

Clear  
Process  
Defined

## Response to Team Recommendations and the Commission Action Letter

### College 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)*

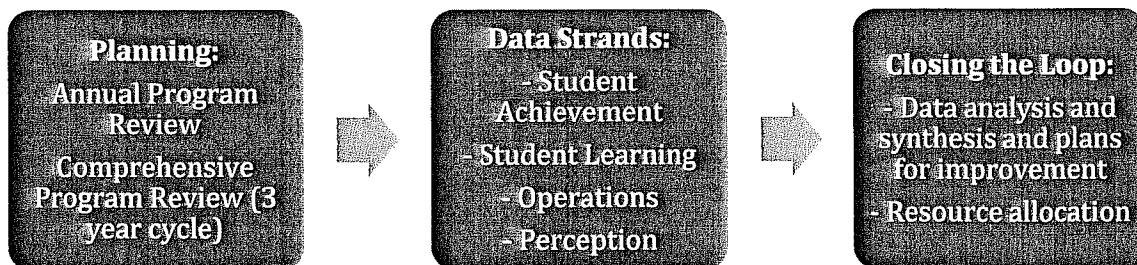
#### **Progress**

Bakersfield College has strengthened the planning and evaluation efforts over the last three years through the use of data that is meaningful to those that need to implement the necessary changes for improvement of practice, to the integration of plans across campus entities—instruction, student affairs, administrative services, to the convergence of institutional planning and program level planning. BC has also used the Midterm Report process to embed the new Standards and Eligibility Requirements in its work. The planning and evaluation process at Bakersfield College is organized in three levels:

Program Level, College Level, District Level.

#### *Program Level:*

The flow chart indicates the planning process, use of data to set standards and targets, evaluation of the implementation and then closing the loop by creating plans for improvement and tying resource allocation to the results of planning and evaluation.



The annual Program Review process requires instructional programs and both student affairs and administrative units to complete the Annual Update or Three-Year Comprehensive Program Review. Programs or units describe how their work supports the college mission. Programs describe goals in support of college Strategic Directions and evaluate their progress.

Recent upgrades to strengthen the program review process:

- How assessment of student learning and achievement affects planning and resource allocation requests (people, facilities, technology, budget, professional development).
- Questions regarding achievement gaps and disproportionate impact have been added for the 2015 program review.
- Completed program reviews and ancillary forms are posted on the Program Review Committee page, <https://committees.kccd.edu/bc/committee/programreview>
- Participants and the Program Review Committee (PRC) evaluate the process annually, present the results to College Council, and revise the process as needed to make improvements.

Results: money  
Requests positive  
Just

The President presents a "Closing the Loop" report to provide an overview of how the program review process has affected college resource allocation decisions.

- Each program manager is now required to develop their own "closing of the loop" report at the program level to provide a more granular overview of how the program review process has affected capture resource allocation decisions.
- PRC makes sure all forms are revised and available in the spring before the fall they are due. PRC holds multiple training sessions in the spring and fall and also offered a session in the first Professional Development Institute in May 2015; over 60 people attended this session (BC1-5, BC1-6, BC1-7).

College Level:



In 2011 Bakersfield College developed its *2012-2015 Strategic Plan*. Along with a small team, new college president Sonya Christian examined planning documents and refocused college efforts in the first *Bakersfield College Strategic Focus 2012-13* introduced Opening Day, January 11, 2013. The main principle underlying the development of this document was to create a framework that the college community could easily use on a daily basis rather than the larger formal document which was potentially used by very few. That summer the College President convened a broader group to review and update the document. *Bakersfield College Strategic Focus 2013-14* was presented at Opening Day, August 21, 2013. The six goals<sup>1</sup> became the focus for Committee and Management Action Plans (BC1-1, BC1-2, BC1-3).

In 2014, the President established the Strategic Directions Core Team, Task Force, and Support Team to develop two deliverables: A *2015-2018 Strategic Directions for*

<sup>1</sup> Student Success; Professional Development; Communication; Facilities, Infrastructure, and Technology; Oversight and Accountability; and Integration

to record the date it was posted in the Chancellor's Office section of the District's website. The reviews have not yet been shared or posted (BC1-15).

BC administered a survey in 2014 to determine perception of effectiveness of services provided by the District to the College. The survey focused on KCCD services<sup>6</sup> and asked participants to respond to the following statement (BC1-16):

“The KCCD [insert unit title] Services ensures that the college receives ‘effective and adequate district/system provided services’ to support ‘the college in achieving its mission.’ Please share any specific examples.”

