or experience suggests they can profit from college offerings can also gain admission. The Director of Enrollment Services has the authority to rule on such applications for admission.

16.   Learning Resources and Information Technology . Bakersfield College provides specific long-term access to sufficient information and learning resources and services to support its mission and instructional programs in whatever format and wherever they are offered. Bakersfield College has over 2,500 computers on the campus and at the Delano Center. The distance education course management software, Moodle, displays a sidebar of links within each class to common student services including the home page, the Library, and the Help Desk. The Delano Center has recently converted a classroom space to a student support center which will house supervised tutoring, test proctoring and assessments, library reference materials, and PLATO online remediation.

17.   Financial Resources. Bakersfield College develops an operating budget on an annual basis that adequately funds learning programs and services. The Board of Trustees approves the College's budget that is included the District's overall annual budget. The District has planned

for and has been using its reserves to continue providing a stable level of service to communities served by the District.

18.   Financial Accountability. Bakersfield College is audited, through the Kern Community College District's annual financial audit process, by an external, independent auditor. Audit reports are posted on the District website for public review.

19. Institutional Planning and Evaluation. The college systematically evaluates and makes public its student learning outcomes and program accomplishments. This evaluation process has led to improvements in planning and program review processes. The recently revision mission and newly developed college strategic plan are integrated with District strategic planning and provide evidence of the extensive institutional planning and dialog that exists. The Annual Program Review process assures that programs regularly and systematically evaluate their operations and align with strategic/institutional goals. The results of planning and program review processes are widely available to the college and used by the governance system for resource allocation processes and improvement of the college.

20.   Public Information. Bakersfield College provides numerous venues for providing its constituencies with precise, accurate, and current information. The College provides accurate information to the communities it serves.

21.   Relations with the Accrediting Commission. The College advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Prior Team Recommendations

Recommendation #1
In order to meet the standard and fully implement the planning processes that Bakersfield College has put into place, the team recommends that Bakersfield College provide training on the various planning processes, including use of data in unit planning and program review, and set an implementation timeline that insures completion of a full cycle of planning and broad-based evaluation (Standard I.B.6 and I.B.7).

The college has completed a full cycle of planning and broad-based evaluation, as evidenced by the completion of multiple cycles of the Annual Program Review process. The latest iteration of the cycle, as detailed in the Self Study Addendum, has resulted in the revision of the college vision, mission, and values and the articulation of a new college strategic plan. Each of these is an improvement on its predecessors and based on college and district-wide dialog. The alignment of the college and district mission, goals and strategic plan measures is evident in the processes described documents presented. The identification of key performance indicators assures the systematic use of data in the planning and program review process and the three-year strategic planning cycle and one year Annual Program Review cycle ensures the timely completion of the planning cycle.

The college's plan of action to address this recommendation put forth considerable effort to train on the process of a broad based evaluation. A program review handbook was written, several associated workshops were conducted, and a new budget worksheet was developed that includes budget component assessments. The evidence includes a program review training evaluation form and training materials and personalized training for accessing data. There is considerable evidence included on pages 15-16 of the Midterm Report submitted in October of 2009 and a new program review form has been implemented. Additionally, the staff/faculty interviews, made it apparent that the college clearly recognizes the need for ongoing training for program review and ongoing evaluation of the training.

This recommendation has been met.

Recommendation #2
In order to meet the standard and to maintain quality and implement program and service improvements, the team recommends Bakersfield College expand its efforts to implement, and assess student learning outcomes at the program and institutional levels (Standard II.A.1, II.A.3, II.B, II.B.4 AND II.C).

The college has implemented structures including the Assessment and General Education Committee/Subcommittee and the new Annual Program Review system to expand assessment efforts. The Assessment Completion Matrix of January, 2012 states that 100% of non-instructional programs have completed SLO's and conduct on-going, program level assessments, verified in CurricUNET. The 710 instructional courses, 80% have developed SLO's, but just 26% of faculty have analyzed results of assessments and 22% have made changes to their course based on that assessment analysis. The Jazzed About Assessment reception, following a week highlighting assessments on college programs is a positive way to focus community attention on the need to assess deliberately. Although student engagement was identified as a major focus, there is no self-improvement plan which addresses action that will be taken in this area. In the

2012 Self Evaluation Report the first actionable improvement plan states that by May 2013 the college will develop a systematic and comprehensive evaluation for the Bakersfield College planning processes as well as evaluate the effectiveness in the improvement of instructional programs and support services.

This recommendation has partially been met. The college has not completed assessment of all programs or for institutional student learning outcomes. (See 2012 Recommendation #2)

Recommendation #3
In order to meet the standard and ensure a coordinated and integrated approach to achieving the goals and priorities adopted by the governing board, the team recommends the Kern Community College District Strategic Plan be used to direct Bakersfield College's strategic focus and Educational Master Plan (Standard II.A, II.B and II.C).

Recommendation 3 required the college to use the Kern Community College District (KCCD) Strategic Plan to direct its strategic focus and Educational Master Plan. Bakersfield College used the district's Strategic Plan to develop the college's Renegade 2012 Plan which linked college initiatives to the district plan and became the framework for the college's 2009-2010 goals (p. 74). The linkage is intended to provide direction to the campus in its efforts to integrate the services, goals, and objectives with the district and the state. The Plan was renamed the Action 2012 plan and implementation teams were formed around the seven identified initiatives.

The College Council College Goals Work Group developed goals in spring 2011 which were based on a process that included consideration of the Renegade 2012 plan. Development of the goals for 2012-2013 included the same process used in the prior year and included a review of the KCCD Strategic Plan (p. 75).

The college has developed a new strategic plan based on the KCCD Strategic Plan, adopted in 2011. The new college strategic plan articulates goals and uses outcomes measures based on the KCCD Plan. This assures the coordination and integration of both plans. The college has fully met this recommendation.

Recommendation #4
In order to meet the standards, the team recommends Bakersfield College develop and articulate an institutional strategic planning framework with links between campus planning, assessment, program review, curriculum and budget processes. In addition, Bakersfield College should develop a system to provide information on programs, finances and these processes on a continuous basis to planning participants (Standard II.A, II.B, II.B.1, II.B.3, II.C, II.C.1.c and III.D).

The recommendation directed the College to develop and articulate an institutional strategic framework with links between campus planning, assessment, program review, curriculum and budget processes. Additionally, the college was called upon to develop a system to provide information on programs, finances and these processes on a continuous basis to planning participants. In response, the College has developed a cyclical program review process which it

indicates is linked to budget and planning. According to the College, the Program Review committee has been newly reorganized and has implemented a new annual program review. The College also created a new Budget Committee in 2010 and developed the Bakersfield College Strategic Plan in spring 2012 (p. 78). The new Plan provides a framework for planning and aligns with the KCCD goals.

Findings and evidence indicate that a framework is in place to support integrated planning which incorporates a cyclical program review process, and a budget development process. Budget priorities for Student Services are now part of the Annual Program Review. The Budget Committee has developed budget criteria which are built into the Annual Program Review. All budget requests are explicitly connected to the Educational Master Plan.

The linkage between the institutional strategic framework, program review, and budget is evident in determining the learning support needs of students. The annual program review process, the Bakersfield College Educational Master Plan, and the 2011 Community College Survey of Student Engagement results all provide information from which Bakersfield College determines and responds to student needs (pg. 235).

The College has strengthened its strategic planning framework to address this recommendation. At this time, the college partially meets this recommendation. The key component that must be strengthened is the linkage to assessment. When the College develops PLOs for all of its certificate and degree programs and completes assessment cycles for instructional and non-instructional units and integrates assessment results into the strategic planning framework, it will be able to fully meet this recommendation. (See 2012 Recommendation #2)

Recommendation #5
In order to meet the standard and ensure equitable student access and support at all locations for all delivery methods, the team recommends Bakersfield College evaluate student and learning support services and distance education staffing (Standard IIB.1, II.B.3.a, II.B.3.c, II.B.4, II.c.1 and II.C.1.c).

This recommendation called for the College to ensure equitable student access and support at all locations and for all delivery methods by evaluating student and learning support services and distance education staffing. Through surveys such as the Student Satisfaction survey which is taken online by distance education students in the fall and spring semesters, the needs and level of satisfaction of online students have been identified.

Findings and evidence verify that Student Services are available at both the main campus in Bakersfield, and the Delano campus through a variety of modalities. Online, written documents, and in-person contacts are the most common. Services offered on both campuses include EOPS, DSPS, registration, advising, and counseling in Spanish and English. However, it's unclear of the level of staffing and services of some student services programs like DSPS, EOPS and Financial Aid are present at sufficient levels on both campuses (pg. 225).

The Counseling Department has adapted and improved its services and programs to utilize new technologies, and to ensure that all students have equal access to these services. Through a web-

based general counseling and matriculation page and separate career development and transfer pages, students and faculty can access the most current matriculation, student success, career, and transfer information and policies (pg. 225)

In addition, the Counseling Department uses technology to increase access for all students regardless of campus of enrollment, mode of delivery, or day/evening status, and by the development of online Academic Success Probation workshops targeting probationary students. The Counseling Department continues to meet with small groups of students face-to-face who are either on probation or disqualified in order to help them understand how to be more successful in the future (pg. 226).

Bakersfield College has adapted to the current budget situation in California and encouraged student services programs to meet student needs in more creative ways. This has included an increase in the use of online modalities to provide access to more students and an adjustment of faculty and staff assignments to provide coverage in offsite locations (pg. 237).

Although the library has been working with decreased funds, it has been able to offer greater access to students. Support in the form of library books and databases, as well as online training and orientations, has been expanded to the Delano Center and distance education students.

The college fully meets this recommendation and is to be commended for its efforts to make student services available to students at the Delano campus in the form of a convenient, one-stop space which has been created with a mind toward access and convenience.

Recommendation #6
In order to meet the standard, the team recommends that Bakersfield College develop a planning agenda that will respond to staffing needs and reflect the changing demographics of the service area (III.A., III.A.4.b.)

Although the process by which faculty positions are requested and prioritized relies partially on the anticipation of need and on information from academic unit plans and Program Review, it is not evident that the institution has developed a "planning agenda" that promotes hiring that reflects the demographics of the service area. However, to address the issues of diversity in hiring, the college human resources director, working with the Equal Opportunity and Diversity Advisory Committee, assumed responsibility for diversity training for screening committee members, as well as for offering a variety of diversity-related workshops for the larger college community. The College has advanced a dialogue about issues of diversity and generally raises an awareness with screening committee members that diversity is important for a number of reasons one of which is that the college create and maintain appropriate programs, activities, and services that support the college's diverse personnel. The college has appropriately incorporated diversity and improving awareness of issues of diversity in college planning activities and plans.

The college meets this recommendation.

Recommendation #7

In order to meet the standard, the team recommends that Bakersfield College provide adequate resources to ensure the institution meets the professional development activities needs of its personnel, including activities addressing diversity issues (III.A., III.A.4.b., III.A.4.c.)
Both the Midterm Report and the Self Evaluation Report respond to this recommendation but in two very different ways. The Midterm Report focused on the efforts of the College to determine secure funding for professional development; the Self Evaluation Report, however, focused primarily on the issues of diversity. In both responses it is clear that in spite of limited funds, the institution is committed to continued professional development for faculty and staff. Workshops and training sessions cover a broad range of topics from college planning processes to teaching excellence (III.A.4.a). The College made progress addressing diversity topics from a variety of perspectives, including professional development, the activities of the Equal Opportunity and Diversity Advisory Committee, and through the funding of individual activities and conferences (III.A.4., III.A.4.a.)

The recommendation has been met.

Recommendation #8
In order to meet the standard, the team recommends that the colleges follow Kern Community College District Policy 7D by evaluating adjunct faculty in a consistent, timely manner with procedures that assess current performance and promote improvement (III.A.1.b.)

The KCCD and the Community College Association mutually agreed to follow current Board Policy 7D as negotiations on a successor agreement took place. The District initiated efforts to improve the tracking of evaluations in order to ensure consistent and timely assessment of adjunct faculty performance. New adjunct faculty are evaluated in their first semester of employment, as well as every six semesters thereafter. Finally, the college using District Policy 7D, completing 87 adjunct evaluations, a process that includes peer observation, materials review, student surveys, and an administrative review.

This recommendation has been met.

Recommendation #9
In order to meet the standard, the team recommends that the colleges, with the appropriate district wide input, develop a written code of ethics for all employees (III.A.1.d)

The colleges, with appropriate district wide input and the leadership of a faculty member from Cerro Coso Community College, developed an employee code of ethics.

This recommendation has been met.

Recommendation #10
In order to meet the standard, the team recommends Bakersfield College, with district assistance, develop effective facilities repair scheduling system with emphasis on rapid and clear response to repair and maintenance order requests (Standard III.B.1.b)

The District IT in collaboration with the staff of three colleges adopted School Dude ordering system. The system was implemented in the summer of 2012 across the system.

This recommendation has been met.

Recommendation #11
In order to meet the standard, the team recommends that the College, working with appropriate District wide leadership and in consideration of the special conditions of the individual colleges within the Kern Community College District, complete the development, implementation and assessment of the budget allocation model (Standard III.D.1.a, III.D.1.b, III.D.1.c, III.D.1.d, and III.D.3)

The College, in collaboration with the District leadership and other colleges developed and implemented a Budget Allocation Model (BAM) that is based on SB-360. Funding is allocated to each of the three colleges and the District operations based on BAM that was developed through the shared governance participation and is frequently reviewed and amended as required. As the result of BAM, the colleges maintain ending balances that may be applied to projects.

This recommendation has been met.

Recommendation #12
In order to meet the standard, the team recommends that Bakersfield College's College Council develop and adopt a formal document that contains bylaws, purpose of body, and membership; delineates function in regards to other participatory governance bodies, and includes other procedural guidelines (Standard IV.A.2).

The College Council was formed in 2004 and is the primary recommending body to the presidency in Bakersfield College's decision-making process. The Council has a clearly defined charge and membership with the representatives from all constituency groups. In 2008, the Council conducted a survey on college goals and the group's effectiveness and productivity. As a result, in December 2008, the Council reformed, reduced its membership, and developed a concise operational purpose. The Decision Making Task Force (DMTF) developed the Decision Making Document in November 2010 that delineates the assumptions used to make decisions, the consultation process, and the committee structure with the district (IV.A.1.a, IV.A.8, IV.A.9).

The recommendation has been met.

Recommendation #13
In order to meet the standard, the team recommends that the Kern Community College District Board of Trustees adopt and implement the self-evaluation process being developed and routinely administer the process. In addition, the Board should revise the current ethics policy to include a procedure for dealing with violations of the policy (Standard IV.B.1.g and IV.B.1.h).

The Board of Trustees completed a self-evaluation process in time to be noted in the 2006 Mid-term report. After approval of the self-evaluation instrument by the Board in 2007, in section 2E of the Board Policy Manual, the evaluation instrument was administered in October 2007 by each board member. Beginning in 2007, the self-evaluation instrument is administered in October of every odd-numbered year (IV.B.17.a).

Additionally, the Board was requested to revise the ethics policy to include a procedure for dealing with violations of the policy. In October 2007, the Statement of Ethics in the Board Policy Manual, Section 2G2, was also revised. The Statement of Ethics included a five-part process for violations of ethical standards. As it stands, a complete process for dealing with ethics violations has now been developed and implemented. There is a button on the Kern Community College District website to report ethics violations anonymously helping to make the reporting of ethics violations simple and safe (IV.B.18).

The recommendation has been met.

Recommendation #14
In order to meet the standard, the team recommends that Bakersfield College, in conjunction with District wide leaders, complete an organizational map that clearly delineates the roles and responsibilities between the entities and identifies an evaluation process that will provide for ongoing improvement (Standard IV.B.3).

In 2011, the KCCD developed the KCCD decision making document, *The Elements of Decision Making,* which delineates the role, responsibilities and decision making processes of Kern Community College District. The document details the process of decision making at the KCCD level and provides a functional mapping for the Decision Making Chart. The KCCD services are evaluated annually or biannually via the Standing Committees in the areas of Information Technology, Human Services and Business Services, as well as, the evaluation embedded in the Decision Making document. The College president serves as a member of the Chancellor's Cabinet, which is the "clearing house for the consideration of all proposals for creation of or amendments to Board Policies and Procedures as well as considering other issues that may require decisions."

This recommendation has been fully addressed.

Standard I Institutional Mission and Effectiveness

A. Mission
General Observations:
Bakersfield College's mission statement* is central to institutional planning, and the mission statement provides guidance to the college as it plans and establishes goals for the institution. The college focuses its resources and planning efforts on offering basis skills, career education certificates; and as an institution of higher learning, it also offers associate degrees and degree attainment transfer programs.

The mission statement is a key element for Bakersfield College when establishing goals and determining its planning agenda. The mission statement demonstrates a commitment to its students and their success. There are established efforts to communicate the mission across all aspects of the community, and several layers of opportunity for the campus community to participate in the effective implementation of the college's mission were verified by the team.

Findings and Evidence:
According to the Kern Community College District (KCCD) Office Research, Analysis and Reporting staff, 53.2 percent of enrolled students at Bakersfield College have a declared goal of either transfer or degree attainment at the college.   Bakersfield College offers programs to a diverse community and measures the success of its mission through the success of its students. The mission is reviewed on a regular basis; the Board of Trustees was presented with a revised mission statement on June 14, 2012, which the board approved. The review process of the previous mission statement was integrated into the process for reviewing values and vision. The Strategic Planning Group, made up of classified, faculty, and administrative employees, was key in the process and development of the June 2012 mission statement that was presented to the board for approval. The Strategic Planning Group sought input from across the campus community as it developed the revised mission statement that was submitted to the board for approval on June 12, 2012[1]. (1.A.1, 1.A.2, 1.A.3)

As established in the October 2011 Kern Community College District Strategic Plan's Mission, two points of the plan note the importance of: "…provide outstanding educational programs and services that are responsive to our diverse students and communities" and "Establishing partnerships with businesses and governmental entities and other educational institutions to advance economic development". There were several examples of the College meeting the educational needs of the communities it serves. (1. A.1)

The college uses various means to promote and publish its mission; this includes utilizing technology, websites, postings and direct communication. The office of the president is responsible for the coordination and publication of the mission statement. The team noted that

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* Important note, the Mission statement noted in the college catalog and the Bakersfield College Self Evaluation Report has been revised. The current mission of the college is as follows: "Bakersfield College is committed to providing excellent learning opportunities in basic skills, Career/Technical Education, and transfer courses for our community so that our students can thrive in a rapidly changing world".

there was a good understanding of the mission and its role amongst the community representatives that it interviewed. It also noted to presence of the mission posted at various campus locations. (1.A.2)

eetings with a diverse group of board members, staff and faculty proved there was a universal commitment to the college's stated mission. When the mission is reviewed, input on it is sought from across all segments of the community. Evidence of the breath of the discussion and support showing the college's commitment to its mission was found in the Board of Trustee minutes dated June 14, 2012. Also, the revamped College Council, the college Think Tank, staff and faculty mission statement survey and forums, college website, College goals, District goals, and annual program review summaries provided evidence that the mission is a central part of the campus planning and evaluation process (I.A.1, I.A.2, I.A.3).

Bakersfield College collects a vast amount of quantitative and qualitative data. Efforts made to meet the needs of its students and also to reach a level of continuous quality improvement can be improved by showing how data analysis resulted in the affirmation of the accuracy of the mission statement or that the actions developed and implemented to accomplish the mission were unsuccessful at reaching the desired outcome. While data is being collected and acknowledged, there is a lack of documented planning actions showing steps taken to improve student learning using data to refine selected courses of action developed as a result of analyzing available data (I.A.4).

Conclusions:
The college mission is the key element for establishing goals and determining the college's planning agenda. Further, it demonstrates a commitment to its students and their success. There are established efforts to communicate the mission across all aspects of the community, and several layers of opportunity for the campus community to participate in the effective implementation of the college's mission were verified by the team. The college uses qualitative and quantitative data and analysis to foster ongoing evaluation. The team concluded that the college meets the requirements of Standards I.A.1, I.A.2, I.A.3, and I.A.4.

