2024 INSTITUTIONAL SELF-EVALUATION REPORT

BAKERSFIELD COLLEGE

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Institutional Self-Evaluation Report

in Support of an Application for

Reaffirmation of Accreditation

Submitted by:

Bakersfield College
1801 Panorama Drive
Bakersfield, CA 93305

Submitted to:

Accrediting Commission for Community and Junior Colleges,

December 2024

CERTIFICATION

Date: MONTH DD, 2024

To: Accrediting Commission for Community and Junior Colleges

From: Dr. Jerry E. Fliger, President
Bakersfield College
1801 Panorama Drive, Bakersfield, CA 93305

This Institutional Self-Evaluation Report is submitted to ACCJC in support of an Application for Reaffirmation of Accreditation. The Institutional Self-Evaluation Report reflects the nature and substance of this institution, as well as its best efforts to align with ACCJC Standards and policies and was developed with appropriate participation and review by the campus community.

[Chief Executive Officer of Multi-College District, if applicable] [Date]

[Chief Executive Officer] [Date]

[Chairperson, Governing Board] [Date]

[Name, Title, Representing] [Date]

[Name, Title, Representing] [Date]

[Name, Title, Representing] [Date]

[Name, Title, Representing] [Date]

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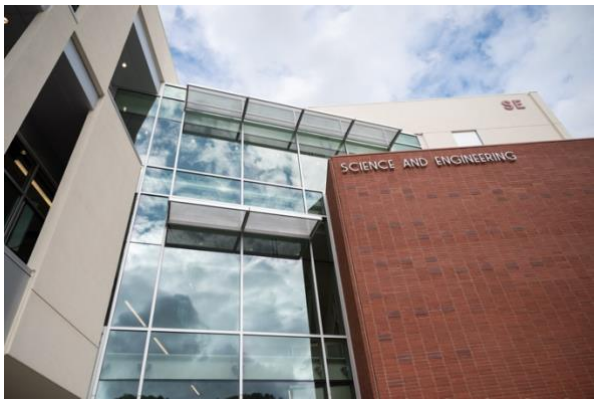
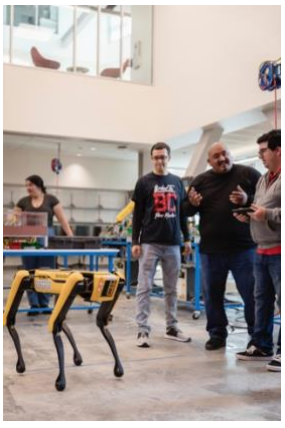
FORWARD TO THE INSTITUTIONAL SELF-EVALUATION REPORT

Persistence and student-centered programming are the two most significant themes that emerged from Bakersfield College's (BC) self-evaluation process. BC's sustained focus on persistence paired with student-centered programming allows the college to thrive with pre-pandemic enrollment levels and serve with increased student support mechanisms. College initiatives such as the Persistence Project and Persistence Dashboard embody the college's data-driven, equity-focused approach, while innovative responses to increasing student persistence such as the English and Communication Power Combos exemplify BC's ability to meet student need and increase student retention and success. Student-centered programming is a direct result of our focus on student persistence. Rather than expecting our students to navigate the traditional college model of jumping through hoops for an education, BC brings an education to our students, offering a variety of inclusive educational models including our groundbreaking baccalaureate programs. Programs such as Early College and Rising Scholars serve nearly 12,000 students from historically underrepresented groups in our community, and the implementation of Hyflex classrooms further emphasizes BC's commitment to student-centered programming. Looking forward, the college will continue its commitment to persistence and student-centered programming by expanding noncredit curriculum to better serve adult learners seeking workforce advancement. Overall, BC's commitment to the ACCJC 2024 Accreditation Standards reflects its dedication to both the community and to the culture of opportunity and success for all students.





Introduction: Institutional Context

Brief History of Bakersfield College:

Founded in 1913, Bakersfield College (BC) is one of the oldest continually operating community colleges in California. The college originally began offering classes at the Bakersfield High School campus to a modest cohort of 13 students. Only in 1956 BC officially relocated to the 153-acre lot overlooking the Kern River Oil field on the Panorama Bluffs. At the time, the college welcomed over 1,400 students and 89 faculty members to its array of 15 buildings. Today, BC serves over 40,000 students across multiple locations including: Arvin, Delano, the Weill Institute, BC Southwest, five state prisons, and 40 high schools.

Throughout its history, BC has continually adapted to meet the evolving needs of its community. Notable milestones include the expansion of course offerings to Delano in 1972, followed by health education courses in downtown Bakersfield at the Weill Institute in 1975 and subsequent increased rural presence in various community locations in south Kern, including Arvin High School. Additionally, after serving students in southwest Bakersfield for almost 20 years, in 2019 BC invested in a co-location, now known as BC Southwest, which opened on the shared property of California State University, Bakersfield. This location focuses on offering high-utility courses and transfer pathways, encouraging students to start at BC for their transfer degree and finish at CSU Bakersfield, allowing them to earn their degree more affordably.

BC's commitment to promoting equity led to the development of the Early College program, which started with 74 students at Wonderful Prep Academy and then expanded to include 4 high schools. In 2019 McFarland High School announced that all incoming freshman students would be enrolled as Early College students. Today, BC Early College program is present in 35 public, 2 private, and 3 charter schools. In the 2022-2023 academic year 11,918 high school students were enrolled in the program. Data provided by the California Community College Chancellor's Office indicates that nearly seventy percent (69%) of former dual-enrollment students attended a post-secondary institution after high school, a number significantly higher than both the state (62%) and national (62%) college-going rate and much above Kern County college-going rate (44%). Furthermore, African American and LatinX dual-enrollment students went to further college enrollment at higher rates than the state average: 72% for African American dual-enrollment students, vs. 55% state average, and 67% LatinX dual-enrollment students, vs. 55% state average.

Another notable milestone in the college's history is the establishment of BC's Rising Scholars Program, the largest inmate scholar program in California, serving 411 in 2022 and currently operating in five state prisons, two juvenile hall facilities, and a custody-to-community transitional reentry program located in Kern and Kings Counties. On August 28, 2019, the first cohort of 17 Rising Scholars students graduated with their associate's degree from Bakersfield College. The program offers a certificate of achievement in communication, CSU general

education courses, and eight associate degrees for transfer in communication studies, psychology, sociology, history, art history, social justice, English, and administration of justice.

Community and Student Populations

BC service area encompasses 25 populated zip codes and covers approximately 5,000 square miles. As of 2022, the region was home to an estimated total population of 766,700 residents but that is projected to grow annually at 0.29% until it reaches 777,900 in 2027. By 2040, it is anticipated to become 807,800.

Educational attainment of a college degree by individuals aged twenty-five or older in 2022 trails the state-wide experience (13% vs. 24%, respectively). Only 6% of the area's residents have achieved a graduate degree whereas throughout the state it is 14%. Equally noticeable is that in 2022, 25% of the area residents did not complete high school while state-wide it was only 14% of the population who did not finish high school. The shortfall is perceived to be one of the barriers to attracting additional business investment to the area.

Surveys conducted by the U.S. Census Bureau show that 21% of the population has an income below the poverty level and another 8% are at the poverty level. The median household income in 2022 was $58,800, anticipated to increase to $73,000 by 2027.

Acknowledging these challenges, BC has proactively engaged in creating pathways to diversify the economy by providing educational opportunities aligned with the region's needs. Examples include the recent introduction of two Bachelor of Science degrees, a Police Science Degree provisionally approved pending intersegmental review, numerous noncredit career development/college preparation certificates in addition to many certificates and degrees.

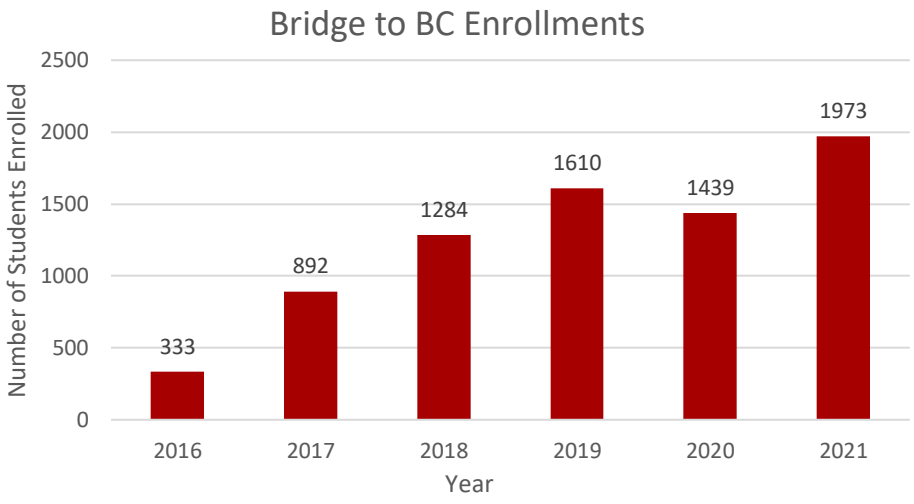
Award Category	Number of Programs
Baccalaureate	2
Associate Degree for Transfer (AA-T, AST)	37
Associate Degree (AA, AS)	57
Certificate of Achievement	68
Non-Credit Certificate	43
Job Skills Certificate	27
Total	**234**

Major Events and Developments

In response to the abrupt shift to online learning due to the COVID-19 pandemic, BC launched the Student Information Desk (SID), a virtual help desk that offered real-time assistance from various departments, including Counseling & Advising, and Financial Aid. While the SID was originally developed to meet pandemic needs it became a permanent resource. During the pandemic BC also introduced a Chromebook loaner program to bridge the technology gap, enabling students without computers to engage in virtual learning. Furthermore, the Academic Technology Department expanded its virtual offerings, providing extensive training to support faculty, staff, and students through the transition to online learning.

Since the inception of BC's Guided Pathways in 2014, now known as Learning and Career Pathways (LCP), the college has developed and implemented the Program Pathways Mapper (PPM), an interactive visual representation of educational and career pathways. Students can explore color-coded program maps illustrating course progression, along with brief videos and descriptions of program learning outcomes and career data as a high-tech alternative to the traditional catalog. Preliminary data is encouraging; it indicates that users of the PPM stay on-path at 17% higher rates compared to non-users.

The Summer Bridge program, an interactive 1-day in-person student-success course strongly encouraged for all incoming freshman students, was renamed Bridge to BC. Despite the pandemic, the program has continuously expanded since its inception. The growth is attributed to a variety of factors, including accommodating students in rural communities, offering courses during winter break and temporarily shifting to an online format during the pandemic, ensuring continuous support for new students.



Another notable improvement includes the implementation of Starfish software in 2018. The software integrates retention and engagement efforts across multiple departments and has contributed to positive outcomes, including increased student unit attempts and completion

rates. The focus on Program Pathways also led to an increase in the percentage of students "on path" from 63% to 78%.

In conclusion, BC's history highlights its commitment to adapt to meet the needs of the community it serves. From its humble beginnings in 1913, to educating over 40,000 students in multiple locations, BC continues to contribute to the intellectual, cultural, and economic vitality of Kern County.

INSTITUTIONAL SELF-EVALUATION OF ALIGNMENT WITH ACCREDITATION STANDARDS

Standard 1: Institutional Mission and Effectiveness

The institution has a clearly defined mission that reflects its character, values, organizational structure, and unique student population. The mission outlines the institution's explicit commitment to equitable student achievement and serves as a guiding principle for institutional planning, action, evaluation, improvement, and innovation.

