

Standard II: Student Learning Programs and Support Service

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution’s programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

Standard II.C.1 – Student Support Services

Standard II.C.1

The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Bakersfield College (BC) continues to grow in enrollment and in the diversity of student support needs. With 80% of our students coming from families that have no one with a college degree, we have established a wide array of access points to provide quality higher education and a correspondingly wide array of quality **student support services** to assist our students in entering and staying on their pathways toward their academic goals (II.C.1-, IIC_BC_IntPlanSSSEqBSI_doc).

BC Sites	Examples of our Comprehensive Services
<ul style="list-style-type: none"> • <i>Delano Campus</i> • <i>Shafter Center</i> • <i>Arvin Center</i> • <i>Online</i> • <i>BC Southwest</i> • <i>Dual Enrollment</i> • <i>Inmate Education</i> 	<p><i>Co-curricular experiences:</i> II.C.1-, IIC_BC_StudentLifeHome_web; II.C.1-, IIC_OSL_RegisteredClubs_web; II.C.1-, IIC_OSL_DelanoWW-F16_eml; II.C.1-, IIC_BC_DelanoCHAP_web</p> <p><i>Educational advising:</i> II.C.1-, IIC_CNSL_ExmplStudAppt_doc; II.C.1-, IIC_CNSL_Home_web; II.C.1-, IIC_BC_DelanoStudSvc_web</p> <p><i>EOPS, DSPS, and Financial Aid:</i> II.C.1-, IIC_EOPS_Home_web; II.C.1-, IIC_DSPS_Home_web; II.C.1-, IIC_FA_Home_web; II.C.1-, IIC_BC_DelanoStudSvc_web</p> <p><i>Matriculation Services:</i> II.C.1-, IIC_AR_EnrollSteps_web; II.C.1-, IIC_AR_NewStudOrient_web; II.C.1-, IIC_CNSL_NewStudOnline_web</p> <p><i>Registration:</i> II.C.1-, IIC_OSR_Home_web, II.C.1-, IIC_OSR_HiSchVisitFeb18_web; II.C.1-, IIC_OSR_HS-Visits1617_doc</p> <p><i>Student Employment:</i> II.C.1-, IIC_BC_StudentEmployHndbk_doc</p>

Analysis and Evaluation

Bakersfield College **regularly evaluates** student support services each semester through the evaluation processes we describe in our responses to Standards I.A and I.B: program review, SLO assessment for counseling services, and other assessment measures such as Strategic Directions

(II.C.1-, IIC_PRC_Home_web; II.C.1-, IIC_AC_Home_web; II.C.1-, IIC_SD_Home_web). Through these evaluation processes we ensure that all student support services **support student learning and enable BC to meet its mission.**

All student affairs administrators evaluate their programs annually through the program review process (II.C.1-, IIC_PRC_17ProgRevHndbk_doc). Through program review, we justified new faculty and staff hiring to meet the needs of a continually growing student population coupled with state and federal mandates such as the SB 1456 (2012) legislation (II.C.1-, IIC_PRC_CNLSFacReq17_doc; II.C.1-, IIC_PRC_CNSLClassReq17_doc; II.C.1-, IIC_CL_Dec17-StudSvcs_doc, II.C.1-, IIC_BC_SB1456Materials_web).

It was found through our program review process that there was a very low level of matriculation for our first time in college (FTIC) students. In 2015 we redesigned our matriculation delivery to boost the level of full matriculation by quickly scaling off-site delivery to FTIC in over 50 surrounding feeder high schools. In 2016 we delivered 231 workshops at feeder high school leading to more FTIC students with priority registration.

Workshop	Fall 2015	Fall 2016
Application	15	34
Orientation	25	44
Assessment	31	59
Counseling (ASEP)	93	81
Registration	31	13
Total	195	231

Our program review process has identified the need for dozens of Admissions & Records evaluators, educational advisors, tenure-track counselors, academic support services experts, student employees, and managers to serve students at all campus locations and online. Over the past few years we have been able to hire these positions by maximizing Student Success and Support Program (SSSP) and Student Equity funding, while aggressively pursuing other funding avenues as described in the 2015–2017 Closing the Loop documents (II.C.1-, IIC_CL_Jun15-StudSvcs_doc; II.C.1-, IIC_CL_Apr16-StudSvcs_doc; II.C.1-, IIC_CL_Jul17-StudSvcs_doc). Finally, our program review process has led to improvements in student service transactions such as reduced transcript evaluation times (going from 28-week times in Spring 2015 to being able to evaluate transcripts as soon as they were received in Fall 2016), reducing student wait times in Financial Aid by 42 minutes, creation of the one-stop “Welcome Center”, and other examples listed in the Student Services State of the College report evidence (II.C.1-, IIC_SALT_StateColl16_doc).

The College meets Standard II.C.1.

