

Where the Academic Senate is mentioned in BC's ISER 2018

This document contains excerpts from Bakersfield College's 2018 Institutional Self-Evaluation Report (ISER). The full ISER is posted at <https://www.bakersfieldcollege.edu/accreditation/2018ISER>. These excerpts focus on the role of the Senate in BC's decision-making processes. You'll see what's been lifted out when you see the ellipsis "...". Page numbers are for the full ISER document and are the pages from where the excerpts come, not necessarily where the particular standard begins! Refer to the full ISER document for the evidence citations (starts on page 187 of the PDF posted online).

I.A.1 (Page 30) The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.

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

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

...

I.B.3 (Page 38) The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

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

I.B.4 (Page 39) The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

...We determine how effectively we are accomplishing our mission through the use of data organized through four distinct **data strands**. These strands provide organization to the 2015-18 Strategic Directions ([I.B.4-6](#)) and the website shows how the other three strategic directions all support the primary directions of student learning and student progression & completion. AIQ monitors our evaluation activities to ensure they are integrated with our Strategic Directions. The faculty chair of AIQ is a member of both the Academic Senate's Executive Board and College Council to make sure we keep our efforts focused on sustaining our improvement of how we **support student learning and achievement**....

I.B.7 (Page 43) The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

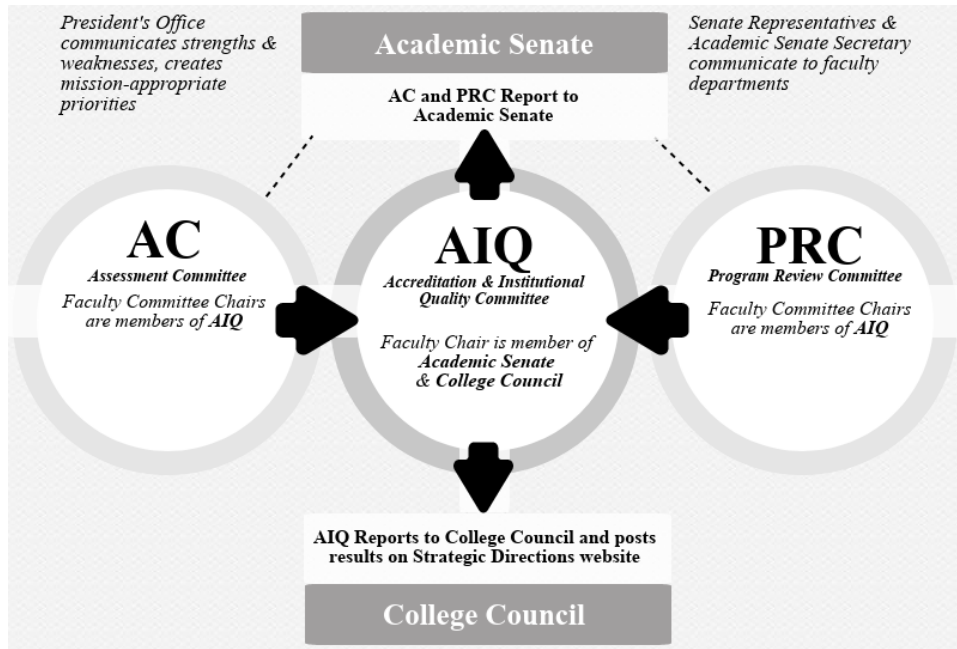
... BC regularly engages our primary college-wide ***governance committees*** in the evaluation and revision of policies and practices. Examples include:

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

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

I.B.8 (Page 45) The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

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



I.C.4 (Page 53) The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

...

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

...

I.C.12 (Pages 58-59) The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

... Our publicly-accessible **BC Committees website** is a direct result of our efforts to automatically disclose information required by the Commission to carry out its accrediting responsibilities, as well as to increase transparency and improve communication of our work to all stakeholders. These pages house all participatory governance committees' and operational committees' agendas, minutes, presentations, survey results, supporting documents and reports from invited guests ([I.C.12-7](#)). Through the BC Committees website, we readily make known our adherence to all of the accreditation standards. (ER 21)

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

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

I.C.13 (Page 60) The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

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

we ensure that we keep our efforts focused on sustaining our improvement in how we support student learning and student achievement while being compliant with all standards of our accrediting agencies.

II.A.2 (Page 62) Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

... We have adopted the course quality guidelines and rubric from the California Community Colleges' *Online Education Initiative* (OEI) ([II.A.2-8](#)). The OEI guides are integrated into our faculty development and training for instruction, whether it be Distance Education (DE) or face-to-face. The Academic Senate has endorsed this measure of quality for online courses and for websites used in face-to-face classes ([II.A.2-9](#)).