1.1. The institution has established a clearly defined mission that appropriately reflects its character, values, structure, and unique student demographics. The institution's mission articulates its commitment to ensuring equitable educational opportunities and outcomes for all students. (ER 6)

As a public, open-entry community college in California, Bakersfield College's (BC) mission, vision, and core values statements reflect the institution's commitment to providing equitable access and outcomes for all students. For example, by creating connections between local industries such as agriculture, energy, healthcare, prisons, homeless shelters, and rural communities with our diverse student populations, BC exemplifies its mission and alignment with ACCJC's *Policy on Social Justice.*

The college's mission, vision and core values statements are publicly accessible in highly visible locations such as the BC Catalog, the About Bakersfield College webpage, Bakersfield College's Strategic Directions 2021-24, pp. 6-7, and our Educational Master Plan 2023-28, pp.3-4. They include the following college statements:

Mission: *"As a public community college in the state of California, Bakersfield College provides opportunities for students from diverse economic, cultural, and educational backgrounds to attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer. Our rigorous and supportive learning environments promote equity and foster students' abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world."*

Vision: *"Building upon more than 100 years of excellence, Bakersfield College continues to contribute to the intellectual, cultural, and economic vitality of the communities it serves."*

Core Values:

- ***Learning:*** *"We foster curiosity, inquiry, critical thinking, and creativity within a safe and rigorous academic environment so that we might be empowered to radically transform our community into one that gives voice and power to all people."*
- ***Integrity:*** *"We cultivate an ethical and moral consciousness which places the collective wellbeing and health above the self; this principled environment allows for open, constructive conversations and teaches us to trust each other's vision so that we will be useful and effective in providing support, resources, and encouragement."*
- ***Diversity:*** *"We insist that diversity be valued and promoted, recognizing that multiple perspectives lead to a better education and knowledge of the world; listening to and witnessing different experiences helps us to understand and contextualize power and privilege related to ability, ethnicity, gender, national origin, race, religion, sexuality, and socioeconomic status in terms of access and barriers to resources and opportunities."*
- ***Community:*** *"We commit to the well-being of all members of our community; we maintain strong ties with the surrounding community, and we respond to their needs by serving as an open institution which engages all students, faculty, and staff; in our college, we have built and continue to build an environment in which all members participate as a community through democratic engagement."*
- ***Sustainability:*** *"We recognize our responsibility for continuing and maintaining this institution, which has been shaped by over 100 years a century of resolute and tenacious labor and judicious foresight, so we unceasingly place our energies into imagining how we might sustain and renew our human, fiscal, and environmental resources into the future."*
- ***Wellness:*** *"We believe health and wellness to be integral, and foundational elements of learning; and we understand that a holistic education improves all aspects of society and the individual, including the mind, body, and spirit; through education, we will positively impact the health of the individual, natural environment, and the global community."*

In the spirit of shared and participatory governance, the BC mission, vision and core values statements undergo annual review by key governing bodies including the Academic Senate (AS), Accreditation & Institutional Quality Committee (AIQ), and College Council (CC) (BC Mission Approval, 2017-20; Academic Senate Mission Approval in Unfinished Business, 11-18-20; College Council Review of Mission, 3-3-23). Representatives from various entities, including the BC Academic Senate, California College Association, Classified School Employees Association, BC Student Government Association, and Kern Community College District Management Association, participate in ensuring alignment with institutional goals and values (College Council Membership 2024).

Since the last accreditation site visit, BC's mission statement underwent revision by College Council (CC) to incorporate new language reflecting the institution's presence across multiple

learning environments (AIQ Review of Mission, Vision, and Values with Academic Senate Comments, 11-14-23; College Council Approval of AIQ Proposed Changes, 12-1-23). This revision underscores BC's commitment to enhancing equitable access to educational opportunities for all students.

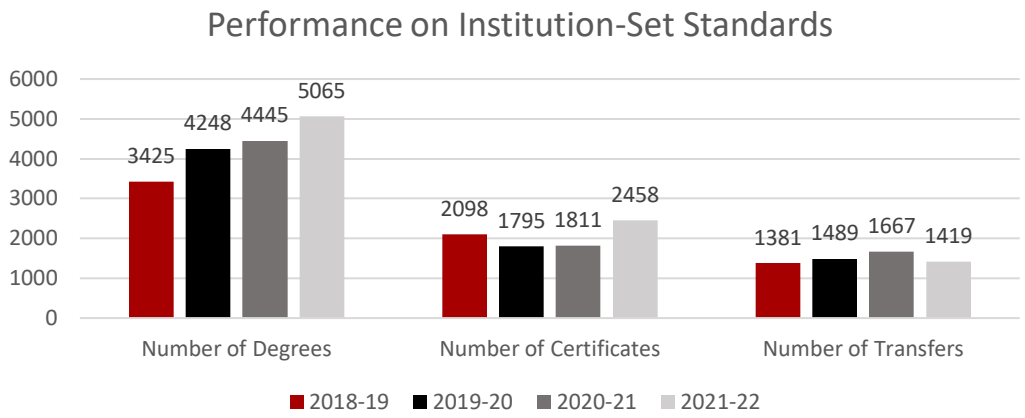
Additionally, AIQ actively seeks input from the campus community to assess the effectiveness of its mission through an annual BC & KCCD Services and Institutional Quality Survey, most recently conducted in October 2023. The survey results indicate strong support for the college's mission:

- 88% of respondents strongly agree or agree that Bakersfield College has established a clearly defined mission (n=258).
- 80% of respondents strongly agree or agree that our mission statement accurately reflects BC's character, values, structure, and unique student demographics (n=258).
- 80% of respondents strongly agree or agree that our mission statement effectively articulates BC's commitment to ensuring equitable educational opportunities and outcomes for all students (n=257).

1.2. The institution establishes meaningful and ambitious goals for institutional improvement, innovation, and equitable student outcomes.

Bakersfield College has established Institution-Set Standards (ISS) for student achievement that demonstrate BC's desire to create a rigorous and supportive learning environment described in our mission statement. BC began setting institutional standards, as early as 2013, before they were required by ACCJC. These mutually agreed upon metrics enable all stakeholders to have a common frame of reference, with both minimum performance standards and aspirational goals.

In pursuit of continuous improvement, BC's Accreditation & Institutional Quality (AIQ) committee reviews trend metrics for three to five years, revising goals when they are achieved or developing action plans to improve outcomes should we fall below an ISS. For example, an analysis in 2022 of BC's student progress and success in degree, certificate, and transfer completion demonstrated an overall multi-year positive trend across measures surpassing even our pre-pandemic numbers (ISS Review, 4-26-22; AIQ Procedures for Establishing ISS).



BC's guiding plans are intentionally aligned to accomplish the institution's mission of advancing educational attainment in the communities we serve. These plans include the Institution-Set Standards (ISS), the President's Master Work Plan 2022-23, the Strategic Directions (SD) #1 and #2, the Learning and Career Pathways (GPS) GPS Workplan, and the Student Equity and Achievement Program (SEAP) Student Equity and Achievement Program. They support initiatives such as Umoja Community African American Success Through Excellence, Rising Scholars/ Inmate Education Program, International Students, the ADA and Accessibility Task Force, the Distance Education Task Force, the Racial Equity Task Force, and TRIO students. Additionally, they cater to affinity groups including African American Initiatives, Athletes, Undocumented Students, Extended Opportunities Program & Services (EOPS), Foster Youth, Students with Disabilities, Kern Promise, and Veterans.

Likewise, we utilize public-facing Tableau dashboards to inform and align our work with the institution's mission and statewide momentum points. For example, the Guided Pathways Momentum Points with full ethnicity dashboard is used in GPS and College Council to help guide the work of the completion teams (STEM Pathway Team Presentation to College Council).

As a public, open-entry institution, BC is committed to establishing goals that meet the needs of the community it serves in an innovative and equitable manner. An example of this commitment occurred in 2019 when BC conducted an environmental scan in response to its mission of providing opportunities for students to attain certificates, workplace skills, and preparation for transfer. This scan identified a pressing need for physical therapist assistants in Kern County, prompting BC to develop a comprehensive needs assessment for an AS degree program in Physical Therapist Assistant. Subsequently, the program received state approval and commenced in spring 2022. Another example is the implementation of Persistence Institutional-Set Standards, (AIQ Apr. 9, 2024 Vote on ISS Persistence), supported by persistence data in the Guided Pathway Momentum Points Dashboard, discussed in detail in Standard 2.5.

1.3. The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued improvement and innovation. (ER 3, ER 11)

As stated in Standard 1.2, BC's Institutional-Set Standards (ISS) promote continuous improvement by reviewing, monitoring, and evaluating data to ensure institutional metrics are equivalent to or exceed the national average of success and progress in student learning. BC's mission statement expresses the importance of quality assurances to improve a holistic learning experience for student achievement. To develop the Institution-Set Standards the Accreditation and Institutional Quality Committee (AIQ) established a formula for monitoring college-wide student success by evaluating the past 5-year averages of key performance indicators and using one standard deviation below the average to establish the minimum standard. Data dashboards provided by BC's Office of Institutional Effectiveness (OIE) enable AIQ and all stakeholders to disaggregate data and monitor student achievement and progress towards mission-driven institutional goals.

AIQ reviews the ISS every year and offers recommendations to College Council. For example, in AIQ's annual ISS review during the spring 2022 term, it was evident that the institution had not only met the Institutional Set Standards in all completion areas, but exceeded aspirational goals for several consecutive years, even during the pandemic when many institutions were declining in enrollment and completion. AIQ completed a full review of the data and provided recommendations to Academic Senate and College Council (p.2) for increasing both the ISS and the aspirational goals for the completion metrics, such as transfer counts, ADT completion, certificate completion, and units at degree award (spring 2022 updates highlighted on ISS Chart).

Additionally, AIQ offers recommendations for refining ISS categories as needed. During the pandemic, BC adapted its course offerings to include additional modalities, prompting a review of the ISS for course success rates in the 2022-2023 academic year. OIE was tasked with exploring tools for tracking course success rates, revealing that average credit success rates had declined below the ISS over the past three years due to the increased proportion of online courses. This highlighted the necessity of refining the ISS beyond credit success, CTE success, and online success categories. Consequently, the approved recommendation included separating the ISS for online and CTE classes, introducing a separate standard for in-person/hybrid credit classes, and discontinuing a standard for all credit courses lumped together (spring 2023 updates highlighted on ISS Chart).

One of the best examples of how BC regularly reviews and discusses qualitative and quantitative data to evaluate its progress toward achieving the mission, enhancing understanding of students' experience, informing short- and long-term planning, and implementing improvements as needed is the college's Program Review Process. KCCD's Institutional Research Office provides disaggregated data for BC program review. This data informs decisions related to resource allocation, including personnel, fiscal, facility, and technology needs. Individual departments, programs, committees, and work groups highlight their alignment with Bakersfield College's

mission in their respective annual program reviews (Library Program Review, 21-22; English Department Program Review, 21-22). Furthermore, the annual Closing the Loop report, compiled by the President's Office, strategically links resource allocation with the college's mission and strategic goals. Additionally, BC conducts an internal campus climate survey, the BC and KCCD Services and Institutional Quality Survey, annually, evaluating alignment with our institutional mission, goals, and ACCJC standards, and improving academic and student services.

BC regularly reviews meaningfully disaggregated data, identifies equity gaps, and engages in planning and improvement to close these gaps as illustrated by BC's Renegade Scorecard, publicly accessible Tableau dashboards, and institutional documents including the Student Equity and Achievement Program (SEAP) Student Equity Plan, Guided Pathways Work Plan, and Achieving the Dream. Through the Renegade Scorecard, BC provides publicly accessible institutional data and information pertaining to student enrollment, achievement, engagement, equity, and other key indicators of institutional effectiveness. The Renegade Scorecard also reports data from our administration of the Community College Survey of Student Engagement (CCSSE). The college's student success, progression and completion data are disaggregated in numerous ways to allow for evaluation on how well the college provides "*opportunities for students from diverse economic, cultural, and educational backgrounds to attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer." (excerpt from BC's mission statement)*

One notable example of how BC engages in planning and improvement to close equity gaps is the work of the Guided Pathways Strategies Team (GPS). This committee focuses on supporting the Completion Coaching Community engagement and coordination, and the dissemination of information and engagement of faculty and staff campus-wide. It supports students through an equity lens and uses data to assess effectiveness.

