

Follow-Up Report

BAKERSFIELD COLLEGE 1 9 1 3 — 2 0 1 3

Bakersfield College
1801 Panorama Drive
Bakersfield, CA 93305

Submitted to
The Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

October 15, 2013

Certification of Instructional Follow-Up Report

Date: October 15, 2013

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

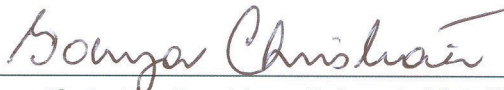
From: Bakersfield College
1801 Panorama Drive
Bakersfield, CA 93305

This institutional Follow-Up Report is submitted to fulfill the requirement from the February 11, 2013 ACCJC letter to the College President.

We certify that there were opportunities for broad participation by the campus community in the development of this report and we believe the report accurately reflects the progress made in responding to the recommendations of the October 2012 accreditation visiting team.

Sandra Serrano, Chancellor, KCCD

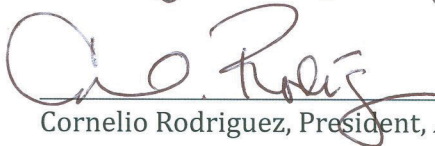
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Statement of Report Preparation

On February 11, 2013, the President of Bakersfield College received a letter from Dr. Barbara Beno, President of ACCJC, stating that upon review of the Institutional Self Evaluation Report and the report of the External Evaluation Team at the meeting of January 9-11, 2013, the commission took action to reaffirm accreditation of Bakersfield College. Included in this reaffirmation is the requirement that the College complete a follow-up report, to be submitted by October 15, 2013. This information was immediately released to the College and discussion began on the development of the report.

On Wednesday, February 20, the Presidents and the Vice Presidents of the three colleges and the District Vice Chancellor met and discussed the recommendations received by each college. At this meeting it was decided that the District Vice Chancellor would work in close coordination with each college lead to develop responses to the District Recommendations. In addition, each college would use a similar format for their report.

On February 21 the President of Bakersfield College met with the faculty co-chair of the Accreditation Steering Committee and a classified employee representative to develop a list of faculty and administrative co-chairs for each recommendation as well as a list of possible team members and a timeline for completion. An effort was made to include as many co-chairs from the original Self Evaluation Report as possible. These documents were presented to College Council and Academic Senate in February. The President asked the administrative co-chair of the Self Evaluation Report to lead the development of the follow-up report document on February 20 and on March 4 a faculty editor was hired for the project.

The co-chairs for the eight recommendations met for the first time as a group on March 4. At this meeting they were given the timeline for the document, copies of the Team Report, and listings of standards that were cited in their recommendations. Co-chairs met two additional times during March and April to discuss issues and requirements. On April 22 the administrative co-chair presented the recommendation response drafts to the Accreditation Steering Committee (ASC) to review, finalize, and verify. On May 15 the Academic Senate reviewed the finalized content, with College Council following on May 17 and President's Cabinet on May 20.

The Follow-Up Report was completed in August and the Accreditation Liaison Officer submitted the report to the Board of Trustees for review. At its meeting in October, the KCCD Board of Trustees approved the Follow-Up Report and the Accreditation Liaison Officer sent the report to ACCJC as required.

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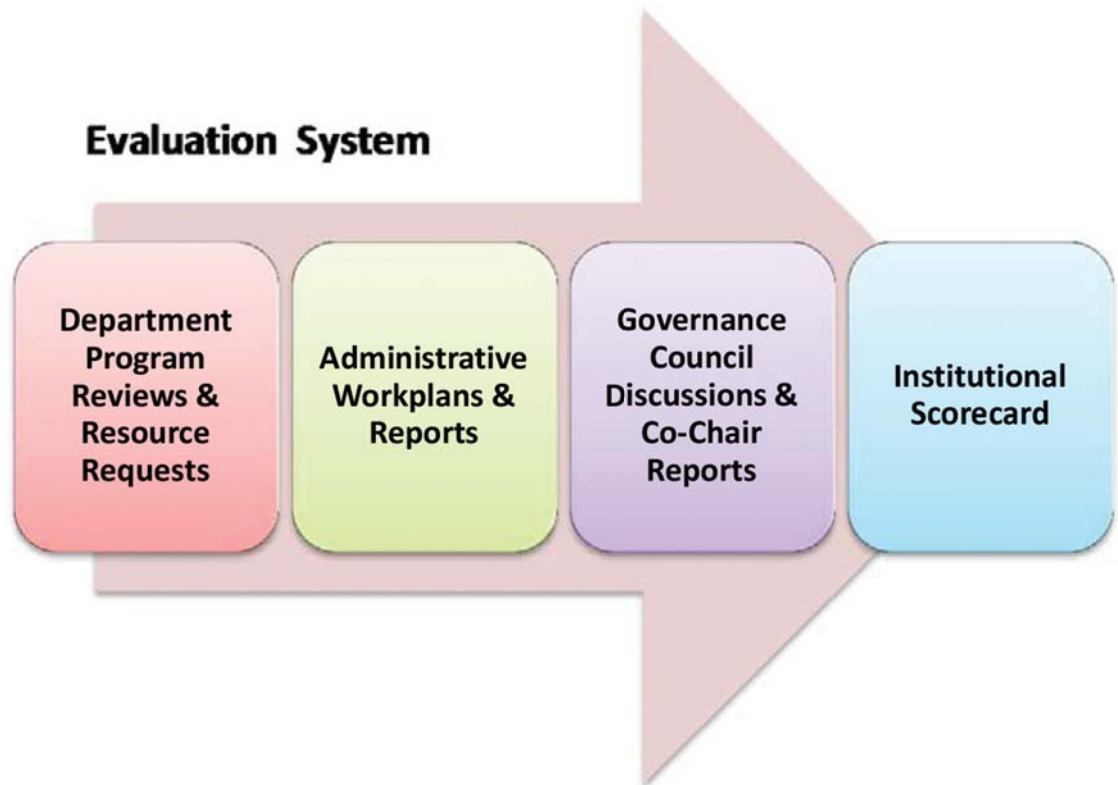
Sandra Serrano

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 in Addressing Recommendation



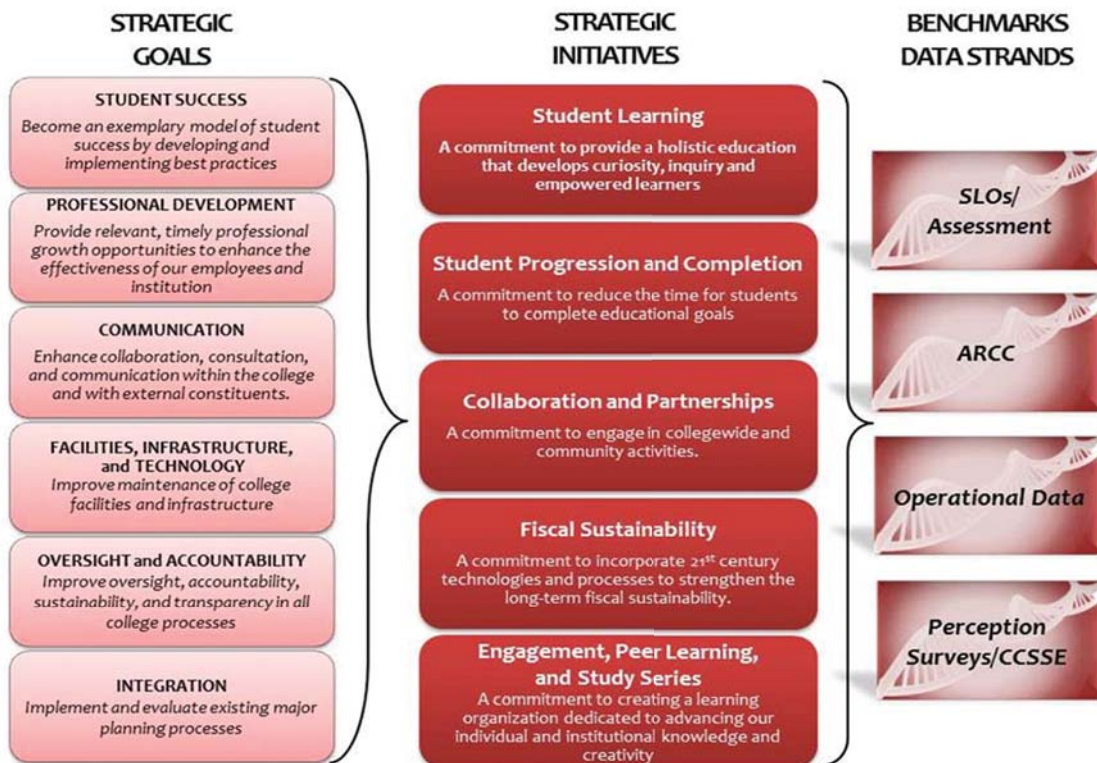
College Council, the governance body that oversees planning, is primarily responsible for overseeing evaluation processes to assess the effectiveness of planning. Starting in January 2013, with the arrival of the new College President, there has been a more deliberate and intentional approach to make planning meaningful. This effort gives long term guidance to College work as well as to day-to-day operations of the college and the departments. Each of the College wide committees are more deliberate in planning the year's work ahead of time; the co-chairs of each of these committees meet to ensure integration and communication, systematically identifying relevant data strands to measure the progress of the work and documenting accomplishments related to the planned work through semi-annual reports (BC1-1, BC1-2, BC1-3, BC1-4).

Some of the key documents like the Decision Making Document (2010), the Budget Decision Criteria (2011), and the Strategic Focus document for 2013-2014 with its

six strategic goals, are evidence of that focus. In fact, one of the five college goals is “Integration: implement and evaluate existing major planning processes” (BC1-1a, BC1-1b, BC1-1c).

Progress in Addressing Recommendation: Results of student learning assessments and program reviews are systematically linked and integrated into institution-wide planning for improvement and resource allocation processes

As a tangible expression of institutional goals and strategic initiatives, the college President instituted a data framework with four data strands to gauge and monitor effectiveness at every level of the institution. The data strands include: Student Learning Outcomes (SLOs) and assessment, Accountability Reporting for the Community Colleges data (ARCC), Operational data, and perception surveys (BC1-5).