District Service	Number of responses	Strongly Agree & Agree	Strongly Disagree & Disagree	Neutral or Unable to Evaluate
Chancellor's Office	258	40.3%	27.5%	32.2%
Educational Services	255	38.0%	23.5%	38.5%
Business Services	252	42.1%	19.4%	38.5%
Human Resources	247	35.2%	39.7%	25.1%
Information Technology	247	60.7%	19.9%	19.4%
Facilities	246	48.0%	17.8%	34.2%
Institutional Research	245	31.0%	27.0%	42.0%

Only one district service, Information Technology, had more than 50% agree/strongly agree. Respondents also had the most confidence in their knowledge of Information Technology for district provided services with the lowest neutral/unable of just 19%. Human Resources continues to be an area of concern with 40% disagree/strongly disagree and the second lowest neutral/unable (just 25%) of the district provided services.

For comparison purposes, the survey also included seven questions used in the 2011 BC Accreditation Survey. The 2011 survey had 147 responses; the 2014 survey had 270 respondents.

Statement	Increase	2011 Survey	2014 Survey
The Kern Community College District effectively controls its expenditures	12.2%	39.1%	51.3%
The BC president provides effective leadership	11.7%	72.9%	84.6%
The District clearly delineates the operational functions of the District from those of the colleges	7.0%	43.9%	50.9%
The District and colleges effectively communicate	6.2%	32.4%	39.6%
The District clearly delineates the operational responsibilities and functions of the District	5.7%	41.0%	46.7%
The District provides effective services that support the colleges in their missions and functions	4.8%	46.0%	50.8%
The District and the colleges exchange information in a timely manner	2.6%	33.3%	35.9%

<sup>6</sup> Chancellor's Office, Educational Services, Business Services; Human Resources Services, Information Technology Services, Facilities Services, and the centralization of Institutional Research Services

Analysis of responses shows the highest positive response was for the college president leadership and positive responses increased for every question (BC1-17). While the percent of positive responses increased for every question, only four of the seven questions in the 2014 survey had positive responses over 50% and only one was over 50% in both years.

What is the reason for any ideas?

**Analysis of results achieved to date and their sustainability**

BC completed a yearlong development of the 2015-2018 Strategic Directions for Bakersfield College and is embedding the Strategic Directions and Initiatives to support them in administrative and committee work plans. AIQ will monitor progress on the initiatives at the end of fall and spring terms. The Program Review process, which includes assessments of student learning and student achievement, resource needs, and program goals and accomplishments, occurs and is evaluated annually. An Annual Program Review presentation and report is made to College Council, and all documents are posted on the committee website. The President responds with "Closing the Loop" analyses of resource allocations based on program reviews (BC1-18).

In addition to focusing on the work, including processes and their evaluation, BC has concentrated on making the work visible. Committees have pages on the college website <https://committees.kccd.edu/bc/> and the About BC link includes key elements in BC's planning and evaluation efforts: <https://www.bakersfieldcollege.edu/about>

The District and College continue to work together through District Consultation to analyze and revise as needed decision-making policies and procedures.

**Additional plans that have been developed**

The Accreditation & Institutional Quality Committee (AIQ) is developing an integrated planning timeline for each year and for a three-year cycle. The timeline includes evaluation processes for each planning activity. AIQ will also monitor progress on Strategic Directions and Initiatives work. The Renegade Scorecard 2.0 will continue to be evaluated and revised to include all college work.

**Evidence**

- |       |  |         |                                       |
|-------|--|---------|---------------------------------------|
| BC1-1 | 2012-2015 Strategic Plan                             | BC1-10  | Accreditation Boot Camp,              |
| BC1-2 | Bakersfield College Strategic Focus 2012-13          | BC1-11  | Accreditation Midterm 2015            |
| BC1-3 | Strategic Focus 2013-14, updated 8.21.13             | BC1-12  | KCCD Elements of Decision-Making      |
| BC1-4 | 2015-18 Strategic Directions for Bakersfield College | BC1-13  | KCCD Decision-Making Flowchart        |
| BC1-5 | Program Review Annual Update                         | BC1-13a | BC-proposed Decision-Making Flowchart |
| BC1-6 | Program Review Comprehensive Review                  | BC1-14  | Follow-Up Report, page 13             |
| BC1-7 | Professional Development Institute                   | BC1-15  | District Annual Unit Review           |
| BC1-8 | Renegade Scorecard 2.0                               | BC1-16  | BC 2014 Accreditation Survey          |
| BC1-9 | Data Coaches   | BC1-17  | Survey Comparison                     |
|       |  | BC1-18  | Closing the Loop, August 2014         |

high activity

## College 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)*

### Progress

Student Learning Outcomes exist for all instructional programs. Course and program level outcomes are on a regular cycle of assessment and are also analyzed as part of the annual program review process. Evaluation of the revised Institutional Learning Outcomes (ILOs) began in 2014 with the focus on critical thinking. Programs map their course and program learning outcomes to the ILOs annually and report on them in the annual program review process (BC2-1).