1.4. The institution's mission directs resource allocation, innovation, and continuous quality improvement through ongoing systematic planning and evaluation of programs and services. (ER 19)

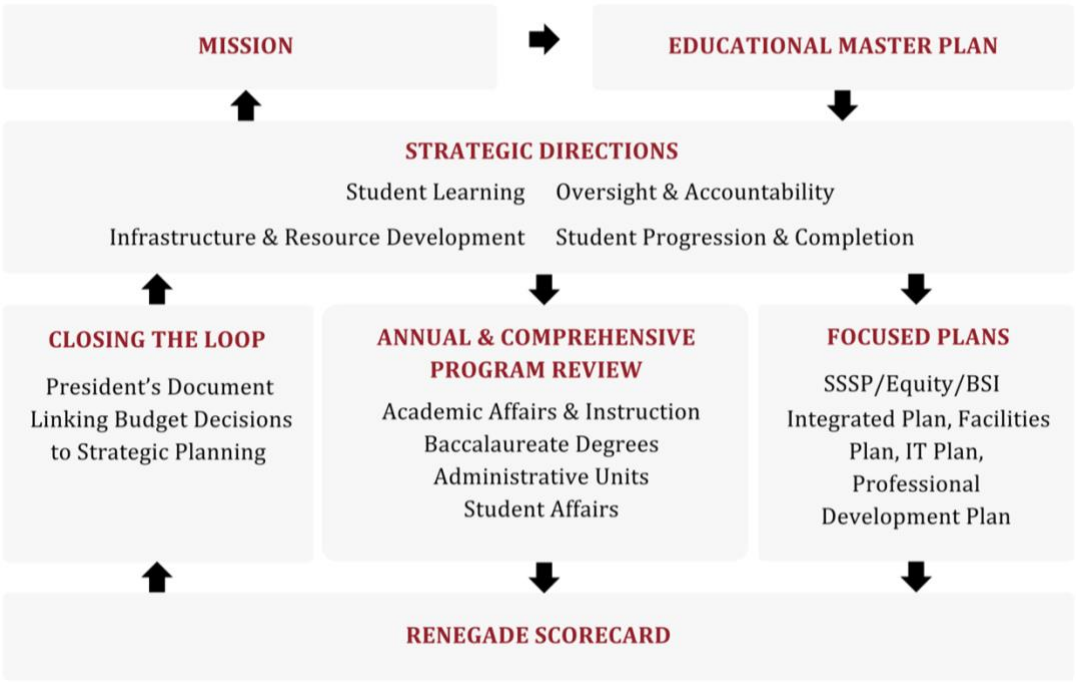
Bakersfield College (BC) organizes comprehensive institutional planning with two major long-term operational planning documents: the Educational Master Plan (EMP) and Strategic Directions (SD). In spring 2024, the College Council approved a one-year extension to the current Strategic Directions plan due to leadership changes at both the District and College levels. This extension allows the new Chancellor to finalize the KCCD's Strategic Directions and enables BC to align its own Strategic Directions with those of the district. These documents, developed in a participatory shared governance process with input from various stakeholders in the college, inform long-term planning to support the accomplishment of the mission and lead to institutional innovation and improvement.

In fall 2023, the College Council (CC) approved the EMP for 2023-2028. The 2023-2028 EMP was created through a collaborative effort by members of the BC community, bringing together key

information that guides and informs the College through 2028. The college held focus groups with administrators, faculty, and staff who represent the areas of focus: equity, completion, and intersegmental approaches to the future to ensure that the EMP reflects an inclusive approach to best serving students and advancing the college's mission.

To continuously improve institutional planning, BC has changed the EMP from a 3-year to a 5-year cycle putting the college in alignment with our sister institutions at Kern Community College District (KCCD), Cerro Coso College and Porterville College. Another intentionally designed change was to make the EMP strategically precede the Facilities Master Plan and the Technology Master Plan. The latest EMP for 2023-2028 will guide us with Guided Pathways as our framework to improve student success and promote equity in achievement and learning outcomes with a focus on ensuring that historically marginalized students who have disproportionately been impacted by the pandemic, poverty, inaccessible resources, and other barriers are given a streamlined path with equal opportunity and support to succeed.

The figure below summarizes how BC integrates the 5-year planning process of the Educational Master Plan and Strategic Directions with annual processes of Program Review, assessment, and other institutional plans.



BC's annual Program Review (PR) stands out as a clear illustration of how our programs and services are aligned with our mission and guide our decision-making, planning and resource allocation. Instructional units, administrative units, programs, services, and work groups show connections to Bakersfield College's mission in this systematic self-assessment every year, with a 3-year comprehensive review, across instructional (2022-23 Instructional Annual Update PR Form; 2022-23 Instructional 3-Year Comprehensive PR Form; 2022-23 CTE Annual Update PR Form; 2022-23 CTE 3-Year Comprehensive PR Form), and student services, administrative, and

operational areas (2022-23 Hybrid Annual Update PR Form; 2022-23 Non-Instructional Annual Update PR Form). The Program Review Committee (PRC) sets up a timeline in spring as the cycle unfolds. This evaluation process involves analyzing Student Learning Outcome assessments, Administrative Unit Outcome assessments, and utilizing disaggregated data provided annually by the KCCD Institutional Research Office (IR) through Tableau. Program Review remains connected to our Mission and Strategic Directions by evaluating resources, enhancing program effectiveness, and assessing institutional, administrative, and student outcomes.

Significantly, Program Review emphasizes the College's mission and priorities, including scholarship, innovation, equity, workforce needs, and college values. Program Review prompts programs to create a narrative explaining disproportionate gaps that will be addressed and improvements that will be made, among other prompts related to the College's mission and goals. The Program Review document ends with a synopsis of the program's self-evaluation and leads to requests for resources to meet the program's goals, such as personnel, fiscal, facility, technology and professional development requests for ongoing program growth and improvement.

Results of the Program Review process inform the decision-making processes related to resource requests. Once PRs are completed, the Program Review Committee co-chairs create reports of the different sections of the Program Reviews and send them to the appropriate decision-making committees who follow budget decision criteria for resource allocation anchored in support of the College mission.

An example of this is the Information Systems & Instructional Technology Committee (ISIT) and their prioritization of technology requests. Those who have made technology requests in their Program Review are invited to speak in support of the requests their areas have made. The ISIT Committee reviews the requests and votes to prioritize the order they will be completed as funding allows. The resulting prioritized list of requests is made available on the ISIT committee website.

Other resource requests are sent to the following committees for consideration: Professional Development Committee (PDC), Faculty Chairs & Directors Council (FCDC) who address personnel requests, and Facilities & Sustainability Committee. Once requests are prioritized, a final list is determined with recommendations for resource allocations and used for future grant/funding considerations and is reported out in the Closing the Loop Fiscal Year Annual Report appendices.

In a peer-review process that adds another dimension to the dialog, PRC provides feedback to each instructional program, student service, and administrative unit. The PRC also receives feedback from programs about the process through a survey. The information gleaned from reading each program review and the survey results inform planning during the next cycle of Program Review for a more relevant process.

In culmination of the annual Program Review process, PRC identifies common themes and issues during the Program Review cycle. From this information, PRC creates a summary analysis of

program review responses that it posts on its website and communicates that summary to various constituent groups, including College Council (CC), Academic Senate (AS), and the President's office in early December. With the related Closing the Loop document, the President's office communicates back to the entire college its understanding of the College's strengths and weaknesses to create the mission-appropriate priorities reflected in the allocation of resources. Academic year-end summary reports to the CC provide an essential opportunity for information sharing with college leadership and transparency in support of the College and its mission.

1.5. The institution regularly communicates progress toward achieving its mission and goals with internal and external stakeholders in order to promote understanding of institutional strengths, priorities, and areas for continued improvement. (ER 19)

Bakersfield College (BC) prioritizes transparent and effective communication to ensure that its stakeholders, both internal and external, are informed about the institution's mission, goals, progress, strengths, priorities, and areas for improvement. This commitment is demonstrated through a range of content available on the BC website, through publicly accessible committee webpages and accountability reports, the Renegade Scorecard, Online Catalog, and various communication efforts elaborated below.

Website: The college website serves as a central hub for information about the institution's mission, goals, academic programs, services, achievements, and initiatives. The website is accessible to all stakeholders and provides a platform for regularly updated content, ensuring the dissemination of accurate and timely information. Regular news articles are added, which are pushed to the homepage, ensuring that the newest information is always quickly available to visitors. There is also a publicly available online Suggestion Box where comments and feedback are collected, reviewed, and forwarded to the appropriate area on campus.

Committee Pages: Representatives from the various college-wide committees actively publish documentation such as agendas, committee minutes, presentations, survey results, supporting documents and reports from guests. All agenda items require written materials. These documents are made available through the college's website, allowing stakeholders to access and review information related to the college's objectives, decisions, and ongoing progress. (Academic Senate; Assessment Committee).

Program Reviews: Program Reviews (PR) are published on the Program Review Committee page (PRs Before 2019; PRs After 2019) and can be accessed by all stakeholders. Program Review dashboards are developed by the KCCD Institutional Research Office (IR) and BC's Office of Institutional Effectiveness (OIE) and are available to internal stakeholders on the KCCD IR webpage. The teams at KCCD and BC work together on streamlining access to intentional data that serves as a decision-making tool and conveys essential metrics closely aligned with the college's mission.

Data Dashboards: All stakeholders, external and internal, have access to Public Dashboards provided by the KCCD Institutional Research Office (IR), and the BC Office of Institutional

Effectiveness (OIE). These dashboards communicate progress toward achieving BC's mission and goals with all stakeholders to promote understanding of institutional strengths, priorities, and areas for continued improvement.

Renegade Scorecard: The Renegade Scorecard, a product of BC's OIE, is a public tool for both communication and honest dialogue about strengths and areas of improvement. This data-filled publication includes disaggregated data on student success, profile and institutional planning. The college publishes its Institution-Set Standards (ISS) as part of the Renegade Scorecard. This process is described in detail in the Standard 1.3 narrative.

Online Catalog: The college maintains a user-friendly, digital online course catalog that is easily accessible to the public and includes information about academic programs, courses, prerequisites, and all essential information. The college ensures that stakeholders, including prospective students, can explore and understand the breadth and depth of educational opportunities available by exploring the course catalog. Supplementary to the catalog, the website also houses the Program Pathways Mapper and enhanced Learning and Career Pathway pages (Pathway Mapper for Human Biology AS).

Additional Communication Efforts: Bakersfield College's Marketing and Public Relations (MPR) regularly disseminates press releases to local and regional media outlets highlighting notable achievements, events, initiatives, and advancements at the college The college also communicates to students, staff, and the public through social media, utilizing various platforms and content styles. MPR makes a strong effort to document college celebrations through written articles and photo galleries. These items are compiled and distributed to the internal campus community via a bi-weekly emailed newsletter, "BC Insider," and placed on the web for public access (See news articles referenced above for Website.).

There are several other entities on campus that develop newsletters for a variety of audiences. Career Education produces a student employment newsletter, "Career Education Connection," which is distributed internally and to students. The Office of Student Life also collaborates with BC's Student Government Association (BCSGA) to distribute a weekly emailed newsletter, "The Pulse," to notify students of all upcoming announcements, events, and tips for thriving at BC. Moreover, BC's acclaimed student newspaper, "The Renegade Rip", is created by students enrolled in JRNL B25, who contribute to its writing, photography, and design. Given its student-driven nature, The Rip is inherently focused on the concerns and interests of the institution's diverse student body. The newspaper is published 12 times throughout the academic year, while the website is consistently updated during the same period.

Standard 2: Student Success

In alignment with its mission, the institution delivers high-quality academic and learning support programs that engage and support students through their unique educational journeys. Academic and learning support programs promote equitable student success, and the institution evaluates student learning and achievement data to inform improvements and advance equitable outcomes.

2.1. Academic programs at all locations and in all modes of delivery are offered in fields of study consistent with the institution's mission and reflect appropriate breadth, depth, and expected learning outcomes. (ER 3, ER 9, ER 12)

Consistent with the college's mission, every program of study offered at BC is structured to lead to one of the following goals: 1) Associate degree, 2) Baccalaureate degree, 3) certificate, 4) workplace skills, or 5) transfer opportunity. The Curriculum Committee (CRC) manages the curriculum review process to verify consistency with the mission and demands appropriate to higher education. The college's annual program review process evaluates how well our students are attaining their educational goals and, in particular, how well they are poised for success in whatever follows their program – employment or transfer, by analyzing the instructional program and assessments of expected learning outcomes. Later in this section, we describe how CRC utilizes program templates to connect programs with the college mission and to identify program's award types.