Standard I Institutional Mission and Effectiveness

B – Improving Institutional Effectiveness

General Observations

The College has planning and program review processes that provide a framework for dialog around student learning and institutional performance. The self evaluation report describes the planning and program review activities that the college has developed to align program activities with the college strategic plan. Annual program review processes have full and active participation from program managers/department chairs and the governance committees that oversee the program review process. These annual program reviews are discussed throughout the College governance structure and form the basis for the resource allocation process. (I.B.1)

The college strategic plan is used to guide the College's planning and program review efforts. The College also creates an annual educational master plan that reflects the year's goals as determined by a summarization of the year's completed annual program reviews. The College strategic plan is guided by the district strategic plan. The Self Evaluation Report Addendum provides a narrative of the College's efforts to improve the strategic planning process that have taken place since the completion of the Self Evaluation Report. Included in this update are the new college values, vision and mission statement as well as a new college strategic plan. This new plan is based on the KCCD strategic plan and is on a three-year cycle. The new strategic plan identifies measures to determine goal achievement, alignment with the KCCD strategic plan, and responsible parties/champions for each of the goals and objectives articulated in the plan. (I.B.2)

The annual program review process is the result of the College's efforts to improve its processes to create meaningful dialog around program review. The result of combining the College's former annual unit planning and every six-year program review processes, the annual program review has completed one full cycle and begun a second, revised cycle. The annual program review process is completed by 41 operational units of the College (instructional and service units). Using five-year trend data provided for each unit, the annual program review provides a strengths, weaknesses, opportunities and threats (SWOT) framework for the evaluation of the unit. Within this framework, units are asked to use the data to detail their efforts to achieve the goals of the college strategic plan. The APR solicits information on the unit's goals for the coming year, new faculty or classified position requests, maintenance and operational needs, information technology requests, and curricular changes. For instructional programs with distance education components, units describe any differences between success and retention rates in online and face-to-face. (1.B.2)

Unit managers work with their respective deans to write the annual program reviews, which are then posted on the College intranet. The completed program reviews are then reviewed by two-person teams from the Program Review Committee. These teams create program summaries which are sent back to unit managers for review and then presented to the College president and to the College Council. The Program Review Committee creates a final summarization that identifies college-wide themes and is presented to the president and College Council. Request for resources (new personnel, maintenance and operational needs and information technology) are forwarded to the overseeing governance committee or operational unit for prioritization and

tracking. These prioritizations are forwarded to the College president for allocation decisions. (1.B.3, I.B.4)

Findings and Evidence
The College has expanded its efforts build a self-reflective dialogue "about the continuous improvement of student learning and institutional processes." Concerned about the effectiveness of the previous College Council, the College reduced its size from 70 to 20 members (plus the president) to increase the productivity of discussion about planning and processes for improving student learning. One of its first activities was to create the "Decision Making Document" that articulates the steps and participants in the decision-making process of the College increasing the transparency and reliability of this important college process. The Assessment Committee "was restructured in spring 2010 to improve support to faculty and staff in the development, assessment, and analysis of results for improvements in student learning." The committee has encouraged discussion of learning outcomes and best practices through a number of activities: an assessment blog started in 2010-2011, a week-long "Jazzed About Assessment" event in spring 2011 and a "Think Tank" group to examine a survey about student engagement and identify ways to improve student learning. (I.B.1.)

The annual program review process provides a framework for the College dialog about the continuous improvement of student learning and institutional processes. Interviews at the College indicate that leadership and governance groups are actively engaged in these processes. Annual program review processes have full and active participation from program managers/department chairs and the governance committees that oversee the program review process as evidenced by the completed annual program reviews that are available on the College website. Incorporation of student learning outcomes in the program review process is not systematic or required. Student learning outcomes have been established for courses and degree and certificate programs, but it is not always clear how assessment and other data are linked to planning processes or are being used to improve student learning. Significant data is being generated and reviewed, but many in the College are still in the early stages of knowing how to use them. (I.B.1.)

The College has done much work to emphasize the importance of goals development. In January 2011 the College Council created the Bakersfield College Goals Work Group and charged the committee with recommending annual College Goals and "gathering feedback" on previous College Goals. This work group also led the effort in developing the new strategic plan. The importance of setting goals to improve effectiveness and articulating them clearly is in the process of becoming embedded in Bakersfield College culture. The measurability — and assessment — of those goals varies. The new strategic plan adopted by the college in June 2012, improves on the previous plan by aligning with the KCCD plan, identifying responsible parties/champions and identifying measures for goal attainment. However, the planning and program review processes are so new that effectiveness is difficult to determine. (I.B.2.)
The annual program review aligns unit activities with College goals. Because there were no measures identified for strategic goals from the previous strategic plan, the team was unable to determine whether goals have been attained. The new strategic plan, recently adopted and detailed in the Self Evaluation Report Addendum, improves on the old plan. However, this new strategic plan has not been integrated into current planning and program review process. The annual program review process is also used to develop annual unit goals. Through interviews and

review of the evidence, the team determined that these annual unit goals are not tracked or followed-up. (I.B.3).

The strategic planning and unit planning processes (through annual program review) are broad-based and provide opportunities for input by appropriate constituencies. The strategic plan is now on a three-year cycle (reduced from six years), and program reviews are conducted annually, incorporating both program review and unit planning. Annual program review results are summarized by the Program Review Committee and these summaries are forwarded back to the unit and to the president and College Council. Maintenance and operations, personnel and technology requests are forwarded to the college maintenance operation, Information Systems and Instructional Technology Committee, and the Faculty Chairs and Directors Council for prioritization. The links between the allocation of resources and institutional improvement or the achievement of college plans are not clearly articulated. While there is evidence of the improvement in the planning and program review processes, improvement of student learning and use of data for resource allocation are unclear (I.B.4).

The assessment of student learning has been greatly expanded and much activity has occurred. Assessment plans and results are posted to either the assessment web page or CurricuNet. The team notes that the College's efforts to document and communicate assessment results to appropriate constituencies are just beginning. Review of CurricuNet and the Assessment website identified an inconsistent approach towards assessment. The use of assessment results in planning, program review and institutional improvement reflect these inconsistencies. (I.B.5).

The College states that it partially meets the standard of assessing "its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services." The evidence for meeting this Standard has to do with using assessment results to "make curricular and programmatic improvements that improve student learning." Evaluating assessment activities does not appear to be regular or systematic. For example, the Self Evaluation Report mentions that Admissions and Records, with the Assessment Committee, "reviewed placement scores of students retaking the placement exam and found no statistically significant difference in placement levels." The response to this finding was to provide test preparation hints to aid students. Assessing the evaluation mechanism would mean evaluating the placement test, not just providing those hints. The College further reports that the Accreditation Survey found 59% of employees agreed that the college "regularly evaluates the effectiveness of its improvement processes, with 26% disagreeing." In response to this survey finding, the College restates the same Actionable Improvement Plan as noted above. (I.B.6.) (I.B.7.)

The college has embarked on a mission to embed assessment mechanisms to improve programs and services. There are workshops on assessment and other activities to orient Bakersfield College towards the importance of evaluation processes in improving student learning. Much of this effort is very recent, so there is much left to do. There is a genuine will to improve evaluation processes and use their results to improve all aspects of student learning, but the Accreditation Survey and Actionable Improvement Plan, as well as other evidence, testify to the need for more work in this area.

<u>Conclusions:</u>
Because of the newness of these improvements, the team was not able to determine whether the improvements were effective or if the College has fully embraced these changes. Staff is less clear about the nature of the college wide planning process and outcomes resulting from it than they are about their invitation to participate in it. While there were greatly expanded efforts to identify, measure and assess student learning outcomes, the evaluation and use of the results of SLO assessment were not clear. Because of this, the team was not able to verify the integration of student learning outcomes with planning and resource allocation processes.

It is the team's conclusion that Bakersfield College reviews, and based on those reviews, makes changes to its program review processes. Program Reviews are ongoing and systematic and are used to improve institutional effectiveness. While the College needs to fully develop and deploy assessment methodologies to improve student learning and improvement, the College has implemented program review and uses it on a sustained basis so that the college has a continuous quality review process.

Recommendation #1 Develop and Implement Evaluation Processes to Assess Effectiveness of the Full Range of Planning Processes
In order to comply with Standards, the team recommends that the College develop and implement effective evaluation processes that can be applied to the full range of planning processes developed by the district and the colleges to assure that:

- Results of student learning assessments and program reviews are systematically linked and integrated into institution-wide planning for improvement and resource allocation processes
- That the data and measures identified in the new strategic plan are used to identify improvements in student learning and institutional goal attainment
- The functional map defined and agreed upon in 2011 results in effective services being received by the colleges (I.B.3, I.B.6, I.B.7).

Standard II Student Learning Programs and Services

A. Instructional Programs
<u>**General Comments**</u>
Bakersfield College first opened its doors in 1913 and now offers courses and programs that lead to degrees, certificates (locally-approved and state-approved), employment, and transfer to other institutions at the main campus in Bakersfield, its Delano campus, at alternative locations such as the Weill Institute in greater Bakersfield, and high school sites in south Kern. Sites such as the Weill Institute and high school sites offer space for a limited number of classes and have limited services due to their close proximity to the Panorama campus. For instance the Weill Institute is operated on the first floor of the same building where the District Office is located. An array of academic and career-technical, credit and non-credit courses and programs served an annual headcount of 27,700 students in 2010-2011. Currently, the college offers 82 degrees (AA, AS and AA-T) and 63 certificate programs in 25 academic disciplines and 18 career-technical areas.

Located 118 miles north of Los Angeles and 111 miles south of Fresno, Bakersfield College serves a broad geographic area spanning 5,000 square miles. Institutional data was present for incoming and enrolled students and included assessment placement in English, reading, and math, educational goals, completion of matriculation requirements, retention, and success rates. Since the last comprehensive self-study in 2006, the student population has changed slightly, but has continued to mirror the community the College serves. The student population is predominantly Hispanic (over 50%) and largely female (55%) (p. 16). During the same period of time, the percentage of white students decreased by seven percentage points and the student population become proportionately older. In fall 2011, 70 percent attended on a part-time basis, of which 60 percent were under the age of 25 as compared to 65% in 2005. Institutional data for incoming high school students in fall 2011 indicates that 70 percent of those who enroll in the College within three months of their high school graduation place into pre-collegiate English and mathematics; more than 40 percent assess into pre-collegiate reading.

Lecture and laboratory courses offered in traditional, face-to-face format, represent the primary mode of instruction; however, the College has an extensive list of courses, certificates, and degrees that are available through distance education (DE). The College began offering online courses in 1997. It currently offers DE classes through two modalities: interactive instruction (approximately 36 sections in 2009-2010) and online (276 sections in 2008-2009).

The College is committed to providing accessible and effective learning that is congruent with its mission and relies primarily on faculty to review courses and programs on a cyclical basis which occurs through the program review process. The program review process occurs once every 6 years for most courses, but every 2 years for career and technical education courses and programs. Courses are offered in the core areas that support the completion of degrees, transfer, career and technical education, and basic skills.

<u>**Findings and Evidence**</u>
The College demonstrates that all instructional programs align with the mission of the College and uphold its integrity through program and curriculum review processes. Each year course offerings are reviewed using a SWOT (strengths, weaknesses, opportunities, threats) analysis to

verify courses and programs demonstrate an alignment with the mission to offer basic skills, Career and Technical Education and transfer courses. The Curriculum Committee review and approval process helps to ensure the high quality and integrity of College offerings and the new Annual Program Review process provides a vehicle for programs to demonstrate their alignment with the College mission. (II.A.1)

Educational needs are identified through a variety of mechanisms including occupational advisory committee meetings, business and industry trends, student surveys, and interactions with transfer institutions. Additionally, the College conducted an institutional analysis for 5-year trends of student educational needs and achievement progress from 2006 through the 2011 academic years. The results are presented in *Summary of Student Achievement Trends*. (II.A.1)

Compass tests are used to identify the placement of students into English, reading, and math courses. Institutional data from 2011 for incoming high school students indicates that 70 percent of those who enroll in the college within three months of their high school graduation place into pre-collegiate English and mathematics; more than 40 percent assess into pre-collegiate reading. As a result of the growing number of underprepared students and the analysis of success and retention rates for lower-level pre-collegiate courses, the College is implementing responses to meet students' needs through compressed math courses, accelerated English course configurations, participation in Foundations of Excellence/First College Year, the California Benchmarking Project, and the initiation of the African American Male Mentoring program (p. 145). (II.A.1.a.)

Bakersfield College has supported the use of technology in learning in a number of ways. Many of the lecture and lab learning spaces are equipped with internet access, projection systems and computers. Through the Technology Learning Center, the Education Media Design Specialist provides assistance to the faculty on the use of technology. (II.A.1.b)

In November 2011, the ACCJC Committee on Substantive Change acted to approve Bakersfield College's proposal to offer 16 certificates and 75 associate degrees at 50 percent or more through distance education delivery. At the same time, the college has directed its attention to addressing the comparatively low student success (14.4 percent) and retention (8.7 percent) rates in online courses as compared to face-to-face courses. This is an identified concern for the College which has identified recommendations and a plan for improvement to address this area. (II.A.1.b)

The Academic Senate-approved Assessment Committee was established in 2005. The committee has established protocols for the submission of assessment plans and coordinates the assessment processes. The college reports that it has established student learning outcomes (SLOs) for all of the courses it offers and evidence of this effort can be found in CurricUNET. SLOs for every course are submitted to the Curriculum Committee for approval. If a course has not been reviewed in the past six years, it is not scheduled until a review can take place. SLOs are consistent for a course regardless of mode of delivery and are included in the syllabus given to students for every course taught. The Assessment Committee has developed "Institutional Level Outcomes" which included General Education Outcomes and has developed a process of assessing general education outcomes. To date, two general education outcomes, one in Communication and one in Physical Universe and Life Forms, have been assessed. The group

also provides support, training, and mentoring to faculty on assessment and showcases assessment efforts through well-received events such as Assessment Week and the "Jazzed about Assessment" reception. The report states that "each department was assigned the task of developing Program Level Outcomes for one of their programs and completing an assessment cycle for one Program Level Outcome each year." After a review of the evidence, it was the finding of the team that the College has developed "instructional unit/departmental" outcomes rather than "program" level outcomes for the numerous certificates and degrees it offers and as a result, the College has not established authentic assessment of student learning outcomes as appropriate at the program and degree level. This standard has not been met. (II.A.1.c)

The College offers a comprehensive array of courses and programs including developmental, pre-collegiate, transfer, and career technical courses/programs scheduled into various patterns and delivered in traditional and distance education formats to meet the needs of students. It demonstrates that all instructional programs align with the mission of the College and uphold its integrity through program and curriculum review processes. Procedures are in place for designing, evaluating, and improving curriculum. Department faculty, the Curriculum Committee, the Academic Senate, and occupational advisory committees play key roles in curriculum development and quality assurance. (II.A.2)

Programs are developed and reviewed by program faculty following the guidelines generated through Title 5, the state wide Academic Senate, and the state chancellor's office. Program faculty are responsible for identifying the appropriate student learning outcomes and assessments and can receive guidance from the Assessment Committee on campus. To date, the identified outcomes have been over-arching for the department which may be composed of more than one discipline. Student learning outcomes are established for each course, but there is an issue with the program level outcomes for certificates and degrees. The college has defined "program" in the broader context as an "instructional unit/department." For example, the Automotive "program" has seven different certificates, yet there are only over-arching learning outcomes for all of Automotive when there should be outcomes for each one of the seven certificates. Courses, programs, certificates, and degrees are approved through an effective process by the Curriculum Committee. The annual program review focuses on goal setting and assessment of outcomes. (II.A.2.a-b, II.A.2.e-f)

The institution ensures quality in breadth, depth, and rigor through the faculty hiring and evaluation process. Full-time faculty are evaluated annually during the first three years of teaching and once every three years after that. Professional development and flex activities are offered annually. Curriculum and course outlines are reviewed and analyzed through a six-year review cycle. (II.A.2.c)

Bakersfield College students may choose to take face-to-face courses, distance education courses or a combination of both. As mentioned earlier in this report, the success and retention rates in online courses is 14.4 percent lower than face-to-face courses and the retention rates are 8.7 percent lower. To address this, the College created a task force during the 2010-2011 academic year with the goal of developing recommendations to address this issue. The recommendations were (1) Hire a faculty director of extended learning technologies, (2) Develop a student early

alert system for those students who are in danger of failing the course, and (3) Develop an online student orientation system. (II.A.2.d)

Bakersfield College requires of all academic and vocational degree programs to include a component of General Education. The philosophy of General Education is clearly stated in the College catalog (2012-13) and is guided by the requirements of the state and transfer institutions. The courses that fulfill each of the General Education requirements were formerly reviewed by the General Education Committee and currently by the General Education subgroup of the Curriculum Committee. The courses are reviewed and approved by the Curriculum Committee based on the learning outcomes of the course. (II.A.3)

An understanding of the basic content and methodology of the three major areas of knowledge are included. At Bakersfield, General Education includes five areas of study that include:
- Communication in the English Language and Critical Thinking; Arts, Literature, Philosophy and Foreign Language; humanities and fine arts);
- Physical Universe and Life Forms (natural sciences); and
- Social, Political, Legal and Economic Institutions and Behavior Historical Background; Lifelong Understanding and Self Development. (social sciences).

Additionally, Bakersfield College students are required to take courses inclusive of multicultural perspectives in American and global society. The five areas of study for General Education provide students with the knowledge and capability to become productive individuals and lifelong learners. The skills are taught explicitly in the five areas, and implicitly in the area of information competency and computer literacy as a result of instructional or library courses, or student support services. The assessment of the General Education learning outcomes, the library outcomes, and the student support services outcomes provide the college with data on how well students are able to apply these skills. Two areas in the General Education outcomes address what it means to be an ethical human being and effective citizen. Critical Academic Skills workshops include an awareness and understanding of plagiarism. (II.A.3.a-c)

Bakersfield College offers programs which lead to more than 70 degrees and 50 certificates. The institution has made a commitment to high quality education through focused study in at least one area of inquiry and/or an established interdisciplinary core. (p212). The catalog "clearly" delineates associate degree requirements in each program of study. (II.A.4)
The college ensures that CTE graduates meet employment competencies by holding bi-annual program advisory meetings where curriculum is one of the main topics. Nursing and Allied Health programs hold quarterly advisory meetings in which curriculum and employment concerns are topics of discussion. The college acquires information about students' ability to meet professional competencies by conducting annual surveys of employers in the service area as part of the annual program review. (II.A.5)

There is an Academic Senate Catalog Task Force which conducts a formal review of the catalog annually to ensure the catalog is accurate. Faculty are required to include SLOs in course syllabi and required to submit their syllabi to department chairs. A review of the syllabi occurs during the faculty evaluation process. (II.A.6, II.A.6.c)

In order to ensure that the college addresses transfer of coursework, a member of the Admissions and Records office evaluates incoming college transcripts to ascertain that the expected learning outcomes are comparable to Bakersfield College's expectations. When questions arise, discipline faculty are consulted. The college's articulation officer is a voting member of the Curriculum Committee. Memorandums of Understanding with California State University Bakersfield provide evidence of transfer programs in Computer Science and Engineering. (II.A.6.a)

In November of 2009, the Academic Senate of Bakersfield College approved a systematic approach to the discontinuance of a program and stipulated that currently enrolled students would be allowed to complete their program of study in accordance with the rights of students as stipulated in the Bakersfield College Catalog. (II.A.6.b)

The policy on academic freedom is included in the Agreement between the Kern Community College District and the Community College Association (faculty union). It is included in the Kern Community College District Board Policy (Section 5) and in the faculty contract (Article 4). It is also listed in Faculty Handbook (page 10) and in the Bakersfield College catalog. (II.A.7)

Faculty distinguish between personal conviction and professionally accepted views in the discipline. Evidence of this can be found in the Faculty Handbook (page 10). The expectations on academic honesty and consequences for dishonesty are clearly published in the College catalog and in the Student Handbook. Bakersfield College is an open access community college which serves a large geographic area and a diverse population. (II.A.7.a-c)

Bakersfield College does not offer any curricula in foreign locations. (II.A.8)

Conclusions
Bakersfield College meets the varied educational needs of the diverse community it serves through well-established and emerging fields of study that lead to transfer, degrees, certificates, and work-force readiness. All of the College's offerings are consistent with its mission. The College has taken positive steps in establishing procedures for SLO and assessment development including a web presence and the more-recent transition to the CurricUNET Assessment Module (II.A.1, II.A.1.a, II.A.1.b, II.A.1.c).