In order to systematically link the results of student learning assessments and program reviews, the Program Review Committee (PRC) has added two questions into the Annual Program Review (APR) regarding the use of assessment results to inform planning and resource requests. These two questions impact programs’ requests for resources such as personnel, technology, and facilities while simultaneously describing how those requests are supported by outcomes assessment:

- a. How did your outcomes assessment results from past Program Review cycles inform your program planning?
- b. How did your outcomes assessment results from past Program Review cycles inform your resource requests this year? (BC1-6).

The PRC has streamlined the Strengths Weaknesses Opportunities Threats (SWOT) analysis portion of the 2013-14 APR while clearly integrating Student Learning Outcome (SLO) and Program Learning Outcome (PLO) assessments to discuss departments’ strengths and areas that need strengthening in order to plan necessary modifications for program improvement, including goals, budgets, and timelines for implementation (BC1-7).

Faculty Chairs and program faculty collaboratively review Student Learning Outcomes (SLOs) and Program Level Outcomes (PLOs) annually to ensure accuracy and relevance and also implement best practices in assessment. Examples of best practices are included in the APR summary report to the Academic Senate and College Council (BC1-8, BC1-10).

The more specific inclusion of SLO and PLO assessment results in the APRs, along with the link to budget allocations requests, will further strengthen the role of assessment and program reviews in the resource allocation process. The allocation requests, specifically for personnel, Instructional Services and Information Technology, and Maintenance and Operations, are integrated in the APR. For example, Media Services/ Instructional Technology extracts the Information Systems and Instructional Technology (ISIT) form from the APR process for the ISIT committee's discussion and prioritization; the committee then makes a recommendation to the President. The ISIT committee members represent all College groups and all College departments. In addition, the PRC summary of the APR reports goes to Academic Senate and College Council (BC1-11, BC1-11a, BC1-12).

The College President discusses the findings of the Annual Program Review (APR) summary with College Council and subsequently provides a written response to address the allocation process of institutional resources based on program goals, performance, and needs. The College community receives the President's written response to the APR summary (BC1-13, BC1-14, BC1-15).

Progress in Addressing Recommendation: *That the data and measures identified in the new strategic plan are used to identify improvements in student learning and institutional goal attainment*

The *Bakersfield College Strategic Focus 2013-14*, which is essentially a synthesis of institutional documents guiding the work of the College, reflects the evolution of thinking on strategic planning. Two members of the 2012-13 Strategic Planning Work Group analyzed the following key Bakersfield College documents:

- 2012-2015 Strategic Plan
- 2012 Self Evaluation with Actionable Improvement Plans
- 2011-14 Educational Master Plan
- 2012 Annual Program Review Summary of APR Process and Outcomes
- 2012 Program Viability Criteria
- Budget Criteria
- Decision-Making Document
- Committee Reports

The members organized these documents by College Strategic Goals ("Achieving Fiscally Sustainable Quality Progression and Completion" pages 11-12 in *Bakersfield College Strategic Focus 2013-14*) and cited all relevant documents used to prepare the synthesis. This new document further refines the 2012-13 Strategic Plan to link strategic goals, strategic initiatives, and benchmark data strands. The document includes strategy maps for each of the College's strategic goals, identifying strategic projects and linking them to the benchmark data strands and shows how the committee goals link to the strategic goals. The College President presented the document at Opening Day, January 11, 2013. The authors presented and reviewed the document at College Council and Academic Senate (BC1-5).

An effective strategy to make the strategic plan meaningful has been to have every governance group develop an intentional work plan that aligns with the strategic goals.

Furthermore, the senior administrators on campus have each developed a work plan that is aligned with the strategic directions (BC1-16, BC1-3).

Bakersfield College, through its governance and administrative processes, has implemented different actions related to the six strategic goals and has allocated resources (human, facilities, budget, including grant funding) to accomplish these goals. In addition, through the governance and administrative processes, the College has evaluated the progress toward these goals and made necessary adjustments to reflect new variables within the state of California and our region.

Goal 1: Student Success: “Become an exemplary model of student success by developing and implementing best practices.”

Student progress toward degree and certificate completion has been a strategic goal of the College which has resulted in instructional programs redesigning curriculum to meet Transfer Model Curriculum requirements and reduce the number of credits to degree completion. Furthermore, Career Technical Education (CTE) programs have streamlined and added career pathways for students to continue with their certificate and degree completion as well as connection to the workforce (BC1-17, BC1-18, BC1-19, BC1-20, BC1-21, BC1-22).

In summer 2013, Bakersfield College joined the Achieving the Dream (ATD) 2013 cohort which has sharpened the use of disaggregated cohort data in a targeted and effective manner (1.31). In fall 2013, the College President proposed to College Council the chartering of a Student Success Stewardship Team (SSST) with the purpose of having key individuals across campus who are working on various student success initiatives to meet throughout the year to discuss the progress on the projects and thereby create a connectedness and convergence of the work (BC1-32).

Goal 2: Communication: “Enhance collaboration, consultation, and communication within the College and with external constituents.”

The College has made significant strides in increasing the connectivity as well as the transparency of the work. The work that was happening was often compartmentalized. Through the governance groups such as College Council, Academic Senate, Curriculum, Assessment, Information Systems and Instructional Technology, and Program Review, and the bringing together of the co-chairs of the different committees, the integration and connection has been strengthened. For example, on December, 2012, the faculty and administrative co-chairs of the Accreditation Steering Committee, Assessment Committee, Curriculum Committee, and the Program Review Committee met with the interim College President and the incoming College President to discuss common concerns and how they might better coordinate their work. Furthermore, Committee co-chairs, the Accreditation Steering Committee, and the College President met in January 2013 to discuss the Strategic Focus document and the role of co-chairs and College leaders. Finally, College Committees now have web pages instead of Public Folders to disseminate their work (BC1-22a, BC1-23, BC1-24).

In addition, every governance committee, as well as departments, has started using the strategic directions framework to align unit and group level work with the strategic goals of the College. College Council has used the framework to schedule open meetings focused on these topics; the Committee Co-Chairs develop their goals based on this framework (BC1-1, BC1-16).

Goal 3: Facilities and Infrastructure: “Improve maintenance of College facilities and infrastructure.”

The facilities and infrastructure team has become better connected and responsive

to the priorities of the College. For example, the team has implemented a system for capturing, tracking, and prioritizing maintenance and repair needs on campus, which has made the end user (the departments) aware of where their requests fit on the priority list. The team also is able to access comprehensive reports. The existing long range facilities master plan has identified in a comprehensive manner a list of the facilities and infrastructure needs of the College. This has provided College Council with clarity on the scope and level of resources that need to be secured to meet these comprehensive needs (BC1-25, BC1-26).

Goal 4: Oversight and Accountability: “Improve oversight, accountability sustainability and transparency in all College processes.”

The primary governance body, College Council, composed of representatives from all employee groups, has developed a focused education plan so that it has sufficient and current information to have meaningful discussions and provide meaningful recommendations to the College President. For example, the College Council work plan includes discussion of the following items: monitoring progress on Strategic Plan objectives and Actionable Improvement Plans (BC1-1).

In summer of 2013, the President chartered a data team co-chaired by a Dean of Instruction and a faculty member to facilitate the improvement of data literacy on campus. The primary focus of this group is to provide a series of workshops and all-day conferences to work on the different data strands and how the data improves our understanding of student success (BC1-33).

Goal 5: Integration: “Implement and evaluate existing major planning processes.”

Monitoring progress on Actionable Improvement Plans (AIPs) and responding to the ACCJC recommendations has led to evaluating specific planning processes and discussing possible processes for systematically evaluating major planning processes. For example, the College has conducted surveys on Human Resources (related to Actionable Improvement Plan #4 and Recommendation 5), Technology (related to Recommendation 7), and Professional Development (related to Recommendation 4) (BC1-26a, BC1-26b, BC1-26c).

Furthermore, the College President provided a written response to the Annual Program Review summary to address the process by which she allocated institutional resources based on program goals, performance and needs (BC1-13, BC1-14, BC1-15).

The co-chairs of the twelve campus wide governance committee met in spring 2013 and summer of 2013 and now have regular meetings scheduled to continue to integrate the work of each of the committees (BC1-34).

Goal 6: Professional Development: “Provide relevant, timely professional growth opportunities to enhance the effectiveness of our employees and institution.”

In the process of updating the Strategic Focus document, the College Council added a goal that emerged as a priority in discussions during spring 2013: professional development. The new Strategic Focus document, presented to College Council and governance committee co-chairs August 12, was further refined and presented to the college community at opening day, August 21. Professional development focuses on peer learning through on-campus conferences, study series, and workshops as well as off-campus conferences. This goal aligns with the College Council’s work plan to educate its members (BC1-26d).

Progress in Addressing Recommendation: *The functional map defined and agreed upon in 2011 results in effective services being received by the Colleges.*

Kern Community College District (KCCD) provides technology, business services, facilities, human resources, and institutional research services to the College. In 2012 the district developed a functional audit of all District services. The 2013 survey of Human Resources was the first step in evaluating services provided to the College (BC1-26a, BC1-27).

The Program Review Committee submitted the following proposals to Academic Senate and to College Council for consideration and feedback. Upon approval, these proposals must be forwarded to the District Consultation Council.

Program Review Committee Proposal: The Bakersfield College Program Review Committee recommends to the KCCD that there be a standardized model (such as program review) for evaluating their processes on a timeline such as a 3-year cycle. When this is approved, Institutional Research and Planning will create a draft form. Those areas to be reviewed include Finance (Construction, Bonds, CFO, Business Services), Human Resources, Operational Management (which includes IT), Vice Chancellor of Educational Services (even though currently an empty position, it has other functions under it that are still being handled), General Counsel, Associate Chancellor of Governmental & External Relations, and Institutional Research and Planning.

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 (BC1-27, BC1-28, BC1-29).

Conclusion: *Results of student learning assessments and program reviews are systematically linked and integrated into institution-wide planning for improvement and resource allocation processes*

Annual Program Review modifications will result in a more effective system of evaluation to ensure that program data and student learning assessments are better integrated with College planning processes and resource allocation decisions. In addition, the College has added a new faculty position (0.2 FTE) for 2013-2014 to address the alignment of Institutional Learning Outcomes with program and course level outcomes. Further, this position will help with the development of the data strand on Learning Outcomes.