Descriptions of all the college's programs of study are available in the online catalog. The online catalog organizes programs into ten Learning & Career Pathways which provide students the opportunity to explore specific programs of study that require similar skills while minimizing excessive unit accumulation. For example, within the Agriculture, Nutrition and Culinary Arts Pathway there are 37 programs. Students can click on a specific program from the list, such as Agriculture Animal Science AS-T, and get additional information, including award type (degree or certificate), Program Learning Outcomes (PLO's) and program requirements. Additionally, the Program Pathway Mapper provides a visual representation of a possible pathway through the program.

BC's processes for curriculum design and development ensure all academic programs align with the institution's mission. The curriculum review and approval process utilizes program templates in eLumen to ensure that all standards, policies, and procedures are enforced through the curriculum approval process. The program template requires faculty to discuss how the program supports the mission of Bakersfield College, including labor market data that supports workforce demands. The template form also certifies that the program learning outcomes for each program have been identified and that all course Student Learning Outcomes (SLOs) are mapped to the Program Learning Outcomes.

Additionally, all of BC's courses have a Course Outline of Record (COR) within eLumen. The COR requires faculty to state how the course meets one or more of the College's mission areas. For

example, the COR for COMMB5 Argumentation and Debate lists how each Course Student Learning Outcome (CSLO) aligns with Institutional Learning Outcomes (ILOs) described in the college's mission. To close the loop, the Assessment Committee (AC) consistently assesses BC's ILOs both quantitatively and qualitatively (Bakersfield College ILO Assessment Results; Spring 2022 ILO 2 Assessment Report; Spring 2023 ILO 3 Assessment Report). Based on AC's data for student achievement of each ILO, the Accreditation and Institutional Quality Committee (AIQ) determines whether we are meeting the ISS for student success on our ILOs and publishes the results on our Renegade Scorecard.

BC's processes for curriculum design and development reflect generally accepted practices in higher education for ensuring breadth, depth, and rigor appropriate to the level of instruction and across all modalities. The college follows all legal mandates for curriculum review and approval stipulated in the California Education Code, Title V and Federal regulations. For instance, curriculum review at the course and program level occurs in a six-year cycle (Curriculum Basics—Review Cycles, slide 7; CRC 23-24 Calendar—Aug 24 Training) to ensure that course material is current and that programs remain relevant to larger state and national trends in education and careers.

In May 2024, the Curriculum Review Committee (CRC) approved the process for reviewing upper divisions courses for baccalaureate degree. Further, BC has adopted guidance from the Program and Course Approval Handbook from the California Community Colleges Chancellor's Office Division of Academic Affairs, as well as the Academic Senate of California Community Colleges' publications, The Curriculum Committee: Role, Structure, Duties, and Standards of Good Practice and Ensuring Effective Curriculum Approval Processes.

The CRC also provides numerous training opportunities and updates (Fall 2023 Curriculum Regionals Gathering; CRC Update on Title V Presentation; CRC Update on GE and Transfer Guidelines Presentation). Additionally, Standard 2.6 describes how the college established the Distance Education Task Force to ensure the breadth, depth, and rigor of instruction in distance education modalities. Standard 2.2 details how Career Technical Education (CTE) advisories meet regularly with industry partners to develop programs.

2.2. The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support equitable attainment of learning outcomes and achievement of educational goals. (ER 3, ER 9, ER 11, ER 14)

At Bakersfield College, faculty members play a crucial role in continuously reviewing, monitoring, and improving courses and programs through the Curriculum Committee (CRC). To support faculty in this process, the CRC has developed a Curriculum Reference Guide outlining its charge, scope, and membership, including voting members as described in pages 6-9: 1 articulation officer and 28 Academic Senate representatives: 24 department representatives, 1

adjunct faculty, 3 members-at-large, and 1 representative to represent Rad Technology / Health Information Technology / Allied Health such as department representatives, adjunct faculty, and Academic Senate representatives. CRC chairs provide regular updates to department chairs and deans to keep them informed about mandatory courses and program reviews. Additionally, the committee has created a Course Review Checklist to aid faculty in curriculum design and development.

The college defines student learning outcomes for courses and academic programs (including degree and certificate programs). To maintain the quality and consistency of Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs), the Assessment Committee (AC) has developed a Learning Outcome Review Checklist for faculty to use when creating or revising courses and programs. SLOs and PLOs of every course and program undergo regular review as part of the Assessment Cycle found on pp. 6-8 of the Assessment Handbook and SLOs are included in course syllabi and the catalog for student accessibility.

BC's processes for curriculum design and development include dialogue around student equity and maximizing equitable student success outcomes. Faculty members actively utilize student learning and achievement data to inform curriculum design decisions. An example of this approach is evident in the creation of the EDUC B30, B31, and B32 courses, collectively known as the "Level Up" series. These courses were created in 2020 in response to declining student success rates in online classes, a trend partially attributed to the lack of training in online pedagogy among many face-to-face instructors transitioning to online teaching during the pandemic. The "Level Up" courses, tailored for K-16 educators, culminate in an Online Teaching Certificate, aimed at enhancing their proficiency in online pedagogy and ultimately improving student outcomes in the digital learning environment.

Additionally, in preparation for forthcoming requirements related to Diversity, Equity, and Inclusion (DEI), the CRC has initiated training sessions to integrate DEI principles into the Course Outline of Record (COR), so that the department representatives can begin to share this information with their respective departments. The training presented the ways that DEI can be represented in the COR according to the DEI toolkit from the ASCCC (Academic Senate for California Community Colleges). In fall 2023, the committee built on the past training by beginning an assessment of how widely the recommendations from the toolkit are practiced (CRC Nov 16, 2023 Minutes, see 8.A). Additionally, the curriculum committee is updated regularly on the coming changes relating to DEI as they become available (Proposed Amendments to DEI in the COR Regulations).

Many programs, including the CTE programs at BC, collaborate with industry partners when developing programs. An important part of this is the development of advisory boards. A CTE Advisory Committee Handbook was developed to help create and maintain these advisory boards.

In recent years BC has invested heavily in the development of non-credit courses and programs of study. BC's non-credit courses and programs, primarily geared towards adult learners seeking workforce access and development, exemplify collaboration between faculty and community stakeholders in designing and delivering programs that are relevant the community needs and support equitable attainment of learning outcomes and achievement of educational goals. With that in mind, the college is working to increase non-credit certificate courses by 20% annually. To develop non-credit curricula, the Adult Education team works with community-based organizations, industries, and chambers of commerce to locate and support prospective students. Some examples of non-credit courses and certificates offered include:

- Nursing & Allied Health: Mammography Certificate, Community Healthcare worker education.
- Public Health: Public health for non-health professionals.
- Paramedic: Drop-in lab for extra skills practice.
- Mental Health: Mental health training for behavioral healthcare hospital employees, de-escalation for community members & law enforcement.
- Wonderful Training Center: Industrial technology and upskill topics.
- Workforce Wonderful: Occupational safety, office & business skills (16 courses).
- California Renewable Energy Lab: Modern energy certificate, Launchpad for entrepreneurs.
- Business Administration: Warehousing (6 courses) and basic office technology (42 courses).

2.3. All degree programs include a general education framework to ensure the development of broad knowledge, skills, and competencies related to communication, quantitative reasoning, critical thinking, information literacy, civic responsibility, and the ability to engage with diverse perspectives. (ER 12)

Bakersfield College adheres to KCCD Board Policy 4025, Philosophy and Criteria for Degree and General Education, in accordance with Title 5 section 55601. This policy ensures that the college's general education framework encompasses a broad spectrum of knowledge, skills, and competencies. The college's general education philosophy is also available in the Online Catalog. Specifically, it states that: "Through general education, the college seeks to foster knowledge, skills, and attitudes that will empower students to shape the direction of their lives and their environment."

To ensure that all graduating students embody the philosophy outlined, the college requires completion of one of five General Education (GE) breadth patterns: BC AA GE Pattern, BC AS GE Pattern, CSU GE Pattern, IGETC Pattern, or IGETC for STEM Pattern. Each GE pattern requires diverse coursework covering several areas of general education. The BC GE Patterns have five subject areas: 1) Communication in the English Language and Critical Thinking, 2) Physical Universe and Life Forms, 3) Arts, Literature, Philosophy and Foreign Language, 4) Social, Political, Legal, and Economic Institution and Behavior; Historical Background, and 5) Lifelong Understanding and Self-Development. The CSU GE Breadth and IGETC cover similar subject areas but use different area titles.

Based on changes to Title V, Bakersfield College's Curriculum Committee (CRC) has revised its local GE pattern to reflect those updates (CRC Proposed Changes to Local GE; CRC Presentation to Senate, March 13, 2024) to be implemented starting summer of 2025. The changes proposed by the Curriculum Committee were approved by the Academic Senate on April 3, 2024. Likewise, based on changes due to AB 928, we have a 928 Task Force and will begin following the single Transfer GE Pattern (CalGETC) in fall 2025.

The Curriculum Committee (CRC) evaluates courses for inclusion in the GE pattern using established criteria from the General Education Student Learning Outcomes (GELOs). These criteria are provided under Resources on the Curriculum Committee webpage. Also under Resources, the CRC utilizes the Guiding Notes for General Education Course Review, published by the California State University (CSU) and University of California (UC) systems in September 2023, when evaluating courses for submission to the CSU GE and IGETC reviewers.

The college's GELOs emphasize student preparation for responsible participation in civil society, lifelong learning skills, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. The Assessment Committee Charge includes a process of review and approval to ensure course-level Student Learning Outcomes (SLOs) are aligned with Program Learning Outcomes (PLOs), as well as Institutional Learning Outcomes (ILOs) and GELOs where appropriate. Course CORs and Program PORs reflect those alignments (HIST B30B COR; GEOL B10 COR; Music AA POR). Furthermore, upper-division courses in our Bachelor of Science programs are designed to cultivate advanced levels of knowledge, critical thinking, and analysis, and work expected at the baccalaureate level. (Industrial Automation BS POR; INDA B135 COR).

Although our ILOs do not use the specific language of Accreditation Standard 2.3, the character of the standard is seen in the ILOs by mapping the accreditation standard onto the ILOs as follows:

Bakersfield College	Communication	Quantitative Reasoning	Critical Thinking	Information Literacy	Civic Responsibility	Engage Diverse Perspectives
I. Pursue Knowledge and evaluate its consequences	Y	Y	Y	Y	N/A	Y
Think critically, abstractly, logically, and algorithmically to evaluate and solve problems.	N	Y	Y	Y	N	N
Integrate new information to formulate principles and theories and display openness to different opinions.	N	N	Y	Y	N	Y
Share the desire for intellectual creativity and acquisition of knowledge.	Y	N	N	N	N	Y
II. Communicate clearly and effectively in both written and oral forms.	Y	N/A	N/A	N/A	Y	Y
III. Demonstrate knowledge and abilities in a chosen area of study.	Y	Y	Y	Y	Y	Y
Demonstrate an understanding of resources and procedures of a field and the ability to use them.	Y	Y	Y	Y	Y	N
Demonstrate the ability to use current technology to acquire, organize, and analyze information appropriately.	N	N	Y	Y	Y	N
Possess a core of knowledge and skills in a chosen field.	Y	Y	Y	Y	Y	Y
IV. Appreciate civil responsibilities.	Y	N/A	Y	Y	Y	Y
Reflect upon the cultural and ethical dimensions of life.	N	N	Y	N	Y	Y
Contribute to society as an actively engaged citizen.	Y	N	N	Y	Y	Y

2.4. The institution communicates clear, accurate, and accessible information regarding programs, services, and resources that foster success in students' unique educational journeys. (ER 20)

Bakersfield College (BC) is committed to providing students with clear, accurate, and accessible information regarding programs, services, and resources that foster success in their unique educational journeys. The College website serves as the central communication hub and is organized for easy navigation:

- The **Academics** page features details on programs, class schedules, "Finish Fast" options, course catalog, etc.
- Under **Enrollment & Aid**, students find tailored guidance for enrollment, including resources for Early College, Veterans, and International Students. Information on Financial Aid and semester planning resources, like counselor appointments and credit transfer procedures, is also provided.
- The **Campus Life** page offers resources to engage in campus activities, including event calendars, campus maps, student organizations, the student government association (BCSGA), athletics, parking and transportation details, and the Office of Student Life services.
- The **Services & Resources** page consolidates information on academic support services (e.g., library, tutoring, writing center, etc.) and student support resources (e.g., child development center, housing, student health center, career center, etc.). Support services are available both in-person and virtually, ensuring accessibility and support for students in multiple modalities.
- The **Community** page caters to external stakeholders with information on the BC foundation, Alumni Association, Levan Institute for Lifelong Learning, and community-open resources such as the pool, Planetarium, and Creative Design Center.
- Lastly, the **About** page offers accessible information on Administration and Governance, a directory, map, and details about Marketing and Public Relations. Additionally, users can explore BC's History, Mission, Vision, and Values.