The program review process is evaluated annually. The Program Review Committee has members from instruction, student affairs, and administrative services; membership also includes the faculty co-chairs of both the Assessment and Curriculum Committees. The 2015 section on program assessment questions for both the Annual Update and the Comprehensive Program Review conducted every three years were revised based on the 2014 program review responses:

2015 Annual Update Section IV. Program Assessment (focus on most recent year):

- A. How did your outcomes assessment results inform your program planning? Use bullet points to organize your response.
- B. How did your outcomes assessment results inform your resource requests? The results should support and justify resource requests.
- C. How do course level student learning outcomes align with program learning outcomes? Instructional programs can combine questions C and D for one response (SLO/PLO/ILO).
- D. How do the program learning outcomes or Administrative Unit Outcomes align with Institutional Learning Outcomes? All Student Affairs and Administrative Services should respond.

Comprehensive Program Review Questions Section IV. Program Assessment:

- A. How did your outcomes assessment results during the past three years inform your program planning? Use bullet points to organize your response.
- B. How did your outcomes assessment results during the past three years inform your resource requests? The results should support and justify resource requests for this year.
- C. Describe how the program monitors and evaluates its effectiveness.
- D. Describe how the program engages all unit members in the self-evaluation dialogue and process.
- E. What have the program's PLO's/AUO's revealed or confirmed in the past three years?
- F. If applicable, list other information, data feedback or metrics to assess the program's effectiveness (e.g., surveys, job placement, transfer rates, output measurements).

- G. How do course level student learning outcomes align with program learning outcomes? Instructional programs can combine questions C and D for one response (SLO/PLO/ILO).
- H. How do the program learning outcomes or Administrative Unit Outcomes align with Institutional Learning Outcomes? All Student Affairs and Administrative Services should respond.
- I. How did your program address Equity, specifically referencing the achievement gap and disproportionate impact, over this comprehensive cycle?  
(BC2-2, BC2-3)

*seems like a good plan to make needed improvements*

The Assessment Committee has held multiple training sessions with Faculty Chairs and Directors Council (FCDC) on aligning learning outcomes at the course, program, and institution level. It offered a full-day workshop at the Professional Development Institute in May 2015 (BC2-4, BC2-5).

In addition to focusing on the work, including processes and their evaluation, BC has concentrated on making the work visible. The Assessment Committee page, <https://committees.kccd.edu/bc/committee/assessment>, includes instructional mapping plans and assessment activities; the Program Review Committee page has each program's responses to the questions listed above <https://committees.kccd.edu/bc/committee/programreview>.

***Analysis of results achieved to data and their sustainability***

The College continues to make great strides in its work with student learning outcomes and student achievement data to improve its courses, programs, and institution. Through the mapping process and the program review process, the College examines outcomes annually and uses the assessments to improve programs and support resource requests.

***Additional plans that have been developed***

The College will continue its mapping and program review processes, reviewing them annually and adjusting them as needed (BC2-6).

***Evidence***

- BC2-1 Institutional Learning Outcomes
- BC2-2 Program Review Annual Update
- BC2-3 Comprehensive Program Review
- BC2-4 Training sessions with FCDC
- BC2-5 Professional Development Institute
- BC2-6 Assessment of Critical Thinking at Bakersfield College, July 1, 2015 (draft)

**College 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.)*

**Progress**

While the full-time faculty contract contained language for including student learning outcomes assessment, the part-time faculty contract did not include direct language. The District Human Resources Office and the faculty union (KCCD/CCA/CTA/NEA) issued memorandums stating that the production of student learning outcomes assessments would be included in the adjunct faculty evaluations. The District Human Resources Office has worked with the college to make sure that adjunct evaluation criteria include a statement that adjunct faculty members provide assessment information to their department chairs (BC3-1, BC3-2).



Beginning fall 2013, the Vice-President of Academic Affairs informed all Educational Administrators and Department Chairs that all adjunct faculty being evaluated were to include a written statement regarding assessment of their SLO's. The Vice-President of Academic Affairs began tracking compliance with this requirement. Prior to the fall 2014 semester, the College provided further professional development to all Educational Administrators during the Fall Deans' Retreat, the Faculty Chairs at the Chair Academy and to Adjunct faculty members in attendance at the Adjunct orientation evening. At the Adjunct Faculty Orientation on 8-21-14, the evaluation and SLO process was outlined to adjunct professors (BC3-3, BC3-4, BC3-5, BC3-6).