Conclusion: *That the data and measures identified in the new strategic plan are used to identify improvements in student learning and institutional goal attainment*

These intentional improvements to the strategic planning process enhance Bakersfield College's efforts to establish data-informed institutional and program goals, implement a method of self-assessment to monitor goal achievement, and inform constituents through transparent communication and accountability

Conclusion: *The functional map defined and agreed upon in 2011 results in effective services being received by the Colleges.*

Work has already begun on the first evaluation of a District service provided to the College.

Future Plans for Sustaining Improvements: *Results of student learning assessments and program reviews are systematically linked and integrated into institution-wide planning for improvement and resource allocation processes*

The Program Review and Assessment Committees will continue their work to ensure that the Annual Program Review and student learning assessments reflect the work of the College and provide useful information to link College planning and assessment data with resource allocation. The Program Review Committee summer work group brought the revised Program Review procedure and forms to the first Faculty chairs and Directors Council (FCDC) meeting August 15 and will present the procedure and forms to the first College Council and Academic Senate meeting of the fall semester (BC1-30).

Future Plans for Sustaining Improvements: *That the data and measures identified in the new strategic plan are used to identify improvements in student learning and institutional goal attainment*

College Council will continue to educate, discuss, and evaluate its work on College planning and evaluation processes.

The committee co-chairs will review their end-of-year reports on how their work aligned with and furthered the College strategic goals and meet with the College President to discuss their work and future plans.

Future Plans for Sustaining Improvements: *The functional map defined and agreed upon in 2011 results in effective services being received by the Colleges.*

District Consultation Council will discuss and respond to the recommendations made by Bakersfield College regarding a regular cycle of program review for services provided to the College by the district. Work has already begun on the first evaluation of a district service provided to the College, which will be used as a template for further evaluation of effective district services being received by the College.

List of Evidence

BC1-1a	Decision Making Document
BC1-1b	Budget Decision Criteria
BC1-1c	The Strategic Plan 2012-15
BC1-1	College Council Priorities and Work plan, 2013-14
BC1-2	Sample Program Review with Resource Requests
BC1-3	Administrative Work Plan
BC1-4	Institutional Scorecard, draft 1
BC1-5	Bakersfield College Strategic Focus 2013-14
BC1-6	Program Review Committee minutes, April 2, 2013.
BC1-7	Program Review Committee minutes, April 16, 2013
BC1-8	Email from Vice President of Academic Affairs to Faculty Chairs and Directors Council, April 22, 2013.
BC1-10	Best Practices from Program Review Committee Annual Report, 2012-13
BC1-11	ISIT form from APR
BC1-11a	ISIT Report April 2013
BC1-12	Program Review Committee Annual Report, 2012-13
BC1-13	Annual Program Review, draft 15/Final
BC1-14	College Council minutes for May 3
BC1-15	President's Report to College Council May 3 and May 17, 2013
BC1-16	College wide Committee Goals Report 2012-13
BC1-17	Email from Curriculum Committee Co-Chairs, April 22, 2013
BC1-18	English Department minutes, January 27, 2012
BC1-19	English Department minutes, April 13, 2012

BC1-20	Basic Skills Redesign, June 8, 2012 notes
BC1-21	Basic Skills meeting summary, June 26, 2012
BC1-22	Agriculture Department email to Dean, April 22, 2013
BC1-22a	Committee Co-Chairs Meeting December 5, 2012
BC1-23	Joint Meeting with Committee Co-Chairs and Accreditation Steering Committee
BC1-24	College Committees' web pages https://committees.kccd.edu/Bakersfield%20College
BC1-25	Email from Jim Coggins, Manager, Maintenance and Operations
BC1-26	College Council Facilities Technology presentation to College Council, February 22, 2013
BC1-26a	BC Survey Results 2013 HR
BC1-26b	ISIT Survey Results 2013 Technology
BC1-26c	BC Survey Results 2013 Staff Development
BC1-26d	Bakersfield College Strategic Focus 13 – 14 Updated 08-21-13
BC1-27	Functional Audit of District Services, 2012
BC1-28	Program Review Committee minutes, April 16, 2013;
BC1-29	Accreditation Report with Program Review Committee recommendation to Academic Senate and College Council, April 2013
BC1-30	2013 APR Annual Update Revised
BC1-31	Achieving the Dream Workplan
BC1-32	Student Success Stewardship Team Charter
BC1-33	Preliminary workplan on Data Team
BC1-34	Institutional calendar

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 in Addressing Recommendation In January of 2013, the Program Review Committee reviewed the definition of a Program at Bakersfield College. The committee developed “Recommended Changes to the Definition of ‘Program’” and a representative agreed to take the matter forward to Academic Senate, College Council, and Faculty Chairs and Directors Council (FCDC). On February 13, 2013, the Program Review Committee presented historical background on the issue to Academic Senate and recommended the definition change to match Title 5 and Chancellor’s Office definitions. The matter was reviewed by Academic Senate and approved on February 27, 2013 (BC2-1, BC2-2, BC2-3, BC2-4).

With this new definition in mind, the Assessment Committee co-chairs met with FCDC in March. Several departments would see large increases in required program assessment work with the new definition, so individual assistance was provided to these departments. To track the work done on program level assessments, the Assessment Committee developed a Program Level SLO Completion Chart, acquired information from each program, and with this, concentrated on the areas with weaknesses or gaps (BC2-5).

Additional training on the new program definition and use of CurricUNET was given to all department chairs on March 19. This training included a review of CurricUNET as well as a listing of helpful hints from the chair of the Art Department. Course level assessment plans were also discussed, as well as best practices used in several departments to effectively delegate and complete the work. Documents presented for this training were placed on the new joint committee site (developed in spring of 2013 to assist in communicating information to the College constituencies). The due date for Course Level Assessment Plans was moved to June 1, 2013 to accommodate this increase in faculty involvement (BC2-6, BC2-7).

On April 15, 2013, the Assessment co-chairs from each of the campuses in the Kern Community College District met with the CurricUNET Subject Matter Expert and the KCCD System's Support Analyst to develop a more effective method of reporting on the work completed in CurricUNET as well as to repair some programming issues that were hindering completion of the work. After this was approved by all campuses, the Bakersfield College faculty co-chair met with the CurricUNET Subject Matter Expert to delete inaccurate programs still listed in CurricUNET.

Program Level Assessment Plans were due to the Assessment co-chairs on April 19, 2013. A manual listing of program work (using the updated program definition) indicates that 100% of programs have completed an assessment cycle for 2012/13. In addition, an overview of all programs in CurricUNET provided a basis to identify and begin the deletion process on those programs that were invalid (BC2-8, BC2-8a).

Results for program level assessment have impacted the decision making and planning process within departments and programs. Examples include:

1. Music - The Music Program found that students were not performing at the target level for the program level SLO assessed in 2012/13. The department plans to react to these unsatisfactory results through the inclusion of a new applied music course that will include an audition requirement and individualized instruction (BC2-9).
2. Biology - The Biology A.S. Human Biology Emphasis Program assessed student proficiency in using a microscope through observation and use of a rubric. The overall average was good, but program members determined some individual scores were inadequate. To improve these results, faculty will have students focus the scope and take pictures with their own phones or other electronic devices, making the focus more important. In addition, the department will explore the use of student mentors to help those struggling with the use of microscopes (BC2-10).
3. Library - Although the Library does not meet the new definition of a program, assessment is completed through the AUO process. In 2012/13 the Bakersfield College librarians tracked questions made at the Reference Desk to determine the effectiveness of information provided to students. With over 22,000 questions tracked, the Library determined that there was a need to increase the librarians' knowledge base on both word processing and the registration process. To meet these needs, the librarians took a training course on word processing and received personal training on registration from the Admissions and Records department (BC2-11).
4. Think Tank - The Assessment Committee reviewed qualitative responses from Program Level Assessment Plans and noted the presence of the theme of additional support needed for non-English courses requiring written assignments. A Think Tank was developed and the participants developed a writing rubric to be used in non-English courses. This rubric was presented to department chairs on April 26th and the Think Tank chair has proposed faculty learning communities in 2013/14 to present the rubric to departments, guide them in how to use it, and

provide instruction on effective writing assignments and grading methods. Think Tank members, many of whom are English instructors, will provide this support. In addition, the Think Tank is proposing the development of an online repository of writing ideas and instruction strategies to provide continued support (BC2-12).

To increase the use of assessment results in planning and decision making in department and College wide decisions, an Assessment Committee co-chair met with the Program Review Committee (PRC) on April 2nd. The chairs requested that the original questions regarding how assessment results would impact planning and budget requests that had been in the Unit Plans previously be placed again in the Annual Program Review documents. The PRC approved this recommendation and the questions that link planning and budget requests to assessment results are included in the APR for 2013/14. This draft of the APR was developed over summer, 2013 (BC2-13, BC2-14).

Conclusion Bakersfield College has established learning outcomes for each certificate and degree program, conducted assessment for student learning outcomes at the certificate/program and degree levels, and utilized the results of assessment in the decision-making and planning process.

Future Plans for Sustaining Improvements The Assessment co-chairs will continue to work with the CurricUNET subject matter expert and systems support analyst to improve the ease of use and accuracy of the CurricUNET Assessment Module. Results from this module will be imported directly into the Program Review module of CurricUNET, due to be developed in 2013/14. This will allow for a more seamless use of assessment data for decision making, planning, and improvements.

The Assessment Committee will also continue to work with the Program Review Committee to monitor the effectiveness of the connection between assessment results and decision making within the APR document due to be used in fall, 2013. To strengthen this connection, Assessment committee members will assist in data use training for FCDC in 2013.

Finally, the College has invested resources in an additional faculty coordinator position (0.2 FTE) to address the outcomes of a degree and the alignment of degree outcomes, Institutional Learning Outcomes, Program Outcomes and Course Level Outcomes. The College will prototype the visual representation of the degree outcomes on the institutional score card that is under development in 2013-14 (BC2-15).