Note that the ACCJC Criteria lists will be removed from the final report

<<ACCJC Criteria from Guide for Evaluating Institutions:

- *The institution has evaluation processes in place to measure the quality of its student support services. Evaluation occurs at regular intervals.*
- *The institution has established protocols to verify that these services are comparable and support student learning regardless of location or means of delivery.*
- *Student services programs are aligned with the institutional mission.*

List of Evidence

IIC_BC_IntPlanSSSPeqBSI_doc
IIC_BC_StudentLifeHome_web

IIC_OSL_RegisteredClubs_web
IIC_OSL_DelanoWW-F16_eml
IIC_BC_DelanoCHAP_web
IIC_CNSL_ExmplStudAppt_doc
IIC_CNSL_Home_web
IIC_BC_DelanoStudSvc_web
IIC_EOPS_Home_web
IIC_DSPS_Home_web
IIC_FA_Home_web
IIC_BC_DelanoStudSvc_web
IIC_AR_EnrollSteps_web
IIC_AR_NewStudOrient_web
IIC_CNSL_NewStudOnline_web
IIC_OSR_Home_web
IIC_OSR_HiSchVisitFeb18_web
IIC_OSR_HS-Visits1617_doc
IIC_BC_StudEmployHndbk_doc
IIC_PRC_Home_web
IIC_AC_Home_web
IIC_SD_Home_web
IIC_PRC_17ProgRevHndbk_doc
IIC_PRC_CNSLFacReq17_doc
IIC_PRC_CNSLClassReq17_doc
IIC_CL_Dec17-StudSvcs_doc
IIC_BC_SB1456Materials_web
IIC_CL_Jun15-StudSvcs_doc
IIC_CL_Apr16-StudSvcs_doc
IIC_CL_Jul17-StudSvcs_doc
IIC_SALT_StateColl16_doc

Standard II.C.2 – Student Support Services

Standard II.C.2

The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support service and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Bakersfield College’s Student Affairs regularly **assesses learning support outcomes** through the annual program review process that includes SLO assessment for counseling services and other longer-term assessment measures such as our three-year Strategic Directions (II.C.2-, IIC_PRC_17ProgRevHndbk_doc; II.C.2-, IIC_SD_1518StratDirs_doc). As part of the program review process each instructional unit, student support unit, and administrative unit identifies their unit’s outcomes and assessment of those outcomes on the Assessment Report form. The filled-out forms are posted on the Program Review Committee’s website and are analyzed by the Assessment Committee (II.C.2-, IIC_PRC_Home_web; II.C.2-, IIC_AC_Home_web). The assessment measures of the initiatives we developed to achieve Bakersfield College’s five strategic directions are posted on the Strategic Directions website and they are analyzed the Accreditation & Institutional Quality Committee as described in our responses to Standards IA and IIB (II.C.2-, IIC_SD_Home_web; II.C.2-, IIC_AIQ_Home_web).

Analysis and Evaluation

Bakersfield College has used the assessment data from our annual program review process and Strategic Directions reporting to make **significant improvements in our student support programs and services**. Here are some of the improvements we have made:

Identified Area of Need	Continuous Improvements
Evaluation found in <i>Program Review</i> showed low matriculation for FTIC students	Massively <i>expanded matriculation service delivery</i> off-site, growing from 37% fully matriculated FTIC students to 72% from 2012-13 to 2016-17 (II.C.2-, IIC_IR_MatriculatPR1217_doc)
<i>Student success and equity plan data from Dr. Peter Bahr, OIE and RP Group evaluation</i> demonstrate need for expanded support in courses prior to transfer-level in English in math (II.C.2-, IIC_SE_Plan1518_doc; II.C.2-, IIC_IR_BahrDevEngMath15_doc)	Creation of the “ <i>Extend the Classroom</i> ” model for English B53, Math B60, Math B65, and ACDV B72 (II.C.2-, IIC_SC_AcadSupprt-Jan18_doc, II.C.2-, IIC_BC_ExtendClass_web); deployed an automated weekly academic support attendance reports via <i>Engineerica AccuSQL</i> tracking software, disaggregated by course (II.C.2-, IIC_BC_AccuSql-18Jul16_doc; II.C.2-, IIC_BC_AccuSQL-Examples_doc). We will be moving the academic support attendance tracking to StarFish in Spring 2018.
<i>Enrollment trend data and student equity plan data</i> demonstrate a need for expanded support services for marginalized student populations	Education Opportunity Program & Services (<i>EOP&S</i>) began offering EOP&S Student Development course in Fall 2017. Grew EOP&S using Student Equity Funds from 1,078 students in 2015-16 to 1,443 students and 39,818 contacts in 2016-17. (IIC_EOPS_ProgRev-Fall17_doc)