Moreover, BC's website communicates key information on admission requirements and resources:

- The **Steps to Enroll** page is conveniently located with one-click from the main webpage. The page outlines 5 easy steps to apply and register including special enrollment guidelines for different student populations.
- The **Online Catalog** is easily accessible and offers comprehensive information on admissions, registration, academic programs, and learning outcomes. The digital catalog is also available in print, and both are updated annually to ensure accurate and detailed information for students, faculty, and staff.
- **Learning & Career Pathways** help students select programs aligned with their interests and career goals.

- **Program Pathways Mapper** provides a user-friendly visual representation of academic pathways, facilitating program selection and progress tracking, with detailed information on associated occupations and career prospects, including typical wages and the labor market demand for California. This tool is key in presenting the program information, including Program Learning Outcomes and course sequencing, in a way that is easy to consume, relevant to the user's needs, and makes the educational programs section of the catalog more user friendly.

BC actively engages with its community and students in different educational journeys through various outreach initiatives and support services:

- **High School Relations** program focuses on enhancing the K-16 pipeline through Early College programs and dual enrollment courses. These offerings, available at most high school sites, allow students to pursue degrees or certificates while in high school. Educational Advisors and dedicated counselors provide enrollment support workshops and guidance tailored to Early College students (BC Early College High School Counselor Conference 2023 Presentation).
- **Bridge to BC**, discussed in greater detail in Standard 2.7, is designed to help first-time students to prepare academically, socially, and personally during their transition to college.
- **Adult Education Programs**, including Career Development and College Preparation, support adult learners in accessing educational opportunities and workforce training.

Additionally, BC employs technology solutions like Starfish, including progress reports, and Ocelot, to enhance communication and track student progress.

The Student Re-Enrollment Center serves as a hub to assist re-engagement by leveraging tools like Starfish data analytics and Cognos to generate targeted reports for populations such as previously enrolled students, under-enrolled students, and those who dropped courses before the semester commenced. Through various communication channels such as text, phone, email, virtual platforms, website, and social media, students are directed to in-person or online advising services and encouraged to attend planned registration events.

The Transfer Pathways Department organizes targeted transfer events, workshops (HBCU Event & Workshops; Transfer Workshops, Nov. 2023), resources and creates promotional materials (Transfer Journey Infographic; Transfer Journey Momentum Points Infographic) to effectively engage and support students in their transfer journey.

The BC Department of Marketing and Public Relations (MPR) oversees institutional communications, media relations, publications, web development, and emergency notifications. Notably, the department has established an Accessibility Center on the website dedicated to defining accessibility, providing training resources, and reporting issues. MPR also provides a Brand Usage Guidelines & Resources webpage to promote consistency across all forms of communication.

As part of the MPR, the Web Team uses feedback and suggestions to make changes daily. The college also utilizes survey and analytic results to continuously improve in providing accurate and accessible information to its constituents. In January 2021, the Office of Institutional Effectiveness (OIE) conducted a survey about BC's website. Results showed that:

- 74.7 % of respondents found the website easy to navigate.
- 80.3% found the website visually appealing.
- 84.7% found the homepage welcoming and informative.
- 79.8% found the layout well-organized.

As a Hispanic Serving Institution, BC has taken deliberate steps to ensure access to information for its diverse community. This includes the creation of bilingual enrollment brochures in both English and Spanish, as well as conducting information sessions presented in both languages. Additionally, enrollment services are provided in both English and Spanish at the Welcome Center and Student Information Desk, including virtual assistance. While these efforts represent significant strides in enhancing bilingual access, BC acknowledges the importance of further expansion. Future discussions may explore extending bilingual resources to key areas such as counseling, ensuring equitable support for all members of the community.

Bakersfield College has a robust system for providing students with accurate, current, and consistent information about student learning outcomes (SLOs) and Program Learning Outcomes (PLOs). As explained in Standard 2.2, the Assessment Committee, comprised of administration, faculty, classified staff, and student representatives, plays a vital role in reviewing and approving SLOs and PLOs, providing assessment training, and supporting their development, implementation, and evaluation. Resources such as an Assessment Handbook, Evaluating Learning Outcomes Checklist, and roundtable discussions (Discussion Topics; Example Presentation) facilitate continuous improvement of student learning and achievement. Overall, SLOs and PLOs are meticulously developed and maintained for each course and program, ensuring that the SLOs communicated to students are current, accurate and consistent through various channels, including the catalog, course syllabi, Course Outline of Record (COR), and Canvas, our Learning Management System.

2.5. The institution holds itself accountable for students' success by scheduling courses in a manner that ensures degree and certificate programs can be completed in the expected period of time. (ER 9)

Bakersfield College schedules all degree and certificate courses in a manner that enables all students to complete their program, including bachelor's degrees, within a reasonable timeframe for that program: one year for a certificate, two years for the associate degrees, and four years for the baccalaureate degrees. This commitment to efficiency requires meticulous course scheduling, a task achieved through collaborative efforts involving department faculty, deans, and data-driven insights from our course scheduling system.

Central to this scheduling process is the use of the eLumen Program Outline Reports, which outline the semester-by-semester sequence of required courses for all academic programs, including bachelor's degrees. These program outlines serve as a practical roadmap for students, counselors, and advisors, aiding in the creation of Student Educational Plans. Additionally, software tools like Starfish and interventions by BC's Completion Coaching Communities further enhance student awareness of course sequences, thereby influencing course scheduling to meet student demand effectively.

As captured by our Guided Pathways in our 2023-28 Educational Master Plan, BC emphasizes a two-year, 60-unit path for degree and certificate completions, encouraging students to enroll in no less than 15 units per semester to ensure timely progress. To support this goal, BC employs various tools and strategies to inform and guide counselors, deans, and department chairs in building schedules. For example, bimonthly Faculty Chairs and Directors Council meetings include presentations from the scheduling department to inform on correct scheduling procedures, discuss timelines, and keep faculty up to date on scheduling issues like fraudulent students and mitigation strategies used to improve the enrollment process and scheduling prediction.

Schedule building is a year-round process evaluated and monitored yearly in department Program Reviews. At Bakersfield College, department Program Reviews ask faculty and department chairs to consider BC's Strategic Directions when making goals for their discipline. As an example, the Communication Department's Program Review includes goals focusing on BC's strategic direction of Student Learning and Student Progression and Completion. In Goal #1, the Communication Department noted a decline in certificates and degrees awarded since their all-time high of 147 in 2019 to 86 in 2021, most likely due to COVID-19. Based on this data, the Communication Department made goals for changes in advertisement and modalities of course offerings to help increase completions back to pre-pandemic numbers.

Within each department, deans and faculty chairs collaborate using previous schedules and Ad Astra data to help predict scheduling needs, monitor a balance in modalities, and ensure an even spread of courses across time frames, locations, centers, and Early College coverage. Counselors, Academic Technologists, and department chairs also review our Program Mapper to help ensure accurate descriptions of degrees and certificates, not only for student enrollment guidance, but also to safeguard an appropriate variety, rotation, and quantity of course offerings. The Communication Studies Associate in Arts for Transfer and the Biology Associate in Science for Transfer are examples of degrees with detailed program maps. Additionally, Program Mapper facilitates inter-department collaboration in scheduling for interdisciplinary degrees and certificates, ensuring courses are offered in a rotation allowing students to complete their certificates and degrees within a reasonable time frame. The Health Navigator Certificate is an example of an interdisciplinary certificate, which combines Public Health and Communication courses.

BC evaluates the degree to which scheduling facilitates timely completion of degrees, certificates, and transfer. For several years, BC has tracked several momentum points crucial for determining students' likelihood of graduating within the desired timeframe. Students who reach these momentum points demonstrate notably higher rates of degree completion within targeted timeframes. These momentum points include:

- Attempting for 15 or more units in the first semester and 30 or more units within the first year
- Successfully completing transfer-level math and English courses within the first year

It is noteworthy that the above data collected is only for post-secondary enrollments and does not factor in those units completed by students previously when they were dual-enrolled students in high school.

In spring of 2022, the Office of Institutional Effectiveness (OIE) presented findings on persistence rates at BC to the College Council (CC), contrasting them with national averages. Persistence, defined as the continuity of enrollment from one term to the next (e.g., fall to spring or fall to fall), at BC was analyzed. Despite BC's persistence rates surpassing the national average, the data revealed that only half of first-semester students at BC reach their third semester. This presentation catalyzed the launch of the Persistence Dashboard and implementation of the Persistence Project, as outlined in the SCFF Targets & Tactics 2022-23 Executive Summary.

Inspired by the high persistence rates of select cohorts, termed persistence "stars," such as BC athletes, students in the RN/LVN program and participants in the Extended Opportunity Programs and Services (EOPS), the Persistence Project contains a series of interventions aimed to improve persistence among students. These interventions were developed in collaboration among faculty, administrators, and multiple campus committees, and communicated to the BC community through presentations (April 8, 2022; October 21, 2022; and Persistence and Retention 2022-23 Overview Presentation). One significant aspect is the implementation of the Persistence Dashboard, which serves as a tool for monitoring persistence rates. Additionally, the utilization of Starfish Progress Surveys has been instrumental in identifying potential threats to persistence.

Moreover, collaboration with the Guided Pathways Strategies (GPS) Team has facilitated the scheduling of course combinations designed to improve retention, success, and persistence rates. GPS teams worked with data provided within Ad Astra Software to identify healthy and toxic course combinations and pilot Power Combos cohorts. These cohorts pair courses with toxic combinations, such as COMM B1 and ENGL B1A, and enroll students in a cohort. Faculty members from the respective courses collaborate closely to enhance success rates. For instance, five faculty from the Communication Department who teach COMM B1 have been paired with an equal number of faculty members from English and EMLS departments. Preliminary findings indicate improvement in retention rates for COMM B1 and ENGLB1A and enhanced success rates across the board. Although persistence rates have not shown significant changes, noteworthy

differences have been observed among ENGL and EMLS students compared to COMM students, partly due to the higher initial success rates within the COMM cohort.

2.6. The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote equitable student learning and achievement.

Bakersfield College offers courses in multiple modalities to meet the various needs of its students and to promote equitable access and success:

- **In-Person**: Traditional classes held in-person on campus at scheduled times.
- **Hybrid**: Classes combining online instruction with some required face-to-face meetings, either in-person or through synchronous online sessions.
- **Online Scheduled**: Classes conducted entirely online but with synchronous sessions.
- **Online Flexible**: Fully online courses with asynchronous delivery, allowing students to meet deadlines at their own pace.
- **Interactive**: classes conducted synchronously from multiple campus locations through HyFlex classrooms that utilize real-time two-way video/two-way audio technology. For example, a class may be taught at Bakersfield College Panorama Campus with additional students attending remotely from the Delano Campus, Porterville College, or Cerro Coso College.

Each course's Course Outline of Record (COR), accessible through eLumen, specifies applicable delivery modes and includes guidelines for regular, effective contact between instructors and students (Delivery Methods and Distance Education Section in ART B1 COR; COMM B1 COR; FIRE B2 COR).