List of Evidence

BC2-1	Recommended Changes to the Definition of "Program"
BC2-2	Program Review Committee Meeting Notes, 11/5/2013
BC2-3	Academic Senate Meeting Notes, 2/13/2013
BC2-4	Academic Senate Meeting Notes, 2/27/2013
BC2-5	Program Level SLO Completion Chart
BC2-6	CurricUNET Job Aid
BC2-7	Course Assessment Cheat Sheet
BC2-8	Programs in CurricUNET with completed assessments list
BC2-8a	All programs in CurricUNET Report
BC2-9	Music Program Level Assessment Report
BC2-10	Biology Program Level Assessment Report
BC2-11	Library AUO Assessment Report
BC2-12	Think tank writing rubric
BC2-13	Program Review Committee meeting notes, 4/2/2013

BC2-14	2013 APR Annual Update Revised
BC2-15	Academic Senate request for faculty coordinator

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 in Addressing Recommendation CCA and District HR have a common interpretation of the existing adjunct agreement. Both parties agree that the current wording allows for inclusion of assessing SLOs as part of the current evaluation process. Below is the interpretation:

Interpretation of CCA contract 2011-2014

Article 7C states:

Criteria: Because adjunct faculty assignments are diverse, evaluation criteria appropriate to the assignment shall be used as specified in the procedures and forms within this Agreement.

These criteria include:

- a. Discipline Knowledge
- b. Creation and Facilitation of the Learning Environment
- c. Individual Professional Responsibility
- d. Effective Teaching Methods

Conclusion All negotiators and HR have agreed to the interpretation of the contract language. The CCA President submitted a signed letter to KCCD HR, dated 4-18-13, stating their interpretation of the contract. The Vice Chancellor of Human Resources, on behalf of the KCCD, sent a letter to the CCA President on 5-8-13 concurring with CCA's interpretation of the contract. The letter also indicates that HR will work with the campuses to ensure implementation (BC3-1, BC3-2).

Future Plans for Sustaining Improvements Beginning in the fall of 2013, adjunct faculty being evaluated will provide their educational administrator with a written statement regarding the assessment of their SLOs. A training plan will be developed in order to implement this change.

List of Evidence

BC3-1	CCA Letter regarding contract interpretation dated 4-18-13
BC3-2	HR letter of agreement dated 5-8-13

College 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)

Progress in Addressing Recommendation The Commission recommendation was initially discussed this spring 2013 semester during Staff Development Coordinating Council (SDCC) meetings to review and discuss a systematic approach to continuous evaluation of professional development programs provided to employees on campus. On March 8, 2013, the committee met and recognized the need to formulate an ongoing survey to the campus community in order to evaluate the workshops that were offered within the past year. The committee worked with Institutional Research and with Web Development to capture the following within the survey development: (BC4-1)

- Develop a system to track actual attendees of workshops
- Find out if the workshop attendees used the information learned from the workshop in their classroom and/or work stations
- Determine which workshops were wanted by the campus community and when workshops should be offered
- Ask classified staff in the survey if they would be willing to have a short face-to-face focus group with SDCC members to find out what type of professional development would align with their needs and role in the College
- Determine if there was topic relevance with the workshops that were offered previously, and
- Include a needs assessment of SDCC.

A survey was conducted during the spring 2013 semester among Bakersfield College employees focusing on staff development needs. The survey was electronically sent to 893 employees. The survey was open for approximately nine days. Over the survey period, 294 employees completed a survey. The SDCC called a special meeting (Thursday, April 18, 2013) to analyze the Staff Development survey results and included Institutional Research in the discussion (BC4-2, BC4-3).

Overall, the majority of survey respondents were satisfied with their staff development needs. The SDCC workshop evaluation consisted of three questions:

- What workshop did you attend?
- Were you able to use the skills in your job?
- What are some examples of how you used the skills or Why were you not able to use the skills learned?

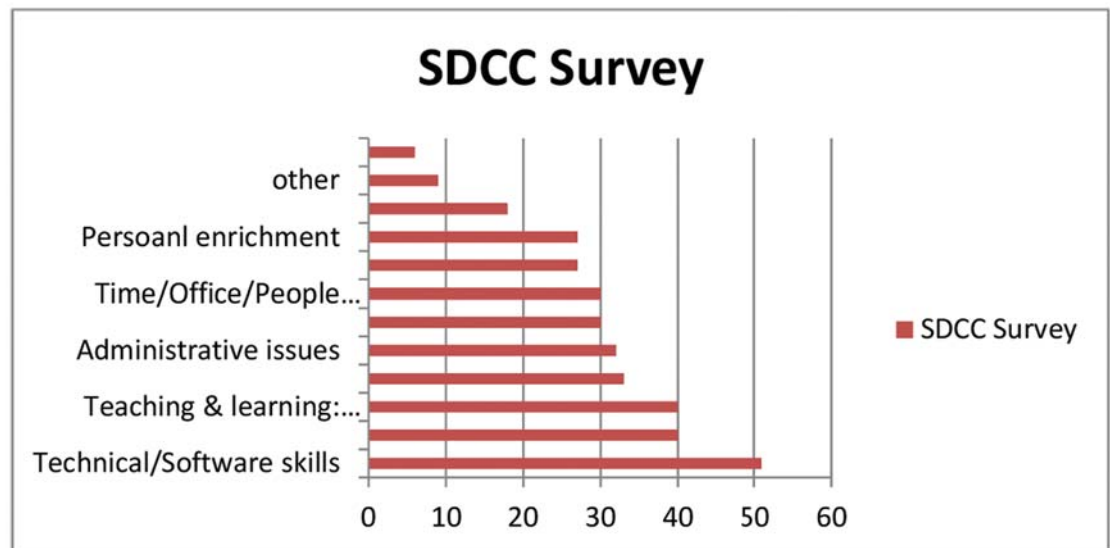
In 80% of the evaluations, the respondents noted they were using the skills they learned after the workshop. Some examples of how the employees used the skills are below:

- Workshop Name: BC Geek Week- Peer to Peer: "Inside BC"
Sample Survey Response: "Began using inside BC in my classes; providing announcements following each class, uploading handouts into "files," creating linked courses; emailing students via insideBC...."
- Workshop Name: Safe Space
Sample Survey Response: "Created a culturally sensitive classroom. Changed my office procedures and protocol. Influenced the policies and procedures addressed on my syllabus."
- Workshop Name: Assessment Think Tank: Student Engagement
Sample Survey Response: "I've been able to incorporate a number of engagement activities into my teaching from the Think Tank. One idea is to use alternate surveying in class. Using Poll Everywhere, I've been able to survey my students with regard to their understanding of specific issues in class."

Half of the survey respondents (51%) would like to see activities covering technical/software skills. Respondents (40%) were also interested in campus/safety emergency

issues and teaching and learning instruction topics (40%). About 27% of the respondents indicated an interest in personal enrichment.

“Which of the following topics would you like to see covered through SDCC activities?”



The SDCC recognized that some of the issues outlined in the survey results are outside of the committee’s control. The committee recognized the need to address the concern with professional development needs for classified staff. The survey concluded 85% of classified staff said their schedules hinder their participation in workshops, while 95% of the same group would like the opportunity to improve their job skills. Other obstacles that are faced from the same employee group that prevent workshop participation include being too busy, not having any office coverage and no support or encouragement from their managers to attend. To increase overall participation, SDCC discussed the following: (BC4-3, BC4-4)

- Offer professional development workshops during the summer when things are slower for classified staff
- When planning professional development workshop, try to target scheduling for specific employee groups
- Repeat workshops on different days and during different times to allow for maximum attendance
- Talk with managers to encourage support of their employees to attend various workshops and let them know they don’t have to take vacation time during work hours to participate
- Talk with managers to see what the needs of their staff might be in order to determine which type of professional development workshops would be most useful for classified staff

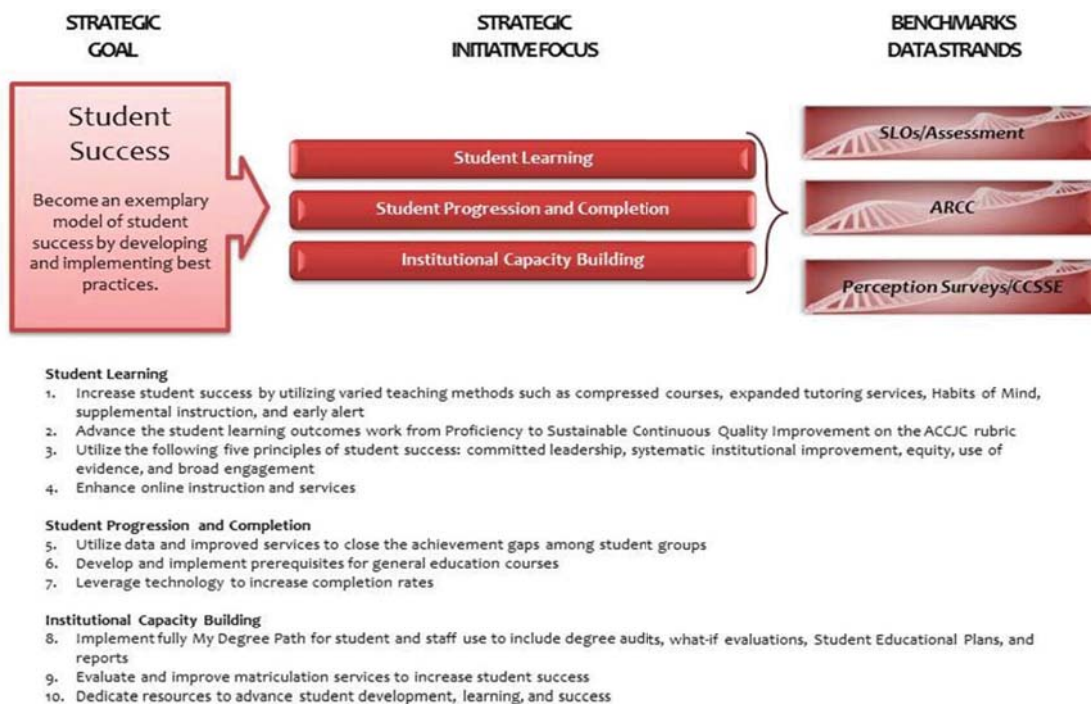
To increase evaluation efforts, SDCC is developing a system to track employees who attended the workshops. Also, SDCC is developing a system to automatically retrieve assessment data after each workshop to gather on-going data to continue self-assessment/evaluation. SDCC members also plan to encourage management to provide professional development to the employees within their areas. Some of the members will be presenting during an Administrative Council meeting.