<p>Fall 2016 Student Focus Groups and Student Employee Surveys suggest need for more student employment opportunities and practical skill development aligned with workforce outcomes (II.C.2-, IIC_AC_ILOSrvStudEmpF16_doc)</p>	<p>Reorganization of Student Employment services to align with Strong Workforce initiatives reporting to Dean of CTE. Embed “Earn & Learn” program more prominently with instructional program outcomes and invested in additional staff members, new software, and a physical location. (II.C.2-, IIC_CTEC_ProgRevAU2016_doc; II.C.2-, IIC_SC_StrongWrkFrcF17_doc; II.C.2-, IIC_BC_StudentEmployment_web)</p>
<p>The annual Athletic Interest Survey distributed via CCCApply drives co-curricular offerings (II.C.2-, IIC_BC_AthleticIntSrvy_web).</p>	<p>In 2016, the athletic department added men’s soccer and women’s beach volleyball as a direct response to the cultural needs of the community. (II.C.2-, IIC_BC_AthleticsPR-F16_doc)</p>
<p>Fall 2016 AACC Pathways Project Student Focus Groups illuminated advisement issues and desire to be seen and heard as individuals (II.C.2-, IIC_PW_FocusGrpThemes_doc)</p>	<p>As described in our responses to Standards I.B.7 and II.A.7, we organized our 70 programs of study into 10 meta-majors, each with an associated Completion Coaching Community to sub-divide 30,000+ students into manageable groups, making individual students become more visible. We also have 8 supplemental “affinity groups” with their own completion coaches to ensure a focus on equity. (II.C.2-, IIC_EMP_GPSatBC_doc; II.C.2-, IIC_PW_CompletnTeams_doc)</p>
<p>Fall 2016 AACC Pathways Project Faculty Focus Groups emphasized need for counseling and discipline faculty integration. (II.C.2-, IIC_PW_FacFocGrp_doc)</p>	<p>All Completion Coaching Communities integrate counseling and discipline faculty along with other student support service personnel. We use SSSP/Equity to pay faculty and counselors during off-contract periods at Summer and Winter Pathways Institutes to ensure coordinated work. (II.C.2-, IIC_BC_SSEqPR-F17)</p>

With student enrollment continuing to significantly increase and 80% of those students coming from families that have no one with a college degree, we are implementing a Guided Pathway System (GPS) to increase the number of students achieving the momentum points described in our response to Standard II.A.6. Here are some of the signature interventions we have created to help us **achieve our desired outcomes** grouped by the GPS pillars described in our response to Standard II.A.16:

Clarify the Path	Enter the Path	Stay on the Path	Ensure Learning
<ul style="list-style-type: none"> -Abbreviated and Comprehensive Educational Planning -Starfish Degree Planner -Kern Promise -Dual Enrollment -Pathways Mapper 	<ul style="list-style-type: none"> -HS Outreach -Multiple Measures -Summer Bridge -Kern Promise -Welcome Center -Priority registration -Dual Enrollment -Course acceleration 	<ul style="list-style-type: none"> -Completion Coaching -Supplemental Instruction -Math Hub and Lab -Extend the Classroom -Writing Center -Starfish CONNECT -AccuSQL Tracking -Umoja Learning Community 	<ul style="list-style-type: none"> -Earn & Learn Student Employment -Learning Outcomes

The College meets Standard IIC.2.

<<ACCJC Criteria from Guide for Evaluating Institutions:

- *The institution has developed assessment methods to ascertain the effectiveness of student support services.*
- *The institution uses evaluation results to improve student services.*

List of Evidence

IIC_PRC_17ProgRevHndbk_doc
IIC_SD_1518StratDirs_doc
IIC_PRC_Home_web
IIC_AC_Home_web
IIC_SD_Home_web
IIC_AIQ_Home_web
IIC_IR_MatriculatPR1217_doc
IIC_SE_Plan1518_doc
IIC_IR_BahrDevEngMath15_doc
IIC_SC_AcadSupprt-Jan18_doc
IIC_BC_ExtendClass_web
IIC_BC_AccuSql-18Jul16_doc
IIC_BC_AccuSQL-Examples_doc
IIC_EOPS_ProgRev-Fall17_doc
IIC_AC_ILOSrvStudEmpF16_doc
IIC_CTEC_ProgRevAU2016_doc
IIC_SC_StrongWrkFrcF17_doc
IIC_BC_StudentEmployment_web
IIC_BC_AthleticIntSrvy_web
IIC_BC_AthleticsPR-F16_doc
IIC_PW_FocusGrpThemes_doc
IIC_EMP_GPSatBC_doc
IIC_PW_CompletnTeams_doc
IIC_PW_FacFocGrp_doc
IIC_BC_SSEqPR-F17

Standard II.C.3 – Student Support Services

Standard II.C.3

The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Bakersfield College assures equitable access to appropriate, comprehensive, and reliable student support services for all students through the re-designed Catalog, extensive use of the web, including social media, and major investments in support personnel using SSSP and Student Equity funding (II.C.3-, IIC_CAT_StudSvcs_web; II.C.3-, IIC_BC_StudSvcsHome_web; II.C.3-, IIC_BC_SocialMedia_web; II.C.3-, IIC_CL_Dec17-StudSvcs_doc; II.C.3-, IIC_CL_Jul17-StudSvcs_doc). This funding has enabled us to provide face-to-face personal student support service as part of our Rural Initiative beyond what we've already provided through the Delano Center (II.C.3-, IIC_BC_DelanoStudSvc_web; II.C.3-, IIC_BC_Rural-Initiv2017_doc).