In 2005, the Academic Senate established the Assessment Committee which was charged with establishing protocols for the development and submission of assessment plans and the coordination of the assessment process. To date, the College has established SLOs for all of its courses. The Assessment Committee has committed a great deal of time and energy to expand the college's engagement in the assessment effort through training, mentoring, support, and the hosting of events such as Assessment Week and the Jazzed about Assessment reception. As evidenced in the Self Evaluation Report, student learning outcome assessment at the course level is taking place and there is some evidence that data is being used to effect positive change. Examples provided included the creation of an Academic Assistance Program that resulted in Friday morning seminars for students. (II.A.2, II.A.2.a -II.A.2.i)

With regard to program and degree level outcomes, there is additional work to be done to comply with the Standards. The College has identified outcomes at a departmental level, but not consistently at the program certificate or degree level. As a result, authentic assessment at these levels is not occurring and the link to strategic planning and systematic planning processes is unclear. The process of establishing certificate program and degree level outcomes must be accelerated and expanded to include authentic assessment at all levels and the integration of assessment into the planning processes. (II.A.1.c, II.A.2.f,)

In summary, based on the information listed in the Findings and Evidence described in the paragraphs above meets the requirements of Standard II.A Instructional programs with the exception of the requirements of Standard II.A.1.c and Standard II.A.2.f). Recommendation # 2 is provided to assist the College in taking action to come into the compliance with all aspects of Standard II.A.2.

Recommendation

Recommendation # 2 Establish Student Learning Outcomes for Instructional/Academic Programs
In order to comply with the Standards and to meet the proficiency level of institutional effectiveness for student learning outcomes, the College should establish learning outcomes for each certificate and degree program, conduct authentic assessment for student learning outcomes at the certificate/program and degree levels, and utilize the results of assessment in the decision-making and planning process to support and improve student learning (ER 10, II.A.1.c, II.A.2.f).

Standard II Student Learning Programs and Services

B. Student Support Services

General Comments
Bakersfield College has a student population of nearly 18,000 students attending classes and receiving services on two campuses and various service sites. Through the integration of student learning outcomes in Student Services programs and services, the College strives for student success of its diverse student body. The College does an excellent job of researching and surveying and identifying the needs of its students and adjusting and creating programs and services to meet those needs. Identified needs of students attending include counseling practices and processes that reach out to students who are undecided in their major or on academic probation; improve the New Student Workshops; improve preparation for students taking the assessment test; provide more admissions and registration online services at Delano campus; and improve the training of interpreters to meet the needs of deaf students. The College is knowledgeable of its student population and the current and future characteristics of its community and plans accordingly.

The Self-Evaluation Report describes the services and activities that the College offers for its increasingly low-income, first-generation college-going, minority, and academically underprepared student body. The College offers programs and services to meet the needs and shortcomings of the students that it serves. Outcome data has been used to implement best practices, and innovative and learner-centered strategies in order to meet the needs of students. All student services units have completed a program level assessment plan and the plans have been uses to evaluate the effectiveness of services and make improvements to better meet student needs. The institution offers innovative programs that encourage intellectual, aesthetic, and personal responsibility and development.

Findings and Evidence
The Counseling Department is responsible for providing orientation of all new students, advisement of high school seniors and other new students, formalized transfer admission guarantees with four-year institutions, career assessments, advocacy, and professional advisement in assisting students to realize their educational, and career and personal goals (II.B.1).

The Admissions and Records Department regularly meets with other College staff to review, revise, analyze, and implement plans to improve services for all students. Cross-training workshops between the various Student Services program representatives increased the dialogue among College sectors increasing the effectiveness of these services in providing correct information to students. An outcome of the cross-training was the creation of an easily accessible, concise, and complete document for students outlining the steps students must take to register, pay tuition on time, as well as understand the complex matriculation process (II.B.1.).

College-wide discussions about how student access, progress, learning, and success are consistently supported have occurred through the Student Services Annual Program Review and Assessment Plans that lists outcomes, goals, evaluation of assessment and student data (II.B.).

Each of the Student Services programs develops an Annual Program Review and Assessment Plan that lists outcomes, goals, evaluation of assessment and student data, as well s budget requests. These Annual Program Reviews state how their programs connect to the College's mission as well as assessing the effectiveness of programs and services to students. Within these processes, departments identify the needs of their students, propose methods to meet those needs, and evaluate the effectiveness of existing interventions (II.B.).

Student Support Services are available through a variety of modalities. Online, written documents, and in-person contacts are the most common. In order to ensure that student support services meet the needs of online students, a Student Satisfaction survey is taken in both the fall and spring semesters. The results are shared with student services programs in order to develop strategies for improvement. The results are included in the Distance Education Report presented to the Kern Community College District Board of Trustees (II.B.1

The Bakersfield College Catalog contains the official name, address(es), telephone numbers, and website address of the college. The College catalog includes the mission statement, strategic initiatives, descriptions of courses, program and degree offerings, the academic calendar and program length, an academic freedom statement, and information about learning resources, admissions and residency policies and registration procedures, the names and degrees of administrators and faculty, and the names of the Governing Board members. In addition, admission and California residency requirements, enrollment, student fees, and other financial obligations are listed as well as information on degrees, certificates, graduation and transfer are included in the Bakersfield College Catalog (II.B.2).

The 2011 Student Accreditation survey indicated that 89 percent of students either strongly agreed or agreed that the Bakersfield College Catalog provided current and accurate information and 83.6 percent indicated that they knew how to find information about the College on web resources. Eighty-three percent of students stated in the survey that the College website and other online resources provided them with current and accurate information to help them succeed (II.B.2.).

 College policies can be found at the offices of the Bakersfield College president and vice presidents and online. The *Guide to Bakersfield College* which is updated annually and available free to students in the Student Activities Office and online (II.B.2.).

The Academic Senate created a college catalog task force in fall 2011 charged with reviewing and revising the catalog information to ensure that it is accurate and comprehensive (II.B.2.).

According to the President's assistant, the website version of the catalog is a pdf of the printed catalog. Student complaints/grievances are maintained in the office of the Dean of Students, and several student files were made available to the team. (II.B.2.d)

The annual program review process, The Bakersfield College Education Master Plan, and the 2011 Community College Survey of Student Engagement results all contribute information allowing the College to determine and respond to student needs. Numerous surveys and forums

are conducted relating to student services. Additionally outcome information is gathered for students services. This information enables the College to process quantitative and qualitative data for assessment purposes relating to students services and planning. The College provides an online admissions application and registration system and bilingual admission's staff are available at the Delano and Panorama locations to assist students with the registration process. Special registration periods are provided for veterans, foster youth and disabled students. Financial aid and counseling services are also offered to all students regardless of location or delivery method. For distance education students, there is an online Distance Education Guide along with 24/7 technical support. (II.B.3, II.B.3a)

The College does a particularly praiseworthy job of providing an "environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students." The Renegade Pantry and three-hour monthly sessions discussing the "needs of lesbian, gay, bisexual, transgender and questioning students " have previously been mentioned. There have also been fitness programs for students and employees, training for the handling of difficult students, mentor tutoring programs, and a wide variety of activities through the Norman Levan Center for the Humanities. The Student Government Association (SGA) has taken a lead in many of these activities, with very active support from administration and other staff. (II.B.3.b.)

Additionally, through the Student Learning Outcome and Annual Program Review processes, faculty and staff establish goals to foster student learning. Both of these processes are still in their relative infancy, but there is already some measurement of these goals, primarily through student surveys. (II.B.3.b-c.)

Bakersfield College designs, maintains, and evaluates "counseling and/or academic advising programs to support" students and prepares counselors for the advising function. Academic advisors, who are classified staff, are specifically hired and trained for academic advising, as are all counselors. A Transfer Center was developed recently with a full-time counselor assigned 50 percent to that function. Most of the assessment occurs through student surveys and the Annual Program Review process. The Annual Program Review listed in the Self Evaluation Report was less full than others in the Student Services area. This may be the result of a high turnover in Student Services administrators (one or more per year over the last six to seven years), which has affected counseling more than the other student services areas. The Report is not specific about what those effects have been. (II.B.3.c.)

Evaluations of advising functions include an element involving the way in which the goals of student development and success are met. The SWOT (strengths, weaknesses, opportunities, and threats) analysis in the program reviews as well as in the area where there is an indication of goals all reflect an interest in enhancing student development and success. Advising and counseling services are available online. (II.B.3.c.)

The College does a great deal "to promote student understanding and appreciation of diversity." The SGA includes 35 active clubs, many of them reflecting an interest in diversity. The SGA created a workshop for the College community focusing on the issues of Gay, Lesbian, Transgender and Bisexual students and the Norman Levan Center has sponsored a variety of speakers reflecting an interest in issues of diversity. Many course offerings also include or are

primarily focused on multi-cultural themes. While it is not possible to offer some of these online, many counseling and advising functions are offered online, as at the Delano Campus, where both face-to-face and online services are available. (II.B.3.d.)

The College "regularly evaluates admissions and placement instruments." A Consequential Validity study is done every three years of assessment instruments. Appropriate departments, such as English and Math, review the instruments every five years. Currently the College uses ACT Compass for placement. As evidence of the College's use of assessment to improve student services, the college tracked results of students retaking the ACT test, and when it was found there was no significant improvement in results with the retaken tests, Admissions and Records/Assessment "developed and posted study tips on how to prepare for the placement test on its website." There were no additional results mentioned, probably because this was done in 2011. (II.B.3.e.)

Paper transcripts are "electronically imaged and stored on a secure electronic network with offsite backup." Fire protective files and vaults protect paper records. All student academic records since 1987 are electronic in the Banner Student system and are backed up twice per week and moved to offsite storage every Monday. The College follows strict FERPA policy requiring "written student permission to release records or personal information to anyone other than College officials or legal subpoenaing entities." (II.B.3.f.)

The College's student support services have made a deliberate effort to evaluate the success of their services in achieving student learning outcomes. They accomplish this primarily through student surveys and the Annual Program Reviews, most of which include demographic and student success data. The evidence for use of this information includes the example mentioned above of students retaking the ACT test. They have also used results of surveys to improve services to deaf students (changes in the training of interpreters) and "to provide more targeted health and wellness support programs. Many of these evaluative processes are new or comparatively new, as perhaps is the emphasis on assessment. The Annual Program Review for Student Health and Wellness states, "Center has never been assessed or completed a peer review to assess service quality and quantity." The statement testifies both to the seriousness with which the College now regards assessment and to the further work that may need to be done in this area. (II.B.4.)

Conclusions
The College is knowledgeable of its student population and the current and future characteristics of its community and plans accordingly. The College offers programs and services to meet the needs and shortcomings of the students that it serves. The College does an excellent job of researching and surveying and identifying the needs of its students and adjusting and creating programs and services to meet those needs. All student services units have completed a program level assessment plan and the results have been used to evaluate the effectiveness of services and make improvements to better meet student needs. Additionally, the College provides exemplary programs and activities that address and value diversity. The institution offers innovative programs that encourage intellectual, aesthetic, and personal responsibility and development.

Identified needs of students attending include counseling practices and processes that reach out to students who are undecided in their major or on academic probation; improve the New Student Workshops; improve preparation for students taking the assessment test; increase the numbers of students who enroll in a student success course during their first semester; provide more admissions and registration online services at the Delano campus; and improve the training of interpreters to meet the needs of deaf students.

The College meets the requirements of Standard II.B.

<u>Recommendations</u>
None.

Standard II Student Learning Programs and Services

C. Library and Learning Support Services

General Observations
Bakersfield College actively supports its instructional program with library and learning support services. Although decreased funding is keenly felt, the faculty and staff of the library and learning support services operations work to minimize negative impacts on students through careful spending and creative solutions. The College provides these services to all students through a variety onsite and online services. Workshops on effective use of library resources, tutoring services at the Delano center, and unlimited online access to electronic reference resources and research tutorials, including home-grown YouTube instructional videos, are just a few examples of ways the institution supports student learning.

Findings and Evidence
The institution provides library and learning support services sufficient to facilitate educational offerings in whatever format or location they are offered. The library on the Bakersfield Campus recently extended its hours of operation and is available 61 hours per week. In addition to the book collection, reference services, reserved materials services and workshops, the library offers a wide variety of online databases, e-books, and tutorials through the library's website. Computer labs are established across campus and at the Delano Center. The Computer Commons, the largest lab in the college with 146 computers, is available for general computer use by students and conveniently located in the library building. The Technology Learning Center, which offers 24/7 access and support to faculty with hardware, software, and training opportunities, and the High Tech Center, which offers assistive computer technology, are also located in the library. A number of labs are available for individual instructional areas such as Engineering and Industrial Technology. General and specialized tutoring is available to students through the Tutoring Center, Student Success Lab, Writing Center and at the Delano Center. A pilot project in online tutoring has been recently completed. (II.C.1.a.-c.)

The library gathers information from many sources and constituents to ensure the materials offered meet the needs of students and their learning objectives. The Library Faculty Guide of 2011-2012 provides information for faculty and staff including an invitation to request materials for the library to purchase to support their teaching. Circulation by discipline is monitored to assess demand for materials as shown in an Excel spreadsheet from October 2011. Analysis of use and surveys of satisfaction are conducted to collect information on how effectively resources are being used. Reference desk usage statistics capture the quantity and types of requests handled by librarians. Library faculty regularly review database usage statistics to optimize the mix – and document the growth in usage of – online databases. (II.C.1.a.-c.)

Neither the website nor the catalog delineates institutional information competencies that are taught to students. The library itself has two overarching student learning outcomes and one administrative unit outcome: students will be able to use research skills to locate a variety of relevant library resources and evaluate the information, and the library will provide materials that support academic programs and research interests. The institution polls users to evaluate the effectiveness of services, and adjusts their offerings based on feedback received. The Accreditation Survey conducted in Fall 2011 collected input from students at the Bakersfield

campus, Delano Center, Online, and Other on which resources are the most useful, and found that the level of satisfaction was high across all groups. (II.C.1.a.-c.)

The Student Success Lab was assessed in the 2011 Accreditation Survey of Students and was found to make a high quality contribution to student learning and success. The 2011 Accreditation Survey of Faculty collected information about which materials and services faculty found most useful to enhance their teaching and student's success. This survey indicated a high level of satisfaction with the library and learning support services, with the exception of those from Delano Center who wished for more services, and a general request for longer hours on the Panorama Campus. The library has since extended their hours of operation on the Bakersfield Campus and is now open from 7:30 a.m. to 8:00 p.m. Monday through Thursday, 7:30 a.m. to 3:00 p.m. Friday, and 11:00 a.m. to 3:00 p.m. on Saturday. The Delano Center is planning to open a supervised student center that will provide reference materials, tutoring, and test proctoring. (II.C.1.a.-c.)

The institution provides ongoing instruction in both face-to-face courses and online format for users of the library. Discipline specific library orientations or lessons in researching are offered, and many faculty bring their classes or direct their students to take advantage of these workshops. In addition, general orientations and workshops are available in the library and the labs to help students learn how to use the facilities or software. Approximately 70 of these workshops are offered each semester. In order to maximize the workshop efficacy for students, they are offered over a period of nine weeks, generally in the earlier part of the semester. These workshops generate non-credit FTES. The library also offers English B- 34, Introduction to Library Research, a one-unit, transferable course, taught by the librarians; two librarians also alternate teaching 33% of their load in the English department in other regular English classes. Particularly notable is the library's work with the Kern High School District to promote increased information literacy and to better prepare local high school students for college-level work. (II.C.1.a.-c.)

The institution is working with the Cerro Foundation to augment funds to continue to provide sufficient depth and variety of materials to meet the learning needs of its students. The library has a Collection Development Process created in May, 2009, to guide the development and enrichment of the library in light of the library mission statement. It includes not only best practices for adding to the collection in sufficient quality, depth and relevancy, but also for weeding the collection of materials that are no longer suitable. (II.C.1.a.-c.)

The library web site is well designed, in an easy-to-read format containing quick links from the home page to pertinent information. This includes such useful information as hours of operation, research links, electronic databases, book searches, links to workshops offered, tutorials on research and writing topics, and even tips on library etiquette. Maintenance of the web site is up to date. DeepFreeze software program is used to protect computers in the labs against changes to the operating system. Physical security gates and cameras are employed to monitor traffic and potential theft. The Self Evaluation Report indicates that not all security gates or systems are as robust or as well monitored as desired. (II.C.1.d.)

The library maintains reciprocal borrowing with other libraries, including CSU Bakersfield. Annual contracts exist to provide online databases and a library management system. Surveys

are conducted to determine which services are used most, with an increase in support for those most used services wherever possible. (II.C.1.e.)

Bakersfield College uses a variety of assessments in their labs and at the end of workshops, including suggestion boxes, evaluation forms, and surveys to determine if the services are effective. Input is sought from all users, including faculty, staff, and students as evidenced by Workshop evaluation forms that collect immediate written feedback. Evaluation surveys of tutoring services shows a very high level of satisfaction with data collected each semester from spring 2006 through 2011. Interviews with librarians indicate that SLO's for English B34 are annually assessed. (II.C.2.)

Conclusions
This standard has been fully met.

Bakersfield College provides sufficient library and learning support services for students, faculty, and staff. Training is available through a variety of methods, both in real time, face-to-face settings, or asynchronously, on-demand electronic support and instruction. Resources usage statistics are collected and reported, and users of services are regularly asked to evaluate their effectiveness.

Recommendations

None.

Standard III Resources

A. Human Resources

General Observations
Bakersfield College employs qualified personnel to meet student need and to improve institutional effectiveness. Board policy ensures that minimum qualifications are established for all employees and that hiring criteria are consistent. All district wide human resource functions, including the advertising, collecting and initial reviewing of applicants, are administered from the district office with onsite support from the College Human Resource Department (III.A., III.A.1., III.A.1.a).

The College demonstrates an understanding of and concern for issues of diversity and equity through its mission statement, its programs and services, its committee structures and its professional development efforts. The mission statement and core values reflect the College's commitment to serving the needs of a socially and ethnically diverse student population, and the College has developed a variety of programs and services to support its students, including programs that focus on developing academic skills, counseling services, a Veteran's Center, a Children's Center for student parents, and a Work Force Internship Program (I.A.1., III.A.4.).

Utilizing its full-time faculty obligation number as a gauge to determine appropriate levels of faculty staffing, the Faculty Chairs/Directors Council generates a list of potential classified positions compiled from all classified request forms that were submitted and a list of potential certificated positions compiled from all requests submitted by faculty chairs. The council then votes to rank the positions and submits the ranking to the College president (III.A.2).

An employee survey suggests that the policies and procedures are not fairly or consistently administered. A significant number of respondents to the Employee Accreditation Survey feel personnel policies and procedures are not consistently applied, particularly classified employees. The survey also reveals that many employees believe they are not treated fairly. As an action plan to resolve the deficiency in this Standard, the College recommends the district work collaboratively to address the concerns (III.A.3).

While the College has many programs designed for a diverse student population, the availability of such programs for a diverse faculty and staff are not as obvious. Interviews with administrators and faculty members indicate an overall absence of programs or forums for discussion about issues related to diversity. One committee, the Equal Opportunity Diversity Advisory Committee (EODAC), has established clear goals and strategic initiatives in order to foster a climate that embraces diversity and to educate and orient the College on diversity issues and concerns (III.A.4).

The Human Resources Department advertises through a variety of sources, including Jobelephant, a company that specializes in employment advertising. This agency posts job announcements to periodicals and professional publications, and the district Human Resources has identified standard sources for advertising faculty positions, including Insidehighered.com, edjoin.org, monster.com, and others (p.284, III.A.5).

Resource requests emanating from College planning processes may be forwarded to District Human Resources Department for consideration and approval; however, the degree to which District and College Human Resources planning is integrated into college planning processes is not evident. The College Human Resources department coordinates efforts with the District Human Resources office regarding the hiring and evaluation of employees, and a District Human Resources Planning Matrix illustrates the functional relationship between District and College Human Resources on other issues (III.A.6).