The discussion was expanded to include College Council feedback on professional development. A Study Series presentation was made before College Council during

which College Council was asked to reflect upon professional development as well as to consider the following questions:

- How would you define professional development?
- How does professional development enhance Bakersfield College?
- Think of the last five years. In your opinion what was the activity that engaged BC faculty and staff with the life of the college?
- Consider your development as a professional. What activities helped develop your own areas of expertise?
- As a department chair and leader how do you intentionally develop others?
- What are your goals to increase your own skills?

A possible framework was outlined during the meeting and will incorporate SDCC's work as well as including on-going peer learning, conference, evaluation, engagement, orientation for people taking new jobs and content. In addition, the discussion resulted in the updating of the strategic goals to include Goal 6: Professional Development: "Provide relevant, timely professional growth opportunities to enhance the effectiveness of our employees and institution."



Conclusion While the committee already uses an annual survey to help determine which types of workshops staff would like to take as professional development, additional questions were added to determine the effectiveness of current offerings. Also, questions were added to determine whether the skills taught in staff development workshops were actually used to improve classroom instruction or workplace efficiency. Results showed that the workshops offered were effective, with 80 percent of respondents stating that they used the skills taught in the workshops. Other issues were uncovered, however, including confusion on for whom the workshops were offered and that classified staff, in particular, found it difficult to attend workshops. SDCC developed strategies to meet these needs.

Future Plans for Sustaining Improvements The Staff Development Coordinating Council will continue to work on continuous evaluation of the workshops that are delivered as well as automating some of those processes. The survey results from

spring 2013 outlined what the College constituents feel is important to them regarding professional development.

College Council and SDCC will continue to work together to address, evaluate, assess and move forward with professional development initiatives (BC4-5).

List of Evidence

- BC4-1 SDCC Meeting Minutes, March 8, 2013
- BC4-2 SDCC Survey Results feedback from SDCC SP 13
- BC4-3 BC Survey Results_2013_SDCC_
- BC4-4 SDCC Open Ended Survey Results
- BC4-5 Notes from College Council input, May 3, 2013

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, III.A.3.a, III.A.4, III.A.4.b, III.A.4.c, III.A.6) (links to Actionable Improvement Plan 4)

Progress in Addressing Recommendation Human Resources is centralized at the District office with staff assigned to the campuses. The Bakersfield College Human Resources Department reports directly to the Vice Chancellor of Human Resources at the District.

The College human resources department regularly assesses its record in employment equity and diversity by collecting demographics from the application process and submitting it to the District Human Resources office. The District Vice Chancellor for Human Resources compiled the information for the Colleges and prepared the comprehensive report *Kern Community College District Equal Employment Opportunity Plan* and it was approved by the Board of Trustees in March of 2013. The information was then disseminated to the individual Colleges (BC5-1).

In order to conduct an annual review of services, the College, working in concert with the District, has established a defined action plan including metrics as a component of the annual review of human resource services. Other elements that have been completed are focus groups, interviews, and the equity and diversity report (BC5-1, BC5-2, BC5-3, BC5-4, BC5-5, BC5-6).

In order to clarify and publish the roles and functions of human resources personnel, the Bakersfield College Human Resources office has developed and posted a list of roles and functions for College and District human resources personnel. This information includes contact information and links to most-used forms. The Website defines services provided at the College and District level. The Website is located at <http://www.bakersfieldcollege.edu/employee/hr/> and links within the “inside BC” module (BC5-2, BC5-3).

As a means to determine effectiveness of human resources at the College, working collectively with the Kern Community College District Institutional Research and Planning office, a survey was developed and administered to employees. The survey respondents indicated a general satisfaction with BC's HR office (85%). A vast majority of the respondents agreed or strongly agreed that "BC's HR office is easily accessible" (92%) and that "BC's HR office treats questions and concerns with respect" (91%). This survey will serve as a benchmark and be incorporated into the College's ongoing review of services (BC5-4).

An additional survey was administered to screening committee members who have served in the past two years to determine effectiveness of hiring processes. Screening committee participants indicated their committee work was a positive experience. Over 80% of the respondents agreed or strongly agreed with all but one of the statements. 70% of respondents reported they felt BC was not able to make the best possible hire (BC5-4).

Conclusion A systemic approach to evaluating human resources services at Bakersfield College has been established. The roles between the District and College were not clearly defined; however, based on the evidence provided the roles have now been established.

Future Plans for Sustaining Improvements The Kern Community College District Equal Employment Opportunity Plan will be provided on an annual basis for Board of Trustee approval. Benchmark data will be used to address issues and increase effectiveness of employment practices.

The results from the human resources program review will inform the College's effectiveness. Ongoing assessment and reporting functions between district services areas, including Human Resources, include:

- Identifying appropriate assessment methodologies
- Developing questions for the assessment instrument(s) to rate the degree and quality of services received
- Determine the most effective method of delivery
- Identify recipients or constituent groups
- Develop a timeline of administering the assessment
- Administer the assessment tool(s)
- Analyze results both laudatory and corrective
- Implement focus groups as appropriate
- Support current Actionable Improvement Plan
- Develop a summary report of findings
- Present findings to College constituent group

The College Human Resource office will continue to update and improve its website. Additional focus groups and surveys will be conducted to improve communication and information provided between College and District Human Resources offices and to employees.

The survey will be incorporated into the College's self-assessment of services.

Strategies, such as follow-up assessments of screening committee members, are being developed to address respondents' concerns about not being able to make the best possible hire. The College Human Resources personnel will develop training modules to address survey respondents' concerns.

A sub-group of President’s Cabinet will also work with the Director of Human Resources and the Vice Chancellor of Human Resources to develop values, processes, and systems so that Human Resources provides effective services in an environment of safety, confidentiality, and compliance.

List of Evidence

BC5-1	Kern Community College District Equal Employment Opportunity Plan
BC5-2	Bakersfield College Human Resources Planning Matrix
BC5-3	Bakersfield College Human Resources Website
BC5-4	BC Survey results HR 2013
BC5-5	Managers Focus Group
BC5-6	Program Review Committee Minutes 4/16/2013

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)

Progress in Addressing Recommendation The College has analyzed the planning process for capital projects to identify the problems and recommend 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 addresses all capital projects and not just long term capital projects.

The committee identified these problems with the College’s current processes:

1. There is no cohesive system to identify and relate capital projects being discussed within the campus community to the Facilities Master Plan. The Facilities Master Plan is the College’s planning document that specifically identifies capital projects (BC6-1 page 49).
2. The current processes do not adequately prevent changes to planned capital projects without the proper review and oversight of how those changes might impact institutional improvement goals.
3. There is no campus wide oversight group that has the responsibility and authority to monitor and recommend changes to the Capital Projects List in order to insure that the capital projects remain in alignment with the Educational Master Plan and the institutional improvement goals (BC6-3).

The committee’s analysis indicates that while the Educational Master Plan is the overarching planning document for the vision and direction of the College, the Facilities Master Plan is the planning document for capital projects that helps to realize that vision. As stated in the Facilities Master Plan,

“...the FMP is meant to provide a vision for the future. This vision includes addressing the needs for new and/or replacement construction, renovation or repurposing of facilities for reuse, and the development/ redevelopment of core campus amenities. The FMP was guided by the Educational Master Plan of the College. In this regard, it was created to support the future educational needs of the College, as defined via the program of instruction. The Plan process, therefore, included matching

space needs to the curriculum, creating modern teaching, learning and support facilities that will attract students to the College, and providing, through a facility development program, the best opportunity for students to succeed in their educational mission. It also aligns with the strategic plans for the District and the College” (BC6-1 page 1).

As a result of our analysis the following changes are being made in order to satisfy Recommendation 6, to correct the problems identified with the College’s current processes, and to enhance the College’s existing Facilities Committee. The Facilities Committee membership will be modified to ensure a broad cross-section of College stakeholders, and will make recommendations to the College President and vest it with the following responsibilities:

- Coordinate and prioritize the Capital Projects List by reviewing all requests for remodeling, renovation and new construction for alignment with the Educational Master Plan and the institutional improvement goals
- Plan all capital projects, not just long-range, because they impact each other
- Coordinate the Facilities Master Plan planning process in a collaborative and open process as illustrated in the FMP (BC6-1 page 5, paragraph 1).
- Review any grants or donations for facilities for their compatibility with the Facilities Master Plan
- Review the Facilities Master Plan annually and create a yearly addendum to the capital projects list in order to remain in alignment with the Educational Master Plan and the institutional improvement goals.

Furthermore, the process for updating the Facilities Master Plan and the Capital Projects List will be modified. Maintenance and Operation (M & O) will collect information from the following sources and identify possible projects for inclusion or removal from the Facilities Master Plan and the yearly addendum to the Facilities Master Plan:

- The Educational Master Plan (BC6-2)
- The Annual Program Reviews (BC6-4, BC6-7)
- The Facilities Condition Index (FCI) from data obtained from State facilities site (Fusion) that includes information on the condition of College buildings as recorded in an assessment conducted by the State Chancellor’s Office
- Projections for future growth (BC6-2 page 97)
- Regulatory requirements
- Identified safety concerns
- Surveys and input from Faculty, Staff, Students and Community and Foundation representatives

After collecting information from the aforementioned sources, M & O will then identify the costs associated with these possible projects. The Facilities Committee will review this information for possible inclusion and prioritization in the Facilities Master Plan and Capital Projects List. This prioritization will be based on the Educational Master Plan goals, projected cost, and the availability of funding sources. The Facilities Committee will also review the above mentioned sources for items that may not have been identified by M & O. The Facilities Committee will report its recommendations to the Academic Senate, the College Council, and the Administrative Council. These groups will then provide feedback to the Facilities Committee for inclusion in the Facilities Master Plan and the Facilities Committee’s recommendations to the College President. Finally, the President will review these recommendations and make the final decisions regarding the Facilities Master Plan and the Capital Projects List.