Analysis and Evaluation

Examples of Tech Solutions to Ensure Equitable Access

Online matriculation: II.C.3-, IIC_AR_EnrollSteps_web

Phone & Zoom Counseling:
IIC_CNLSL_doc_grid_2_21_17

Online Workshops: II.C.3-, IIC_CNLSL_OnlineWrkShops_web

Financial Aid TV: II.C.3-, IIC_FA_FinAidTV_web

Bakersfield College assures reliable and equitable access to comprehensive services through a deliberate reallocation of unrestricted, categorical, and grant funds to create an effective combination of personal and technology-mediated support for our students. As noted in our response to II.C.1, we bring on-site matriculation services to the high school campuses (II.C.3-, IIC_OSR_HiSchlVisits_web). We also regularly host one-day matriculation and registration events for working adults (II.C.3-, IIC_OSR_RegRocks_web).

To improve access to services, our student support services host group workshops: Counseling's SEP and transfer workshops (II.C.3-, IIC_CSNL_GrpWrkShpExmpl_doc); Financial Aid's Appeal, Satisfactory Academic Progress, and FAFSA Dream Act workshops (II.C.3-, IIC_FA_GrpWrkShpExmpl_doc); Office of

Student Life's Renter's Rights workshops (II.C.3-, IIC_OSL_RenterRights_evt); and EOP&S workshops (II.C.3-, IIC_EOPS_GrpWrkShpExmpl_doc).

In 2013 BC launched Dual Enrollment (high school students earning high school and college credit simultaneously) with a small group and has grown the program to 31 high schools in the Bakersfield area. Nearly 3000 high school students had taken the Student Development courses by Spring 2017 (II.C.3-, IIC_DUAL_News-03May17_doc).

The College meets Standard II.C.3.

<<ACCJC Criteria from Guide for Evaluating Institutions: just one

- *The institution demonstrates that it assesses student needs for services regardless of location or mode of delivery, and allocates resources to provide for those services.*

List of Evidence

IIC_CAT_StudSvcs_web
IIC_BC_StudSvcsHome_web
IIC_BC_SocialMedia_web

IIC_CL_Dec17-StudSvcs_doc
IIC_CL_Jul17-StudSvcs_doc
IIC_BC_DelanoStudSvc_web
IIC_BC_Rural-Initiv2017_doc
IIC_OSR_HiSchlVisits_web
IIC_OSR_RegRocks_web
IIC_AR_EnrollSteps_web
IIC_CNSL_doc_grid_2_21_17 (need to find evidence file)
IIC_CNSL_OnlineWrkShops_web
IIC_FA_FinAidTV_web
IIC_CSNL_GrpWrkShpExmpl_doc
IIC_FA_GrpWrkShpExmpl_doc
IIC_OSL_RenterRights_evt
IIC_EOPS_GrpWrkShpExmpl_doc
IIC_DUAL_News-03May17_doc

Standard II.C.4 – Student Support Services

Standard II.C.4

Co-curricular programs and athletics programs are suited to the institution’s mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Bakersfield College provides a wide array of co-curricular programs and athletic programs that support our mission and contribute to our Strategic Directions of Student Learning, Student Progression & Completion, and Leadership & Engagement. Our co-curricular programs and athletic programs enrich the learning environment by providing real-world applications of concepts and skills taught in the classroom and develop students’ passions for their future vocations and as well as avocations that will help them be engaged productive citizens. Here is what we provide:

Program	Social & Cultural Contribution
Intercollegiate Athletics: 20 programs	Facilitate student success through sport, to provide equitable opportunities for student-athletes and staff (II.C.4-, IIC_BC_AthleticsMission_doc). We offer 20 intercollegiate sports (II.C.4-, IIC_BC_AthleticsHome_web; II.C.4-, IIC_CAT_Athletics_doc). We serve student athletes through a completion coaching community model that includes a dedicated educational advisor who intrusively tracks their progress and success (II.C.4-, IIC_BC_AthleticsStaff_web, II.C.4-, IIC_BC_Ath-StudSucPlan_doc).
Office of Student Life	Provides learning, leadership, and service opportunities outside the classroom (II.C.4-, IIC_BC_StudentLifeHome_web; II.C.4-, IIC_OSL_StudentActivities_web; II.C.4-, IIC_OSL_Home-LOsPhil_web).
Student Government Association	Engages, educates, and empowers students to take action in the best interest of the student body and the college community (II.C.4-, IIC_SGA_Home_web). BCSGA officers serve on participatory governance committees at the college and district levels.
Student Organizations: 65 organizations	Provide the opportunity to join in 65 academic or professional, honor, political, service, social, cultural and/or spiritual groups and societies (II.C.4-, IIC_OSL_RegisteredClubs_web).
Student Assistance Program (Pantry) + Off-Campus Housing	Maintains student health and welfare through BC and community sponsorships, and donations of nonperishable food items. (II.C.4-, IIC_OSL_StudentAssist_web). The Renegade Pantry provides daily bread and breakfast items, weekly fresh fruits and vegetables, a Clothing Closet, hygiene products, school supplies. Off-Campus Housing assists students in meeting their housing needs in the college neighborhood (II.C.4-, IIC_OSL_Housing_web)
Student Employment: 520 student employees	Provide career awareness via work-based learning activities aligned with BC’s mission of a supportive learning environment (II.C.4-, IIC_SC_StudentEmploymentF17_doc)