**Analysis of results achieved to date and their sustainability**

The Vice-President continues to track for compliance.

*How does compliance relate to results and sustainability?*

**Additional Plans that have been developed**

This process is in place and will continue to be monitored.

*Plans weak*

**Evidence**

- BC3-1 CCA Letter regarding contract interpretation dated 4-18-12
- BC3-2 HR letter of agreement dated 5-8-13
- BC3-3 FCDC meeting of 10-11-13
- BC3-4 FCDC meeting of 3-21-14
- BC3-5 FCDC meeting of 8-29-14
- BC3-6 Adjunct Faculty Orientation Agenda

**College Recommendation #4: Evaluate the effectiveness of professional development programs**

*Responsive*

*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)*

**Progress**

The Staff Development Coordinating Council changed its name in 2014 to the Professional Development Committee (PDC) to focus on the strategic goal of Professional Development. PDC has continued its focus of providing a wide variety of professional development sessions for faculty, classified, and administrators. The bulk of the sessions

happen the first week prior to the start of each semester with other events offered throughout the semester. After completion of the opening week sessions, PDC surveys participants for feedback and uses that feedback to determine future sessions to be offered. PDC also starts the beginning of the academic year by setting the goals for the committee and sharing those with College Council. At the end of the academic year, PDC re-examines the goals and provides an update to College Council on the status of meeting each goal.

### ***Analysis of results achieved to date and their sustainability***

PDC continues to do an outstanding job demonstrating continuous evaluation has increased transparency, as well as increased access for staff and faculty (using InsideBC, employee tab, Staff Development channel). The Professional Development Report Form outlines the work of the committee (BC4-1, BC4-2, BC4-3, BC4-4, BC4-5).

### ***Additional Plans that have been developed***

In 2014 PDC developed the first Professional Development Plan, which outlines the role of the committee and the goal of professional development offerings on campus. The Plan also includes a focus on Assessment and will guide the professional development offerings in the future (BC4-6).

### ***Evidence***

- BC4-1 Professional Development Survey Results, 2014
- BC4-2 Staff Development Report
- BC4-3 [www.Bakersfieldcollege.edu/employees/professional-development](http://www.Bakersfieldcollege.edu/employees/professional-development) website
- BC4-4 PDC minutes dated 12-5-14
- BC4-5 The Professional Development Report
- BC4-6 Professional Development Plan

### **College 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 now III.A.11 + III.A.15, III.A.3.a, III.A.4 now III.A.12, III.A.4.b, III.A.4.c, III.A.6 now I.B.9) (links to Actionable Improvement Plan 4)*

### ***Progress***

The Human Resources main office is located at the KCCD office. HR also has an office on the college campus. Both offices have recently completed or are in the process of completing the program review process, a first for both locations.

At the November 25, 2014 District Consultation Council meeting, the Chancellor discussed the KCCD District Annual Unit Plan Review. It offers this definition of a Support Services



Department/Unit: "For purposes of this planning document, a support services unit is defined as a District department, which is responsible for providing services throughout the District in a manner that creates and maintains an optimal learning environment for students and/or provides services necessary to support the overall operation of the District and colleges." The review will be conducted annually, and, after review by the Chancellor, will be posted on the District's website under the Chancellor's Office. The first program reviews for district services were completed December 18, 2014. They have not yet been posted on the District's website (BC5-1). *what is status at this point? Posted?*

The Bakersfield College Human Resources unit is participating in its first Bakersfield College Program Review Annual Update process; it began its work in the spring in order to meet the fall 2015 deadline (BC5-2).

The District Office regularly assesses its record in employment equity and diversity for the District and for the individual colleges; in addition the employee Climate Survey was conducted in Fall 2013, with results reported in Spring 2014 as comparison to the 2011 survey (BC5-3, BC5-4).

The Bakersfield College Human Resources Survey was conducted in spring 2013 among the BC community focusing on evaluating the local Human Resources (HR) office. The survey also included questions, specific to employees who served on a screening committee, regarding the effectiveness of the hiring process. The survey was sent electronically to 893 BC employees with paper surveys being sent to those without email access. Over a period of nine days, 294 employees completed a survey, corresponding to a 33% response rate (BC5-5).