Several oversight measures are currently in place, or will be upon the implementation of these new procedures, to ensure adherence to this process. For example, the Facilities Committee reviews the Facilities Planning Construction Status Report at each meeting (monthly) for any changes that have not gone through the approved processes. The District's chief financial officer currently reviews all capital and scheduled maintenance projects. The District's Executive Director of Administrative Services holds weekly meetings with the District Office Facility Construction Group. This group maintains oversight responsibility for construction on all three campuses, and reviews the Facilities Planning Construction Status Report as well (BC6-6).

Conclusion In conclusion, implementation of the two recommendations will provide the process that will meet the standard and provide a capital project planning process that is aligned with institutional improvement goals. The team's recommendation to include major renovations and facilities upgrade in the long-term plan for facilities has already been done and is included in the Facilities Master Plan dated 02/2013 (BC6-1 starting on page 49).

Future Plans for Sustaining Improvements As a means to improve the process, the Facilities Committee will formally solicit annual feedback from the Academic Senate, the College Council, the Administrative Council, and the College President as to the effectiveness of the process.

List of Evidence

BC6-1	Facilities Master Plan (02 2013)
BC6-2	Educational Master Plan (2011-2014)
BC6-3	Facilities Planning Construction Status 2009 thru 2013
BC6-4	Annual Program Reviews for 2011_12
BC6-6	Relevant notes from 4_16 meeting with Sean James - District's Executive Director of Administrative Services
BC6-7	APR MandO Needs Workbook 13-14

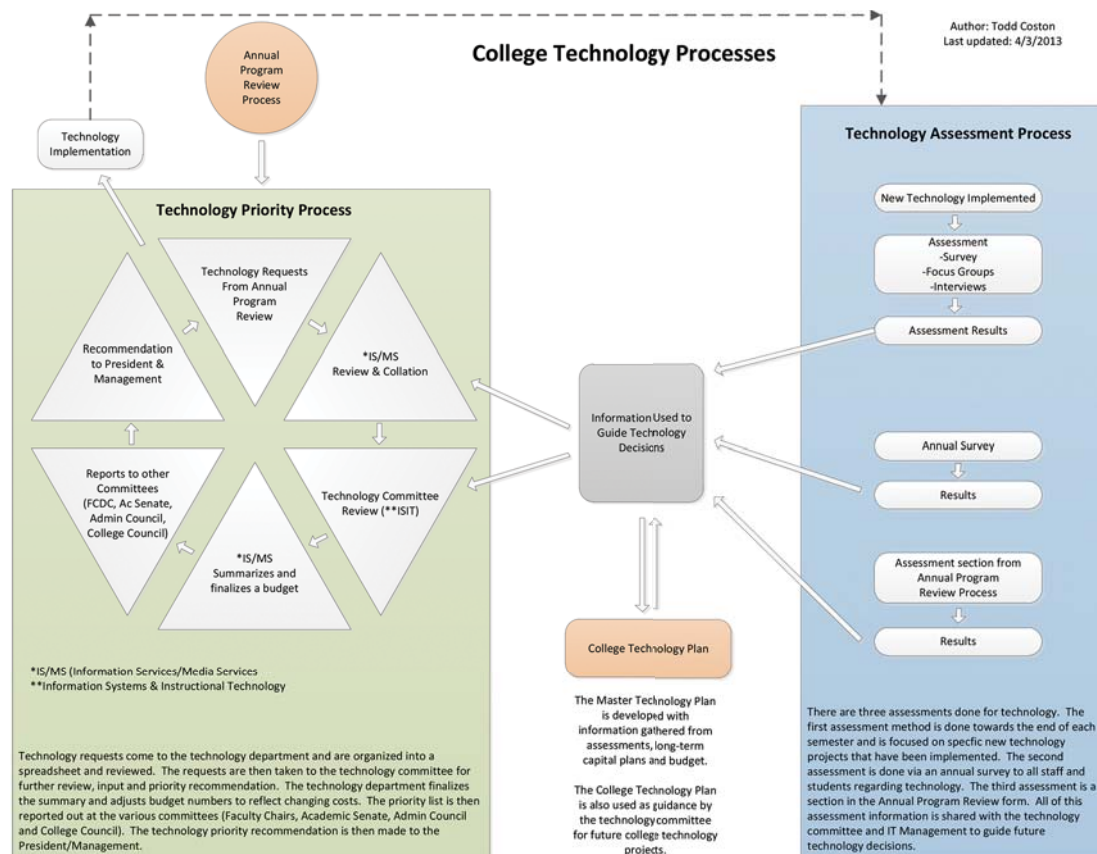
College Recommendation 7: Develop an assessment methodology to evaluate how well technology resources support institutional goals

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 in Addressing Recommendation In order to better evaluate the College technology resources, the College worked with the technology committee, Information Systems and Instructional Technology (ISIT), and developed three different methods for assessing technology resources. The assessment results guide future technology decisions. The evidence document called "Technology Processes" is a visual representation of how the technology processes work at Bakersfield College. The technology processes document includes the link to Annual Program Review and Assessment and demonstrates visually the link to an ongoing integration of assessment.

The first assessment method (AM1) provides a very immediate and targeted assessment for new hardware and software technology implementations. For example, if a new smart classroom is implemented, after a period of about six months or one semester,

a follow-up survey or focus group is conducted to determine if the new technology meets the needs of the department and if it helps the students, faculty, classified or administrative user of the new technology better meet the institutional goals of the College of becoming an exemplary model of student success by developing and implementing best practices; enhancing collaboration, consultation, and communication within the College and with external constituents; and improving oversight, accountability, sustainability, and transparency in all College processes. ISIT has already administered three surveys to demonstrate the effectiveness of the assessment tool for AM1 (BC7-2).



The first survey for AM1 was targeted to faculty using nine new smart classrooms that were recently upgraded as part of a STEM grant. After gathering the survey results, those results then go back to the technology team, consisting of the IT Management and the College technology committee (ISIT), to be used as guidance for future technology decisions (BC7-2).

The second survey for AM1 was targeted to assess an upgraded and redesigned student orientation room which previously had no technology. The survey was targeted to the Student Services staff that uses the room. Again, the questions asked were to determine if the technology upgrade aligned with institutional goals, especially the student success and communication goals. The results of the survey were forwarded to the technology team to be used as guidance for future technology decisions (BC7-2).

The third survey for AM1 targeted the assessment of a new software improvement. A need for a consistent location for tracking the various committees, agendas, notes and supporting documentation was identified by the Accreditation Steering Committee to address the institutional goals of improved communication and oversight and accountability. The committee solicited a technology solution from the technology

committee which resulted in a new web site at <https://committees.kccd.edu> that allows easy uploading of agendas, meeting notes and other supporting documents pertaining to various committee meetings. The results of the survey were then forwarded to the technology team to be used as guidance for future technology decisions (BC7-2, BC7-3).

The second assessment method (AM2) used to determine that campus technology meets the institutional goals is to integrate an assessment section into the Annual Program Review form. Although the College has not gone through a Program Review cycle since the accreditation visit, the technology committee worked with the Program Review Committee to insert language into the program review process for assessing technology as part of program review. The evidence demonstrates a possible way a technology assessment might be included in the program review process. The Program Review Committee evaluated the new proposed addition and agreed to include some variation of the proposed addition. By including a technology assessment as part of program review the College is making a deliberate decision to integrate technology assessment as part of the annual College process of program review. The assessment from AM2 will be forwarded to the technology team to be used as guidance for future technology decisions (BC7-4, BC7-5, BC7-7).

Finally, the third assessment method (AM3) for technology is a very broad annual survey that will go out to all College stakeholders. The survey is much broader than the targeted questions found in the aforementioned AM1 and AM2. The next annual assessment will happen in mid-Spring semester and questions have already been identified and vetted by the technology committee. Again, the results of the survey will be disseminated to the technology team to be used as guidance for future technology decisions (BC7-6).

Conclusion In conclusion, the three new assessment methods provide a very well rounded assessment of the College technology allocation and implementations. All assessment results go back to the technology team, consisting of the IT Management and the College technology committee, for review and to guide future technology decisions. The assessment results will also be used to guide the development of the College technology plan. As part of each assessment method, there are also questions asked about training on how to use the technology effectively, including whether further training is needed. Therefore, in addition to going to the technology team, the assessment results for the technology training questions will also go to the staff development committee (SDCC) for review and to guide future staff development decisions.

Future Plans for Sustaining Improvements Upon completing the assessment methods (AM1, AM2, and AM3), the team determined that this three-pronged approach to assessment enables the College to make more effective technology budget-based decisions. Working with those individuals or departments who are directly using the technology or are using various software applications (by either survey or face-to-face focus groups) the technology team can more effectively prioritize and budget for the campus needs. Incorporating the assessment piece into the Annual Program Review will enable the College to gain a historical perspective on departments' experience with and assessment of technology. This will also be a valuable tool for providing departments with the ability to integrate effective best practices with other areas. The broad annual survey will continuously provide the technology team a barometer of technology effectiveness and the support of the technology at the College. There will be a continual refining of the survey and focus group questions as the technology team learns what questions need to be asked and how they should be asked.

List of Evidence

BC7-2	ISIT_SurveyResults_2013_Final.pdf
BC7-3	committees-screenshot-16apr13.pdf
BC7-4	APR Instructional Form 2012-13 web.pdf
BC7-5	APR-AssessmentAddition.pdf
BC7-6	BC Annual Technology Needs Survey_Draft.pdf
BC7-7	2013 APR Annual Update

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 in Addressing Recommendation

Bakersfield College hired a new President, who started in January 2013. From the start the President's message has been to engage each and every student, employee, and community member with the mission of the College. The President's "Communications" agenda was developed on the key principles of engagement, meaningful participation, effectively advancing the mission of the College and developing mutual areas of interest with both internal and external partners.

*"Our work today is to build the future... We must also, **all of us and each of us**, help others understand the work that we are personally doing, because our shared understanding is what makes our stories and work converge in key directions to serve students."*

President Sonya Christian
Address to the College
January 11, 2013

Even prior to receiving Recommendation 8 on February 11, 2013, the need identified was being addressed as a natural consequence of this focus on engagement and participation, using written communication, and collaborative crowdsourcing.

Engagement and Meaningful Participation

The President, working with College Council and her administrative leadership team, have engaged the internal and external community by sponsoring community conversations on campus, augmenting the College's presence on boards of community organizations, developing participation in advisory committees, expanding community events and inviting the community to host more events on campus.