Music and Theater	Provide opportunities for students from diverse backgrounds to attain <i>skills and preparation for transfer</i> (II.C.4-, IIC_BC_PerfArtsQkFaxF17_doc)
Levan Institute for Lifelong Learning	Provides <i>educational and learning experiences</i> available to those 55 and over in the BC service area (II.C.4-, IIC_BC_LevanLife-chartr_doc; II.C.4-, IIC_BC_LevanLife-Spr18_doc)

Analysis and Evaluation

Bakersfield College annually evaluates the quality and effectiveness of its co-curricular programs and athletics programs through its program review process (II.C.4-, IIC_PRC_StudLifePR1618_doc; II.C.4-, IIC_PRC_AthleticsPR1618_doc). The evidence files are the program review forms plus budget development forms for the past two years. These show that our educational administrators **maintain financial control** for all co-curricular and athletics programming as well as how the programs fit into BC's mission and Strategic Directions. Other forms for assessment and facility and personnel requests collected during program review are distributed to the appropriate committees for analysis and institutional planning. Co-curricular programs are supported by the general fund, categorical programs, and supplemented by fundraising and direct donations.

Educational administrators make sure all co-curricular and athletics programs and services are in compliance with all college, district, state, and federal **educational policies and standards of integrity**. The BC Athletics Director is the College President's designee and assures compliance with following regulations and policies:

- KCCD Board Policy 4F regarding Student Activities and Organizations, including Intercollegiate Competition (II.C.4-, IIC_KCCD_BoardPolicy4F_doc). BP 4F1B ensures equitable access for student athletes. The Athletics Director and the Admissions & Records eligibility clerk monitor student athlete eligibility (II.C.4-, IIC_BC_AthleteEligible_doc).
- California Community College Athletics Association (II.C.4-, IIC_BC_CCCAA-ConstByLaw_doc; II.C.4-, IIC_BC_CCCAA-Compliance_doc; II.C.4-, IIC_BC_CCCAA-Delegate_doc; II.C.4-, IIC_BC_CCCAA-EthicsCode_doc) <<will put in filled out IIC4_ATH12_11_1_16 and rename>>
- Western State Conference Regulations (II.C.4-, IIC_BC_WSC-ConstByLaw_doc) and WSC Program Review (II.C.4-, IIC_BC_WSC-ProgRev17_doc).
- Southern California Football Association Regulations (II.C.4-, IIC_BC_SCFA-ConstByLaw_doc).
- Submission of the annual Equity in Athletics Disclosure Act survey for the U.S. Department of Education (II.C.4-, IIC_BC_GenderEquityAth_doc).

The Office of Student Life ensures that student conduct reflects the **standards of good behavior** stated in BP 4F7 (II.C.4-, IIC_OSL_StudentConduct_web). The Office of Student Life reviews, investigates, and works with each student conduct case carefully while integrating student development theories modeled after restorative justice practices (II.C.4-, IIC_OSL_StudComplaint_web; II.C.4-, IIC_OSL_StudConcern_web; II.C.4-, IIC_OSL_Tit9-SexMisCond_web). The BC Student Employee Handbook includes our expectations for **student conduct, confidentiality, and computer/internet usage** (II.C.4-, IIC_HR_StudEmployHndbk_doc). Student employees who work with student information must sign a confidentiality agreement.

The College meets Standard IIC.4.

<<ACCJC Criteria from Guide for Evaluating Institutions:

- *The institution determines what co-curricular programs are appropriate to its mission and students.*
- *The institution evaluates the quality and effectiveness of its co-curricular programs on a regularly basis.*
- *The institution has policies and/or procedures in place to oversee the effective operation of athletic and co-curricular programs.*

List of Evidence

IIC_BC_AthleticsMission_doc
IIC_BC_AthleticsHome_web
IIC_CAT_Athletics_doc
IIC_BC_AthleticsStaff_web
IIC_BC_Ath-StudSucPlan_doc
IIC_BC_StudentLifeHome_web
IIC_OSL_StudentActivities_web
IIC_OSL_Home-LOsPhil_web
IIC_SGA_Home_web
IIC_OSL_RegisteredClubs_web
IIC_OSL_StudentAssist_web
IIC_OSL_Housing_web
IIC_SC_StudentEmploymentF17_doc
IIC_BC_PerfArtsQkFaxF17_doc
IIC_BC_LevanLife-chartr_doc
IIC_BC_LevanLife-Spr18_doc
IIC_PRC_StudentLifePR1618_doc
IIC_PRC_AthleticsPR1618_doc
IIC_KCCD_BoardPolicy4F_doc
IIC_BC_AthleteEligible_doc
IIC_BC_CCCAA-ConstByLaw_doc
IIC_BC_CCCAA-Compliance_doc
IIC_BC_CCCAA-Delegate_doc
IIC_BC_CCCAA-EthicsCode_doc
<<will put in filled out IIC4_ATH12_11_1_16 and rename>>
IIC_BC_WSC-ConstByLaw_doc
IIC_BC_WSC-ProgRev17_doc
IIC_BC_SCFA-ConstByLaw_doc
IIC_BC_GenderEquityAth_doc
IIC_OSL_StudentConduct_web
IIC_OSL_StudentComplaint_web
IIC_OSL_StudentConcern_web
IIC_OSL_Tit9-SexMisCond_web
IIC_HR_StudentEmployHndbk_doc

