

## Bakersfield College 2018 Institutional Self-Evaluation Report Bluff Notes

Over 200 faculty, staff, administrators, and students engaged on writing teams, in open forums, and through our campus committees to develop a 141 page institutional analysis in response to the ACCJC Standards. This document summarizes that analysis and key evidence for review.

**Standard I: Mission, Academic Quality, and Institutional Effectiveness and Integrity** | *The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.*

STANDARD I	I.A	Bakersfield College’s mission statement describes its threefold educational purpose (college degrees, workplace skills, and transfer preparation), and our commitment to providing the diverse students we serve the intellectual skills they will need to thrive in the 21 <sup>st</sup> century. Our mission describes our purpose and informs our decision-making, planning, and resource allocation. We ensure this alignment through the continual use of data in a guided pathways framework. Our institutional momentum points, the publicly-accessible Renegade Scorecard, and annual Program Review data inform our planning in Strategic Directions and the Educational Master Plan. We know our data informs our decision-making as evidenced in the annual Closing the Loop document which links resource decision-making to planning.	<ul style="list-style-type: none"> <li>-Mission Statement</li> <li>-Core Values</li> <li>-ILOs</li> <li>-Renegade Scorecard</li> <li>-Program Review</li> <li>-AIQ Committee</li> <li>-Strategic Directions</li> <li>-Educational Master Plan</li> <li>-Closing the Loop</li> </ul>
	I.B	Our committee structure is designed to ensure we keep student outcomes front and center in our collegial discussions and that we can make the adaptations needed to improve our effectiveness in educating a diverse student body. Student learning is our first Strategic Direction, and we are fully committed to the assessment of student learning as evidenced by our Assessment and Program Review processes. We are committed to continual improvement, having established an Accreditation & Institutional Quality (AIQ) Committee and a fully-staffed Office of Institutional Effectiveness. These entities provide oversight in the review and analysis of our Institution-Set Standards. Our formal structure assures we maintain a high academic quality of our programs.	<ul style="list-style-type: none"> <li>-ISER Data Prelude</li> <li>-Institution-Set-Standards</li> <li>-Renegade Scorecard</li> <li>-Committee websites</li> <li>-Strategic Directions</li> <li>-Admin Work Plans</li> <li>-College Council</li> <li>-Academic Senate</li> </ul>
	I.C	Bakersfield College is committed to providing clear, accurate information to all of our constituents. Our primary tool to deliver information is our publicly-accessible website, where anyone can find information about our mission, learning outcomes, educational programs and support services, policies and procedures, cost of attendance, and accreditation status. Our intentionally-designed formal committee structure ensures timeliness and accuracy of information through systematic review and approval processes for institutional publications.	<ul style="list-style-type: none"> <li>-College Catalog</li> <li>-Educational Master Plan</li> <li>-Strategic Directions</li> <li>-Renegade Scorecard</li> <li>-Committee websites</li> <li>-Employee contracts</li> <li>-Student Code of Conduct</li> </ul>

**Standard II: Student Learning Programs and Support Services** | *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.*

<b>STANDARD II</b>	<b>II.A</b>	As a guided pathways institution, BC ensures instructional program offerings, policies, and practices advance our mission of certificate, associate degree, and baccalaureate degree completion. We seek to continuously improve instructional methods to support student learning through the intentional design of the regular, ongoing work of our committees, the assessment of learning outcomes, curricular redesign and mapping, evolving placement practices, and informed enrollment management. We involve industry and university partners to ensure competencies and skills align with students' goals.	<ul style="list-style-type: none"> <li>-Committee websites</li> <li>-Institution-Set Standards</li> <li>-Faculty Handbook</li> <li>-Baccalaureate Degree</li> <li>-Multiple measures</li> <li>-Transfer Center work</li> <li>-ILOs</li> </ul>
	<b>II.B</b>	In order to provide a rigorous and supportive learning environment to meet our mission, BC uses a three-pronged approach to learning support services: 1) the library, 2) academic support services, and 3) a Media Services department. These programs contribute to student learning across all certificate, associate, and baccalaureate programs college-wide. Through ongoing assessment of the sufficiency and effectiveness of services via the Program Review process, BC knows students who utilize these services are more successful than their peers who do not.	<ul style="list-style-type: none"> <li>-Program Review</li> <li>-Library website</li> <li>-Academic Support</li> <li>-Media Services website</li> <li>-Renegade Scorecard</li> <li>-Student success rates</li> <li>-ISIT</li> </ul>
	<b>II.C</b>	With 80% of our students coming from families that have no one with a college degree, Bakersfield College has 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 in line with our mission. Using a Guided Pathways framework, all student affairs personnel are responsible for providing clear, accurate, and timely information on admission, matriculation, and pathway requirements. We evaluate all services through Strategic Directions, Program Review, and administrator work plans.	<ul style="list-style-type: none"> <li>-Program Review</li> <li>-Enrollment data</li> <li>-Guided Pathways</li> <li>-Outreach website</li> <li>-Counseling website</li> <li>-Student Life website</li> <li>-Multiple Measures</li> </ul>