The College Human Resource office has continued to update and improve its website, which includes the services available on campus: <https://www.bakersfieldcollege.edu/hr>

**Analysis of results achieved to date and their sustainability**

The Human Resources Services have made great strides by participating in District and College program review processes. Perhaps that participation will help to solve recent issues. In order to expedite work on the college campus, BC has covered the costs of two additional Human Resources employees. In 2013 the Bakersfield College Accreditation Survey revealed that Bakersfield College employees' perception of services provided by the District Human Resources office had the highest negative rating of 39.7% (strongly disagree and disagree) (BC5-6). *what are the issues?*

District Service	Number of responses	Strongly Agree and Agree	Strongly Disagree and Disagree	Neutral or Unable to Evaluate
Chancellor's Office	258	40.3%	27.5%	32.2%
Educational Services	255	38.0%	23.5%	38.5%
Business Services	252	42.1%	19.4%	38.5%
Human Resources	247	35.2%	39.7%	25.1%
Information Technology	247	60.7%	19.9%	19.4%
Facilities	246	48.0%	17.8%	34.2%
Institutional Research	245	31.0%	27.0%	42.0%

The hiring process had become so lengthy that the Academic Senate voted on a resolution recommending KCCD Administration: a. Immediately commence an administrative review of all hiring processes, with special focus on inefficiencies and areas where additional communication with applicants is needed; and b. Revise or replace all inefficient or ineffective procedures to meet the goal of “meeting the highest standards of performance in everything we do”; and c. Establish a secure web page where applicants and appropriate college personnel can track an individual’s hiring process to completion; and d. Evaluate the efficacy of “group application” events, such as for all student tutors, or other homogeneous groups; and e. Prioritize applications for positions that directly interact with students.

***Additional Plans that have been developed***

The College will continue to work with the campus and District HR offices to ensure that processes are effective.

***Evidence***

- BC5-1 KCCD District Annual Unit Plan Review
- BC5-2 Program Review Annual Update
- BC5-3 KCCD Institutional Research
- BC5-4 KCCD Climate Survey, 2013
- BC5-5 Bakersfield College Human Resources Survey, 2013
- BC5-6 2014 Bakersfield College Accreditation Survey

**College 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→III.B.4)*

***Progress***

The College has analyzed the planning process for capital projects to identify the problems and has implemented a system that more closely aligns the process with the Educational Master Plan and the institutional improvement goals. The focus is on all capital projects since the Facilities Master Plan Addendum addresses all capital projects and not just long term capital projects. There is now a cohesive system to identify and relate capital projects being discussed within the campus community to the Facilities Master Plan, which is the College’s planning document that specifically identifies capital projects (BC6-1, BC6-2).

Processes and procedures are now in place in the form of a construction design schedule to adequately prevent changes to planned capital projects without the proper review and oversight of how those changes might impact institutional improvement goals (BC6-3).

The Facilities Committee now has the responsibility and authority to monitor and recommend changes to the Capital Projects List in order to insure that the capital projects

## **Evidence**

- BC6-1 Aera STEM meeting notes 9/23/14
- BC6-2 Facilities Master Plan
- BC6-3 Project Design Schedule
- BC6-4 Facilities Committee Link <https://committees.kccd.edu/bc/committee/facilities>
- BC6-5 Facilities Construction Planning Status
- BC6-6 PPR Flow Chart
- BC6-7 Facilities Master Plan Addendum dated 04/2014
- BC6-8 2015-18 Strategic Directions for Bakersfield College.

## **College 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)*

### ***Progress***

The college has continued to use a three-pronged approach to assessing the effective use of technology on campus. The first prong is the use of an Annual Technology Survey to all employees assessing the use of technology in offices and in the classroom. The second prong is the addition of language in the Annual Program Review process that directly requires the program to assess the use of technology in their area and provide feedback to what works and what doesn't. The third prong is the use of targeted surveys when new or significantly updated technology products are introduced. The results of all three prongs go back to the Information Services and Instructional Technology committee (ISIT) for review and to be used in guiding future discussions and decisions around technology (BC7-1, BC7-2).

### ***Analysis of results achieved to date and their sustainability***

All three prongs will be easily sustained. The annual survey is done each spring. The Program Review prong is integrated into the Annual Update process. In addition, the three-year Comprehensive Program Review goes even more in-depth with assessment questions related to technology. The targeted technology surveys will occur ad-hoc as new technology is introduced (BC7-3, BC7-4).

### ***Additional plans that have been developed***

Processes are in place and will continue to be evaluated and revised as needed.