Standard II.C.5 – Student Support Services

Standard II.C.5

The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Bakersfield College employs 26 full-time **counselors** and 20 full-time **educational advisors** (II.C.5-, IIC_CNSL_StaffList_web). Counselors and advisors provide career and educational planning, evaluation of transcripts, preparation for **transfer** and **degree and certificate completion**. In coordination with the Office of Outreach & School Relations, counselors and advisors lead matriculation service delivery following Student Success & Support Program legislation (II.C.5-, IIC_AR_EnrollSteps_web). The Counseling Department hosts **student education plan workshops** to advise students on courses needed for their pathways and transfer requirements (II.C.5-, IIC_CNSL_OnlineWrkShops_web; II.C.5-, IIC_CSNL_GrpWrkShpExmpl_doc). Counselors teach four **student development courses** that focus on personal, social, and career counseling: Student Development B1, B2, B3, and B6 (II.C.5-, IIC_CAT_STDV-courses_doc).

Analysis and Evaluation

Bakersfield College **prepares counselors and educational advisors** by requiring all counselors and advisors to participate in **ongoing training and professional development**, attend bi-weekly department meetings, and the training track for new hires led by the department chair (II.C.5-, IIC_CNSL_Training1_eml; II.C.5-, IIC_CNSL_Training2_eml). To ensure accuracy in student educational planning, counselors and advisors work directly with program faculty and staff in our Completion Coaching Teams for the Learning & Career Pathways (meta-majors) and affinity groups (II.C.5-, IIC_PW_CompletnTeams_doc). Throughout the courses, students create their educational plans that map out their chosen pathway. This educational planning is also happening in many of the dual enrollment classes as well—61 of the 144 dual enrollment courses in Spring 2017 were the Student Development B3 (Career Decision Making, Educational Planning, and Job Search Strategies) course (II.C.5-, IIC_EMP_GPSatBC_doc).

In addition to regular training of counselors and advisors and embedding them in the completion coaching teams, BC also assures the information we give students is **timely, useful, and accurate** in these ways:

Evaluation	Ensuring Timely, Useful & Accurate Information
Program Review	Annual evaluation of programs and services; includes student satisfaction with information received from counselors, advisors, and faculty/staff in Academic Support Services, International and Veterans Student Services (II.C.5-, IIC_PRC_17ProgRevHndbk_doc; II.C.5-, IIC_PRC_Home_web)
Faculty Tenure Evaluation	BC evaluates all counseling faculty according to procedures in the KCCD CCA faculty contract to ensure they are providing relevant and up-to-date information, accurate advising, and quality service. Tenure review includes student survey responses (II.C.5-, IIC_CCA_Arts467FrmsBCQ_doc)

Common Course Assessment	Teaching counselor faculty assess student learning through documentation of successful completion of a chosen assignment (II.C.5-, IIC_CNSL_PRC-Assess17_doc)
---------------------------------	---

The College meets Standard II.C.5.

<<ACCJC Criteria from Guide for Evaluating Institutions:

- *The institution develops, implements, and evaluates counseling and/or academic advising services.*
- *The evaluation of counseling and/or academic advising includes how these services enhance student development and success.*
- *The institution has structures in place to verify all pertinent information on academic requirements is accurate and disseminated in a timely manner.*
- *Professional development is provided to prepare faculty and others for their advising roles.*

List of Evidence

IIC_CNSL_StaffList_web
IIC_AR_EnrollSteps_web
IIC_CNSL_OnlineWrkShops_web
IIC_CSNL_GrpWrkShpExmpl_doc
IIC_CAT_STDV-courses_doc
IIC_CNSL_Training1_eml
IIC_CNSL_Training2_eml
IIC_PW_CompletnTeams_doc
IIA_EMP_GPSatBC_doc
IIC_PRC_17ProgRevHndbk_doc
IIC_PRC_Home_web
IIC_CCA_Arts467FrmsBCQ_doc
IIC_CNSL_PRC-Assess17_doc

Standard II.C.6 – Student Support Services

Standard II.C.6

The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Bakersfield College adheres to **admission policies consistent with its mission** to provide educational opportunities to students from diverse economic, cultural, and educational backgrounds. These policies follow KCCD Board Policy approved by the Board of Trustees, particularly BP 4A that establishes enrollment requirements for admissions and concurrent enrollment (II.C.6-, IIC_KCCD_BoardPolicy4A_doc). These requirements are published in the online and hardcopy Catalog (II.C.6-, IIC_CAT_Home_web; II.C.6-, IIC_CAT_1718MatricSteps_doc) and on the Admissions & Records website (II.C.6-, IIC_AR_Home_web; II.C.6-, IIC_AR_Apply_web). The matriculation services outlined in BP 4A meet all of the SB 1456 (2012) requirements for mandatory matriculation and priority enrollment (II.C.6-, IIC_BC_SB1456Materials_web). BC also publishes **clear pathways** to degree and certification completion and transfer in the Catalog and on individual program websites (II.C.6-, IIC_CAT_PathwaysTransfr_doc).