Findings and Evidence
The institution utilizes the Educational Master Plan and the Annual Program Review Process to determine program support needs. Faculty chairs work with their deans to develop new faculty positions as part of annual program review. Classified positions also emerge from the program review process and are forwarded to the Faculty Chairs/Directors Council. The Council then votes to rank the positions and submits the ranking to the college president, who either accepts or rejects the request based on the degree to which the position is aligned with the College mission. Bakersfield College utilizes its full time faculty obligation number as a gauge to determine appropriate levels of staffing. Currently, the College employs more than one thousand administrators, staff, and faculty, both full-time and adjunct (III.A.1).

The Kern Community College District's Board Policy # 6G establishes hiring criteria for all employees in the district, including staff, faculty and administrative personnel. All applicants must meet minimum qualifications as identified on the job description which is approved at the College and at district Human Resources. Interviews for full-time faculty include a demonstration of the applicant's ability to perform successfully for a specific position, thus supporting efforts to improve institutional effectiveness (III.A.1.a). Faculty applicants must also meet minimum requirements within the discipline as established by the California Community College Chancellor's Office, or they must request equivalency which is determined by an Equivalency Committee at the college (III.A.1.a).

According to Board Policy for faculty hiring (6G), the department chair in consultation with the faculty in the discipline, together with an administrator appointed by the College president, develop the job description ,which includes the written job description including duties, responsibilities, and the skills, knowledge, abilities, training, experience and personal characteristics necessary to perform the designates duties. Faculty also have a significant role in the selection of new faculty through the screening and interview process. The composition of screening committees is faculty-weighted giving emphasis to the discipline experts on the committee. Finally, the manager on the screening committee conducts reference checks (III.A.1.a).

The District utilizes PeopleAdmin, an online application management system, in order to facilitate the application process. This system also promotes the efficiency of the screening process. The District Human Resources Department conducts an initial review of all applicants to determine if the candidate meets minimum qualifications for the discipline and to determine appropriate academic credentials. The applications are then electronically forwarded to the College for a second review by the College human resources office. The applications are then

made available to the dean and the department chair for review by the full screening committee. Committees also have the ability to request to review any applications that might have been rejected earlier in the process for not meeting minimum qualifications. This special request opportunity safeguards against applicants being dismissed by individuals in the process who may not have knowledge of unique training or academic preparation to correctly determine whether an applicant meets minimum qualifications for positions (III.A.1.a).

The District Human Resources Procedures Guide indicates that the selection of a candidate requires screening committees to consider more than minimum qualifications in the discipline. Screening committees are also encouraged to consider critical job requirements such as verbal and written communication skills, academic preparation and experience, as well as planning, and interpersonal skills (III.A.1.a).

The application process for faculty includes the submission of the general application, faculty vitae, references, and other materials as identified by the department requesting the position. The application page for faculty positions in PeopleAdmin, identifies the academic credentials required for the specific position plus any other required discipline-related experience or knowledge. Experience with distance education is evaluated as a component of the application review and the interview process. The evaluation of distance education methodologies and practice are included in the faculty evaluation process. The application also identifies professional expectations for the position, including classroom management experience and currency in the discipline (III.A.1.a.).

The institution verifies qualifications of applicants through reference checks as a part of the hiring process. The Kern Community College Human Resources office contracts with an external organization to conduct comprehensive background checks for all administrators, director and above. These comprehensive checks include checks on criminal history check, driving record, past employment, and credit checks. For faculty and classified employees, the chair of the hiring committee with the support of the Human Resources department conducts reference checks using a common, consistent process (III.A.1.a.)

Employee contracts establish criteria for evaluations, which are administered through district human resources. All employees are evaluated on a regular basis. Full-time faculty have as a component of their evaluation the degree to which they participate in the development, measurement, and production of student learning outcomes. This component is embedded in a professional self-assessment that requires faculty to specifically address the assessment of student learning outcomes. (III.A.1.b)

Employee collective bargaining agreements identify the institutional responsibilities for all employee groups. For example, full-time faculty have as a component of their evaluation a requirement to participate in college governance activities, district service in areas such as educational research, community work, recruitment of new student populations, or curriculum review. Permanent classified employees are encouraged to participate in college activities and professional development through financial incentives based on the completion of a program of study. (III.A.1.b)

A review of employee collective bargaining agreements reveals that all full-time employees are evaluated on a regular basis and each evaluation culminates in formal feedback giving the employee direction for continued improvement. Additionally, confidential and management employees receive assessment feedback on strengths and areas for improvement. Classified employee evaluation includes a strengths assessment also, as well as specific explanation for areas in need of improvement. Finally, faculty receive documented feedback from peers and an administrative reviewer. Faculty evaluation also includes a review of strengths and weaknesses and offers direction for instructional or professional areas for improvement. (III.A.1.b)
The college has established a dialogue regarding the assessment of student learning, and the Self Evaluation Report provides examples of completed cycles of assessment with the results being used for program improvements. The college has developed creative ways to engage students in the dialogue. (III.A.1.c)

District Human Resources posts job announcements in a variety of academic and specialized publications in order to attract the broadest range of qualified candidates. The hiring process begins with the application which identifies academic preparation and professional qualifications as mandatory elements of each faculty position. District Human Resources requires all applicants with degrees from non-U.S. institutions to provide an equivalency evaluation, information that is posted on all positions requiring transcripts. (III.A.1.c.)

The screening process is rigorous and involves multiple levels of review at the district, the College, and the hiring committee. Discipline faculty have an integral role in the selection process. Finally, as explained in the faculty contract, the evaluation process for new faculty is rigorous and comprehensive which ensures continuing excellence. (III.A.1.c.)

Faculty have the primary responsibility for establishing learning outcomes at the course and program level, and departments are required to complete assessment of those outcomes. Additionally, the full time faculty evaluation process includes a portfolio component, within which faculty are required to discuss the degree to which they utilize assessment to measure achievement of student learning outcomes. The Kern Community College Board recently incorporated an evaluation process for adjunct faculty, Board Policy Section 5, Faculty Contract Article 7; however, the process does not include an evaluation component based on the degree to which adjunct faculty assess student learning outcomes. (III.A.1.c)

Faculty have participated in numerous activities regarding assessment. Individually and collectively, faculty have worked to assess the effectiveness of multiple programs including the Writing Center and the Culinary Arts program. The Writing Center Blog and the Culinary Arts Assessment Plan provide evidence of in-depth conversations about teaching and learning. Though the previous examples may reflect depth, the limited number of examples indicates breadth is still a concern. (III.A.1.c.)

Minutes from a variety of committees on campus reveal a constant dialogue about improving teaching and learning. For example, according to the Staff Development Coordinating Council List of Workshops, 2011-2012, faculty and staff had multiple opportunities to engage in meaningful conversations about ways to enhance teaching and improve learning outcomes. Workshops on topics such as assessment strategies to effective teaching with technology to the

Great Teachers Seminar, all offer opportunities for faculty to go beyond discussion to implementing improvements. (III.A.1.c)

A review of the Behavioral Science assessment website reveals an action plan that includes the revised approach to instructional content based on the outcome of program assessment efforts. The Culinary Arts program is a second example of a program that has undergone assessment and identified a change in approach in order to improve student success rates. There is no evidence that the College has begun to use success data to improve course content or sequencing on any appreciable level, although isolated examples indicate that they have begun (Culinary Arts, Anthropology in Behavioral Science).The examples are limited, suggesting that the college has not yet moved to a sustainable level of regular and effective assessment. Again, examples are limited, suggesting the College has not yet moved to an ongoing sustainable cycle of assessment, analysis and improvement. (III.A.1.c.)

The College adopted a new professional ethics policy in May 2008, and the Board approved it in June, 2008. The policy is available on the College and district websites, and all staff have been notified of the EthicsPoint reporting system. Additionally, the district established an internet-based reporting system to allow employees and students to report violations confidentially. (III.A.1.d.)

The College developed and approved an Ethics Policy and implemented an anonymous reporting system to address complaints. Since the system was implemented in 2008, the College human resources office has investigated more than 140 complaints, with approximately 5 in the last year. One complaint resulted in a change in job status for an employee. The college uses EthicsPoint to assist in promoting the fair treatment of students and personnel. (III.A.1.d)

Though it has as part of its charter to serve in an advisory capacity for the College human resources department, the committee has no interaction with the College human resources department. This lack of cooperation has created a potential problem for hiring equity collegewide. For example, the human resources department conducts equity training for all classified and management screening committees; however, equity training for faculty screening committees is conducted by faculty, most recently the faculty co-chair of the EODAC.   Faculty have created an independent training process with no formal oversight or accountability to human resources. (III.A.1.d.)

The Kern Community College District initiated a district wide effort to develop an ethics statement, which has been vetted through multiple levels of the organization. Additionally, the district has adopted the use of EthicsPoint, an internet-based reporting system for employees to anonymously report perceived ethics violations. The College human resources office investigates the complaints. The District has a written code of professional ethics for all its personnel. The College adopted and the board approved Ethics Policy that applies to all employee groups. (III.A.1.d)

The institution utilizes the Educational Master Plan and the Annual Program Review Process to determine program support needs, including new faculty and staff positions. Faculty chairs work with their deans to develop new faculty positions as part of annual program review. The requests

include success and persistence rates in the department, and must include budget and resource considerations. Requests for new classified and faculty positions are submitted by as well as to the Faculty Chairs/Directors Council. (III.A.2)

The College president makes the final recommendations for resource allocation, including staffing, based on criteria related to the California community college core missions, which reflect an emphasis on transfer, basic skills, and career and technical education. The College uses its program review process to determine appropriate levels of staffing and to evaluate program effectiveness. (III.A.2)

To promote fairness and equity in how college policies are administered, the College hired a human resource director who is responsible for coordinating with district human resources and for overseeing processes related to hiring, training, and evaluation of College faculty and staff. The College human resources director is also responsible for diversity and human resources training. In conjunction with the Equal Opportunity Diversity Advisory Committee, the College human resources director is responsible for training all screening committees in the hiring process, including alerting committees about campus diversity needs and goals. Finally, all permanent personnel files are maintained by the District Human Resources department, and all employees may access their records by providing a written request to human resources. (III.A.3, III.A.3.a, and III.A.3.b.)

As evidenced by its 2011-2012 Workshops List and interviews with committee members, the College's Staff Development Coordinating Council (SDCC) has designed and implemented many workshops focused on working with diverse student populations, effectively utilizing instructional technology to promote student success, and exploring a wide variety of pedagogical issues. Workshops are presented as synchronous or asynchronous using online and face-to-face formats. The SDCC also relies on workshops presented through Go2Knowledge, and online professional development training source. The workshops also help faculty identify college processes that support effective teaching and improved learning. Several workshop titles reveal an emphasis on the assessment of student learning. (III.A.4)

There is no evidence that the College assess its record on equity and diversity; the Self Evaluation Report includes information related to employee demographics but offers no analysis to explain how those demographics correlate to the College mission. (III.A.4)

The Staff Development Coordinating Council and the Equal Opportunity Diversity Advisory Committee sponsor workshops and training sessions on a variety of topics that appeal to a diverse staff. The Staff Development Coordinating Council conducts evaluations for all workshops and training sessions. The evaluations are used for future planning. The College presents information regarding the demographic make-up of the employee groups; however, there is no evidence that the College has analyzed its record in employment equity and diversity. The College uses demographic information to describe its equity record. (III.A.4)

Activities and workshops are planned throughout the year to educate employees on College processes as well as personal and professional growth opportunities. Topic such as Effective Teaching with Technology and an Assessment Think Tank on Student Engagement provide an

opportunity for faculty and staff to come together and develop strategies for improving teaching and learning in a diverse environment. (III.A.4.a)

The College publishes statistical information on employee demographics annually (III.A.4.b). All screening committees receive equity training; however, at Bakersfield College, Human Resources facilitates the training for classified screening committees, it does not facilitate the training for faculty screening committees. Faculty screening committee have previously received training from the faculty Co-chair of the Equal Opportunity and Diversity Advisory Committee. Since the assumption of that responsibility was driven by the individual and not as a component of an overall process, it is not clear the degree to which equity training in the hiring process will be ensured. (III.A.4.c.)

The College, relying on the Kern Community College District, utilizes a variety of media to communicate policies and procedures to ensure fair and consistent treatment for all employees and students. Board Policy contains several sections that demonstrate the institution's integrity in the treatment of personnel and students. Moreover, rules and procedures governing the treatment of students can also be found in publications such as the Student Handbook and the Bakersfield College Catalog. (III.A.4.c.)

The College adopted and the Board approved a code of professional ethics in June, 2008. The Kern Community College District implemented an internet-based reporting system as a mechanism for allowing employees to voice concerns and to promote safety, security, and ethical behavior. The College Human Resources department reviews all complaints submitted through EthicsPoint to ensure that all employees are treated with integrity. (III.A.4.c.)

The Staff Development Coordinating Council (SDCC) plans and facilitates professional development opportunities that are offered throughout the year and are based on the needs of the campus that are determined by responses to needs assessment surveys administered to all employees. Workshops are classified as "College Knowledge," which focus on college procedures and "Think Tank," which promote interactive, cross College and constituent discussion groups. The SDCC uses the results of the needs assessment survey to identify topics for workshops and activities for all employee groups: In addition to the availability of posted materials, the Staff Development Coordinating Council conducts workshops on College procedures to provide training for faculty. (III.A.5. III.A.5.a., III.A.5.b)

Professional development activities are offered in a variety of formats, including online and face-to-face and are available on a wide range of topics from teaching excellence to workshops on College processes and services offered such as services available from Disabled Students Programs and Service. The College has subscribed to an on-demand online training provider, go2knowledge, to broaden the range of professionally administered instructional topics that use a distance education platform that is easily accessed by employees. Employees have access to information about upcoming workshops via the internet and the InsideBC portal, thus allowing for easy access to a variety of events. (III.A.5., III.A.5.a. III.A.5.b)

While the SDCC uses evaluation forms for the individual workshops, there is no evidence that the SDCC engages in an evaluation of the committee's processes to assess how well the SDCC is

meeting the professional development needs of all of College employees. Currently, the committee relies on participant satisfaction surveys to evaluate how well the individual workshops are received by the participants. There is no assessment of the process as a whole to assess how well the choice of offerings, the manner of instruction and the selection of topics are meeting the needs of College personnel based on their teaching and learning needs. The Council does not systematically evaluate the professional development programs nor use the results of the evaluations as a basis for improvement. (III.A.5.b.)

In spite of Board Policy Eleven, which requires annual review of services, there is no evidence that the College Human Resources Department assesses its effectiveness in meeting college mission and goals. Team interviews with both District and College personnel resulted in the same response: they do not engage in annual program review or assessment of services. (III.A.6) Beyond the review of requests for new positions forwarded from the College to District human resources, there is no evidence that human resource decisions are developed as a result of program review. (III.A.6)

The District Human Resources has identified measures of completion for an action plan targeting department goals, the overall human resources planning process is not integrated with College planning processes. (III.A.6)

While College planning processes establish a unidirectional relationship with District Human Resources, the relationship is not reciprocal. Neither the District nor the College Human Resources departments conduct an annual program review, so the planning processes are not integrated, and as a result the College does not meet the requirements of Standard III.A.6 that requires human resource planning be integrated with institutional planning. There are two planning levels that need to be addressed under the College and District organizational structure. The first requirement is for the College to integrate human resource planning with the College's institutional planning. In this area, the College uses program reviews conducted by various college departments to identify human resource needs both for faculty and for support personnel. The college. once approved and recommended by the College President, forwards the personnel requests to the District for consideration and approval before a hiring process begins. What is missing in this process is the integration with the District's Human Resource Department. (III.A.6)

According to the Self Evaluation Report, the District Human Resources is moving toward developing a program review process for services provided at the college, yet no process currently exists. (III.A.6)

Conclusions
By consistently using the same hiring process for each position, the College and the District are able to achieve consistently high results with the candidates best considered to be right for the requirements of the position proceeding in the hiring process until the best qualified applicant is subjected to a detailed reference review and ultimately ending with the best applicant being offered an opportunity to join the College. Once hired, employees engage in a tenure review process lasting four years for full-time faculty and a probationary period for all other employees (III.A.1.a). The College meets the requirements of Standard III.A.1.

The College assures the integrity and quality of its programs and services by employing highly qualified personnel. Kern Community College Board policy establishes hiring criteria for all employees in the district, including staff, faculty and administrative personnel. All applicants must meet minimum qualifications as identified on the job description which is approved at the College and at district Human Resources. Applicants are screened multiple times at the district and at the College by Human Resources and the College Screening Committee. (III.A.1.a.) The evaluation processes for all employees results in a formal documented feedback process that provides specific direction for improvement. Full time faculty have as a component of their evaluation the effectiveness in producing student learning outcomes. Since the last accreditation visit, the college has made significant progress in completing evaluations for all adjunct faculty. (III.A.1.b.)

The full-time faculty evaluation includes a review of the faculty member's portfolio. Included in the portfolio is a requirement that each faculty member comment on their effectiveness in producing student learning outcomes. The adjunct faculty are not required to prepare a portfolio as part of their evaluation. The College meets the requirements of Standard III.A.1.c except for the lack of including comments on how effective adjunct faculty members are in producing student learning outcomes. (III.A.1.c)

While the College has provided examples of programs that have completed a full cycle of assessment where the results led to program improvement, the examples are limited. There is little evidence of a widespread continuous dialogue. The College has established a code of professional ethics for all employee groups, and the Ethics policy is available to all via the College and district websites. (III.A.1.d.) The College meets the requirements of III.A.1.d.

All screening committees receive equity training; however, at Bakersfield College Human Resources facilitates the training for classified screening committees, it does not facilitate the training for faculty screening committees. Faculty screening committees have previously received training from the faculty Co-chair of the Equal Opportunity and Diversity Advisory Committee. Since the assumption of that responsibility was driven by the individual and not as a component of an overall process, it is not clear the degree to which equity training in the hiring process will be ensured. (III.A.1.d.)

The College uses a rational and systematic approach to assessing the requirements for full-time faculty. The process incorporates a minimum number of full-time faculty requirement from the State Chancellor's Office, California Community Colleges and the College's annual program review process to determine both faculty and support personnel position requirements. The process is well known across the College and has been used effectively to ensure there is an adequate number of full-time faculty and support personnel supporting the College's mission and purposes as required by Standard III.A.2.

The college adheres to a consultation process for the development of employment procedures with the Academic Senate and with collective bargaining groups. New policies receive a thorough review, including review by legal counsel to ensure fairness. Personnel policies are jointly developed between administration, faculty, staff and the employee unions and vetted

through College leadership, and the District's Consultation Council. Employee collective bargaining agreements are posted online, as are descriptive sections of the Board Policy Manual, and the Human Resources Operational Guidelines (III.A.3.). The College meets the requirements of III.A.3.

In spite of limited resources and increasing needs for training, the Staff Development Coordinating Council continues to meet the professional development needs of the College personnel. The Staff Development Coordinating Council designs opportunities for all College faculty, staff, and administrators. The programs are robust, varied and relevant. The evaluation team was impressed with the College's innovative approach in delivering relevant, timely and varied training for all categories of personnel. The cost also appears to be minimal making this training especially relevant given the economic limitations that greatly reduced the resources available for professional development activities (III.A.5).

Bakersfield College provides all employees with appropriate opportunities to receive training consistent with the range of professional employees who can benefit from training and who actively seek out opportunities for self improvement. Training offered is consistent with the college's mission and according to satisfaction surveys appears to be meeting the identified teaching and learning needs of employees. The College meets the requirements of Standard III.A.5. and III.A.5.a.

The College relies on assessment surveys completed by participants in the training programs to determine whether the needs of the training are meeting the teaching and learning needs of all employees. Use of participant surveys alone are not sufficient to meet the requirements of Standard III.A.5.b as these surveys are commenting on individual course content and not on the package of offerings and the manner in which instruction is made available to all employee groups of the College. One important piece of evaluative information missing is the level of impact that professional development opportunities have on the improvement of teaching and learning (III.A.5.b). College Recommendation # 4 is made to assist the college with meeting the requirements of Standard III.A.5.b.