### ***Evidence***

- BC7-1 2015 Annual Technology Survey (done in March)
- BC7-2 May 2014 ISIT Meeting Notes-review of annual survey
- BC7-3 Annual Program Review form to demonstrate technology assessment questions
- BC7-4 2015 Comprehensive Program Review

**College 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)*

**Progress**

The 2013 Follow-Up Team awarded a Commendation: "The Team commends the College President for her enthusiasm, community spirit and speed in which she was able to bring the vast range of college services and educational programs into the conversations with local community and business leaders." As reported by one Chief Executive Officer of a local business organization, the College is now an important resource that is available to the community because the College President has taken the time to bring that message and those resources into the Bakersfield community" (BC8-1).

Since the Follow Up Report, the CEO has continued to make communication with external audiences a priority as is evident in the College Council Minutes (BC8-2). She has facilitated the development of several community leader groups, comprised of people representative of each of Bakersfield College's service area demographics, and engaged those groups in conversation on student success, education, and growth. She has also developed a President's Roundtable, which gathers together business and organization leadership in a think tank environment to bounce ideas, gather feedback, and gauge community response to college efforts. Additionally, she has inspired the "Communication Project," which has faculty members who provide presentations to local high schools and the Kern High School District office counselor meetings. These presentations increase communication, spread ideas, and provide information to potential students and those who work with them (BC8-3).

The CEO has led the charge for a number of external learning opportunities, including the development of a summit for agricultural professionals that brought together many people to talk about the issues and trends in agriculture. She partnered with college staff to bring national leaders to the summit, and worked to leverage her position with major sponsors. She has additionally secured scholarships and internships for BC students through greater communication with companies throughout the area (BC8-4).

**Analysis of results achieved to date and their sustainability**

The increase in community involvement means this activity will be sustainable in the ongoing effort to bring the college and the community together. In 2014 the President received the Pacesetter of the Year Award, which recognizes a president or CEO who has demonstrated leadership and support in the area of college communications and marketing (BC-5). Additional efforts are underway to continue the open channels of dialog, including the development of a web television show that showcases Bakersfield College to the business community, and the continuance of the community leader breakfasts. The 2015-18 Strategic Directions for Bakersfield College includes Leadership and Engagement: A commitment to build leadership within the College and engagement with the community as

“Participating Effectively in District and College Governance” (DR4-5). Input received from these discussions was utilized to improve decision-making processes and communication of decisions. These workshops, sponsored by the Community College League of California and the California Academic Senate, take place approximately every two years with the intent to familiarize newly seated consultation council members to participatory governance and the decision-making process. A new workshop is planned for fall of 2015.

Furthermore, members of Consultation Council evaluated the decision-making process in September 2013 via a district-wide decision-making survey (DR4-6). The survey was conducted online and was sent to all current members of District Consultation Council and the three colleges’ main participatory governance committees, called College Council at Bakersfield College, Cerro Coso Community College, and Porterville College, in conjunction with those who had been members of those groups in any of the previous four years. The survey assessed the familiarity with and effectiveness of the decision-making process, the role of several groups in that process, and how employees communicate with their constituency groups about decision-making. Sixty people responded to the survey, a small group, but reasonable given the sample size. About one in five respondents (19%) reported being very familiar with the Elements of Decision-Making document, with another 41 percent saying they’d seen it before. Thus, a strong majority had some familiarity with the document.

On the question of the effectiveness of the district-wide decision-making process, responses were split roughly down the middle. A plurality of respondents (42%) answered that decision-making was somewhat effective with an additional 7% who considered it very effective. The other half answered that decision-making was either somewhat (33 %) or very (18%) ineffective.

Members of the 2013 Accreditation Follow-Up Team suggested a modification to the Decision-Making Flowchart to make it less linear. To address this suggestion, the assistant to the chancellor revised the flowchart to identify feedback loops in the decision-making process. Chancellor’s Cabinet, which includes each of the college presidents, reviewed the chart on February 10, 2015 and suggested a graphic adjustment (DR4-7). At the Consultation Council meeting of April 28, 2015, members of Consultation Council reviewed the revised decision-making process flowchart. The Chancellor asked members of Consultation Council to share the flowchart with their constituency groups and bring suggestions to the next scheduled meeting in May 2015 to ensure there is clarity. To better inform the constituents’ understanding of the decision-making process, the Chancellor sent electronically the document, The Elements of Decision-making, to members of Consultation Council. The chart was reviewed at the May 2015 Consultation Council. Members of Consultation Council are expected to provide final input to the decision-making diagram in September 2015.