Analysis and Evaluation

With the clear need to go beyond the usual advising modes of publishing admission policies and clear pathways to program completion and transfer and one-time meetings with counselors in a counseling center, Bakersfield College is re-structuring itself to implement a Guided Pathways System (GPS) that we have described in our responses to Standard II.C.2 and in other standards. Two components of the GPS relevant to this accreditation standard are the organization of all programs of study into **meta-majors** (“Learning & Career Pathways”) and embedding counselors and educational advisors with program faculty and student support service staff in completion coaching teams formed around these meta-majors and affinity groups (II.C.6-, IIC_PW_CompletnTeams_doc). The meta-major clustering will enhance clarity of program requirements. The completion coaching teams will enable the embedded counselor and advisor to specialize in the area, thereby improving accuracy and consistency of student advising in that area.

In addition, all fully matriculated students have access to MyDegreePath, a web-based advising tool and **degree audit system**, where students can view their course completion progress towards their degree, certificate, or educational goal (II.C.6-, IIC_CSNL_DegreeWorks_web). All prospective and current students may make an appointment with a counselor or advisor for additional academic, career, and personal counseling related to the student’s education goal.

Baccalaureate Degree

In fall 2016, the college offered its first courses for the **Bachelor's Degree in Industrial Automation** (BSIA) with eligibility requirements, including grade point average and prerequisites, for admission (II.C.6-, IIC_CAT_BSIA-fullplan_doc; II.C.6-, IIC_BSIA_Home_web) The program has two levels of acceptance based on students’ qualifications, as detailed in the program requirements (II.C.6-, IIC_BSIA_Brochure_doc). In addition, a counselor who specializes in the baccalaureate program’s requirements, works exclusively with BSIA students (II.C.6-, IIC_BSIA_StaffList_web).

The College meets Standard II.C.6 and Eligibility Requirement 16.

<<ACCJC Criteria from Guide for Evaluating Institutions:

- *The institution has governing board approved admission policies that are consistent with its mission.*
- *The policies specify the qualifications of students appropriate for its programs.*
- *The institution advises students on clear pathways to obtain their educational goals.*

For institutions with a baccalaureate degree:

- *The prerequisites and other qualifications for the baccalaureate degree are appropriately communicated and applied to students.*

List of Evidence

IIC_KCCD_BoardPolicy4A_doc
 IIC_CAT_Home_web
 IIC_CAT_1718MatricSteps_doc
 IIC_AR_Home_web
 IIC_AR_Apply_web
 IIC_BC_SB1456Materials_web
 IIC_CAT_PathwaysTransfr_doc
 IIC_PW_CompletnTeams_doc
 IIC_CSNL_DegreeWorks_web
 IIC_CAT_BSIA-fullplan_doc
 IIC_BSIA_Home_web
 IIC_BSIA_Brochure_doc
 IIC_BSIA_StaffList_web

Standard II.C.7 – Student Support Services

Standard II.C.7

The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Bakersfield College uses **CCCApply** for its **admission instrument** (II.C.7-, IIC_AR_Apply_web). CCCApply is used broadly throughout the California Community College system. For students without internet access at home, BC created its Welcome Center in 2016 where they may complete all matriculation steps, including the application (II.C.7-, IIC_OSR_Home_web).

Students applying to the Associates Degree Nursing program must complete pre-requisite courses and take the **ATI Test of Essential Academic Skills** (II.C.7-, IIC_BC_RNBrochure_doc). If they score below the minimum threshold on the test, they must complete a remediation program within 12 months and retake the test. Students applying to the Associate Degree Radiologic Technology program must complete pre-requisite courses and submit a separate application with transcripts for evaluation (II.C.7-, IIC_BC_RadTechApply_web).

Appropriate **placement** is fundamental to student progression and succession (II.C.7- IIC_BC_Title5-SSSP_doc). Bakersfield College has used a combination of the state-approved **ACCUPLACER** assessment instrument and **high school** academic performance in a **Multiple Measures Assessment** process since 2015 (II.C.7-, IIC_CNSL_MultiMeasure_doc; II.C.7-, IIC_CNSL_CutScoreAccuPl_doc; II.C.7-, IIC_BC_CCCCO-placement_doc). The high school academic performance includes data on cumulative high school GPA and course completion data from the high school transcripts.

