



**2015 Annual Report
REVIEW**

Bakersfield College
1801 Panorama Drive
Bakersfield, CA 93305

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Nan Gomez-Heitzeberg
3.	Phone number of person preparing report:	661 395-4201
4.	E-mail of person preparing report:	ngomez@bakersfieldcollege.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	http://www.bakersfieldcollege.edu/sites/bakersfieldcollege.edu/files/Introduction.pdf
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://www.bakersfieldcollege.edu/
6.	Total unduplicated headcount enrollment:	Fall 2014: 19,143 Fall 2013: 18,295 Fall 2012: 18,097

7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2014:	17,266
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2014:	4,756
9.	Number of courses offered via distance education:	Fall 2014: 112 Fall 2013: 111 Fall 2012: 118
10.	Number of programs which may be completed via distance education:	4
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2014: 2,949 Fall 2013: 2,652 Fall 2012: 2,720
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2014: n/a Fall 2013: n/a Fall 2012: n/a
13.	Were all correspondence courses for which students enrolled in fall 2014 part of a program which leads to an associate degree?	n/a

Student Achievement Data

#	Question	Answer
14a.	What is your Institution-set standard for successful student course completion?	65 %

14b.	Successful student course completion rate for the fall 2014 semester:	66.5 %	
15.	Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. <i>Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.</i>		
	a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	1140
	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	1000
	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	250
16a.	Number of students (unduplicated) who received a certificate or degree in the 2013-2014 academic year:	1,216	
16b.	Number of students who received a degree in the 2013-2014 academic year:	1,017	
16c.	Number of students who received a certificate in the 2013-2014 academic year:	273	
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	805	
17b.	Number of students who transferred to 4-year colleges/universities in 2013-2014:	976	
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	No	
18b.	If yes, please identify them:	n/a	
19a.	Number of career-technical education (CTE) certificates and degrees:	77	
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	77	
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	4	
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	4	
20.	2012-2013 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:		

Program	CIP Code 4 digits (##.##)	Examination	Institution set standard (%)	Pass Rate (%)
Registered Nursing	51.38	state	87 %	97.9 %
Vocational Nursing	51.39	state	85 %	100 %
Radiologic Technology	51.0911	national	90 %	100 %
Emergency Medical Technician	51.08	national	70 %	100 %

21. 2012-2013 job placement rates for students completing certificate programs and CTE (career-technical education) degrees:

Program	CIP Code 4 digits (##.##)	Institution set standard (%)	Job Placement Rate (%)
Registered Nursing	51.38	0 %	0 %
Vocational Nursing	51.39	0 %	0 %
Radiologic Technology	51.0911	0 %	0 %
Emergency Medical Technician	51.08	0 %	0 %

22. Please list any other institution set standards at your college:

Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard
Overall completion rate	CCCCO overall completion of degrees, certificates, transfer and transfer ready in 6 year cohorts for all students, starting cohort 12-13	50%
Prepared completion rate	CCCCO overall completion of degrees, certificates, transfer and transfer ready in 6 year cohorts for prepared students	70%
Under-prepared completion rate	CCCCO overall completion of degrees, certificates, transfer and transfer ready in 6 year cohorts for under-prepared students	40%
Matriculation completion rate	Percentage of first-time students completing a student education plan	75%
Student - Counselor ratio	Number of students to counselor	1000
SLO assessment completion	Percentage of SLO assessments at course, program and institutional level	100%

23. Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,350 character limit, approximately 250 words).

Bakersfield College's Institutional Scorecard, the Renegade Scorecard, is a tool that documents data related to the college community's data dialog. The Renegade Scorecard helps guide data-informed decision-making and engages all college employees and the community in evaluating BC standards and goals. These standards and goals are directly related to college strategic initiatives derived from the college mission. All college groups participate in setting the key metrics at college-wide events, committee meetings, and

through surveys. Recent discussions about ACCJC standards as 'floors' rather than goals have been initiated and will be further incorporated into the college community dialogue about institutional standards. The Scorecard identifies and reports metrics (essential indicators) derived from the College's strategic initiatives, interventions, perceptions and operational data that were implemented through Bakersfield College's Strategic Plan. (<https://www.bakersfieldcollege.edu/scorecard>)

Student Learning Outcomes and Assessment

Note: Colleges were expected to achieve the proficiency level of Student Learning Outcomes assessment by fall 2012. At this time, colleges are expected to be in full compliance with the Accreditation Standards related to student learning outcomes and assessment. All courses, programs, and student and learning support activities of the college are expected to have student learning outcomes defined, so that ongoing assessment and other requirements of Accreditation Standards are met across the institution. In preparation for the 2016 reporting, please refer to the revised Accreditation Standards adopted June 2014.