In an effort to improve constituents’ understanding of the district wide decision-making process, the office of institutional research conducted an anonymous survey to elicit views regarding the lowest rated items in the 2011 and 2013 Climate Surveys: trust between the colleges and the district office. In the context of continual improvement in the decision-making process, the office of institutional research completed a report entitled “Improving Trust at KCCD A Report on Focus Groups and a Survey Spring 2015 (DR4-8). The report incorporated data from a survey of

current and past participants of the KCCD Leadership Academy, a year-long districtwide professional development program, in conjunction with a series of focus group conducted at each college and the district office. The results of the survey and focus group analysis were discussed at the April and May 2015 meetings of the District Consultation Council. The recommendations from the report on the survey and focus groups were formally adopted by Consultation Council in May 2015 (DR4-4).

### **Conclusion**

The Follow-Up Team Report in October 2013 indicated that the colleges have implemented actions that fully address District Recommendation #4. KCCD is committed to providing an easily understood and effective decision-making process and utilizes input from all constituency groups to ensure that the process is continuously evaluated for its effectiveness and that resulting data are reviewed consistently.

### **Plans for Sustaining Improvement and Institutional Effectiveness**

The Consultation Council continues to review and evaluate the practices and policies that impact district-wide decision-making. The revised flowchart suggested by the 2013 Follow-Up Team is currently under review and should finalize by September 2015. To support the sustainability of a transparent and effective decision-making process at Kern Community College District, the Office of Institutional Research will survey constituents in Spring 2017. The District Wide Decision Making Survey 2013 provided data that became the catalyst for the District Office and the Colleges to continue meeting and working collaboratively through fall 2015 to enhance and clarify the implementation of the decision-making processes as described in The Elements of Decision-Making 2012 document and the Elements of Decision Making Flowchart 2014-15 (DR4-7).

### **Evidence**

- DR4-1 KCCD Consultation Council Basis for Consultation
- DR4-2 Kern Community College District- The Elements of Decision-Making-2006
- DR4-3 Kern Community College District- The Elements of Decision-Making-2012
- DR4-4 Consultation Council Minutes-April 2012 & May 2015
- DR4-5 Kern Community College District/CCLC- Participatory Governance Workshop -2013
- DR4-6 Kern Community College District- Decision Making Survey -2013
- DR4-7 Kern Community College District- The Elements of Decision Making Flowchart 2014-15
- DR4-8 Kern Community College District- Improving Trust at KCCD Report on Focus Groups and a Survey Spring 2015
- DR4-9 Kern Community College District- Draft of The Elements of Decision-Making Flowchart (June 2015)

Process or Timeline  
which is the answer?  
Process is well defined but get to a decision in minutes

## Responses to Self-Identified Issues

Bakersfield College developed the Actionable Improvement Plans (AIPs) as a part of the 2012 Self Evaluation. The AIPs include issues to address, people responsible for the work, and timelines. Over the following years some job titles and positions have changed, the timelines have changed, and some issues have been studied and approaches changed based on both internal and external factors. Some of the AIPs are closely linked to the recommendations:

AIP	Recommendation
#1 Standard I.B. Institutional Effectiveness	<b>College Recommendation 1:</b> Develop and Implement Evaluation Processes to Assess Effectiveness of the Full Range of Planning Processes
#2 Standard II.A. Instructional Programs	
#3 Standard II.B. Student Support Services	
#4 Standard III.A. Human Resources and IV.B. Board and Administrative Organization	<b>College Recommendation 5:</b> Human Resources should complete a program review.
#5 Standard III.B. Physical Resources	<b>College Recommendation 6:</b> Develop a long-range capital projects planning process that supports and is aligned with institutional improvement goals of the College

### **Actionable Improvement Plan #1 Standard I.B Institutional Effectiveness**

*In order to embed multilevel evaluation into the Bakersfield College culture, College Council and the Academic Senate, working with the executive vice president of academic affairs and student services, and the director of institutional research and planning, will develop a systematic and comprehensive evaluation of the Bakersfield College planning processes as well as of the effectiveness in the improvement of instructional programs and support services by May, 2013.*

This plan aligns with Recommendation 1: Develop and Implement Evaluation Processes to Assess Effectiveness of the Full Range of Planning Processes. As BC has examined, revised, and created new planning processes, it has worked to embed evaluation into each planning process and establish measures to ensure evaluation occurs. BC has engaged in planning and evaluation efforts across several fronts: strategic planning; further integration of planning and assessment in the program review process; and integration of strategic planning, including student learning and student achievement, in the Renegade Scorecard 2.0. It has also used the Midterm Report process to evaluate College efforts to embed the new Standards and Eligibility Requirements in its work.

In 2014, the President established the Strategic Directions Core Team, Task Force, and Support Team to develop the *A 2015-2018 Strategic Directions for Bakersfield College* document that would discuss the development process; identify key challenges; describe college goals, data strands, and initiatives; and develop and maintain a website

Chancellor of Governmental & External Relations, and Institutional Research and Planning.