Analysis and Evaluation

The College Board has vetted ACCUPLACER to **minimize test bias** (II.C.7-, IIC_CNSL_AccuPl-minbias_doc). ACCUPLACER test questions undergo both internal and external analyses consistent with industry-standards. To ensure established cut scores are effective and accurate for placement, we **periodically review** placement of new students. Students may retest under three incremental options following their original testing date (II.C.7-, IIC_BC_PlacementCtr_web; II.C.7-, IIC_BC_AccuPl-retake_doc).

In our **program review process** we found our practice of having incoming students take the ACCUPLACER test on campus reduced student performance significantly. We moved to having high school students take the ACCUPLACER test in their more familiar high school environment as part of our re-designed matriculation delivery described in our response to Standard II.C.1. We also used the findings of the Multiple Measures Assessment Project to set our high school performance metrics for student placement (II.C.7-, IIC_BC_RPGrp-MMAP-S16_doc). **Our research** shows that the use of Multiple Measures placement has significantly increased the number of students placing into transfer level English and math courses and that the multiple-measures students are succeeding (II.C.7-, IIC_EMP_MultiMeasResrch_doc). We will continue to improve our placement processes as required by the recent AB 705 (2017) legislation (IIC_BC_AB705-leginfo_web).

The College meets Standard II.C.7.

<<ACCJC Criteria from Guide for Evaluating Institutions:

- *The institution has established processes to evaluate the effectiveness of practices and tools of admissions and placement.*

- *Evaluations of placement processes are used to ensure their consistency and effectiveness.*

List of Evidence

IIC_AR_Apply_web
IIC_OSR_Home_web
IIC_BC_RNBrochure_doc
IIC_BC_RadTechApply_web
IIC_BC_Title5-SSSP_doc
IIC_CNSL_MultiMeasure_doc
IIC_CNSL_CutScoreAccuPI_doc
IIC_BC_CCCCO-placement_doc
IIC_CNSL_AccuPI-minbias_doc
IIC_BC_PlacementCtr_web
IIC_BC_AccuPI-retake_doc
IIC_BC_RPGrp-MMAP-S16_doc
IIC_EMP_MultiMeasResrch_doc
IIC_BC_AB705-leginfo_web

Standard II.C.8 – Student Support Services

Standard II.C.8

The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Bakersfield College has published policies and procedures in place designed to **maintain student records permanently, securely, and confidentially**. BC maintains student records according to KCCD Board Policy 4F8: Student Records, Directory Information and Privacy (II.C.8-, IIC_KCCD_BP4F8_doc). This policy governs the release of student records and defines directory information. Additionally, BC follows the Federal Family Educational Rights and Privacy Act (FERPA), California Educational Code, and California Code of Regulations, Title 5, regarding the maintenance and storage of student academic records.

Analysis and Evaluation

Several methods are used to **ensure accuracy and security** of records:

- All Admissions and Records (A&R) staff members are thoroughly trained to ensure accuracy of registration transactions (II.C.8-, IIC_AR_Procedureslist_doc).
- Each semester, the registrar inspects a report on all enrolled students to identify any anomalies that require further investigation. A&R also runs reports each semester to ensure compliance with various regulations (meeting prerequisites, concurrent enrollment permits, etc.) (II.C.8-, IIC_AR_EnrollmentRepts_doc).
- Faculty members are required to ensure all students who are attending their class are officially enrolled (II.C.8-, IIC_CAT_AttendPolicies_doc)
- All staff computer stations are password protected and behind a district firewall with enterprise-level anti-virus software running and other network security procedures are in place as needed to keep information secure (II.C.8-, IIC_KCCD_BP3E-InfoTech_doc).
- Only authorized personnel are allowed in A&R where student academic records are maintained.
- Only employees in possession of a key fob or key are allowed entry in the area where A&R records are stored. (II.C.8-, IIC_AR_RestrictedAccess_doc)
- All microfiche records are kept in locked cabinets in a room that is locked when not directly monitored by A&R personnel. (II.C.8-, IIC_AR_MicroFicheCabint_doc)
- All staff in A&R are trained on FERPA regulations and all those working with student records sign a confidentiality agreement (II.C.8-, IIC_AR_FERPA-RegsAgree_doc).
- Student workers are trained on FERPA regulations (II.C.8-, IIC_AR_FERPA4StudEmp_doc)
- Access rights to student information are granted according to job classification and the needs of the College. Privileges granted are documented. (II.C.8-, IIC_AR_BannerAccessForm_doc)

The College meets Standard II.C.8.

<<ACCJC Criteria from Guide for Evaluating Institutions:

- *The institution has an established process to maintain student records permanently, securely, and confidentially, with a provision for secure backup of all files, regardless of the form in which those files are maintained.*
- *The institution publishes and follows its established policies for release of student records.*

List of Evidence

IIC_KCCD_BP4F8_doc
IIC_AR_Procedureslist_doc
IIC_AR_EnrollmentRepts_doc
IIC_CAT_AttendPolicies_doc
IIC_KCCD_BP3E-InfoTech_doc
IIC_AR_RestrictedAccess_doc
IIC_AR_MicroFicheCabint_doc
IIC_AR_FERPA-RegsAgree_doc
IIC_AR_FERPA4StudEmp_doc
IIC_AR_BannerAccessForm_doc