Neither the College nor the district regularly evaluate services to the college, and the confidential 2011-2012 climate survey, as well as the Employee Accreditation Survey, reveal significant areas of concern specifically in relationship to human resources. For example, employee responses indicate low morale and high distrust of college processes, including the lack of equity and consistency in the application of personnel policies. (III.A.6)

The roles and responsibilities of the College Human Resources Department are not clearly communicated to College personnel, thus causing confusion and undermining the effectiveness of several human resource functions, including providing training related to equity and diversity. The College does appear to be in compliance with Board Policy Section Eleven (11D1E, 11D1F1, 11D1G3, 11D1G4C), as it relates to faculty hiring and human resources evaluation of services: "Equal Employment Opportunity Office shall conduct periodic internal auditing, reporting and evaluating of the effectiveness of the Equal Employment Opportunity Program…" According to interviews with College Human Resources Director, this does not occur. (III.A.6).

The College Human Resources Department does not conduct a program review. It is unclear if an evaluation of services is conducted and if it does conduct an evaluation, there is no evidence that the results of such an evaluation are used for program improvement. (III.A.6). The college does not fully meet the requirements of III.A.6.

Recommendations:

Recommendation # 3 Include comments on how effectively adjunct faculty members produce student learning outcomes.
In order to meet the Standards, the team recommends that adjunct faculty have as a requirement of their evaluation a component that addresses their effectiveness in producing student learning outcomes (III.A.1.c.).

Recommendation # 4 Evaluate effectiveness of professional development programs
In order to meet the Standards, the College should systematically evaluate the professional development programs offered to employees and use the results of the evaluation as a basis for improvement. (III.A.5.b).

Recommendation # 5 Human Resources should complete a program review
In order to meet the Standards, the team recommends that the College human resources department complete a comprehensive review of services to include the following: regularly assess its record in employment equity and diversity, conduct an annual review of services; clarify and publish the roles and functions of human resources personnel; survey employees to determine effectiveness of human resources at the college, and; survey screening committee members to determine effectiveness of hiring processes (III.A.3, III.A.3.a, IIIA.4, III.A.4.b,III.A.4.c, III.A.6).

Standard III- Resources

B. Physical Resources

General Observations

The age of the institution is reflected in the buildings and grounds, but they appeared to be well maintained. The College updates and maintains its equipment, IT infrastructure, and facilities based on the staff evaluation of the conditions in accordance to industry and regulatory standards such as APPA and the CCCCO. The Computer Commons in the Grace Van Dyke Bird Library provides a venue for students to complete their academic tasks; staff is available to assist students. The campus provides many environmentally protected gathering places for students to interact (III.B.)

Findings and Evidence

The college facilities at the Panorama Campus, Delano Center, and Weill Institute provide ample infrastructure for their programs and services. Bond G and state funds have supported construction and maintenance of these facilities. The facilities, maintenance and operations, and IT staff review the condition of facilities and infrastructure and triangulate with the Annual Program Review requests in order to maintain and upgrade theses resources. Industry standards from organizations such as American Physical Plant Administrators (APPA) and the California Community College Chancellor's Office, OSHA, etc. guide the infrastructure updates. For example, space utilization report and facilities condition assessment provide insight regarding the facilities' maintenance requirements. (III.B.1.)

The College updates facilities and infrastructure based on requests from faculty, staff, and administrators. A work order tracking system that was implemented in the summer 2012 is expected to alleviate the maintenance backlog caused by a manual processing methodology that was used earlier. Implementation of this system resolved a prior Commission recommendation. The facilities are dated but well maintained. Many of the construction and remodeling projects (Thermal Energy Storage System, Bakersfield College Logistical Support, Bakersfield swing space, Performing Arts, Campus Center Modernization, etc.) that are listed on the District's five-year construction plan documents have not been accomplished. During the team visit, it was clarified that some of the projects have been pulled from the list because the need for those facilities have been diminished or the project needed to be redesigned to fit within its original budget (III.B.1.a.)

Administrators and managers are charged with oversight of facilities, programs, and activities that ensure a safe, secure, and healthy environment. For example, the Director of Delano Center evaluates the needs of that location, the Executive Director of Administrative Services is responsible for the related issues on Panorama campus, and director of DSPS provides insight regarding ADA concerns (III.B.1.b.)

The College evaluates its facilities and equipment based on faculty and staff requests, the results of facilities condition assessment data, and space inventory report. While the College maintains its existing equipment and facilities, it should improve its efforts to address the construction and remodeling of facilities on its five-year plan. The College's facilities master plan has not been

updated since 2004. Draft of an updated version of the facilities plan was submitted to the team during its visit, but the plan has not yet been reviewed and approved by the Board of Trustees (III.B.2.)

The College lacks a meaningful long range capital projects planning process as evident by the incomplete and/or cancelled list of projects from the prior plans. The District staff develops and submits a prioritized list of capital projects to the College Facilities Committee for review. Upon verification of the list by the committee, the president makes the final decision regarding which project may advance. The long-range planning process for capital projects and the College goals is disconnected. It was reported that the College staff in IT and M&O considers the Total Cost of Ownership when purchasing technologies and/or repairing facilities by considering the long-term costs such as cost of energy, maintenance contract costs, and supplies costs for cleaning and maintaining facilities, etc. (III.B.2.a.)

The District Staff plans updating of the College's physical resources based on the result of utilization studies or other criteria. Equipment requests are made through Annual Program Review process. Based on the criteria established by the Budget Committee as related to the Educational Master Plan, requests in the APR and the Summative Program Review (every six years) are approved by the College President for purchase (III.B.2.b.)

Conclusions
Physical resources, which include facilities, equipment, land, and other assets, support students learning programs and services and improve institutional effectiveness. The facilities are well maintained. IT staff updates the computer labs, classroom media equipment for instruction, and the distance education equipment in support of student learning activities. Staff reviews the list of planned facilities construction and remodeling projects and amends them as conditions change. Institutional planning for long-term capital projects is occurred from the District Office down to the College with the result being that capital projects identified as necessary to support the College mostly meets the requirements of Standard II.B.

Recommendation # 5 Develop a long-range capital projects planning process that supports and is aligned with institutional improvement goals of the College.
In order to meet the Standards, the team recommends that the college develop a long-range capital projects planning process that supports and is aligned with institutional improvement goals of the College. Additionally, the team recommends that the College include major renovations and facilities upgrades in the long-term plan for facilities (III.B.2.a).

Standard III - Resources

C. Technology Resources

Observations
Bakersfield College embraces technology to meet the needs of teaching, learning, college-wide communications, research, and operational systems. Technology on the Bakersfield College campus as well as at the Delano Center is abundant, and is supportive of teaching and learning. As we walked around both the Delano Center and the Panorama Campus, workstations for students were not just in use, but in demand; video streaming was employed to connect meeting participants in different physical locations; effective use of technology was witnessed in staff offices. Based on interviews with the Bakersfield College Information Systems Director and the Vice Chancellor of Operations from Kern Community College District, it is evident that while the College identifies and works to meet its own technology needs, it maintains a positive working relationship with District IT.

Findings and Evidence
Technology needs are identified through a variety of methods. The Annual Program Review process, completed by each organizational unit on campus, specifies the technology needs for that area leading the requester to fill out an ISIT Needs Form. Industry advisory groups communicate to specific programs what software and hardware they should use for effective instruction. Lists of the age of equipment are kept by IT personnel to plan for replacement in a systematic way. Criteria for deciding which type of hardware to purchase is outlined in the Media Services/Information Services Equipment Purchasing Policy & Procedure document from 2009. The 2011-2012 Information Services and Media Services Technology Plan shows that technology is interwoven with the goals of the college, as well as a list of technology projects undertaken, and projects for the future. Technology district wide may be instituted based on input from administrators from all colleges in response to external factors or environmental scans, but a process for decision making was not in evidence. (III.C.1.a)

Computer labs on campus are provided for students enrolled in both face-to-face courses and online. Online students often use the physical computer labs on campus to complete their coursework, and electronic reference materials, how-to videos, and help desk support are all offered to students regardless of their location or the time of day. Targeted support for online students through a pilot online tutoring program has been implemented, and encouraging more students to access online orientations as well as increasing online student services would be a positive addition to student learning. The institution utilizes Luminis portal which interfaces with the Moodle course management software, allowing ease of access with single log-in user authentication. This is available for all students through the Internet 24 hours a day, and seamlessly connects with student e-mail accounts hosted by Google. (III.C.1.a.)

Bakersfield College offers staff and faculty development workshops and training throughout the year. Technology skills and support are highlighted through activities such as "Geek Week" or online video training available on demand. Combined Recommendations from Distance Education Task Force acknowledges the need to evaluate all methods of education delivery for adequate student support and staffing, and to offer more professional development in the use of

instructional technology, particularly for distance education. This report made two major recommendations, the first is to create a new position of Faculty Director of Instructional Technology, and the second to create more targeted support for online students through an online orientation and an online student signal alert program, which would show students as they log on if they are in danger of failing a class. (III.C.1.a)

The IT committee tracks computers by age, with the stated goal of replacement every three to five years. According to the Self Study there are over 2,500 computers between the Delano Center and the Panorama Campus. The Lab Computer Age as Of 4-14-2011 document lists 40 percent of these machines and Faculty Staff Desktop and Laptops 2012-13 lists another 32 percent. The ISIT AV Equipment Plans 2012-13 tracking document shows IT's plan to systematically upgrade and support both hardware and software needs on campus. (III.C.1.d.)

A technology survey of faculty and staff in October, 2011, indicates that the majority is satisfied with the technology infrastructure, finding it up to date and well maintained. A follow up survey conducted in January, 2012 attempted to clearly identify technology needs not being met. Participants, asked to identify themselves, received a personal visit from an IT representative who assessed the nature of the issue and took steps to resolve it. (III.C.1.a, III.C.1.b, III.C.2)

From the Information Systems and Instructional Technology (ISIT) Goals for 2011-2012 the top two goals are also the new faculty position and the student signal alert program. In the ISIT Spring 12 Report, these two goals had not been realized. Budget constraints are cited as the limiting factor. (III.C.1.c)

Some technology is added without a formal process or plan. Challenges inherent in supporting technology that specific programs acquire through grant funding or from external entities, for example Allied Health. A new degree audit software program is planned district wide. This program will be available for all colleges and will enable counselors and students easy access to an inventory of courses which they have completed and courses still required to earn various degrees. The product itself may do a wonderful job of enhancing student success, but there was no evidence of a linkage between strategic planning, future planning, program reviews, or budgeting. (III.C.1.c)

Technology needs are analyzed by individual programs on campus, and the method for integrating planning for the institution and planning for technology resources is apparent. Each program completes an Annual Program Review, which includes a check box if the review includes a request for technology resources. Since it is not always possible to replace all computers as quickly as desired, the campus utilizes a "push down" practice when replacing computers. This allows recently replaced computers from labs to be placed on individual desktops. This practice is being reevaluated with the realization that in order to better meet institutional needs certain staff require more up to technology resources to complete their work than others. Until a new process is codified, the IT personnel are responding to needs as they are notified individually. Assess technology resources and usability across the campus in order to reduce underutilized or out of date equipment and allocate resources effectively. (III.C.1.c)

The College and district are cognizant of the value of the data collected through all programs and services, and have security measures in place, including incremental data backups on a daily basis, and a full backup weekly and monthly, as evidenced in the District Office Tape Backup Policy document. Three months of backup for all systems are stored at an off-site location. Hardware and software are available at centers, and across campus in a variety of labs, classrooms, the library, and offices. Currently the institution is grappling with the question of whether or not to provide remote access to content on the servers, or whether to provide virtual servers, while maintaining the security of the data. In interviewing the IT representatives it is evident they are well aware of the challenges inherent in distributing resources more broadly. Locally, Information Services and Media Services use online forms for maintenance requests and prioritize instructional needs above others for maintenance. (III.C.1.d)

Technology planning is integrated with College planning in many areas, but increasing this integration between all units on campus, and including the district would help facilitate the most effective use of technology resources. Locally, ISIT requests made with the ISIT Technology Request Form of 2011 and an Excel workbook form provide input as the committee assigns a priority based on established criteria. The request form contains links to the strategic plan and asks for the user to specify how the request aligns with the College goals and program student learning outcomes or administrative unit outcomes. Linking the technology request to college goals ensures that requested technology hardware or software applications supports college goals. Assessment of how well technology is assisting the college in achieving its goals is not apparent. (III.C.2)

Conclusions
Bakersfield College widely utilizes and supports technology for the benefit of all constituents. Planning in the Annual Program Review process informs some of the requisitions of new and updated technology. Faculty and staff training is done "in house" for the most part, or between colleges in Kern Community College District in order to minimize the expense. In some cases, the lack of funding is impacting the ability to offer support as quickly or in as comprehensive a manner as desired. Integration of planning for IT and institutional planning for either the College or the district does not seem to occur in a broad or systematic manner. Aside from the satisfaction survey, there is no evidence for regular assessment of College level technology and its appropriate deployment. The College partially meets the requirements of Standard III.C and needs to conduct an assessment of how well technology resources are achieving the anticipated results in order to fully comply with Standard III.C.

Recommendations:

Recommendation# 7 Develop an assessment methodology to evaluate how well technology resources support institutional goals.
In order to meet the Standards, the team recommends that the College develop and use an assessment methodology to evaluate how well technology resources support institutional goals and use the result of the evaluation as a basis for improvement. (III.C.2)

Standard III - Resources

D. Financial Resources

General Observations
The maintenance of the College's financial resources is a collaborative task between the College and the District units and staff. The College's budget is approximately $63 million for the fiscal year 2012-13 and is allocated to the College based on a Budget Allocation Model (BAM.) The faculty, staff, and administrators complete the Annual Program Review (APR) form in order to seek additional funding for projects and activities. The state apportionment to the District and the College has been reduced during the past three years, and the failure of Proposition 30 in November 2012 will impose $6 million in additional trigger cut to the budget.

Finding and Evidence
The budgeting cycle begins each fall for the following fiscal year. Every spring semester, the shared governance groups review the College's mission and goals in order to incorporate them in the following year's budgeting process. It is required to consider the mission and goals of the College for completing the APR. The Budget Formulation Worksheet Template guides the faculty and budget managers to evaluate the prior year's funding cycle when proposing funding requests. APRs are reviewed by the Institutional Effectiveness Committee, the Budget Committee, and the College Council before the President makes final decision for funding them (III.D.1.a.)

The budget allocation model provides information regarding the College's annual revenue. Budget managers access the Banner to review their budgets and expenditures. The District Administrative Service unit also provides monthly budget reports to the budget managers that track each budget's revenue and expenditures. Financial managers incorporate financial data in their requests for additional funding for projects that relate to the institution's strategic plan (III.D.1.b.)

The institution must address several long-term obligations when conducting financial planning. The District has set aside approximately $90 million for outstanding certificates of participation payment that are due in the future. In addition, it has fully funded its Other Post Employment Benefits (OPEB) fund and has established a leave liability fund to cover these costs as employees leave the District (III.D.1.d.)

The institution relies upon many reports to verify it is conducting its fiscal management correctly. Reports such as CCFS-311, lottery funds report, the 50% Law report, and required reports for restricted funds provide checks and balances for this verification. Further, the College engages an annual external auditing firm to review its financial management practices; the District/ College have not received any qualified opinions for the past three years (III.D.2.a.)

The District and College administrators provide timely information regarding the state of the budget to the college community. The District Chief Business Officer updates the Board of Trustees of the about the state's effect of financial conditions on the institutional budget. The

Executive Director of Administrative Services provides quarterly financial reports to the president that are reflected in her communication to the college community (III.D.2.b.)

The District plans for its annual expenditures, long term debt service, and risk management. The BAM delays incorporating the growth funds the college receives by one year into the budget, which provides for a methodical and stable use of these funds. The funds reserved for the future payment of COPs provide financial stability for repayment of the debt while offering a venue for cash flow support in extreme conditions. The District is a member of Self-Insured Schools of California JPA for risk and benefits coverage (III.D.2.c.)

The institution manages its budget effectively through monthly reconciling of its revenue and expenses, providing access and training to Banner for its budget managers, and submitting monthly financial reports to them. The Board of Trustees approves the College's contracts with vendors that are vetted by the legal counsel. The unqualified audit reports for the past three years verify that the institution conducts its financial management well (III.D.2.d.)

As reflected in the past three years of independent financial audit reports, the College staff conducts the financial affairs of the institution with integrity and accurately. Monthly financial reports keep the grant managers informed of the burn rate of the respective accounts. The District submits periodical and annual reports for categorical and agency funds as required (III.D.2.e.)

The College/District enters into contractual agreements in support of instructional activities of the institution. The contracts are reviewed for concurrence with Education Code and Government Code regulations and, when appropriate, verified by the legal counsel before they are approved/ratified by the Board of trustees. The staff uses a check list of items, developed by the Business Office, that must be present on all contracts. Purchase orders are reviewed at several layers at the College and the District prior to submission to vendors (III.D.2.f.)

The College/District conducts annual independent external audit to ensure the integrity of its financial management, and it has not received a qualified report in the past three years. The Budget Committee members reported that they review and evaluate the APR process each year and adjust the process and the forms based on the result of the evaluation. The District has developed a communication system called EthicsPoint by which employees may report suspicious and unethical activities to the Human Resources office anonymously. The staff reported that 147 such report had been received during the past eighteen months and have been investigated as appropriate (III.D.2.g.)

The College Budget Committee reviews the APR submissions for concurrence to the processes it develops and completeness of the budget building template form. The template and the APR bridge the prior year's activities of a budget unit to the upcoming year and evaluate the effectiveness of the prior year activities. The Budget Committee also evaluates the budgeting process and amends it as necessary (III.D.3.)

Conclusions
The College has adequate resources to support student learning programs and services and improve institutional effectiveness. The fiscal control systems support the financial activities of the College with integrity and accurately as verified by the independent audit reports. The College has developed internal processes for evaluating the effectiveness of the prior year budgeting cycle, improving, and relating those findings to the next budget cycle. The budget information is disseminated through the shared governance nodes to the campus for review and comment.

This standard has been met.

Recommendations
None

Standard IV Leadership and Governance

A. Decision-Making Process

General Observations
Bakersfield College values the participatory governance process. The college has an inclusive institutional governance process to facilitate decision-making processes. In fall 2010, the Decision Making Task Force was formed to codify procedures used to establish institutional values, set and achieve goals, and to become more effective. The Decision Making Document, provides a transparent procedure used in the decision-making process. While most decisions are made by the College president, the Decision Making Document defines ways in which input into the decision-making process is made and the basic assumptions used in making decisions. The decision-making process provides opportunities for all constituent stakeholders to be able to discuss educational matters in shared governance meetings and forums. The College Council, formed in 2004, and restructured in 2009, is the primary recommending governing body to the president. The College Council along with formation of various committees and the revision of the program review and planning and assessment processes are examples of the college's efforts to demonstrate continuous improvement.