The Kern Community College District developed a process for evaluating district services called the *District Annual Unit Review*; the first reviews were due to the Chancellor in December 2014. The last page of the Review included a place to record the date it was posted on the District's website under the Chancellor's Office. The reviews have not yet been shared or posted (AIP1-18).

**Program Review Committee Proposal:** Each of the Colleges in the KCCD should evaluate the effectiveness of the services being received by the College via focus group, survey, or other College-determined method. The results would be shared with each of the College constituency groups before going to District Consultation Council for review and then feedback to the Colleges. Bakersfield College recommends a collaborative, District wide approach to address ACCJC's recommendation of assessing the effectiveness of District services to the three Colleges: Bakersfield College, Cerro Coso College, and Porterville College.

Bakersfield College administered a survey in 2014 to determine perception of effectiveness of services provided by the District to the College. The survey focused on these KCCD services: Chancellor's Office, Educational Services, Business Services; Human Resources Services, Information Technology Services, Facilities Services, and the centralization of Institutional Research Services and asked participants to respond to the following statement (AIP1-19):

"The KCCD [insert unit title] Services ensures that the college receives 'effective and adequate district/system provided services' to support 'the college in achieving its mission.' Please share any specific examples."

District Service	Number of responses	Strongly Agree and Agree	Strongly Disagree and Disagree	Neutral or Unable to Evaluate
Chancellor's Office	258	40.3%	27.5%	32.2%
Educational Services	255	38.0%	23.5%	38.5%
Business Services	252	42.1%	19.4%	38.5%
Human Resources	247	35.2%	39.7%	25.1%
Information Technology	247	60.7%	19.9%	19.4%
Facilities	246	48.0%	17.8%	34.2%
Institutional Research	245	31.0%	27.0%	42.0%

Only one district service, Information Technology, had more than 50% agree/strongly agree. Respondents also had the most confidence in their knowledge of Information Technology for district provided services with the lowest neutral/unable of just 19%. Human Resources continues to be an area of concern with 40% disagree/strongly disagree and the second lowest neutral/unable (just 25%) of the district provided services.



The Accreditation & Institutional Quality Committee (AIQ) is developing an integrated planning timeline for each year and for a three-year cycle. The timeline includes evaluation processes for each planning activity. AIQ will also monitor progress on Strategic Directions and Initiatives work. The Renegade Scorecard 2.0 will continue to be evaluated and revised to include all college work.

### **Evidence**

- AIP1-1 Strategic Directions Approval page
- AIP1-2 2015-18 Strategic Directions for Bakersfield College
- AIP1-3 Agenda for December 5, 2014 Retreat
- AIP1-4 Strategic Focus 2013-14, updated 8.21.13
- AIP1-5 Strategic Directions Presentation Scoring 2013-14 Initiatives
- AIP1-6 Schedule of Strategic Directions Presentations to College Committees
- AIP1-7 Online Survey Results
- AIP1-8 Agenda for May 1, 2015 Year-end Review Meeting
- AIP1-9 2014 Program Review Annual Summary, Appendices 1 and 2
- AIP1-10 Program Review Annual Update
- AIP1-11 Program Review Comprehensive Review
- AIP1-12 Professional Development Institute
- AIP1-13 Renegade Scorecard 2.0, <https://www.bakersfieldcollege.edu/scorecard>
- AIP1-14 Data Coaches
- AIP1-15 Accreditation Boot Camp
- AIP1-16 Accreditation Midterm 2015
- AIP1-17 Follow-Up Report, page 13
- AIP1-18 District Annual Unit Review
- AIP1-19 BC 2014 Accreditation Survey
- AIP1-20 Survey Comparison
- AIP1-21 Closing the Loop

Timeline?

### **Actionable Improvement Plan #2 Standard II.A Instructional Programs**

*To enhance the quality of online distance education courses, Bakersfield College, under the leadership of the executive vice president of academic affairs and student services, and the dean of learning resources will develop and implement by spring 2013 a detailed plan to improve the services to distance education students to increase their ability to succeed in their courses. The plan will include the appropriate support to implement the following:*

- *Development of an online student orientation system to better prepare students for online courses with the overall goal of increasing their success in those courses.*
- *Development of a student signal alert system that would inform students of their current course progress and refer them to appropriate helpful resources.*
- *Development of an online tutoring program to increase students' ability to succeed in an online course.*
- *Increased online counseling to better support online students with the goal of increased retention.*
- *Development of additional pedagogical training and support for online faculty.*

*The executive vice president of academic affairs and student services and the dean of learning resources will present an annual status report to the Information Systems and Instructional*