...

II.A.5 (Page 66) The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

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

...

II.A.8 (Page 69) The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

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

...

II.A.15 (Page 78) When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

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

Analysis and Evaluation

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

...

III.A.2 (Page 100) Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

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

...

IV.A.1 (Page 134) Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

... AIQ ensures that review of the Strategic Directions happens with input from all the committees, deans, and vice presidents each spring, and updated as necessary. PRC, AC, and AIQ provide regular reports to College Council, chaired by the college president. These three committees will also make recommendations for changes in policy and practices to College Council. College Council includes representatives from all employee classifications and the Student Government Association (SGA). College Council and Academic Senate approve college-level policies, review district-level Board Policies (BPs), and give feedback to our college representatives who sit on the District Consultation Council. In our response to Standard I.C.5, we describe the work of the Administrative Council, comprised of educational and classified administrators and managers (IV.A.1-7). The college president also leads this group in the evaluation and revision of practices, programs, and services, scheduling monthly meetings and annual retreats.

Bakersfield College’s deeply rooted culture of dialog occurring in an ***intentionally-designed formal structure*** is what enables us to develop the innovations of practices we have described in our responses to Standard I, II, and III. We ensure the sustainability of that dialog and creative energy by being transparent in our communication through publicly accessible websites. We post our assessments, evaluation results, institutional set standards, and our rationale for decisions—including what we are doing well along with the challenges and shortcomings on the BC website and easily accessible committees’ webpages (IV.A.1-8)

...

IV.A.2 (Page 136) The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

...

Board Policy	Summary notes
...	...
BP 2A2A, 2A2B (IV.A.2-7)	Discussions with Academic Senate and Classified Staff during re-organizations.
...	...
BP 5 (all) (IV.A.2-18)	Recognition of Academic Senates, responsibilities of AS, recommendation & consultation, scope, implementation, policy review & revision, faculty hiring.
...	...

... Bakersfield College has implemented the policies and procedures that authorize administrator, faculty, staff, and student participation in decision-making processes with a formal committee structure that covers all aspects of our activities and work (IV.A.2-23;; IV.A.2-24; IV.A.2-25).

Student representation on various decision-making bodies includes:

- One student: Board of Trustees, ISIT
- Two students: Academic Senate, AIQ, Assessment, Budget, College Council, Commencement, Curriculum, EODAC, Facilities & Sustainability, Professional Development, PRC, Safety
- Three students: District Consultation Council (one SGA President from each college)

...

IV.A.3 (Page 137) Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

...

We describe the substantive participation of administrators and faculty in our institutional governance and policy, planning, and budgeting processes laid out in the KCCD Board Policy Manual in our response to IV.A.2. Immediately following each Board Policy section Table of Contents page is a page titled *Governance Processes Relative to the District Board Policy Manual and Collegial Consultation with Academic Senates*. This page lists the policies and procedures that require consultation with the Academic Senate, per California’s AB 1725 legislation (IV.A.3-1; IV.A.3-2; IV.A.3-3; IV.A.3-4).

...

IV.A.4 (Page 138) Faculty and academic administrators, through policy and procedures, and through well- defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

...

Policy/Procedure	Responsibility for Recommendations about Curriculum & Learning
BP 5A4 and 5A7	States that the KCCD BOT <i>shall rely primarily upon the advice and judgement of the Academic Senates</i> in matters of: <ol style="list-style-type: none"> 1. Curriculum, including pre-requisites and placement; 2. Degree and certificate requirements, 3. Educational program development. 4. Processes for program review, 5. Institutional planning and budget development as required by California’s AB 1725 legislation, Education Code, and Title 5 regulations (IV.A.4-3; IV.A.4-4; IV.A.4-5).
BP 5B3	Establishes the Curriculum Committee as a sub-committee of the Academic Senate. The Curriculum Committee acts as the approving and coordinating body for the curriculum that comprises academic programs and services (IV.A.4-, IVA_CRC_Chrg-ContentRev_web).
...	...

IV.A.5 (Page 139) Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

... Collaboration is ubiquitous throughout Bakersfield College. Through committees in areas such as accreditation, curriculum, assessment, program review, and budget, BC **ensures inclusion and consideration of appropriate constituent perspectives** (IV.A.5-6; IV.A.5-7; IV.A.5-8; IV.A.5-9; IV.A.5-10). These committees report to College Council (chaired by the college president) and the Academic Senate. The Academic Senate President is an active member of the Budget Committee and College Council (IV.A.5-11; IV.A.5-12; IV.A.5-13). The college president, Academic Senate President, and SGA President are members of the District Consultation Council, along with the faculty union (CCA) president, a BC classified staff union (CSEA) representative, and the management association chair who is currently from BC (IV.A.5-14).