Findings and Supporting Evidence
In 2010, Bakersfield College (BC) committed to a new decision-making process that supports the mission, vision, and values articulated by the faculty, staff, and students. The College provides the high quality education necessary for its socially and ethnically diverse students to thrive in a rapidly changing world. (IV.A)

The Decision Making Task Force was formed in the fall of 2010 to codify the steps and procedures used by Bakersfield College to confirm institutional values, set and achieve goals, and improve as a learning organization. Through these procedures, the task force articulated protocols that established the ethical and transparent processes to review, communicate, and implement opportunities for change and improvement for institutional effectiveness. The Bakersfield College community and its stakeholders use documents like the Decision Making Document, Renegade 2012 Strategic plan, Community College Survey of Student Engagement report to reflect on and improve the teaching, learning, and service components of the institution. (IV.A)

Bakersfield College values an open and reflective participatory governance process. The College's collective commitment to meeting student and community needs drives its decisions. Participatory governance enables all constituent groups the opportunity to participate effectively in all areas in which they are significantly affected, in a manner that is consistent with Education Code, Title 5 and Board Policy. By enabling College leaders the opportunity to create an environment for empowerment, innovation, and institutional excellence, this governance process establishes clear lines of communication before and after decisions are made, uses qualitative and quantitative data when providing recommendations or input, and demonstrates respect and civility in discourse. (IV.A.1)

Bakersfield College's decision-making process was created based on assumptions used by the Decision Making Task Force and as stated in the Decision Making Document, revised in November 2010. The decision-making process is designed to promote a continuous quality improvement model to assess the practices, programs, and services at the institution. It continues to change and improve based upon feedback from the college community through scheduled evaluations and other opportunities for input and/or recommendations. (IV.A.1)

The Decision Making Document, completed and distributed during the 2010-2011 academic year, outlined the participatory governance process at Bakersfield College. This process and resulting document established a clear and transparent venue to discuss, plan, and implement College goals and strategic priorities. College Council surveys the campus community near the end of each year to review the process and to identify areas where there is a need to address opportunities to strengthen institutional effectiveness. (IV.A.1)

Bakersfield College strives for strict compliance with Title 5 of the California Education Code requiring that students, faculty, and staff are assured of effective participation in developing recommendations to Board of Trustees. College administration, the Academic Senate, California Schools Employees Association, and the Student Government Association are recognized through the Kern Community College District (KCCD) Board policy, which formalizes the collective commitment to ensure that all constituencies have collegial, substantive and clearly defined roles in shaping institutional policies, planning processes, and budget decisions consistent with their respective areas of responsibility and expertise. These roles are also clearly outlined in the Decision Making Document and explicitly describe opportunities and procedures for participation and input through institutional governance committees. (IV.A.2.a)

In addition, the College provides several opportunities for individuals to bring forward ideas for institutional improvement. The KCCD Board of Trustees meets monthly, and their agenda contains standing reports from constituencies as well as bargaining units, management, and student government at Bakersfield College. Academic Senate provides an accessible venue for all constituencies in the campus community to maintain vigilance over all matters concerning participatory governance. Moreover, a self-reflective dialogue between and among the Academic Senate, Bakersfield College president, and the Board of Trustees has resolved some individual and collective concerns about the manner in which significant issues that affect students and instruction are resolved. College Council also provides a venue for initiating change, crafting goals, and evaluating strategic directions at the institution. (IV.A.2.a)

The KCCD Board policy authorizes the Academic Senate to collaborate with the administration to determine appropriate academic programs, courses, student learning outcomes, and services. As mandated by Title 5 of the California Education Code, the Academic Senate is granted the primary responsibility for making recommendations in the areas of curriculum and academic standards. (IV.A.2.b)

Additionally, Academic administrators play an active role in all activities that impact student learning programs and support services at Bakersfield College. Educational administrators serve as co-chairs and/or members on all governance committees and provide guidance to ensure that

curricular issues and student services are designed to comply with college goals, Kern Community College Board Policy, the KCCD Strategic Plan, and Title 5 regulations. (IV.A.2.b)

The 2011-2012 KCCD Strategic Plan is an excellent example of a process that facilitated discussion of ideas and effective communication among the institution's constituencies at the District level. It resulted in the clarification of the Kern Community College District's role in supporting the colleges and the creation of specific measurable strategic goals and objectives including:

        1) Becoming an exemplary model of student success
        2) Creating a collaborative culture and a positive climate
        3) Fostering a comprehensive and rich learning environment
        4) Strengthening personnel effectiveness
        5) Managing financial resources efficiently and effectively
        6) Responding to community needs

At Bakersfield College, major operational decisions are the responsibility of the president (or designee) with recommendations and input from a variety of constituency groups. The College Council is the formal structure through which many recommendations are discussed and communicated. College Council is a collegial, consultative body designed to serve the good of Bakersfield College. The group facilitates timely, factual, and clear communication between constituents and the president as a means to develop recommendations to the president for decisions on college-wide issues including budget, planning, facilities, and overall institutional effectiveness. A number of governance/constituency representative groups have responsibilities to make recommendations to the president through College Council or through direct lines of communication. These groups take their authority from various sections of Education Code, Assembly Bill 1725 (AB1725), Senate Bill 235 (SB235) and Title 5. The groups include Academic Senate, College Administration, California School Employees Association, and Student Government Association. (IV.A.3)

Surveys were administered as evidence to demonstrate effective functioning of the College's policies and procedures. In May 2010, the Decision Making Task Force, assembled by the president, conducted a baseline survey to the Bakersfield College community. The intent of the survey was to assess the strengths of the current decision-making process at the College along with the perceived weaknesses. A final segment of the survey solicited specific suggestions to improve the decision-making process. Additionally, in October 2011, the Institutional Effectiveness survey was conducted to evaluate ongoing collegial self-reflective dialogue about the continuous improvement of student learning and institutional processes. The survey also gathered information on college planning processes, allocation of resources, communication of institutional practices and decisions, and systematic review of institutional effectiveness in improving instructional programs and student and learning support services. (IV.A.3)

Education Code, Assembly Bill 1725 (AB1725), Senate Bill 235 (SB235) and Title 5 are the documents that describe the official responsibilities and authority of the faculty and academic administrators in curricular and other educational matters.

The Board of Trustees of the KCCD is required by policy to solicit input and encourage dialogue through participatory governance from faculty, classified staff, management personnel, students, and the community. In response to this directive, the KCCD has developed and is committed to this premise that is articulated in the following areas of board policy: Educational Philosophy (Policy 1B1); Educational Values (Policy 1B2); and Goals of Community College Education (Policy 1B3). (IV.A.3)

Faculty, staff, students, advisory committees, and other campus community members comprise various campus interest groups. Any employee or student at the College may raise issues, voice concerns, and/or provide input on issues under discussion or consideration through committee representation within the governance structure. (IV.A.3)

Staff are provided opportunities to engage in the college survey process. In a 2009-2010 College Council survey, information and perceptions were gleaned to use in developing the Decision Making Document to articulate institutional practices and processes. The results of the survey provided the Bakersfield College community opportunities to provide feedback on significant issues and processes at the college and make recommendations to improve institutional effectiveness. The Decision Making Task Force conducted another survey that was distributed to the College community in May 2010. The intent of the survey was to assess the strengths of current decision-making process at the College along with the perceived weaknesses. (IV.A.3)

The last self-study at Bakersfield College was conducted during the 2005-2006 academic year. The Accrediting Commission of Community and Junior Colleges (ACCJC) took action to reaffirm accreditation with a requirement that Bakersfield College complete a Progress Report in addition to a mandated Midterm Report. The College completed the Progress Report in October 2007 addressing progress on specific recommendations. This report was accepted by the ACCJC in January 2008 with the expectation that there would be a Special Report completed to ensure continued progress to meet accreditation recommendations. The Special Report and Midterm Report were accepted by ACCJC in January 2010 reaffirming that Bakersfield College had sufficiently met the expectations of the Commission and had addressed recommendations from the 2006 site visit and follow-up review. (IV.A.4)

In response to Recommendation 2 of the Self Study, that advises the assessment process to continue to grow, the Assessment Committee worked diligently to provide professional development and support, bringing the institution to the level of completing course, program, and institutional level assessment plans and embedding the process and discussion in the culture of the College. In response to Recommendation 4, Bakersfield College worked with all constituent groups to develop a strategic planning framework with links between campus planning, assessment, program review, curriculum and budget processes within the new Annual Program Review Process. (IV.A.4)

In fall 2011, Bakersfield College submitted a Substantive Change Report to ACCJC requesting approval of 91 programs in which the college has moved beyond the 50 percent Distance Education threshold and requested permission to continue offering. (IV.A.4)

Bakersfield College responded in a timely and good faith manner to each recommendation made by the Commission during the last accreditation cycle. Recommendations by the ACCJC, timelines, and institutional responses by the college resulted in reaffirmation of accreditation by the Commission. All documents, correspondence, and recommendations for further action are available for public examination on Bakersfield College's accreditation website. (IV.A.4)

In addition, Bakersfield College ensures that information about its programs is clear and accurate by annually reviewing its publications. The college strives to maintain consistency and integrity in all publications and online information. This effort is codified through a system of verification that serves to represent Bakersfield College accurately to students, employees, and the public through all publications and the College's online presence. (II.A.6)

The College's evidence of compliance with the U.S. Department of Education regulations can be found in the 2012-2013 Bakersfield College Catalog. Under the Accreditation section of the catalog, it states "Bakersfield College, approved by the Chancellor of the California Community Colleges, is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, California, an institutional accrediting body recognized by the Commission on Recognition of Postsecondary Accreditation and the U.S. Department of Education. It meets all standards of the California State Department of Education and is listed in the Education Directory, Higher Education Part 3, published by the United States Office of Education. The University of California, the California State University System, and other colleges and universities give full credit for appropriate courses completed at Bakersfield College. Student complaints must be in writing and directed to the Accrediting Commission for Community and Junior Colleges of Western Associate of Schools and Colleges."

To assure the effectiveness of the Bakersfield College decision-making processes articulated in the Decision Making Document, a formative evaluation began in spring 2010. The initial baseline survey assessed perceptions about the adequacy of representation of employee and student groups in college level decision making, and the effectiveness of decision making-making processes at Bakersfield College. Results from the survey provided feedback about the Decision Making Document and a basis for improvements in the decision-making processes. (IV.A.5)

The College has developed and administered multiple surveys since the 2006 accreditation Self Study that has led to data driven decisions. As a result of a year-long series of meetings that consisted of many in-depth discussions of the issues related to decision-making at Bakersfield College, the Decision-Making Task Force identified next steps and a series of recommendations. The recommendations emerged during working sessions, responses to the baseline survey about decision-making and extensive review of existing processes and governance structures. (IV.A.5)

The overriding theme that communication is crucial to effective decision-making emerged as a result of the meetings. The necessity for all College constituents to seek, use and share information constructively continues as a priority. Consistent, timely, and two-way communication needs to be embedded in campus conversations and become integrated into the expected practice of all members of the college community (IV.A.5.)

Conclusions

The College meets all aspects of Standard IV.A. Bakersfield College developed a structure for decision making that supports participatory governance and encourages participation. Since most major decisions are made by the president or designee, it is unclear to what extent the recommendations from the College Council or input from other stakeholders in the process is used to inform or influence decisions. Surveys to assess the effectiveness of the process have been conducted, but the College does not always make clear what changes have occurred, if any, based on the survey results. Additionally, it is sometimes not clear how decisions are communicated to the College community. It appears that the representatives from each group are charged with the responsibility of closing the loop and providing feedback to their respective constituency groups. Through the interview process, the team verified that the decision making process is effective and functioning.

The College has documented procedures, policy, and data to support decisions. The real value of the decision making processes currently used meet the requirements of Standard IV.A with one exception that has been noted in other areas of the report: evaluation or assessment of results. Closing the planning process requires evaluation of results and then, if appropriate, refinement of the process as the process continues to be used to improve institutional effectiveness.

Recommendations

None

Standard IV Leadership and Governance

B. Board and Administrative Organization

General Observations

The Kern Community College District Board of Trustees is responsible for the governance of the three colleges in the District. Those colleges include Bakersfield, Porterville and Cerro Coso. Assisting the Board is the Chancellor who is a professional educator and serves as the District's Chief Executive Officer. Reporting to the Chancellor are the three college presidents who are the Chief Executive Officers for their respective colleges. (IV.B)

For matters related to the Board of Trustees, the evaluation team at Bakersfield College – the closest college to the District Office – conducted the review as part of the college's evaluation. The recommendations made to promote compliance with the standards are included in each of the three college reports. (IV.B)

As with many multiple college districts, there is generally an on-going dialogue about the services a college will provide through use of its financial resources (decentralized) and the services that are provided to it on a centralized basis when the District Office provides the service for each college. To address issues of centralization or decentralization and to identify what activities are performed by the College compared to services performed by the District Office the Kern Community College District and Bakersfield College prepared a Functional Map that describes services provided or received and the applicable Accreditation Standard the service relates to. (IV.B)

The functional map showing primary responsibility, secondary responsibility and shared responsibility for leadership and oversight of functions performed by the College and by the District arrayed in a manner that references the Accreditation Standards being addressed is provided on pages 37 through 61of the Self Study Report. The Functional Map is a reliable representation of the services and roles of the District Office and the College in carrying out activities that support student learning. (IV.B)

The evaluation team noted a few areas where the activities of the college do not meet the requirements of the Standards. Deviations from the Standards are communicated through Recommendations at the end of this section. The team also noted areas where the College exceeded the Standards and are worthy of special recognition. Those items are included as Commendations in the beginning of this report.

Findings and Evidence

The Board of Trustees is an independent policy-making body that reflects the public interest in board activities and decisions. The Board includes seven publicly elected individuals that represent the expansive land area where services are provided. The Board composition includes two members from central Bakersfield, two from southwest Bakersfield, one each from Porterville, Ridgecrest and northeastern Kern County. The Associated Student Body nominates

and elects a Student Trustee who serves a one-year term. With three colleges in the District, the Student Trustee comes from one of the three colleges on a rotating basis. (IV.B.1.a)

Board Policy 1A revised in July 1994 identifies the service area covered by the District. The legal name for the District is Kern Community College District according to BP 1A2. The geographic description of the service area that receives service from the District is shown as Appendix 1A3 of the Board Policy Manual and a Legal Description of the entire service area can be found in the Office of the Surveyor of Kern County according to BP 1A2. The District Office of the Kern Community College District is located at 2100 Chester Ave, Bakersfield, CA. (IV.B.1.a)

No members of the Board of Trustees have an ownership interest in the College. The Kern Community College District it is a political subdivision of the state of California as described in the California Constitution. Each board member is elected by trustee area. As an elected official of a governmental agency, board members have no ownership interest in the District. A primary duty of Board Members is to represent the communities served by the College. In addition to providing the legal description of the District's service area, the geographic service area for each of the District's three colleges is described in BP 1A. For purposes of this report the team is concerned with Bakersfield College. Services as described in the Functional Map are provided by the District to Bakersfield College. (IV.B.1.a)

Board Policy (BP) 2A2 requires the Board hire a Chancellor who is responsible for the effective administration and supervision of the college district that includes Bakersfield College, Porterville College and Cerro Coso College in addition to four education centers, one in each of the following cities: Delano, Bakersfield, Mono Lake and Bishop. BP 2A2 is the Board Policy that holds the Chancellor responsible for the effective operation of the colleges. The Board uses its policies to delegate general supervisory authority to the Chancellor, Kern Community College District via BP 2A1. (IV.B.1.b)

College Presidents, reporting to the Chancellor, are in turn granted delegated authority through BP 2A2 that states in part:
>"The administration of the Kern Community College District is that of line and staff. Employees should conduct College or District business according to this organizational arrangement. The College President's administrative organization shall be the established authority on campus. Staff members should report to the designated administrator on specific problems. The College President is the final authority at the College level." (IV.B.1).

The *Elements of Decision Making* dated October 2011 is a document that identifies the flow of authority from the Board of Trustees, to the Chancellor, and then to the college presidents for activities that occur on the college campus. It is an excellent representation of the flow of authority and accountability for actions taken by responsible administrators across the District. The key content elements are:
>The Process of Decision Making
>Functional Mapping for Decision Making Chart

The Major Responsibilities of the Chief Administrative Officers of the District
Organizational Charts for each of the administrative offices of the district
Districtwide functional mapping matrix for the administrative offices of the District
focusing on the issue of Centralization/Decentralization. (IV.B.1)

The *Elements of Decision Making* is the comprehensive framework developed by Bakersfield
College in response to questions about how the College develops a plan and makes decisions.
The document provides a complete set of factors that influence a decision all the way through the
recommendation to the Board of Trustees and finally approval to proceed with an actionable
item. After implementation, an evaluation is necessary and is the most common phase ignored or
left out of a decision and planning process.

The process defined and compiled into the publication "The Elements of Decision Making" is an
outstanding and comprehensive approach of memorializing the decision making and planning
processes used by Bakersfield. The process identifies every committee that influences a decision
in some manner or another. When defining the committee *The Elements of Decision Making*
includes each of these items: name of committee, committee charge, scope of authority, who the
committee reports to, who the committee communicates with and finally, the composition by job
title.

Bakersfield College's decision making process meets the requirements for consistently following
processes that comply with Board of Trustees Policies and to ensure compliance with appropriate
Accreditation Standards. The College exceeds the requirements of Standard IV.B.1 and is worthy
of special recognition for development of this important reference source. The evaluation team is
including *The Elements of Decision Making* and the process used to create it as a Commendation
and has listed it in the Commendations Section of this report. (IV.B.1)

The Board of Trustees expresses its vision through three documents: District mission statement,
values, and a vision statement all of which are incorporated into the Strategic Plan that was
approved on November 10, 2011.

> "The mission of the Kern Community College District is to provide outstanding
> educational programs and services that are responsive to our diverse students and
> communities."

The mission statement quoted above was last acted upon by the Board when the Strategic Plan
was approved in November 2011. The mission statement is an appropriate expression of the
intended direction of the District to the colleges based on a comprehensive strategic planning
process completed in October 2011. (IV.B.1)

The Table of Contents of the Board Policy Manual shows that the Board Policies are separated
by functional activities with policies within each segment. Links to any page and all individual
policies are included in the Table of Contents of each Chapter of the Board Policies. The Board
Policies are posted on the Kern Community College District website. The website address
is: http://www.kccd.edu/Board%20Policy%20Manual/Default.aspx. The webpage provides open
access to Board Policies for anyone in the public who has a PDF file reader. (IV.B.1.b, IV.B.1.d)
Section 1. Description Mission - last update February 3, 2005
Section 2. Board of Trustees- last update

Section 3. Business Services - last update -February 10, 2011
Section 4. Students Instructional Services-
Section 5. Academic Senate and Faculty Employment
Section 6. Certificated Academic Senate
Section 7. Certificated Part Time Adjunct
Section 8. Child Development Centers
Section 9. Classified Contract
Section 10. Confidential and Management Employees. Last update April 3, 2006

The Board adopted a Strategic Plan on November 10, 2011. The plan includes the mission, vision and values of the District along with Strategic Goals and Objectives. The goals and objectives are stated in terms that can be measured. The Board's most recent plan covers fiscal years 2011/12 through 2014/15 and was developed beginning with the last strategic plan adopted by the Board on September 7, 2007. Goals and objectives were established using data obtained from an external scan, an internal scan, and data from internally developed sources such as the District's automated information system, student performance on assessment tests, and assessments of student learning outcomes. The Strategic Planning Process and Implementation orientation are provided in the Strategic Plan (Page 2, Bakersfield College Strategic Plan). (IV.B.1.b)

The colleges are required to consider the District Strategic Plan elements when preparing their Strategic Plans. Mostly, the colleges align major thematic goals and objectives in the District Plan with the college's plans so that the colleges and the District are working to achieve the same result. (Page 2, Bakersfield College Strategic Plan) (IV.B.1.b)

The Bakersfield College mission statement was changed in June 2012 to more closely align the College's mission statement to the District's mission statement. The mission statement of the College is further described with the addition of values and vision statements. Each of the three elements of mission, values and vision combined provide direction to the strategic plan and is consistent with the District's mission. The mission, values and vision are provided below as reference when reaching conclusions stated in this report

Mission of Bakersfield College
"Bakersfield College is committed to providing excellent learning opportunities in basic skills, career and technical education, and transfer courses for our community so that our students can thrive in a rapidly changing world." (Bakersfield College webpage http://www.bakersfieldcollege.edu/about/vision/ Oct 24, 2012 4:20 PM, and Bakersfield College Strategic Plan, 2012-13 through 2014-15, Page 5, June 25, 2012.)

Vision
The diverse community we serve trusts Bakersfield College with its most precious resource— people. Our high standards of education and service earn that trust. Our values are evident in all that we do.

Values
  • Assisting students to achieve informed educational goals
  • Meeting the highest standards of performance in everything we do

- Recruiting and retaining the best and brightest employees
- Promoting a climate of trust by sharing ideas and information
- Fostering a learning environment that respects and supports the diversity of people, ideas, learning styles and instructional methodologies
- Honoring the traditions and community involvement of Bakersfield College
- Relying on data-informed decision-making.