#	Question	Answer
24.	Courses	
	a. Total number of college courses:	856
	b. Number of college courses with ongoing assessment of learning outcomes	856
	Auto-calculated field: percentage of total:	100
25.	Programs	
	a. Total number of college programs (all certificates and degrees, and other programs as defined by college):	103
	b. Number of college programs with ongoing assessment of learning outcomes	103
	Auto-calculated field: percentage of total:	100
26.	Student and Learning Support Activities	
	a. Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	9
	b. Number of student and learning support activities with ongoing assessment of learning outcomes:	9
	Auto-calculated field: percentage of total:	100
27.	URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:	https://www.curricunet.com/kccd/
28.	Number of courses identified as part of the general education (GE) program:	207
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	100 %

30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes
31.	Number of GE courses with Student Learning Outcomes mapped to GE <i>program Student Learning Outcomes</i> :	207
32.	Number of Institutional Student Learning Outcomes defined:	4
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	70 %
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	75 %
35.	<p>Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,350 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px;"> <p>Bakersfield College has developed and implemented a model to better support, transition and engage 'first time in college students'. This model involves mentors and classroom interventionists in a variety of student support activities with these first time students. The intended outcome is to increase persistence and completion. In addition, classroom interventionists have been the vehicle for delivering, assessing, scoring, and analyzing Institutional Learning Outcomes data. In the fall of 2014, the 'Critical Thinking' ILO was assessed using an activity that asked students to evaluate their mindset as either 'growth' or 'fixed'. The results were analyzed based on the average amount of time or progress through courses at Bakersfield College. There was useful information gathered about the development of critical thinking as students progress through coursework. The data was diagnostically used to address gaps in general education courses that do not have prerequisites.</p> </div>	
<p>Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.</p>		
36.	<p>Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,350 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px;"> <p>Bakersfield College has initiated a mapping project to document the work done on 'course to program to general education or institutional level outcomes'. The CurricuNet SLO model includes a matrix to address the connection between course and program SLOs. Many departments originally constructed their SLOs to align with ILOs. The documentation of the alignment and potential re-working of learning outcomes through the mapping project will put the college in position for the transition to a more effective and efficient database to house assessment results. A review of various software options is underway. A critical consideration in the review will be the ability for the software to aggregate the data from assessments up to ILOs.</p> </div>	
37.	Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is	

	<p>expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,350 character limit, approximately 250 words).</p> <p>Bakersfield College held an Institutional Learning Outcomes Conference in fall 2014. The conference's content was designed to inform the campus community but also engage them in a dialogue about what students learn and the quality of their education versus the current national rhetoric that is focused on counting how many students have earned degrees or certificates. Presenters included education policy and research analysts and representatives from four year institutions. Through interactive presentations and workshops, the stage is now set for ongoing campus discussions about learning outcomes and the quality of that learning. The college has also used other strategies to widen the discussion about SLO assessment results, including department meetings, governance meetings, operational meetings for instructional faculty chairs and deans, new faculty seminars and adjunct orientation sessions. From the macro level of the conference to the micro level of supporting new faculty and adjuncts, the college has committed to embed the discussion about meaningful assessment and use of data to improve the quality of learning into the daily life and work of the college.</p>
38.	<p>Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,350 character limit, approximately 250 words).</p> <p>As a part of the annual program review process, each program and service area is now asked to review and discuss their assessment results in preparation for developing the fall annual program review report. Programs and service support areas review and discuss data gathered through their assessment of learning outcomes and service area outcomes and determine how to improve learning and services. These discussions about assessment results include all areas of the college, instructional programs, student services and administrative services. The outcome data is reported in the annual fall program review process. The Program Review Committee reviews the reports and makes a presentation to College Council, the primary governance committee that includes all constituent groups. Resource requests are prioritized and allocations are made through the budget development process. The Educational Master Plan, Technology (Equipment) Plan and Facilities Plan are informed by the program review process.</p>
39.	<p>Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,350 character limit, approximately 250 words).</p> <p>The Institutional Learning Outcomes assessment of critical thinking that took place in fall 2014 set the stage for the college to re-think the kind of integrated student support necessary to help students succeed in general education courses that do not have prerequisites. This example illustrates the impact of data on planning, resource allocation and improving services. The supplemental instruction program has been operating as a pilot program directly supporting basic skills or pre-collegiate students in compressed or accelerated writing courses. Additional resources were requested based on the assessed outcomes of the support service. That data has led to the expansion of the program to support general education courses. Additional resources have been allocated to add a supplemental instruction manager and increase the number of supplemental instruction leaders (student tutors). The support for the supplemental instruction project has doubled and it is expected to scale-up again in the coming academic year.</p>

Substantive Change Items

NOTE: These questions are for monitoring purposes only and do not replace the ACCJC substantive change approval process. Please refer to the Substantive Change Manual

regarding communication with the Commission.

#	Question	Answer
40.	Number of submitted substantive change requests:	2013-14: 0 2012-13: 0 2011-12: 1
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Mission/Objectives Courses and/or Programs (additions and deletions)
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	1. Change mission statement to include bachelor\'s degree. 2. Additional AA-T and AS-T degrees are expected to be developed.

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2013 Annual Report:	n/a
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	Delano Weill Arvin
43.	List all of the institutions instructional sites out of state and outside the United States:	n/a

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The Annual Report must be certified as complete and accurate by the CEO (Dr. Sonya Christian). Once you have answered all the questions, you may send an e-mail notification to the CEO that the report is ready for certification.

Only the CEO may submit the final Annual Report.

[Send e-mail Notification to CEO to certify report]

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