Decisions regarding course modalities are made by faculty experts, as exemplified by the Communication Department's deliberations in spring 2021 (Feb. Minutes-Section III.D.; March Minutes-Section III.B.; April Minutes-Section III.A.). Following thorough discussions, the department piloted several online courses, including COMMB6 Intercultural Communication, COMMB7 Organizational Communication, and COMMB10 Leadership Communication, to assess their effectiveness in addressing the gaps in student learning and achievement in online courses seen due to shifts of teaching methods and modalities in response to the pandemic. Results from the pilot project, presented during a Professional Development Flex Section in spring 2024, indicated that with adequate training and support, online course success rates met or exceeded institutional standards.

BC also offers alternate teaching methodologies, locations, times and time frames to meet student and curricular needs (Alternate Class Formats; Course Attribute Definitions; Alternate Times and Locations) in order to promote equitable student learning and achievement:

- **CTE Courses**: Career and Technical Education courses that provide hands-on training to students to build specific skillsets required for various jobs and occupations.

- **Learning Communities**: Students are enrolled in two "linked" courses with the same cohort of students, often with a theme, such as the African American Experience Learning Community.
- **Dual Enrollment**: Classes offered in partnership with high schools that allow high school students to earn college units. As summarized by the Community Colleges Chancellor's Office Update on August 3, 2024, BC's Early College program started with 74 students at Wonderful Prep Academy and today serves nearly 12,000 students from 40 high schools, a noteworthy example of student-centered scheduling that promotes equitable student-success. Data provided by the California Community College Chancellor's Office indicates that nearly seventy percent (69%) of former dual-enrollment students attended a post-secondary institution after high school, a number higher than both the state (62%) and national (62%) college-going rate and significantly above Kern County college-going rate (44%). Furthermore, African American and LatinX dual enrollment students went to further college enrollment at higher rates than the state average: 72% for African American dual-enrollment students, vs. 55% state average, and 67% LatinX dual-enrollment students, vs. 55% state average (2_6_CLSBA_PPT_8_3_2024).
- **Rising Scholars Courses**: Classes provided in a California Correctional System facility. BC's Rising Scholars Program On the Inside is the largest in California operating in five state prisons, two juvenile hall facilities, and a custody to community transitional reentry program located in Kern and Kings Counties. The program served 1,703 students in 2022-2023 and is predicted to grow and surpass 2,500 students by 2026. In addition to instruction offered to those who are incarcerated, the College also offers a variety of support services to formerly incarcerated individuals who are enrolled and attending classes at BC.
- **Compressed Courses**: Two sequential 16-week courses are compressed into two 8-week courses offered back-to-back in the same semester, allowing students to complete the sequence in one semester instead of two or more.
- **Accelerated Courses**: Classes that are normally 16-week courses are compressed into 8-week courses, allowing students to finish schooling quicker or to reduce the number of classes and work to complete at a given time. For example, four or five classes can still be completed in a semester, but the student only needs to focus on two or three at a time.

BC regularly evaluates the effectiveness of its delivery modes and teaching methodologies to support equitable student learning and achievement and uses results to guide improvements. Program Reviews serve as a key evaluation tool, prompting programs to analyze disaggregated student success data, as detailed in standard 1.4. Additionally, the BC Office on Institutional Effectiveness through the Enrollment Management Dashboard tracks enrollment by modality, and monitors course success rates by modality, which can be further disaggregated by ethnicity or other student identifications to monitor whether there is equitable student learning and achievement. The Accreditation and Institutional Quality Committee (AIQ) evaluates Institutional Set Standards for course modalities and makes recommendations when necessary. Standards 1.3 and 4.3 describe an instance in which the effectiveness of different delivery modes was

evaluated, and recommendations were made. Moreover, Standard 2.2 addresses the pandemic-induced shift to online offerings, leading to the development of Level Up courses aimed at enhancing online modality quality following evaluation of student success rates.

BC has practices in place to ensure ongoing alignment with federal requirements for distance education, as defined in ACCJC's *Policy on Distance Education and on Correspondence Education*. In spring 2023, Bakersfield College's Curriculum Articulation Officer delivered presentations concerning the changes outlined in Title V regarding Distance Education to various campus committees, including AIQ, CC, FCDC, and AS. These presentations prompted the establishment of the Distance Education (DE) Task Force (DE Task Force on p. 4). The DE Task Force was charged with several responsibilities aimed at ensuring compliance with regulations. These responsibilities included:

- Reviewing current DE practices.
- Drafting a comprehensive DE Plan to align with regulatory requirements.
- Making recommendations regarding policies, practices, and procedures related to DE.
- Creating a sustainable plan to support student success and faculty instruction in DE, potentially including the development of a DE Handbook.
- Keeping the Academic Senate informed of matters impacting DE classes, services, and programs conducted by Bakersfield College.

The DE Task Force met regularly since its inception and presented its recommendations at the April 17, 2024, Academic Senate meeting, exemplifying BC's commitment to ongoing improvement and alignment with accreditation standards.

2.7. The institution designs and delivers equitable and effective services and programs that support students in their unique educational journeys, address academic and non-academic needs, and maximize their potential for success. Such services include library and learning resources, academic counseling and support, and other services the institution identifies as appropriate for its mission and student needs. (ER 15, ER 17)

Bakersfield College designs and delivers effective processes for identifying students' academic, non-academic, personal wellness, and basic needs. Some examples include:

- **Starfish** is the primary tool available to instructional faculty to identify each student's needs and connect them to resources. For example, a faculty member may identify an academic need and refer a student to tutoring services, or a personal wellness need, such as a mental health concern, and refer the student to a mental health counselor. They may also identify a basic need for food and connect the student to the Renegade Nexus Pantry. Starfish is a system that connects each student to their instructional faculty, as well as a completion team composed of their pathway dean/admin, department chairs for the programs in their pathway, counselor/advisor, financial aid representative, librarian, and faculty from programs within

the pathway. BC students can use Starfish, found under Tools in InsideBC, to connect with their completion team members, as well as create their own Student Education Plans (SEP).

- **Renegade Nexus** is BC's Basic Needs Center, providing essential resources like food, housing, transportation, technology, and physical/mental wellness support to students.
- **California Work Opportunity and Responsibility to Kids** (CalWORKs) and **Cooperative Agencies Resources for Education** (CARE) collaborate with the Kern County Department of Human Services to identify and meet the specific needs of students, such as foster youth (CalWORKS) and single parents (CARE). For instance, CalWORKs/TANF /Tribal TANF provide students public assistance access to educational support services, financial assistance, and job development to increase wage-earning power and lead to self-sufficiency. These services are communicated to our students through our website (CalWORKs; CARE), where they can also contact us with questions by either the Virtual Lobby or email, brochures (CalWORKS; CARE), and the catalog (CalWORKS; CARE).
- The **Students of Concern** (SOC) Team was formed to develop care, threat assessment systems, and initiate a team-based response system to students identified as at-risk or in need of help. Alongside BC's Starfish alert program, SOC helps in a systemic referral process and response coordination. Team members meet weekly to discuss cases that have been brought to their attention, attend trainings on best practices (Student Disciplinary Committee Training; Violence, Abuse, & Trauma Summit), earn certifications, and develop procedures to respond to student needs.

Bakersfield College designs and delivers effective intake and onboarding services such as orientation, registration, counseling, educational planning, financial aid workshops, and/or similar services that maximize preparation, success, and retention.

- **Bridge to BC** is a high-touch, high-tech, course required for all incoming first-year students. In ACDV B55NC: Bridge to BC, students learn first-hand about all of the academic and student support resources that Bakersfield College offers, including interactive discussions and activities with faculty and peer mentors as well as individual sessions with educational advisors and financial aid technicians to help first-year students get all of the support and guidance they need to be successful. Students take a tour of BC's campuses and web resources while engaging in hands-on activities that will teach learning strategies to overcome academic and personal barriers (About Bridge to BC and Its Topics). Students who participate in the program are significantly more likely to enroll in subsequent spring and fall courses, and complete transfer-level English and Math in their first year at BC.
- **Step Up to STEM Academy** is a one-day orientation event for students planning to major in a science, technology, engineering, or math (STEM) pathway. Before the semester starts, students meet with STEM-Pathway-specific advisors, counselors, financial aid representatives, and faculty, as well as current STEM students, to learn about STEM programs and resources, study habits, and a growth-mindset to prepare for a successful start to college.

- BC's **Counselors, Educational Advisors, and Staff** are available in person and online for BC students on the Panorama campus, BC Delano, BC Southwest, the JobSpot, and the Weill Institute. By meeting with a counselor or advisor students can: choose a major, develop or update a comprehensive student education plan, academic and progress probation, academic and progress disqualification, transferring into Bakersfield College from other colleges and/or universities, transfer out of Bakersfield College to other colleges and/or universities, Transfer Admission Guarantee (TAG) contracts, understand which classes from other colleges and/or universities will transfer into Bakersfield College and more (Counseling and Advising Department Catalog Description; Counseling and Advising Webpage). Additionally, counselors offer a range of credit Student Development courses including STDV B1 – Educational Planning, STDV B2- Lifelong Learning and Career Planning, STDV B3- Career and Life Planning (Early College), STDV B6- Tools for College Success, STDV B7- University Transfer Preparation, and STDV B8- UC Transfer Experience.
- **Extended Opportunity Programs and Services** (EOPS) ensures student success through enrollment and retention of students disadvantaged by social, economic, educational or language barriers by offering several programs that provide additional assistance for Bakersfield College students to succeed. EOPS services are available for BC students in person and online who have applied to the program and met eligibility requirements. Services include priority registration, counseling, book vouchers, extra tutoring, and a free cap and gown upon graduating. These services are communicated to our students through our website, fliers, and the catalog.
- The **Program Pathways Mapper** is a customized visual representation of the Bakersfield College catalog organized by Learning and Career Pathways to help students select a program of study and monitor their progress towards completion. Once inside the Program Pathways Mapper, students will find information on occupations and careers commonly associated with each program, including typical wages and the labor market demand for California (Program Mapper for Industrial Technology & Transportation Programs).
- **Financial Aid** services are accessible both in-person and through a virtual lobby. Workshops covering Financial Aid Applications and Scholarship Writing are available year-round. Each February, the college hosts a Financial Aid Fest, which is an educational event aimed at informing students about available services and resources encompassing federal, state, and local funding options. The event includes food, giveaways, vendors from various community agencies, and, notably, staff prepared to aid students in submitting financial aid applications.

Bakersfield College designs and delivers effective learning support resources such as library collections, library instruction, learning labs, and tutoring services in a variety of modalities (face-to-face, hybrid, online, etc.) dependent on our institutional mission and student needs.

- The Bakersfield College **Library** supports students across BC's service areas, including library facilities and faculty reference librarians on the Panorama campus, Delano campus, and the BC

Southwest via in-person and chat (LibChat; Chats on Nov. 14, 2023) reference help. Additionally, the library supports students through subscriptions to 100 databases that provide students access to over 200,000 eBooks and millions of articles and other sources, as well as access to 80,000 print books cataloged in OneSearch. To provide students with information literacy instruction, the library offers customized library orientations by collaborating with faculty for in-person, Zoom, and asynchronous courses, Zoom library research skills workshops (webpage; schedule), in-person and online asynchronous sections of its 1-unit research course, LIBR B1, and a non-credit Academic Research Skills Certificate through its 2-course online asynchronous sections of LIBR B60NC and LIBR B61NC. During 2022-23, BC librarians across the 3 library service sites answered 6,575 questions, taught 214 customized library orientations to 3,309 students in 20 disciplines, and taught 72 research skills workshops with 614 total registrations (2022-23 Library Stats). In order to ensure that the library is meeting the needs of the BC community, the library regularly assesses its services on a 3-year cycle by gathering statistics on library reference, instruction, student headcount, and circulation, in addition to surveying students and faculty about their perception of these services (Fall 2022 Library Services Assessment Report). The library continually uses feedback from professors and students to improve, including adjusting the weeks the workshops are offered, and extending online chat hours starting in fall 2024, adding Saturday 3pm-6pm (beyond the current 11am-3pm) and Sunday 2pm-6pm (Library Department Meeting Minutes, May 6, 2024).