Business and Industry:

The President has met with key business and industry leaders in the last seven months including the City of Bakersfield Mayor, the CEOs of the Greater Bakersfield Chamber of Commerce, the Kern County Black Chamber of Commerce, and the Kern Hispanic Chamber of Commerce. She has also developed a working relationship with the Kern Economic Development Corporation (KEDC). The President has started cultivating relationships with the CEOs of large industries in the area including Oil and Agriculture. Finally, she has also started meeting with key political leaders at the state level and local level.

Participation in Community Organizations and Boards:

Bakersfield College participates in all three local Chambers of Commerce (Greater Bakersfield Chamber, Kern Black Chamber, and the Hispanic Chamber), CSUB's Enrollment Management Committee, and the Central Valley Higher Education Consortium. These relationships place Bakersfield College at the table, making decisions along with other community leaders, in a manner which helps advance local workforce preparation efforts. The College's vibrant partnership with the area's civic organizations ensures our vision for education in Kern County aligns with that of community leaders. Furthermore, higher levels of participation will be cultivated in area service organizations, the Workforce Investment Board, and the Downtown Business Association. In order to capture the data on the College employees participating in local, regional, state, and national organizations, the College will develop: (BC8-7)

- a campus wide survey to form a list of all the community organizations supported by Bakersfield College
- a targeted survey for the Administrative Council to develop a master list of the administrators who currently represent Bakersfield College on various community advisory boards and committees.

Community gatherings on campus:

The College held an inaugural breakfast event with all area high school principals, assistant principals, and lead guidance counselors. The breakfast allowed Bakersfield College to make presentations regarding several key programs and services of importance to high school students planning their college or career goals (BC8-6, BC8-8).

The Career Technical Gala in October 2013 will see key business and industry partners coming together on campus to discuss workforce issues and economic development issues. The work of program advisory committees is being strengthened, and a fund has been established within the Foundation to support this type of work.

Study sessions

In conjunction with Bakersfield College's primary governance council, College Council, the President has launched a series of study sessions open to all governance council members. Each study session is led by a different member of the College's administrative team in conjunction with other staff. The first session in the series (held on March 1, 2013) dealt with the topics of research, program review, and student learning outcomes. The second session (May 3, 2013) focused on professional development. A third session (May 20, 2013) focused on student success and stakeholder engagement, while the fourth (July 2, 2013) covered the Annual Program Review process. College Council will continue to develop this study series to increase engagement across the College community. For those unable to attend, online solicitation of input has been made available. All study session materials are posted on the President's website for the community at large (BC8-3, BC8-4).

"...don't wait till someone asks you personally to participate. For those who haven't yet, take the initiative to get involved outside the department to learn more about the College. Play a role. Be an active part of BC life."

Kate Pluta
Faculty, English Department
April 24, 2013

Strategic Goal of the College: Communication is one of the six strategic goals of the College in the 2012-2015 Strategic Plan. The President worked with a team of advisors to develop a plan for this Strategic Goal with a set of strategies to integrate the College with community and business organizations. This team was composed of the College

President, the Academic Senate President, the KCCD Associate Vice Chancellor/Government & External Relations, the Director, Marketing and Public Relations, and a faculty member from the Communication department (BC8-11).

Beyond the President's singular commitment to engagement and participation, the whole College has embraced this as well through the systematic structure of implementing the strategic goals of the College and through the reporting required by College Council for all strategic goals. College committees, departments, and individuals are all engaged in raising the visibility of the College while enhancing the integration of work on campus.

Visibility: The College is systematically working to make visible both the current role of the College within the community as well as the role that the College has had in the past. The celebration of the College's centennial year has provided an effective context for simply getting the word out on the breadth of educational programs and in publicizing student success stories; the College is more frequently and more intentionally addressing issues of public interest; and the College has been successful in creating events that make the College visible to the community.

Journal and newspaper articles:

Regular contributions of "Community Voices" articles to the local newspaper are planned - the first was authored by the College President prior to taking office; a second that outlined the College's position on a tough external relations challenge, was printed in last May. A series of program features for the *Kern Business Journal* are also in the works - in May, the *Journal* printed an article featuring Bakersfield College's *Radiologic Technology* program, and the program's partnership with area hospitals and clinics. A second article on the integration of the *Welding* program with the local petroleum industry is scheduled for the August issue. The President has been invited to be a regular blogger for the Huffington Post. She has accepted this invitation and plans on developing the first blog for publication in September (BC8-12).

Written communications

Email: Direct communication to internal audiences regarding College priorities and initiatives is the key purpose of the newly-established *Renegade Roundup*. The *Renegade Roundup* is a regularly-distributed email direct to all employees of Bakersfield College with important information, announcements, and updates on College business. As of this writing, seven *Renegade Roundup* emails have been distributed. All *Renegade Roundup* emails are also posted to the President's website for the community at large (BC8-2).

Web 2.0 Blog: The President established a blog just three days into her tenure to maintain ongoing communication with both internal and external audiences. The blog serves as a casual one-to-many conversation between the President and the blog's followers. As of this writing, there were 62 posts on the blog, with 50 separate comments, and 186 followers. (Note: as of August 10, 2013, there were 73 posts on the blog, with 59 separate comments, and 201 followers.) The President's blog is promoted whenever possible as a simple way to stay up-to-date on Bakersfield College (BC8-1).

Conclusion At this time, Bakersfield College's internal and external communication efforts show a considerable breadth, depth and relevance to the community we serve. Through creative crowd-sourcing efforts, the College's fundamental messages and mission are being carried into the community, and reinforced through consistent and accurate internal communications. While long-term relationships will take time to foster and nurture, the enthusiasm with which the first steps have generated bodes well for the future.

Future Plans for Sustaining Improvements An initial meeting to further leverage the expertise of a new Communication Department faculty member has been scheduled. The faculty member will be working in conjunction with the College President and the Director, Marketing and Public Relations, to craft a long-range communication plan. Already included in this plan is the crowd-sourcing of program, service, and employee feature articles – the Communication Department faculty member and Director of Marketing and Public Relations will work with talented students charged with finding and authoring articles for submission to local magazines and journals.

List of Evidence

BC8-1	President's Blog
BC8-2	Renegade Roundup
BC8-3	Governance Committee Study Session Invitation
BC8-4	Online Input Solicitation
BC8-5	Joint Nursing Advisory Committee meeting notes, January 28, 2013
BC8-6	Principals Breakfast Invitation
BC8-7	Community Involvement Survey – pilot
BC8-8	Principals Breakfast Survey
BC8-9	Community Voices
BC8-10	President's Website
BC8-11	2013-2014 Bakersfield College Strategic Focus, Strategic Goal #2: Communication Action Plan
BC8-12	<i>Kern Business Journal</i>

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 the Board's policies and procedures are evaluated on a regular basis and revised as appropriate (IV.V.1.e).

Progress in Addressing Recommendation The governing board has updated board policies and procedures as needed; however, there has not been a scheduled recurring evaluation of them. Therefore, beginning November, 2012, KCCD initiated a formal process to ensure that all of the KCCD Board Policies and Procedures are evaluated periodically and revised as appropriate (**DR1-1**).

Effective in January 2013 each section of the Board Policy Manual will be systematically reviewed every two years. The Board Policy Manual includes eleven sections, including sections 5, 7, and 9, which are collective bargaining agreements that are negotiated every three years. In odd-numbered years, board policy sections 1, 3, and 11 will be reviewed and revised as appropriate. In even-numbered years, board policy sections 2, 4, 6, 8, and 10 will be reviewed and revised as appropriate.

In July 2013, KCCD General Counsel recommended removing the two collective bargaining unit agreements from the Board Policy Manual. The bargaining unit contracts are legally binding without being included in board policy. These two agreements are negotiated periodically and will open for negotiations in fall 2013. Therefore, Board Policy Manual sections 5, 7, and 9 will not be included in the periodic reviews and revisions as described in the previous paragraph. Instead, sections 5, 7, and 9 will be recommended to be deleted from the Board Policy Manual during the 2013-2014

academic year, following consultation with the various collective bargaining units.

Initially, a calendar was created to facilitate the review of section 1, 3, 5, 7, 9, and 11. The calendar was revised in July 2013 to complete the review and revisions as appropriate limited to sections 1 and 3. The Chancellor and Chief Financial Officer are charged with coordinating the evaluation of Section 1 and Section 3 of the Board Policy Manual and to process recommended revisions by the October KCCD Board of Trustees meeting. The review of even-numbered sections will commence in January 2014.

Conclusion The District has defined a process for the periodic review and appropriate revision of the KCCD Board Policy Manual to ensure an ongoing and systematic review of Board policies and revisions where appropriate. This process began in January 2013 and will be evaluated for its efficacy and needed modifications by May 2014.

Future Plans for Sustaining Improvement The process begun January 2013 to evaluate one-half of the Board policies and resulting revisions will yield recommended governing board action beginning in October 2013. The remaining half of the Board policies will commence to be reviewed and revised as appropriate in January 2014. This process will continue every year thereafter. The person responsible for coordinating these reviews is the Chancellor.

List of Evidence

DR1-1 Chancellor's Administrative Council Minutes-November 2012, December 2012, January 2013, February 2013, March 2013, May 2013, July 2013, August 2013

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 those board members who have considerable experience as a governing board member. (IV.B.1.f)

Progress in Addressing Recommendation The members of the KCCD Board of Trustees annually participate in a professional development program that is informed, in part, by current state and national community college issues, changing needs of the district, and the results of the board evaluation, which takes place in the fall of each odd-numbered year. In addition, new board members participate in an orientation that occurs immediately following their election (**DR2-1, DR2-7**).

In response to the recommendation, the current trustee self-evaluation and professional development program will be expanded into a comprehensive Trustee Development Plan. This plan is scheduled to be drafted based on the 2013 board evaluation results. Following the every-odd-year board evaluation process, board performance areas receiving the lowest ratings on the evaluation are targeted as board development topics. The Trustee Development Plan will also incorporate topics that are trending community colleges issues and those related to student success, legal and legislative issues, accreditation, facilities planning, budget planning, and accountability and institutional effectiveness. In addition, this professional development plan will codify existing procedures for the new trustee orientation (**DR2-5, DR2-12**).