**Standard III: Resources** | *The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).*

**STANDARD III**

III.A	<p>Bakersfield College employs a sufficient number of qualified personnel to support our mission, and has seen a significant increase in hiring over the past five years. We identify personnel needs through the Program Review process and have an established prioritization process for faculty, staff, and administrators. We are committed to hiring only the most qualified personnel and use a five-step hiring process led by a Screening Committee to ensure integrity and equity in all recruitment and hiring. Once personnel are hired, our thorough and systematic evaluation process ensures all personnel receive feedback and ongoing professional development.</p>	<ul style="list-style-type: none"> <li>-KCCD HR website</li> <li>-Board Policy Manual</li> <li>-Title V Ed Code</li> <li>-FCDC Voting Process</li> <li>-EODAC website</li> <li>-FLEX Week schedules</li> <li>-Adjunct Orientations</li> </ul>
III.B	<p>In recognition that a supportive learning environment needs safe and sufficient physical resources, BC assures safe physical resources in support of our mission via several avenues: around-the-clock public safety service, updating security and safety features of buildings and other physical resources, and getting input from employees and students on maintenance needs. Bakersfield College's commitment to the maintenance and upgrade of physical resources could not be clearer: the college has secured two bonds, with the most recent bond bringing over \$415 million directly to BC for facilities and infrastructure upgrades. Our Facilities &amp; Sustainability Committee tracks and assesses the ongoing short- and long-range capital plans detailed in our Facilities &amp; Technology Strategic Direction and Facilities Master Plan.</p>	<ul style="list-style-type: none"> <li>-Facilities Master Plan</li> <li>-Facilities &amp; Sustainability Committee</li> <li>-Facilities &amp; Technology Strategic Direction</li> <li>-Safety Advisory Committee</li> <li>-Accessibility Task Force</li> <li>-A Better BC Website</li> </ul>
III.C	<p>Bakersfield College ensures that all of its technology needs are satisfied through a two-pronged approach: a dedicated Technology Support Services department and the Information Services and Instructional Technology (ISIT) committee. The ISIT committee prioritizes and assesses technology using the College Technology Process. Technology expenditures have grown substantially over the past five years as requested in the Program Review process and reported in our annual Closing the Loop document.</p>	<ul style="list-style-type: none"> <li>-ISIT website</li> <li>-BC Technology Plan</li> <li>-College Technology Process</li> <li>-Closing the Loop</li> <li>-Program Review</li> </ul>
III.D	<p>KCCD receives state apportionment funding based primarily upon Full-Time Equivalent Student (FTES) enrollments. Those funds are allocated to BC through the adopted budget procedures according to the Budget Allocation Model. College-wide budgets, categorical funds, and reserves have all increased substantially since 2013 with the arrival of our new president. As a result, the college has been able to improve institutional effectiveness, and expand programs and support that enable us to meet our mission. All instructional programs and student support and administrative service units access funds by submitting budget requests through the program review process.</p>	<ul style="list-style-type: none"> <li>-Budget Allocation Model</li> <li>-Budget Decision Criteria</li> <li>-Program Review</li> <li>-Closing the Loop</li> <li>-Budget Committee</li> <li>-AIQ Committee</li> <li>-KCCD Business Services</li> <li>-Board Policy Manual</li> </ul>

**Standard IV: Leadership and Governance** | *The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.*

<b>STANDARD IV</b>	<b>IV.A</b>	The development and evaluation of innovations happens through our formal structure designed to maximize college-wide engagement. Board Policy, the BC Decision Making, and the KCCD Elements of Decision-Making documents enable administrators, faculty, classified staff, and students to participate in decision-making processes. We explicitly detail the scope, membership, and charge of each committee and group in our Decision Making document and on publicly-accessible committee websites. Our president uses a distributed leadership model to engage faculty, classified, and administrators alike in advancing the mission of the college.	<ul style="list-style-type: none"> <li>-BC Decision-Making</li> <li>-KCCD Elements of Decision-Making</li> <li>-BC Committees website</li> <li>-Board Policy Manual</li> <li>-Guided Pathways Implementation Team</li> </ul>
	<b>IV.B</b>	As our 10 <sup>th</sup> President, Dr. Sonya Christian has created the conditions for innovation by tapping into and unleashing the talent of faculty, staff, and students to improve student learning and achievement. In her five-year tenure, BC has grown enrollment by over 35%, grown the budget by 73%, and secured half a billion dollars for facilities and infrastructure upgrades to sustain the college and serve our community's needs. President Christian is responsible for the institution, administers board policies, delegates responsibility and authority as necessary, and communicates information to internal and external constituencies	<ul style="list-style-type: none"> <li>-Strategic Directions</li> <li>-Educational Master Plan</li> <li>-State of the College</li> <li>-Closing the Loop</li> <li>-Board Policy Manual</li> <li>-ACCJC Commissioners</li> <li>-Board Policy Manual</li> </ul>
	<b>IV.C</b>	The KCCD service area is divided into five districts for the election of seven trustees who serve staggered terms of four years each. The Board Policy Manual establishes the BOT as the controlling body of the district charged with approving and adopting all district-wide policies and procedures. The Board's emphasis on academic quality, integrity, and effectiveness of the student learning programs and services is reflected in its actions to meet its second strategic goal of improving student success. Per Board Policy, the BOT must abide by a statement of ethics in their duty to fulfill their responsibilities in the interest of the public.	<ul style="list-style-type: none"> <li>-Board Policy Manual</li> <li>-KCCD Strategic Goals</li> <li>-KCCD Statement of Ethics</li> <li>-Board Docs</li> <li>-KCCD Board of Trustees website</li> <li>-BOT Committees</li> </ul>
	<b>IV.D</b>	The KCCD Chancellor, working with the Board of Trustees, provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district. The Chancellor assures support for effective operation, integrated planning with the colleges, communicates operational responsibilities and functions, and delegates administrative authority through three teams: Chancellor's Cabinet, Chancellor's Administrative Council, and the Chancellor's presidents meeting. The KCCD District Office offers centralized human, physical, technology, and financial resources with ancillary services on the college campuses.	<ul style="list-style-type: none"> <li>-District Strategic Plan</li> <li>-KCCD Elements of Decision-Making</li> <li>-Budget Allocation Model</li> <li>-District Administrative Unit Review</li> <li>-Accreditation Surveys</li> </ul>