- The **Writing Center** is a free service available to all enrolled students at BC, with a mission to allow students to craft their writing process in all areas. Students may book 30-minute appointments in person (at the Panorama, Delano, and BCSW campuses) or via Zoom with professional Writing Consultants through Starfish or may utilize the Writing Center's asynchronous Canvas workshops. The Writing Center is embedded within several cohorts, such as the Athletics and Early College programs. Additionally, several English courses, such as ENGL B1A and ENGL B100, contain embedded tutors from the Writing Center to create additional support for the students in these courses. The Writing Center tracks all student interactions in Starfish, which allows the Office of Institutional Effectiveness to look at student success versus Writing Center use. The Writing Center also works with the Office of Institutional Effectiveness to track the success of new initiatives such as embedded CRNs, and to make changes or improvements to these initiatives and other services in response to the data.
- The **Tutoring Center** is a free service available to all currently enrolled BC students. Students may schedule weekly 50-minute, one-on-one tutoring sessions in a variety of subjects, as well as 15-minute drop-in tutoring for math and English. Tutoring appointments may be scheduled online via the Tutoring Center webpage for services online via Zoom or in person at the Panorama, Delano, or BCSW campuses. In fall 2023, the Education Department developed a Tutoring Referral Student Triage Process to refer students directly to the Tutoring Center using Starfish. The Tutoring Center also utilizes Starfish to register & track student usage of

tutoring services. Additionally, the Tutoring Center evaluates the effectiveness of their program via tutee feedback each semester.

- The **Math Learning Center** provides students the opportunity to take non-credit mathematics courses in a hybrid format using an adaptive-learning computer system called ALEKS as well as offering free extra learning support for ALL math classes at Bakersfield College on a first-come, first-serve basis. The Math Learning Center is available in person at the Panorama campus, as well as virtually via Zoom.
- The **Student Success Lab** offers a curriculum of developmental courses designed to remediate and lead students to college level courses. With high-touch assistance from faculty and teaching assistants, students can access self-paced, face-to-face, hybrid, online learning modules, and computer-assisted tutoring (Catalog Description). Topics include reading, math, writing, studying, critical thinking, and standardized test preparation. In addition, the Student Success Lab provides individualized, self-paced academic resource courses that support students in welding, culinary arts, chemistry, electricity, physics and other disciplines.

Bakersfield College designs and delivers effective student support services such as counseling, academic advising, first year experience, veterans services, disability services, mental health services, etc. in a variety of modalities (face to face, hybrid, online, etc.) dependent on institutional mission and student need. As previously described, most of our student support services are available in multiple modalities.

- Bakersfield College's **Veteran Services** include priority registration and designated veterans advisors, workshops, tutoring, and the 4700 sq. ft. Veteran Resource Center (VRC) which provides private office space, conference rooms, computer lab, quiet study area, a lounge, and a dedicated patio. In 2022, the Veteran Services Program was awarded the Centers of Excellence for Veteran Student Success grant. In addition, the VRC provides its students many opportunities to engage through university visits and campus events such as the annual Vet Fest. In the grant reporting year 2022, student veterans increased completion of associate degrees, certificates of achievement, and job skills certificates by 24% and completion of BS and AA/AS for transfer degrees by 2%.
- **Disabled Student Programs & Services** (DSPS) assists the college in providing equal access to educational opportunities for students with disabilities in person and online. DSPS provides reasonable accommodations to students with documented physical, mental health, and learning disabilities who are enrolled in classes through Bakersfield College and who have submitted the DSPS New Student Intake Packet. Other benefits of DSPS for students at BC include priority registration, targeted counseling, career counseling, equipment loaners, and more.
- The **Student Health & Wellness Center** (SHWC) is open to all enrolled students on the main campus and through a virtual environment. SHWC services include low-cost basic medical assistance and mental health support services such as: access to a Licensed Marriage & Family

Therapist and Clinical Social Worker, crisis intervention, and up to 6 individual sessions of psychotherapy per semester. The Student Health & Wellness Center also has a Student Health Satisfaction Survey to gather student feedback and improve services.

- The **Aera STEM Student Success Center** supports our Science, Technology, Engineering and Math (STEM) students, providing study areas, technology resources, academic counseling, and a gathering place for STEM clubs and events. BC's STEM program also provides tutoring and employment opportunities.
- The Aera STEM Student Success Center also houses the **Mathematics, Engineering, Science Achievement** program (MESA), which fuels diversity by propelling historically underrepresented groups toward STEM degrees and professional careers by offering the students in its program specialized academic and support services. BC STEM majors receiving financial assistance and planning to transfer to a 4-year school may apply for the program.
- The **Umoja Community African-American Success Through Excellence and Persistence** (ASTEP) program offers students coursework with African-American themes, academic and cultural trips and activities (End of Semester Celebration; Ubuntu Leadership Retreat), dedicated counselors, a student club, and a study space. Students in the Umoja program had persistence rates from fall 2022 to spring 2023 of 69%, compared to 59% for Black students not in Umoja and 66.5% for all students.
- **Early College** allows students the opportunity to earn college credit through BC while they are in high school. The Kern Community College District has the fastest-growing Dual Enrollment program in the state of California, growing from second in the state in fall 2021 to over 16,000 students in 2023-24. Thirty-eight high schools in Kern County offer college courses to their students, either through dual or concurrent enrollment during and after the high school day. Early College Pathways are offered comprehensively at three high school districts in the county and selectively at the Kern High School District, where incoming ninth-grade students are enrolled in college courses and able to earn an Associate degree or certificate by the time they graduate high school, including 457 students in 2022-23, with 179 earning Associate degrees. Although Early College students receive student support from their district, BC also provides student support services with advisors, counselors, and various events and resources available.
- Bakersfield College **International Student Affairs Office** (ISA) is committed to the success of BC students from our global and international community. The ISA office provides resources for new students transitioning to the area, as well as services and academic counseling as they continue their journey as a BC student.

Bakersfield College provides clear information and support for students regarding transfer and career opportunities.

- Bakersfield College **Transfer Pathways Center** provides services and support to the students and campus community on transferring, including academic advising and guidance in

researching and selecting a transfer institution, transfer workshops, a Transfer Guide in the BC Catalog, and transfer fairs. The Transfer Pathways Department is committed to developing and cultivating a transfer culture by providing equitable access to all resources and support to build heightened engagement, awareness, and success in transfer.

- **Career Services** offers BC students and alumni a full range of services, including student employment through on and off-campus jobs, direct recruitment and internship opportunities, personalized career counseling, and career readiness resources such as resume writing, interviewing skills, and labor market trends.

Bakersfield College communicates to students about support services and expectations for their use clearly and consistently. Our Catalog lists, describes and explains how to utilize both academic and student services. Furthermore, faculty are encouraged to include support services in their course syllabi and even provided with sample syllabus statements about support services.

Bakersfield College systematically collects and analyzes disaggregated data to evaluate the effectiveness of its support services and learning support resources in promoting equitable student success. The results are used for planning and improvement, as described in the narratives of specific support services above (e.g., Library Services). Additionally, each program and service conducts yearly Program Reviews and/or Administrative Unit Reviews, which are further discussed in Standards 1.4 and 2.9.

2.8. The institution fosters a sense of belonging and community with its students by providing multiple opportunities for engagement with the institution, programs, and peers. Such opportunities reflect the varied needs of the student population and effectively support students' unique educational journeys. (ER 15)

Bakersfield College strives to foster a sense of belonging and community among our students by creating formal and informal opportunities for students to engage, prioritizing historically under-resourced student populations, and continually ensuring program quality.

The college provides various formal engagement opportunities for students, facilitated by academic departments and student organizations. For instance,

- The **Agriculture Department's** student engagement opportunities, such as The Farm and the Edible Education Garden on the Main Campus and the Regenerative Farm on the Delano Campus, offer practical experience in agriculture while contributing to the community through donations to the Renegade Nexus Pantry, described in standard 2.7. Student organizations like the Ag Club, Society of American Foresters, and Rodeo Team further enhance student experience by providing social gatherings and educational events. Networking opportunities, such as the Agriculture and Manufacturing Career Expo, support students' journeys and provide community engagement.

- The **Aera STEM Student Success/MESA Center** and the MESA Program empower students in STEM disciplines through networking, resources, and support, fostering inclusivity and empowerment.
- **The Renegade Rip**, highlighted in standard 1.5, keeps students informed and involved through extensive coverage of campus events, fostering a sense of belonging and pride.
- The **Performing Arts Department** hosts over 40 public performances yearly, allowing students to showcase their talents and interact with diverse cultures through music, theater, and dance. Additionally, the department reaches out to historically under-resourced populations, fostering a welcoming and inclusive atmosphere.
- Since 2021, **Early College** has hosted Summer Academies to familiarize students with campus resources and staff, developing confidence and a sense of community.
- **Renegade Athletics** fosters community and belonging at Bakersfield College. Established in 1922, the program is renowned for its quality, success, and sportsmanship. With strong community support, Bakersfield College encourages its student-athletes to excel both as athletes and well-rounded students, as exemplified by the Renegade Athletics mission statement. The department hosts games (some examples: Women's Track & Field; Volleyball; Baseball; Football) and various sporting events throughout the year, such as the Student Athlete Advisory Council (SAAC) Spring BBQ and conferring Annual Awards. In addition to Renegade sports teams, the Athletic Department also offers students the opportunity to engage with peers in 18 different Intercollegiate Athletics Courses. With intercollegiate, plus 11 women's and ten men's sports teams, the program is one of the most successful retention programs in the college. Student-athletes must adhere to a code of conduct, participate in study halls, maintain a 2.0 or higher GPA, and are supported by specialized cohort advising. Guided Pathways Momentum Points data shows that students student-athletes outperform their non-athlete peers in every metric, such as units attempted; First-Year Transfer Level English and Math; First-Time Student completing the Golden Four, and Award Completion.
- Co-curricular activities are tailored by the **Office of Student Life** to engage students, including those in rural areas of Kern County.
- The **Career Education** and **Student Employment** departments prepare students for high-demand careers, reinforcing their skills and providing pathways to gainful employment (Entree to Employment; Criminal Justice Panel). Additionally, it partners with campus entities to provide career and trade workshops, job site tours, recruitment events, Internships, and career fairs that link students with potential employers.
- **BC Launchpad** connects entrepreneurs and local businesses with college communities through a business resource center.
- The **Bakersfield College Student Government Association (BCSGA)** serves as the student voice on campus, organizing events, activities, and student organizations to promote community, participation, and belonging. Supported by the Office of Student Life, BCSGA provides opportunities for student learning, leadership, involvement, and service outside the classroom, fostering student engagement and a sense of belonging.

BC's programs and departments demonstrate a commitment to prioritizing historically under-resourced student populations to ensure that all students experience a profound sense of belonging. The college tracks enrollment, retention, persistence metrics, and course success rates to focus on historically underserved populations, low-income student-parents, military veteran students, undocumented students, and foster youth.

- The **Umoja** Community African American Success Through Excellence and Persistence (ASTEP) program, also discussed in standard 2.7, integrates academics, support services, and African American culture. The program acknowledges African American histories, fostering a sense of belonging and empowerment. Key features include African American-focused courses, group study sessions, streamlined class schedules, academic and cultural trips, conferences, tours to Historically Black Colleges and Universities, mentorship, and a dedicated counselor. This counselor ensures each student has an educational plan and stays on track for graduation and transfer.
- On-campus childcare services provided by the **Child Development Center** engage children in developmental activities that promote a sense of belonging and offer vital support to low-income parents pursuing postsecondary education, allowing them to focus on their academic goals.
- **CARE and CalWORKs**, described in Standard 2.7, offer family-oriented activities and end-of-semester events to student-parents, keeping them engaged and supported.
- As thoroughly discussed in Standard 2.7, **Veterans Services and Programs** offer priority registration, high touch advising, peer mentoring, and a dedicated Veteran Resource Center to ensure veterans thrive in their academic pursuits.
- **The AB 540 – Undocumented Student Support Program** offers counseling and immigration services to eligible students, as well as events and presentations, addressing their unique challenges.
- The **NextUp Program** provides crucial resources and community engagement opportunities to foster youth, creating a safety net and ensuring their success in higher education.
- **The Lavender Initiative**, Consent Project Club, and Sexuality and Gender Acceptance Club promote health, resources, and inclusivity for LGBTQ+ students through campus events and participation in local Pride events.
- BC prioritizes supporting students with disabilities by offering events, faculty and staff education, and services and accommodations through the **Disabled Students Programs and Services (DSPS).** Our commitment aligns with federal regulations, including the Americans with Disabilities Act, Title V, and Section 504 of the Rehabilitation Act.