A revision to KCCD Board Policy has been drafted for presentation at the September 2013 board meeting. This revision specifies that new trustees will participate in an orientation no later than 90 days following their election. Currently, when new trustees are elected to the Board, they undergo an orientation prior to assuming office at the December board meeting to acquaint them with the KCCD, California Community Colleges and the impact of community colleges across the nation. The orientation, conducted by the Chancellor, includes topics such as general trustee information, planning and governance structures, district-wide data, and support mechanisms for board member effectiveness. New trustees learn of the structures that support their governance, including the district-wide annual meeting schedule and subcommittee structures, the KCCD Strategic Plan and the annual district budget. Understanding available data is critical to trustees, and the orientation includes a presentation of KCCD's demographic, enrollment, financial aid, and completion data by college and district wide, as well as student progress and success accountability reports (DR2-1, DR2-13).

Outside support services are also made known in the new trustee orientation. These include available publications such as the Community College League of California Fiscal Responsibility Handbook and a calendar of conferences for trustee orientation such as those sponsored by California Community College Trustees, and Community College League of California; and KCCD workshops related to emergency preparedness and sexual harassment and discrimination. Additionally, new governing board trustees are required to attend the annual Community College League of California Effective Trustee Workshop that is conducted each January (DR2-2, DR2-9, DR2-10).

During annual KCCD Board retreats, trustees review the KCCD Strategic Plan and annual institutional effectiveness outcomes. They also discuss reports on the status of each college and the district. The retreat culminates with a delineation of annual priorities, which will be incorporated in the development plan (DR2-6).

Conclusion KCCD has made substantial progress on this recommendation. When the revised board policy has been adopted in September 2013, and the Trustee Development Plan is implemented in the 2013-14 academic year, the recommendation will have been fulfilled. Nonetheless, KCCD will continue to address related issues pertaining to board member professional development as appropriate.

Future Plans for Sustaining Improvement Following the 2013 trustee self-evaluation and the 2014 board retreat, the Trustee Development Plan is scheduled to be drafted for final review to ensure effectiveness, relevancy and to incorporate new goals that respond to the findings of the ongoing board evaluations. The expected completion date is January 31, 2014 and the person responsible for coordinating the completion of this draft plan is the Associate Vice Chancellor, Governmental and External Relations.

List of Evidence

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| DR2-1 | Binder for each new board member (available at the office of the President) |
| DR2-2 | Community College League of California Effective Trustee workshop |
| DR2-5 | Board Self Evaluation Summaries (confidential document, available at the office of the President) |
| DR2-6 | Board Retreat Agendas (confidential document, available at the office of the President) |
| DR2-7 | Board Meeting Agendas – September 2012, December 2012, February 2013, March 2013, April 2013 (two meetings), May 2013, June 2013 |

<http://www.boarddocs.com/ca/kccd/Board.nsf/Public> (2012 Agendas are found under the “Library” tab. 2013 Agendas are under the “Meetings” tab.)

- DR2-9 Introduction to Fiscal Responsibilities Handbook (available at the office of the President)
- DR2-10 Effective Trustee and Board Chair schedule of training opportunities
- DR2-12 Draft Trustee Development Plan Table of Contents (document on flash drive)
- DR2-13 Revision of Board Policy 2F (document on flash drive)

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 which: 1) have clearly defined processes in place, 2) have processes implemented and 3) have processes published in the Board’s policy manual which 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)

Progress in Addressing Recommendation Accreditation visiting team members indicated the need for additional evidence to “verify the Board’s compliance with Accreditation Standards regarding self-evaluation. The team conclusion is that there is insufficient evidence to verify compliance...” (Evaluation Team Report to Bakersfield College, October 2012, pp 72-73). To respond to this request and recommendation, the following detail and citations are offered.

The board self-evaluation process is conducted every two years with the next evaluation scheduled October 2013. The policy and process for evaluation of the governing board was adopted and added to the KCCD Board Policy in October 4, 2007, including Standards of Good Practice and Statement of Ethics. In addition, the trustees established a biennial schedule for board evaluation (**DR3-1, DR3-2, DR3-6, DR3-7**).

The confidential evaluation process is designed to provide constructive feedback to governing board members about their individual performance, as well as the performance of the board as a whole, including board effectiveness and decision-making. The trustees identify past accomplishments and annual goals, clarify roles, and take actions based on the evaluation summaries to improve effectiveness and efficiency of Board meetings. The process is clearly defined in the KCCD Board Policy as well as the KCCD Governing Board Self Evaluation instrument (**DR3-1, DR3-2**).

The Board of Trustees reviews and approves procedures for self-evaluation in the fall of each odd-numbered year. In October of the evaluation year, the Secretary of the Board provides the board members an agreed-upon evaluation instrument. In the past, when evaluations took place in consecutive years, the trustees compared and analyzed the results of the consecutive evaluation processes. This analysis revealed that differences between one year and the next year were insignificant. The trustees changed the self-evaluation process to take place every two years. Additionally, the analysis by the trustees of the evaluation instrument resulted in removal of duplicative evaluation questions to create a more focused evaluation instrument (**DR3-1, DR3-3**).

Once the board members complete the evaluation instrument, they submit their responses to the Secretary of the Board. A summary of the evaluations is presented to

the Board in a written communication no later than December of the evaluation year (DR3-4).

Conclusion A clearly defined self-evaluation process is in place. To address the recommendation, preceding the distribution of the evaluation instrument, trustees will evaluate the instrument and the process to ensure its continued effectiveness, making any changes deemed appropriate.

Future Plans for Sustaining Improvement The next board self-evaluation will be conducted in October 2013 in accordance with the procedure described above. At that time, the trustees will review the evaluation instrument to determine its effectiveness or need for reform. This process will continue henceforth as stated in Board policy. Completion date is planned for November 30, 2013 and the Chancellor will be responsible for ensuring completion.

List of Evidence

- DR3-1 KCCD Board Policy 2E - Board Self Evaluation
http://www.kccd.edu/Board%20Policy%20Manual/Section%2002_Board%20of%20Trustees.pdf
- DR3-2 KCCD Board Policy 2F - Standards of Good Practices http://www.kccd.edu/Board%20Policy%20Manual/Section%2002_Board%20of%20Trustees.pdf
- DR3-3 KCCD Governing Board Self Evaluation Instrument
- DR3-4 Composite rating summaries (confidential document, available at the office of the President)
- DR3-6 KCCD Board of Trustees meeting minutes (October 2007) <http://www.boarddocs.com/ca/kccd/Board.nsf/Public> (Minutes for 2007 will be found under the "Library" tab.)
- DR3-7 KCCD Board Policy 2G – Statement of Ethics http://www.kccd.edu/Board%20Policy%20Manual/Section%2002_Board%20of%20Trustees.pdf

District Recommendation 4: Evaluation of role delineation and decision-making process for effectiveness

In order to comply with the Standards, the team recommends the District conduct an evaluation of the new decision-making process and evaluates the effectiveness of the new processes in decision-making and in communicating the decisions to affected users. (IV.B.3.g)

Progress in Addressing Recommendation For the past several years, the Kern Community College District (KCCD) has revised and modified accordingly the "Elements of Decision-Making" document that was originally developed in July 2006. This document has been reviewed periodically by staff and their input has been used to modify and improve the process of making decisions district-wide. This ongoing and systematic evaluation of the process has resulted in various process changes and helped to continue to refine and improve decision-making practices. The latest modification to the document and its resulting processes was in 2012 (DR4-1, DR4-2).

During the April 24, 2012 Consultation Council, which consists of the District Chancellor, college Academic Senate Presidents, and various leaders from the constituency groups on each college campus and the district office, the Elements of Decision-Making were

reviewed and discussed. The constituent groups were asked to take this to their respective groups and return to the next meeting with any input. At the May 22, 2012 Consultation Council meeting the functional roles of all departments at the district office were reviewed and discussed (DR4-3).

After discussion within the Consultation Council, it was decided to begin an evaluation process by scheduling a participatory governance workshop offered through the League and statewide Academic Senate. This workshop will provide the foundation for understanding, improvement and enhancement of district-wide decision-making. As part of this workshop, the decision-making document and related processes will also be reviewed and discussed to determine their effectiveness. The workshop is planned for fall 2013. Input received from these discussions will be utilized to improve decision-making processes and communication of decisions and, if appropriate, another modification to the current document will be made.

In addition, the elements of the decision making process will be evaluated by the Consultation Council 2013 via a survey. The survey is being drafted by the Institutional Research Office and the interim Vice Chancellor of Educational Services and is planned for implementation in September 2013. That survey will assess the degree to which the processes described in the document are efficient and effective.

Conclusion The KCCD is committed to providing an effective and transparent decision-making process and will utilize input from all constituency groups to ensure that the process is continuously evaluated effectively and resulting data reviewed consistently. The additional efforts noted above will ensure that KCCD fully complies with the standard.

Future Plans for Sustaining Improvement In addition to the participatory governance workshop the Consultation Council will continue to review and evaluate the practices and policies that impact district-wide decision-making. There will be a survey to members of the Consultation Council in fall 2013 to assist in the evaluation process. The expected completion date for the participatory governance workshop is October 2013 and the person responsible for coordinating this workshop is the Chancellor. The expected completion date for the next Consultation Council review and evaluation of the practices and policies that impact district-wide decision making is January 2014. The person responsible for coordinating this review and evaluation process will be the new Vice Chancellor, Educational Services once this person has been hired.

List of Evidence

- DR4-1 Kern Community College District – The Elements of Decision-Making-2006.
- DR4-2 Kern Community College District - The Elements of Decision-Making-2012.
- DR4-3 Consultation Council Minutes-April 24, 2012, May 22, 2012.

Summary

Through the 2012 Self Evaluation process, in addition to the work recently completed on the Follow-Up Report, Bakersfield College has taken a close, informed assessment to ensure that we are meeting the standards of accreditation while providing an effective and supportive environment for student learning. The College has developed processes to embed the accreditation process into the everyday life of Bakersfield College and

is currently working on the Actionable Improvement Plans listed in the 2012 Self Evaluation Report as well as continuing to fortify the new work completed during these processes.