The Board of Trustees policies, annual goals for the board, and the strategic plan describe the Board's expectation for quality instruction. The Board's mission statement although unchanged for an extended period of time within Board Policy remains an accurate expression of the mission of the Kern Community College District. (IV.B.1.b)

The Kern Community College District completed a comprehensive strategic plan for the district. The Strategic Plan was approved by the Board of Trustees on November 10, 2011. Bakersfield College approved its updated Strategic Plan on June 25, 2012.

BP 1B approved by the Board in June 10, 1999, expresses the Board's expectation for quality instruction. The policy requires: The Board of Trustees and the Administration shall solicit input from faculty, classified staff, management personnel, students, and the community relative to the development and amendment of policies in the areas of Educational Philosophy (Policy 1B1); Educational Values 1B (Policy 1B2), and Goals of Community College Education (Policy 1B3). *(Added June 10, 1999).*

The mission of the Kern Community College District is to "provide outstanding educational programs and services that are responsive to our diverse students and communities." To accomplish this mission, we will:

Provide academic instruction to promote fulfillment of four-year college transfer requirements and encourage degree and/or certificate acquisition in our surrounding communities.

Provide workforce skills training through Career and Technical Education programs.

Provide basic skills education and student services programs to enable students to become successful learners.

Establish partnerships with businesses and governmental entities as well as other educational institutions to advance economic development

Improve the quality of life of our students and communities through broad-based general education courses.

Prepare students with the skills to function effectively in the global economy of the 21st century.

Anticipate and prepare to meet challenges by continually assessing and prioritizing programs, services, and community needs.

Strategic Goals

Goal One:	Become an exemplary model of student success
Goal Two:	Create a collaborative culture and a positive climate
Goal Three:	Foster a comprehensive and rich learning environment

Goal Four: Strengthen personnel effectiveness
Goal Five: Manage financial resources efficiently and effectively
Goal Six: Respond to community needs

The Board's latest mission, values and goals were reported as having been approved by the Board on November 10, 2011. A review of the minutes of that meeting confirms the action taken by the Board. (IV.B.1.b)

The Board of Trustees of the Kern Community College District is subject to the California Code of Regulations, Title V approved by the Board of Governors, California Community Colleges. The Board of Trustees is also required to comply with the California Education Code and the Government Code applicable to governmental agencies in California. The Kern Community College District is a separate and distinct entity that is responsible for operating in compliance with applicable laws and regulations to the extent those regulations apply to community colleges. The District does not report to nor is it subject to the direction of another entity or elected body. The Board of Trustees actions are final and not subject to the actions of another entity. Bakersfield College, Cerro Coso College, and Porterville College are subject to the direction of the Board of Trustees. The governing board is responsible for the educational quality, legal matters and the financial integrity of the District as a whole. (IV.B.1.c)

The Board of Trustees publishes Board Policies that specify the number of members on the Board of Trustees, the duties of Board Members and, where applicable, the duties of officers of the Board. Board Policy 2B3, Election of Officers requires the Board to elect a President, Vice President and Clerk during the month of December of each year. Generally, members hold the officer positions of the Board for one year or until a successor has been elected and qualified to hold an officer position. (IV.1.d)

Board Policy 2B4 - Secretary to the Board, designates the Chancellor of the Kern Community College District as the Secretary. This designation allows the Chancellor to conduct the operations of the District subject to ratification by the Board. The Kern Community College District has determined that there will be no subcommittees of the Board opting instead to hear topics of special interest as a Committee of the Whole according to Board Policy 2B6 Committees. The Board may establish ad-hoc committees as necessary. Any ad-hoc committees are advisory to the full Board and have no power to act on behalf of the Board. (IV.1.d)

Board Policy 2B5 Duties of Officers, describes the responsibilities of the president, vice president and clerk of the Board. According to this policy the President presides at all meetings of the Board, enforces the usual parliamentary rules and to appoint all special committees not otherwise provided for. The President shall sign all papers and documents as required by law or as authorized by action of the Board. The President shall be authorized and it shall be his/her duty to call special meetings of the Board as provided by the California Education Code. In the absence of the President, these duties shall be performed by the Vice President. The Clerk shall sign all papers and documents as required by law or as authorized by action of the Board *(Revised July 1, 1999)*. (IV.1.d)

A review of the minutes of the Board of Trustee meetings held during calendar year time period of January through October 2012 was conducted to determine the nature of actions taken by the

Board, the comments made by Board Members and the public and to determine whether the Board actions were consistent with published Board Policies. Actions taken by the Board during the period were consistent with Board Policies. It was also noted that the Board approved a number of changes in its policies. The changes made during the period reviewed by the team stated the review process cited in the Board Policies had been followed. (IV.B.1.e)

Board Policy, BP 1C -Purpose of the Board Policy Manual (Renumbered June 10, 1999) states the purpose of the Policy Manual is to set forth statements of policy adopted by the Board of Trustees of the Kern Community College District and prescribes how policies are processed for consideration of incorporation into the policies of the Board. Changes to Board Policy follow a standardized process that includes input from what the Kern Community College District refers to as its Consultation Council. Input is received from faculty, staff, administrators and students prior to making a change in Board Policy. The proposed policy is reviewed by constituency groups and feedback as appropriate is incorporated into the proposed policy change before being presented to the Board. The first review of the proposed policy change is presented to the Board as an information item. Input from constituencies is considered and the final version of the Board Policy is presented to the Board for a second time at which point if approved by the board the new policy will become the new Board Policy. (IV.B.1.e)

The Board does not have a periodic system for evaluating and revising its policies. A review of the minutes of the Board meetings revealed that changes in Board Policies occurred frequently during the period January through September 2012. Although the policies may not undergo a routine and systematic review process, the frequency of changes indicates that the Board updates its policies as needed during the course of a year. However, in spite of the frequent changes to Board Policies the District continues to have a fair number of policies that are dated ten or more years ago. Changes are prompted by necessity to address problems, concerns, and Board member initiative. As an example, the Mission statement was dated June 1999. The Board acknowledged the appropriateness of the mission, values and vision by approving the Strategic Plan in November 2012. The mission, values, and vision were included in the Strategic plan and are considered current as of November 10, 2011. The District does however appear to act in a manner consistent with its policies and procedures. The District is partially in compliance with Standard IV.B.1.e.

During the team visit the District was processing a Board Policy and a Board Procedure for inclusion in the Board Policies. The process used was compared to the written process codified in the Board Policy Manual to confirm that the process used is the same as the process described in the Board Policy Manual. The process used to approve a new Board Policy is described in BP1C dated June 10, 1999. (IV.B.1.b)

The Chancellor, KCCD provides the new Board member orientation along with the Board President and other staff when appropriate. The orientation meeting or meetings are intended to give the new trustee an overview of the roles and responsibilities of Board Members. Included in the orientation is a discussion and description of governance processes at the colleges and the District. (IV.B.1.f)

Information about services provided by the District Office to the colleges, discussions about accreditation and a general discussion about activities relevant to governance of the colleges and the District are some of the topics covered in the Chancellor's orientation for new members. Board members participate in conferences and training sessions that are provided by the Community College League of California (CCLC). (IV.B.1.f)

The Bakersfield College Self Evaluation Report comments that the Board members participated in 15 work study session held during the course of Board meetings. The topic list included discussion of the types of items that are routinely presented to the Board of Trustees for approval. As an example the topics include the following items:
- July 14, 2011 Review of Census Statistics for Possible Redistricting
- June 9, 2011 Presentation of the Tentative Budget for 2011-12
- May 5, 2011 Facilities Planning and Construction Program Review and Assessment Report
- April 14, 2011 2011-12 Budget Update
- March 10, 2011 2011-12 Budget Update
- February, 10, 2011 Bakersfield College, Students in Free Enterprise (SIFE) Report
- November 4, 2010 Bakersfield College, South Business Plan and Officers of the City of Arvin
- October 14, 2010 Presentation of the Adopted Budget, 2010-11
- November 9, 2010 Update on the Performing Arts Modernization Project, (SAM Building), Bakersfield College
- August 12, 2010 California Leadership Alliance for Student Success (CLASS)
- June 10, 2010 Presentation of the Tentative Budget for 2010-11
- May 6, 2010 Impact of Budget Reductions to the Colleges
- April 8, 2010 Presentation of the Accountability Report for Community Colleges (ARCC)
- March 3, 2010 Economic and Workforce Development
- February 5, 2010 Curriculum Overview

Accreditation Standards require that governing boards have a program for board development and new member orientation. A written development plan for increasing the knowledge of Board Members of Kern Community College District could not be located while the team was on site. The evidence files for the College included a one page document that listed the dates of board meeting and the information items included on the agenda.

While there may be some dispute as to whether the list of topics constitute a program for board development, the team recognizes that even without the Standards' requirement for professional development, the information sessions above would have been provided anyway. The topics mostly provide the background for decisions that the Board is being asked to take. In the spirit of offering recommendations that will include useful suggestions to strengthen the already strong governance and management systems at the college, the team concluded that the District does not have a written board development program. Accordingly, the team recommends that athe Board of Trustees develop a comprehensive professional program to provide Board Members with additional opportunities to acquire additional and new training that will help them fulfill the significant and important obligations as a governing board member. (IV.B.1.f)

Many of the topics discussed in the work study sessions are the type of information sessions that college districts routinely use to inform the public of proposed actions and the options or

alternatives available to the Board. Upon completion of the information session, the Board and the public are better informed of the choices available to the District. In the opinion of the evaluation team, the District technically satisfies the requirement of the Standards for a program for board development. However, the Kern Community College District is a complex and sophisticated operating public entity that routinely enters into transactions and conducts operations that are inherently high risk transactions. While in compliance with the Standards, the team suggests that a more formal and balanced program of skill and knowledge development be offered to provide Board Members with information and training that will assist them in making policy decisions for the District. (IV.B.1.f)

On August 2012 the Board reviewed and subsequently approved the Self Evaluation Reports for Bakersfield, Cerro Coso and Porterville College. Board members interviewed during the team's visit acknowledged receiving additional information about the Accreditation Standards and the process prior to receipt of college Self Evaluation Reports. (IV.B.1.f)

The members of the Board of Trustees are elected to ensure staggered terms with Board elections occurring every two years. Three members of the Board have terms that expire in 2012 and four trustees have terms expiring in 2014. The board members are elected by registered voters of a designated trustee area. The trustee areas are identified in Board Policy 2B.1. The two-year interval allows for staggered terms and allows the District some time to keep the Board together for a period of time before introducing new members with potentially different ideas. (IV.B.1.f)

There are five Trustee Areas established whereby residents of a Trustee Area may apply for candidacy as a Kern Community College Board of Trustees. The trustee areas are identified in the District's Board Policy Manual and change when appropriate based on changes in the population of residents within the District's service area. A map of the Kern Community College District is included in Board Policy 2B1. (IV.B.1.f)

The Kern Community College District Board of Trustees is required under Board Policy BP 2E1 to conduct a Self Evaluation consistent with its Board Policy (BP) 2E1, et. seq. that was added to the Board Policy manual on October 4, 2007. BP 2E1 states:

> "The evaluation process is designed to provide constructive feedback to individual Board members about the performance of the Board as a whole not individual Board members. It is the evaluation process of the overall effectiveness of the Board as a group making decisions and the results of those decisions. During the evaluation process, the integrity and rights of individuals must be respected and as such, the product of this evaluation process and all instruments attendant thereto shall be confidential."

To complete its self evaluation the Board has outlined the process it is to follow when completing the self evaluation. Board Policy 2E2 et.seq. stipulates that:

- o "2E2A The Board shall review and approve procedures for self-evaluation every five (5) years in the fall of every odd numbered year.

- o 2E2B In the month of October, in each odd numbered year, the Secretary of the Board shall provide an agreed upon evaluation instrument.

- o 2E2C All Board members will be asked to complete the evaluation instrument and submit responses to the Secretary of the Board.

- o 2E2D A summary of the evaluations will be presented to the Board in a written communication by December of each odd numbered year.

- o 2E2E The Board shall take appropriate action in response to the evaluation summary, during a public meeting.

- o 2E3 Goals of the evaluation process are to:
  - ➢ Identify past accomplishments
  - ➢ Identify annual goals
  - ➢ Clarify roles
  - ➢ Enhance harmony and understanding
  - ➢ Improve effectiveness and efficiency of Board meetings
  - ➢ Set policies for the benefit of students, employees, institutions, and citizens of the Kern Community College District "

The process of conducting the self evaluation identified in the Board Policy manual meets the requirements of the Standards. The evaluation is conducted during a closed session of the Board denying members of the public and college community to hear or participate in the dialogue while the Board is summarizing the results of its survey of Board Member's comments. While the public may not provide comment during the evaluation, the public is allowed to comment on the conclusions reached by the Board when the survey results and the Self Evaluation Report are published for public input. (IV.B.1.g)

Board Agendas for October 2007 and October 2009 revealed that the Board Self Evaluation was on the closed session portion of the agenda. The agenda for October, November and December 2011 were also reviewed to determine if the 2011 calendar year self evaluation was conducted. The last Board Self Evaluation appears on the closed session agenda on May 29, 2012.

The District has a structured Board Self Evaluation process that appears to be operating in accordance with the Board's Policy. The Board's Self Evaluation policy requires the Board evaluate the process every five years. The Board has not conducted a review of its process as required by Board Policy 2E2. The team could not find any written reports that would reveal the Board's views about goal accomplishment, how well the Board felt it was doing to act with a single voice once decisions have been made, and what evidence it reviewed to assess how well the Board made progress on accomplishing the stated goals for any given year. Without more descriptive reporting of the Board's self evaluation activities, the team could not verify the Board's compliance with Accreditation Standards regarding self evaluation. The team conclusion is that there is insufficient evidence to verify compliance with the Standards and therefore concludes that Standard IV.B.1.g is partially met.

The Board of Trustees' code of ethics was reviewed and last updated in October 2007. Members of the Board of Trustees of Kern Community College District are expected to:
- • Hold the educational welfare of the students of the District as their primary concern,

- Maintain confidentiality on District matters as appropriate,
- Base individual decisions on available facts, and uphold the final decisions of the Board,
- Take no action as a member of the Board for personal gain, and
- Conduct personal relationships with District staff and members of the community based on the fact that they have no legal authority outside the meetings of the Board.

Standard IV.B.1.h requires the Board to have a code of ethics that includes a policy for dealing with any member behavior that violates the Code of Ethics. At Kern Community College District Board Policy 2G2 lists the possible actions that may be taken against a Board Member should a violation be proven. The penalties include referral to law enforcement agencies if the nature of the violation suggests that an illegal act may have occurred. There were no reported violations of the code. (IV.B.1.h).

Evaluation team members met with the Board President and two other long-term members of the Board. The Board members described their involvement with the colleges as they developed the Self Evaluation Reports. Additionally, the minutes recorded during board meetings noted that all members of the Board received information briefings on the college Self Study reports from college representatives at work study sessions and during regular board meetings. The Board established an Evaluation/Accreditation committee to keep Board Members well versed in the accreditation process. Board Members interviewed were aware of the requirements of Standards and were aware of the overall accreditation process. The Board of Trustees received information briefs from the college representatives regarding the accreditation processes used to prepare each college's Self Evaluation Report of Educational Quality and Institutional Effectiveness. It is the team's opinion that the Board of Trustees is informed about and involved in the accreditation processes of each of the colleges within the District. (IV.B.1.i)

The Accreditation Standards require a number of activities be included in Board of Trustees operational practices as it provides direction to the District through its policies and actions. The team reviewed Board Agendas, Board Meeting Minutes, the District and Bakersfield College's Strategic Plan to assess the extent to which Accreditation Standards were identified as having an influence on resource allocation decisions, the development of goals and plans, and actions that reflected a commitment to student learning outcomes. To fully meet the requirements of the Standards, Boards of Trustees should have evidence available that shows what is done to:

1. Provide training to the Board Members on the accreditation process and the Accreditation Standards. The District and the College meet this requirement.

2. Participate appropriately in institutional self evaluation studies and planning efforts. The District and the College meet this requirement.

3. Show actions that reflect a commitment to supporting and improving student learning outcomes and encourage continuous on-going institutional improvement. The District does not meet this portion of the Standards. (IV.B.1.b)

4. Ensure the Board is informed of institutional reports due to the Commission, and follow progress made by the colleges on recommendations made by the Commission to the Colleges to bring them into compliance with the Standards. The District does not meet this portion of the Standards. (IV.B.1.i)

5. Demonstrate knowledge of the Accreditation Standards, especially those that apply to the

operations of the governing board. The District does not meet this portion of the Standards. (IV.B.1.i)

6. Assess the Board's performance using provisions of the Accreditation Standards that require specific actions or oversight by the governing board. The District does not meet this portion of the Standards. (IV.B.1.g)

The evidence provided to the team in support of the Self Evaluation Report, evidence on file in the team room and a review of the District's web site were examined to determine the extent to which the governing board's performance or results of achieving its stated goals for any given year were publicized and made available to the college community and the general public. Evidence provided to the team and referenced in the Self Evaluation Report identifies closed session agendas where the Board of Trustees' self evaluation was to be discussed. What was difficult to ascertain was whether there was a written summary of the results of the evaluation and any action that the Board contemplated to improve its performance in future periods. Absent from comments in documentation that was located was reference to improving student performance through use of student learning outcomes and measurement of performance based on Accreditation Standards. (IV.B.1.i)

Board Members received information briefings from the colleges as reports were being written and at the end of the process when the reports were ready to submit to the Accrediting Commission for Community and Junior Colleges (ACCJC). The list of topics reported as being part of the development of Board Members did not include information on the Standards, Student Learning Outcomes, information about the Board's knowledge of reports submitted to the Commission by colleges, and Commission recommendations to the colleges. The College partially meets the requirements of Standard IV.B.1.i.

The Chief Executive Officer of the Kern Community College District holds the title of Chancellor. College Chief Executive Officer positions have the title of President. The Presidents report to the Chancellor who in turn reports to the Board of Trustees. Board Policy 2A2 states that the Board of Trustees will hire the Chancellor who will be responsible for the efficient operation of the District. The Board has not identified a separate hiring practice for the chief executive officer positions that is different than other Confidential and Management Employees under Chapter 10 of the Board Policy Manual. Board Policy 10B3H, revised February 3, 2005, stipulates that all District Educational Administrators, which would include the chancellor, use a Joint Screening Committee when hiring any educational administrator who will provide service through a job position that has districtwide responsibilities. This process ensures that the administrators, faculty and staff from each college will have the opportunity to participate in the screening process for employees who will interact with college personnel as a regular part of their daily responsibilities. (IV.B.1.j)

The Chancellor is to be evaluated by the Board. Board Agendas reviewed by the evaluation team showed the Chancellor job title appearing as a topic of discussion in closed session of the Board's regular meetings. The agenda identifies that the Chancellor performance evaluation is being discussed by the Board. The current Chancellor confirms receiving feedback from the Board upon conclusion of its evaluation of her performance. There is however no written report or formal performance evaluation provided as a result of the Board's assessment of the Chancellor's performance. (IV.B.1.j)

College presidents are evaluated using the same process that is used by Confidential and Management Employees that was revised and approved for use by the Board of Trustees on December 11, 2008. At the time of the evaluation team's site visit the Bakersfield College President had been on the job as the Interim President for about four months. The previous Interim President was also on campus for a relatively short period of time. The team did not seek confirmation of a written performance evaluation on the interim presidents. The evaluation team received a copy of the employment agreement between the District and the Chancellor. However, the team was not able to locate evidence that a written evaluation of the Chancellor has occurred. Without a written evaluation the team had difficulty in determining the mechanisms used by the Board to evaluate the Chancellor and to determine how the Board communicates it's expectation for reports on institutional effectiveness. The Chancellor confirmed that she had not received a written evaluation upon conclusion of her evaluation. The team concludes that the college partially meets the requirements of the Standard IV.B.1.j.

The Kern Community College District organizational structure authorized under Board Policy 2A2 et.seq. The Board Policies do not outline or otherwise address the process to be used when hiring the Chief Executive Officer positions of Chancellor and College President. As a general rule the hiring process for Confidential and Management Employees is appropriate to ensure a collaborative and structured process to ensure a fair screening process affords applicants an equal opportunity to be hired. The Chancellor, Kern Community College District has continuously held this position since 2004. Board Policy 10A5A-21 and the employment agreement between the Chancellor and the Board of Trustees provide delegated authority to the Chancellor. The District meets the requirements of Standard IV.B.1.j.