...

IV.A.6 (Page 141) The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

...

Our committees communicate decisions and proposals for institutional improvement via college-wide emails, representative reports back to their constituents, their websites, and reports to College Council and Academic Senate. The representatives on College Council and Academic Senate communicate decisions and proposals back out to their constituents. We have **intentionally designed this decision-making communication structure** because we have a deeply rooted culture of collegial dialog. Posting of information on public websites also ensures the integrity of the information by making it transparent and verifiable. Further, it is an expression of our Core Values of Integrity and Community (IV.A.6-5).

...

IV.B.1 (Page 142) The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

...

In June 2015, the Academic Senate commended President Sonya Christian for her “progressive, innovative, and visionary leadership, driving our institution to local, state, and national recognition as an exemplary educational leader.” In August 2015, the Executive Board of the Academic Senate commended the President’s role in “stable educational program development, student success, and leadership” (IV.B.1-6; IV.B.1-7).

...

One last example of Dr. Christian’s effective leadership we will mention is the California Community College Guided Pathways system redesign. She led the application process to ensure BC was one of just three California Community Colleges, and among a competitive cohort of 30 colleges nationwide, selected to participate in the American Association of Community Colleges (AACC) Guided Pathways Project. Her leadership in adapting the national Guided Pathways Project to the structure and regulations of the California Community College system was critically important. She began presenting Guided Pathways at all the key leadership meetings in California and communicating to hundreds of California college leaders through newsletters (IV.B.1-16). After effectively building a strong basic understanding among a variety of leaders such as Academic Senate, Chief Instructional and Student Services Officer and college CEOs, and philanthropic

educational groups, Dr. Christian coordinated both funding and leadership to create a California Guided Pathways Advisory Committee (CGPAC), serving as its chair (IV.B.1-17; IV.B.1-18). This team worked with educational funding sources and the California Community College Chancellor's office to produce two statewide conferences (Redesigning Community Colleges in spring 2016 and Leadership Matters in spring 2017) that reached over 1,000 people to lay a foundation for the work (IV.B.1-19; IV.B.1-20). With Dr. Christian as chair, CGPAC worked with other state leaders to create the California Guided Pathways Project based on the AACC national project but customized to California's unique legislative and regulative environment and educational practices and structure (IV.B.1-21). It is safe to say that without Dr. Christian's leadership, the Guided Pathways statewide system redesign would not have happened.

IV.B.3 (Page 146) Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- Establishing a collegial process that sets values, goals, and priorities;
- Ensuring the college sets institutional performance standards for student achievement;
- Ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
- Ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
- Ensuring that the allocation of resources supports and improves achievement and learning; and
- Establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

...

The Academic Senate formally approved the five Strategic Directions and commitment statements on March 25, 2015, and College Council approved them April 2, 2015 (IV.B.3-8; IV.B.3-9).

...

IV.D.4 (Page 167) The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.

...

Policy	Delegation of Authority
BP 6A5A22	Authorizes the district Chancellor to <i>delegate powers to the CEO</i> with approval of the Board.
BP 3A1B	Defines the college president or designee as responsible for budget preparation and coordination with the Academic Senate (IV.D.4-, IVD_KCCD-BP3entire_doc).
...	...

...

IV.D.6 (Page 169) Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

...

Communication between the colleges and the District happens in the KCCD structure in three avenues: 1) governance committees/councils, 2) administrative groups, and 3) operational groups.

Governance Committees & Councils: District Consultation Council (DCC)

Membership: All constituency groups, including Faculty Senate, CSEA, CCA, college presidents, and district vice chancellors; **Responsibilities:** Communicate ideas, concerns, and feedback regarding pending agenda items to the Council meetings. Members communicate back to constituent groups and gather input to be brought back to the next DCC meeting (IV.D.6-1; IV.D.6-2).

...

QFE Quality Focus Project #1 *Clarify the Path with the Program Pathways Mapper* and Quality Focus Project #2 *Keep Students on the Path by Scaling and Integrating Student Support & Learning*

...

The college will monitor progress through regular reports to campus governance committees, including College Council and the Academic Senate. Further, responsible parties will submit formal, bi-annual reports to the Strategic Directions group as a function of the Assessment and Institutional Quality Committee.