Board Policy 10A5 provides delegated authority to the College President subject to the approval of the Chancellor and ratification of actions by the Board of Trustees. Board Policies identify the President as the final authority for matters occurring at the college level. The Board Authority along with authority included in the employment agreement between the President and the Board of Trustees ensures the president has primary responsibility for the quality of instruction at the college. The president is responsible for providing leadership in planning, organizing and budgeting for college operations. The president is also responsible for employee development and assessing institutional effectiveness (IV.B.2).

Bakersfield College's Educational Master Plan for 2011-2014 approved and published in 2011 under the leadership of the then Interim President provided a comprehensive plan for the next five-year period for the college. The Educational Master Plan was enhanced with the development and approval of the college's Strategic Plan 2012-13 through 2014-15 approved by College Council on June 25, 2012. The two planning documents provide a good review of the environment affecting the College, the staffing structure in place to administer the college, the cycle of planning and program review as well as identifying how program review results and assessment of student learning outcomes are used to influence allocation of resources requested to improve student performance. The Strategic Plan was provided to the team as part of an addendum to the Self Evaluation Report. The Educational Master Plan was included as part of the addendum dated October 2, 2012. These two documents provided important information

about the processes used to plan, implement plans, assess outcomes of planned activities including student learning outcomes, and evaluation of the evaluation cycle. (IV.B.2.a)

The President has an organizational structure that has recently changed to flatten the organization in a way that allows the President to work through the Executive Vice President of Instruction and Student Services who has the ability to remove the traditional silo separation that occurs when one vice president is responsible for academic affairs and instructional matters with a second and organizationally equal vice president being responsible for student services and the support structures that students relied upon to navigate their way through college. (IV.B.2.a)

The College employs an Executive Director for Administrative Services who is responsible for fiscal and financial assistance including development and monitoring of the College level budget plus the traditional administrative service functions that encompasses everything that is not academic or student services oriented. Some of these service areas are bookstore, maintenance and College operations and any other auxiliary service offered by the College. The team's opinion is that the College's organizational structure is adequate to plan, oversee and evaluate the administrative structure. (IV.B.2.a)

Bakersfield College has an established collegial process that includes all stakeholder groups on campus in the decision making process to include decisions about the goals, values, mission and priorities that will be pursued by the College. The College Council is the primary recommending body that operates with the following charge that was approved and remains unchanged since April 3, 2009:

> "College Council is a collegial consultative body designed to serve the good of the College. The group facilitates timely, factual, and clear communication between constituents and the President as a means to develop recommendations to the President for decisions on College-wide issues. [e.g. Budget (use of unallocated resources & dealing with cuts or enhancements), Planning (2012 & enrollment management), Accreditation (self-study, midterm report, etc.), Facilities (swing-space, construction & new sites). (IV.B.2.b)

The planning activities at the College incorporate information about internal and external environment factors. The institutional research department maintains a standard data set that is updated periodically so that progress toward accomplishing objectives and goals can be monitored. The College identifies what it wants to accomplish, it states how it knows when it has accomplished its objectives by stating where it wants students to be at the end of a year, and the College knows who to hold accountable for achieving strategic objectives, and finally, the College knows what it plans to do or the action it will implement to ensure it achieves the planned result. To summarize, the process the College has developed consists of:

1. A planning process that relies on a collegial process to set goals, values and its priorities;
2. Evaluation and planning activities that rely on quality research and analysis
3. An integrated planning process that ensures resource planning and distribution of resources is made to assist the College in accomplishing student learning outcomes.
4. Procedures to evaluate overall institutional planning and implementation results.

To show a graphic view of the planning process for the College Appendices A through G were created and attached as support for the Bakersfield College Strategic Plan. The use of the graphics makes following the actions taken to ensure the college is in compliance with the Standards much easier to determine as the descriptions used in the Appendices provide an easy way to understand the pathway through the planning process starting with the Vision, Mission, Values, and Goals and progressing through each planning phase to evaluation of implemented strategies to determine if the College achieved its desired outcomes. After following the processes created by Bakersfield College and formalized through incorporating the processes in the Strategic Plan the team concludes that the College meets the requirements of Standard IV.B.2.b.

The Appendices attached to the Strategic Plan to demonstrate activities and processes put in place and utilized to ensure Bakersfield College is in compliance with the Standards and specifically Standard IV.B.2.b are as follows:

Appendix A   Bakersfield College Strategic Goals, Objectives, Indicators Alignment with Actionable Improvement Plans and KCCD Strategic Goals Implementation Responsibility

Appendix B   District and College Planning and Accreditation Cycles Fall 2011 – Spring 2018

Appendix C   Bakersfield College Educational Master Plan

Appendix D   Bakersfield College Strategic Planning Cycle - Every Three Years

Appendix E   Bakersfield College Accreditation Process Every Six Years

Appendix F   Process Plan and Information Sources for Strategic Plan

Appendix G   Actionable Improvement Plans for the 2012 Accreditation Self Study

The President of Bakersfield College is responsible for all of the operations that occur at Bakersfield College. With a large, complex and sophisticated entity like Kern Community College District and Bakersfield College, the Board of Trustees has ultimate authority and responsibility for the actions occurring at Bakersfield College. With the appropriate delegation of authority the Board has delegated authority and responsibility for ensuring the District is complying with all laws, regulations, and statues along with the requirements established in Board Policies, to the Chancellor via Board Policy and the employment contract between the Board and the Chancellor. The Chancellor in turn delegated authority to each of the college presidents through authorization that exists in Board Policy and the employment contracts of the Chancellor and the President, Bakersfield College. The President is also provided the opportunity to share this responsibility with the senior executives of the College. (IV.B.2.b)

The President has the first line authority for ensuring that the College complies with all laws, statutes, etc. that apply to Bakersfield College. The College maintains compliance with appropriate laws and regulations through its professional staff of educational and classified administrators. The President meets with each employee who has a direct reporting relationship to the President on a regular basis. Additionally, the President meets with President's Cabinet that consists of all direct reporting administrators to maintain close contact with College

activities and to ensure managers are knowledgeable of what is occurring on the campus and for the President to learn from first contact employees who are actively engaged in operations of the College.(IV.B.2.c)

To demonstrate a high degree of transparency over activities occurring at the College and throughout the District, there is a districtwide anonymous reporting program that allows anyone who suspects any type of misconduct is occurring to report that misconduct by using a link on the home page of each college. This program is called **Ethicspoint.** This independent program is reported to a secure website that is completely independent of Kern Community College District. Use of this program is an outstanding approach to promoting compliance at all times with laws and regulations. Instructions on how to file, what to report on, and what procedures are in place to protect the identity of anyone reporting on potential misconduct is published. Bakersfield College complies with Standard IV.B.2.c.

Bakersfield College receives funding from the Kern Community College using an allocation formula agreed to by the three colleges and the District Office. Once funds are allocated to the College the President is responsible for budget and expenditure control. Allocation of funds is determined with the participation of the College's Budget Committee. The Budget Committee is a relatively new committee that was formed in 2010 to involve faculty, staff, students, and administrators with the opportunity to gain a better understanding of how funds are allocated but to also as part of its charge that was last updated on January 10, 2011:

> Goal: The budget process is clear, meets requisite laws and targets, and supports college goals and values.
> - Identify and acquire the necessary training to function effectively
> - Recommend a timeline for budget development
> - Develop criteria for budget decisions based on items such as annual goals, strategic plans, program reviews, Educational Master Plan, legal mandates, accreditation requirements, and other elements as appropriate.
> - Communicate the proposed criteria to the campus widely for feedback
> - Annually review and modify the decision criteria as appropriate
> - Establish clearly articulated processes for reviewing budget requests.
> - Design and implement a mechanism that allows for timely college review, input, and modification to the proposed budget before it is submitted to the Board of Trustees for approval.
> - Annually assess and review the budget development process
> - Develop a communication plan to keep the college apprised of information that impacts the budget.
> - Meet at least once a month during the fall and spring semesters with possible meetings during the summer.
> - Provide a representative to participate in the district's Budget Allocation Model review group.
> - Advocate for timely budget projections from the district office.

The Budget Committee is a new committee that has been in place for just two years. The actions assigned to the Budget Committee as an enhancement of the charge of the Committee are listed

above. The Committee has representation from across the College and includes all stakeholder groups. (IV.B.2.d)

The College President retains final authority for the budget and for the College operating within the limitations of resources of the budget. The College President receives regular updates on the status of the College's budget through meetings with the Executive Director for Administrative Services. Based on the range of activities the Budget Committee is engaged in along with the oversight provided by the Executive Director for Administrative Services and the College President, it is the team's conclusion that President effectively controls the budget and complies with Standard IV.B.2.d.

The Bakersfield College Self Evaluation Report comments on the President's actions to be involved with the College community and activities that have occurred over the tenure of the president who has since accepted an assignment as a faculty member at the College. No information was provided to identify the external engagement with the Bakersfield business committee, the Chamber of Commerce, local non-profit organizations, or any other community involvement that typically relies on the College President to have representation from a leader within the community college system and higher education in general. Based on the information obtained and the evidence reviewed by the evaluation team, the College does not meet the requirements of Standard IV.B.2.e. Recommendation # 6 is offered to support the College President's efforts to engage the local community organizations to bring the services and benefits of the College to the local community. (IV.B.2.e)

There have been several changes in the leadership at the College over the past eighteen months. Even though there have been changes in the President there appears to be very little change in direction or lost time as a result of this turnover. The college expects its recently hired permanent president to begin work in November, 2012.

The Board of Trustees of the Kern Community College District prepared a Districtwide Strategic Plan using representatives from each college and the District Office. The collaborative process resulted in a three-year Strategic Plan adopted in November 2011. The Districtwide Strategic Plan included major themes and objectives that included student success criteria with institutional, program, and course level indicators. Measureable goals were developed as part of the planning process. The District Consultation Council that operates similar to the Bakersfield College Council was used to refine Strategic Plan objectives and created measureable outcomes that can be used to provide long-range guidance to the colleges as they in turn prepare college level strategic plans that are aligned with the Districtwide Strategic Plan. (IV.B.3)

The District has a Board approved publication entitled: *The Elements of Decision Making*. This publication is an excellent publication in that it defines the roles of committees, employee positions, and the Board in the decision making process. The publication includes not only the process and chain of command with appropriate accountability but the Functional Map that describes the relationship between the colleges and the District Office service areas. The Elements of Design is helpful in assisting colleges with available data on the internal and external environmental scans and in establishing clear lines of authority and responsibility between the colleges and the District as well as with the Board of Trustees. The Functional Map

included in the Bakersfield College Self Evaluation Report is the best single document that describes the services provided by the District to the College and goes a step further by mapping services provided to support student success activities as well as which entity has primary responsibility for each service or task, has secondary responsibility or has shared responsibility. (IV.B.3.a)

Surveys conducted to determine the level of satisfaction employees have expressed about how effectively the District provides support to the colleges to assist them in achieving their stated missions show that out of 126 responses, 58 employees or 46 % stated they agree in some level that the District is effective in providing services to the colleges. One area that was identified by the College as being a concern was in the area of Human Resources and the delivery of services to campus employees. The issue was not raised to the evaluation team during the course of the visit. The College has prepared an actionable improvement plan stating how it plans to address concerns it has regarding use of a consistent hiring process that is currently perceived as being inconsistent. (IV.B.3.a, IV.B.3.b)

District resources are allocated to Bakersfield College and its sister colleges: Porterville College, and Cerro Coso College using the same allocation methodology that is used by the State of California to allocate resources to the 72 community college districts. The allocations under the state method are heavily weighted by the number of Full Time Equivalent Student enrollment. The college employees indicated that the Budget Allocation Method used is a reasonable approach to distribute available resources.(IV.B.3.c)

The control of expenditures in a period of declining revenue is especially important to ensure a college does not spend more than what is available to it. Controls in place at Bakersfield College include periodic review of budgets compared to actual expenditures that are to be monitored by Standing Committees including the Budget Committee, the Executive Director of Administrative Services. To protect itself from financial difficulties that may occur when a college overspends funds allocated, the Board of Trustees requires Board Policy 3A1A6 be followed. This policy requires the colleges to retain an ending fund unrestricted contingency of 10%. There is also oversight of college expenditures by the District Office. The District review is one more control that is in place to protect the District from unknowingly spending more money than it receives from the state. Considering the different types of controls, the involvement of the Executive Director and District Office oversight, the team concludes that the College meets the requirements of Standard IV.B.3.d.

The President of Bakersfield College receives delegated authority for taking actions necessary to manage and control the operations at the "college level" in accordance with Board Policy 10A5A1 and 10A5B1 that describe the roles and duties of the chancellor and the college presidents respectively. Additionally, the employment agreement between the Board of Trustees and the President, and the job description for the President's position all state that the President has complete delegated authority to act and to be accountable for the actions taken. This authority allows the President to operate as the professional educator and fully acknowledges his/her skills. With delegated authority, the President has the ability and responsibility to act as necessary to protect the College and to be accountable for all activities that occur at the College. Bakersfield College meets the requirements of Standard IV.3.e.

The Chancellor, Kern Community College District acts as the liaison between the Board of Trustees and the College Presidents. The Presidents report to the Chancellor, and the Chancellor in turn works directly for the Board of Trustees. Only the Chancellor reports directly to the Board of Trustees thereby ensuring that the Board's central focus is on the Chancellor who is responsible for the full operations of the District. As a long-standing community college district, the Kern Community College District has established effective communication policies and procedures. Its most recent publication of District The Elements of Decision Making includes a comprehensive districtwide system that maps out the processes used by the District to ensure collaborative engagement prior to a college and subsequently the Board taking action on a request for a decision. The publication includes the roles of the various employees holding positions of responsibility and describes what is expected of each person and the authority that they hold in the decision-making process and then, once decisions are made and approvals are granted, the governing board requires all transactions be ratified at a Board of Trustees meeting.

Considering the comprehensive nature of The Elements of Decision Making, the longevity of senior administrators and members of the Board of Trustees, the written procedures that are included in the Board Policy Manual of the District, the team concludes that the District and Bakersfield College have an effective method of communication and information is communicated in a timely manner. The team is reaching this conclusion is spite of employee surveys that show employees are about 49% in disagreement with the statement that the communication between the college and the District is effective. The reason for the team's positive conclusion is that the structure of the publication combined with the comprehensiveness of the descriptions of how decisions are made indicates that as long as the processes are followed as stated, the team anticipates that the communication between the District and the College will be effective. The team further concludes that Bakersfield College and the District Office meet the requirements of Standard IV.B.3.f.

The primary document that establishes decision making processes, the roles of administrators, the authority assigned to administrators in leadership positions, and the goals and objectives that have been incorporated into planning documents including the District Strategic Plan and Bakersfield Strategic Plan were approved and implemented in late 2010 or in 2011. As discussed earlier, the publication "Elements of Decision Making" is the "new" decision process that was implemented in 2011 and 2012. Climate surveys still question the effectiveness of the communication processes used including decision processes. Given adequate time for the processes to be fully implement and then evaluated, the evaluation team expects that the results will be positive. However, at this time since the evaluation does not currently include the processes that are used to make decisions, the team has to conclude that the District and the College do not yet fully meet the requirements of Standard IV.B.3.g.

Conclusions
Bakersfield College has a governing board that sets policies and has a Chancellor responsible for the overall operations of the District and a College President with responsibility and authority to operate Bakersfield College. The College operates under the direction of an independent policy making body that acts as a whole once decisions are made. The Board has established policies consistent with the mission of the District and of Bakersfield College. Policies and administrative procedures are updated although not on a systematic basis.

The governing board is responsible for the educational quality, legal matters and financial integrity of the District and Bakersfield College. The Board acts in accordance with its established policies and revises them as needed although not on routine or periodic basis. The Board receives training and special information briefings to give the Board Members a good understanding of the technical aspects of certain types of transactions that the Board is responsible for. Although not committed to writing, there is a new member orientation program available to the newest members of the Board.

The governing board has a self evaluation process that is included in the Board's Policy Manual and is to be evaluated every five years. The team was unable to locate a completed self evaluation report, and the process itself has not been evaluated in accordance with the Board's policies. The Board has an ethics policy and has been briefed and participated in the accreditation process by evaluating and approving the colleges' Self Evaluation Reports prior to submission.

A formal documented hiring process is used when hiring any Confidential and Management personnel including College Presidents and the Chancellor. Although no written evaluation was prepared to memorialize the Board's assessment of the Chancellor's performance, the team confirmed through Board Agendas and an interview with the chancellor that the Chancellor is evaluated regularly.

In the area of Standard IV.B.1 governing board and the chief executive officer, the College meets the Standards with a few exceptions that appear under recommendations. Based on evidence gathered by the staff of Bakersfield College and additional evidence gathered by the evaluation team through interviews, document review, and observations on site, the team concludes that with a few exceptions, Bakersfield College has a Board of Trustees that is knowledgeable of its responsibilities for establishing policies, and in conjunction with the Chancellor has ultimate responsibility for the effective operation of the District and Bakersfield College. The College meets Accreditation Standards IV.B.1 except for parts of Standard IV.B.1.e,.f, .g, and IV.B.1.j. The exceptions to the Standards are reported under Recommendations that follow this section.

The second area included under Standard IV.B is the college president and other administrative matters related to strategic planning and evaluation. The appropriate section of the Standards being address in this section is IV.B.2. While completing the review of this Standard, the team identified that at Bakersfield College, the President has responsibility for the quality of the College's educational programs, planning, improving the instructional and learning environment, budgeting, selecting and developing the skills of employees, and for assessing the institutional effectiveness of the College. The College meets the requirements of Standard IV.B.2 with the exception of IV.B.2.e.

The last area included in this section addresses colleges within a multi-college district. The District provides the necessary leadership for the College to assure it that there is support for effective operations at the College. More specifically the District is responsible for providing clarity around roles of authority and responsibility between the college and the District Office operations.

Upon review of appropriate documentation and other forms of evidence the team concluded that the College meets requirements of IV.B.3 that establishes best practices for establishing roles and responsibilities that are appropriate balance between centralized service offered by a District Office operation compared to a service that is more appropriate provided by college personnel.

After conducting appropriate reviews of evidence available the evaluation team concluded that the College meets the requirements of Standard IV.B.3 with the exception of Standard IV.B.3.g which is the standard that requires all processes be evaluated. Since the College has a new decision making process in place, there has not been sufficient time for the "process" to run its full cycle in order to evaluate how well the process works.

Recommendations

Recommendation # 6 College President should establish effective communication with communities served by College
In order to increase effectiveness, the team recommends that the College President engage community and business organizations that represent community interest areas for the purpose of establishing effective communication with the communities served by Bakersfield College (IV.B.2.e).

District Recommendation # 1 Review and Update Board Policies on a Periodic Basis
In order to comply with the Standards, the team recommends that the Board of Trustees establish a process to ensure that the Board's policies and procedures are evaluated on a regular basis and revised as appropriate (IV.B.1.e).

District Recommendation # 2 Board Member Development Program
In order to comply with the Standards, the team recommends that the Board of Trustees in consultation with the Chancellor develop and implement a development program that meets the needs of the newer board members as well as board members who have a considerable amount of experience as a governing board member (IV.B.1.f).

District Recommendation # 3 Evaluate the Board of Trustees Self Evaluation Process
In order to comply with the Standards, the team recommends that the Board of Trustees review the elements of its Self Evaluation Process and ensure that the Standards' minimum requirements for a Self Evaluation Process which are: 1) have clearly defined processes in place, 2) have processes implemented and 3) have processes published in the Board's policy manual are included in the Self Evaluation Process. The Board's policy 2E2 prescribes additional requirements when conducting the Boards Self Evaluation. (IV.B.1.g)

District Recommendation # 4 Evaluation of Role Delineation and Decision Making Processes for Effectiveness
In order to comply with the Standards, the team recommends the District conduct an evaluation of the new decision-making processes and evaluate how effective the new processes are in making decisions and in communicating the decisions to affected users (IV.B.3.g).