BC ensures the quality of its programs and organizations is developed to foster a sense of belonging and community by regularly assessing them through Program Review, as will be discussed in Standard 2.9.

2.9. The institution conducts systematic review and assessment to ensure the quality of its academic, learning support, and student services programs and implements improvements and innovations in support of equitable student achievement. (ER 11, ER 14)

Bakersfield College (BC) relies on Program Review to assess, improve, and ensure the quality of its academic, learning support, and student services programs. The process relies on data and fosters discussion among staff, faculty, and administrators about program effectiveness and strategies for improvement. Program Review consists of a yearly annual update and a staggered 3-Year Comprehensive review. This frequent cycle helps the College keep its students and their success as top priority. The Program Review Committee continued to support a robust program review process during the COVID-19 pandemic to ensure programs had the opportunity to reflect on their goals, analyze their data, and request the resources they needed for program improvement and innovation.

The program review documents contain tabled and narrative questions designed with a focus on equity, drawing on data provided by the Institutional Research (IR) office at the Kern Community College District and the Office of Institutional Effectiveness (OIE) at BC. This data, accessible through Tableau, offers disaggregated data for each program based on ethnicity, gender, age, enrollment status, success and retention rates, aiding in informed decision-making. Program Review forms prompt programs to assess completed goals, set new goals, and consider demographic shifts, performance gaps, enrollment type and accessibility. The form eventually leads to requests for resources tied to specific goals, actions items, and program analysis within the program review document. The requests are forwarded to the ISIT, FCDC, Professional Development, and Facilities committees for further review and prioritization. Standard 1.4 elaborates on the various program review templates designed to address the unique needs of each program, emphasizing that program review is completed across all college programs.

Academic Programs

Each semester, instructional programs complete their Student Learning Outcomes Assessment Plans which are tracked through eLumen, the College's assessment software. The faculty-driven process verifies that students who earn course credit toward degrees and certificates are learning the outcomes expected for the course. When a course is up for assessment review, all sections of that course gather learning outcomes data and enter it into eLumen. That information is used later during the Program Review process as part of the PARR Cycle of Assessment.

One notable example of how the college relies on systematic review and assessment to implement improvements can be found in the English Department. The English Department's Program Review for 2020-21 revealed success gaps, prompting the English Department to find innovative ways to address them, including embedding the Writing Center into its courses as a pilot starting in fall 2020 during the pandemic. The program went from one CRN per

faculty/Writing Specialist match at its inception, to fall 2023 when the Embedded Writing Center programming covered 13 ENGL B1a or B1aL sections, 1 section of ENGL B1b, and 2 sections of EMLS B1a. Data from OIE showed that students with embedded Writing Center support fared slightly better than their counterparts without it. However, the email also shows that in fall 2022, there was a slight decline in success for embedded CRNs. The Writing Center and the Dean of English determined that because the predominant modality of embedded CRNs was asynchronous instruction that term it impacted overall course success for the program. This data allowed for necessary pivots. Now, embedded Writing Center support is allocated more commonly to in-person instruction on the main campus, BCSW, the Delano Center, in the Early College program, and in Rising Scholars English classes taught at Kern Valley State Prison. In fall 2023, 1760 workshop certificates were awarded, totaling 2,640 hours of student participation.

Learning Support

Bakersfield College regularly surveys students, staff, and faculty to evaluate the library and other learning support services to ensure their adequacy in meeting identified student needs and learning outcomes. All learning support services complete a program review as well.

The **library** employs various evaluation methods, such as program reviews that include assessment of student learning outcomes (SLOs) in library courses, assessment summaries of library orientations including feedback from surveys of instructors, student surveys for library workshops, and focus groups. One example of these assessments resulting in implementing changes is related to the modality of the library workshops. Before the pandemic, workshops were taught in-person. After the pandemic, students seemed reluctant to return to campus, so the library started offering workshops via Zoom. The librarians had discussions regarding whether to offer the workshops in-person again, both online and in-person, or just online going forward. As a result of the workshop student survey results, students made it clear that they preferred the online format.

The library also conducts more in-depth data collection of its services. During fall 2022, the Bakersfield College Library completed a comprehensive assessment. This assessment was previously completed in the fall of 2017. The library planned to replicate the assessment every 3 years to track data, but with the pandemic closure, the fall 2020 assessment had to be delayed. In fall 2021, student presence on campus was still low, so the library waited until fall 2022 to conduct a library services assessment to capture data more replicable to the fall 2017 data. The services assessed were daily headcounts during weeks 4-12, circulation information from the entire semester (including study room usage, physical book and reserve textbook circulation, database usage, and eBook usage), reference statistics from the semester, and data on the library orientations and research skills workshops taught in fall 2022. Additionally, two general surveys on library perception were conducted: one for faculty at BC and the other for students BC.

Student Services

As with academic and learning support programs, the many areas listed under the Student Services umbrella also undergo Program Review to assure quality, make improvements, and request needed resources. Like other programs, Student Services programs can access disaggregated data from OIE and data through surveys to prepare for writing their individual program reviews. As a result, during the pandemic, several of our Student Services were able to create innovative ways of reaching out to and communicating with our students.

The Extended Opportunity Program and Services (EOPS) 2021-22 Program Review revealed students' need for online appointments with the unexpected COVID-19 crisis, so the EOPS team was prepared to use different modes of communication. For online counseling appointments, Cranium Café/ConexED was the primary online platform until fall 2020. Once the contract ended, EOPS seamlessly migrated their online services to Zoom for spring 2021. Another new communication platform for BC was the addition of Canvas. One goal stated in EOPS's program review for 2021-2022 was to utilize a Canvas shell to build a virtual community for BC students where they can access program information, workshop calendars, resources, and helpful learning modules to be successful college students. During spring 2021, EOPS created a Canvas shell for EOPS, CARE and NextUp students. This platform allowed staff to post announcements, program requirement information, a direct link to the new Zoom virtual lobby, and links to helpful student resources. In their 2022-23 Program Review, EOPS reported that this goal was completed, which has been critical for student completion rates. Ultimately, the ability to be innovative with communicating with students during the pandemic, EOPS achieved an 88 percent contact completion for 2021-2022 (see p. 23 of 2022-23 Program Review).

Technology Support Services

The Information Systems & Instructional Technology (ISIT) Committee conducts an online survey to its end users about their usage of technology at the College (Employee Survey; Student Survey). These results offer a snapshot of how technology is being used and the overall satisfaction with technology and services provided throughout the Bakersfield College campuses. The ISIT Committee and campus Technology Support Services (TSS) use this information to establish priorities for change and improvement in technology, software, and access. One of the outcomes of the survey showed how software was being used on campus. This prompted TSS to reach out to end users about software use on campus, which resulted in the deleting of unused software, viding more relevant software, and making changes to the number of licenses BC purchases, saving the college money. An example of this is after assessing software licenses in fall of 2022, the number of licenses for the Edmentum software used by the Student Success Lab was reevaluated. The TSS was able to renegotiate the contract with Edmentum for fall 2023 to bring the costs down while ensuring student access.

Standard 3: Infrastructure and Resources

The institution supports its educational services and operational functions with effective infrastructure, qualified personnel, and stable finances. The institution organizes its staffing and allocates its physical, technological, and financial resources to improve its overall effectiveness and promote equitable student success. The institution actively monitors and assesses resource capacity to inform improvements to infrastructure and ensure long-term health and stability.

3.1. The institution employs qualified faculty, staff, administrators, and other personnel to support and sustain educational services and improve student access. The institution maintains appropriate policies and regularly assesses its employment practices to promote and improve equity, diversity, and mission fulfillment. (ER 8, ER 14)

Kern Community College District (KCCD) has processes at the District Office and Bakersfield College to ensure its staffing levels are adequate and support its mission, educational programs, and operations. Administrative Unit Reviews are completed by the District Office areas (Information Technology; Business Services; Office of Institutional Research & Reporting; Human Resources; Construction & Facilities Planning; Educational Services; Workforce & Economic Development and Program Reviews are completed at BC, as discussed in Standard 1.4. Hiring decisions are based on program needs, with requests for staffing hires originating from department or unit Program Reviews.

A critical consideration in faculty hiring is meeting the Faculty Obligation Number (FON) as determined by the California Community Colleges Chancellor's Office (CCCCO). The President collaborates with the Chancellor's Cabinet to determine the number of faculty positions that can be filled based on the College's financial standing, the FON, and opportunities for district growth. Faculty position requests undergo evaluation through shared governance processes, including the Faculty Chairs and Directors Council (FCDC) and the Academic Senate, while non-faculty positions are evaluated through committees such as the Administrative Structure Review Committee and the College Council.

BC plans for the recruitment of personnel in accordance with its institutional mission, prioritizing equity and comprehensive student support services The college follows established guidelines to ensure fair and equitable treatment of current and prospective employees, including regular training sessions covering hiring laws, Equal Employment Opportunity, implicit bias, and microaggressions. Feedback from participants is used to refine the training program.

The college uses appropriate hiring criteria to ensure all employees are qualified for their roles. The KCCD Human Resources Department adheres to criteria set forth by the Board of Trustees (KCCD AP 7120; KCCD BP 7120) and ensures that minimum qualifications meet regulatory requirements (CA Code of Regulations Title V 53021--Recruitment; CCCCO Minimum

Qualifications for Faculty & Admin Handbook; KCCD BP8700). Hiring processes commence once decisions are made to create or fill positions, with thorough position approval processes in place. The creation of a new position requires approval from the Chancellor, ensuring alignment with strategic goals and budget considerations. Conversely, replacements can be approved and managed internally among college leaders, streamlining the process for maintaining operational continuity. Recruitment efforts are broad, ranging from internal announcements such as the Recruitment Round Up distributed via email, to external postings advertised on the District Website, California Community Colleges Registry and through Job Elephant. These varied approaches aim to attract a diverse pool of qualified candidates.

Job postings (Librarian Faculty; Nursing Faculty) feature detailed descriptions crafted by department leaders and vetted by Human Resources to accurately reflect the position's responsibilities, align with the demographics of the College's student body, and embody the College's mission. Bakersfield College, designated as a Hispanic-Serving Institution, prioritizes applicants committed to Diversity, Equity, and Inclusion (DEI). The transition to NeoEd in fall 2021, a new applicant tracking system, has enhanced communication and transparency throughout the recruitment process.

Faculty job descriptions are appropriate for the level of instruction offered and include the responsibilities for teaching and learning, curriculum oversight, and the assessment of student learning outcomes. The faculty hiring process, governed by AP 7120 (hyperlinked above), commences in late fall and concludes with spring interviews and hiring. This process is overseen by Bakersfield College Human Resources. While various factors such as retirements, resignations, mid-year departures, and positions required for growth are considered, student demand for courses and programs is the primary consideration for faculty hiring. Discipline-specific hiring decisions are guided by data obtained through Program Reviews, and a faculty prioritization vote occurs annually in the fall within FCDC to provide the Office of Instruction input into faculty hire decisions. The Office of Instruction ensures compliance with the Faculty Obligation Number (FON) set by the California Community Colleges Chancellor's Office.

For classified positions, both temporary and permanent, a structured hiring process is followed (CSEA Article 13; KCCD BP 7230; KCCD AP 7230) to ensure that BC maintains an adequate workforce possessing the necessary qualifications to support its operations. Internal recruitment opportunities are provided to classified employees (CSEA Article 13, Section 4B1), with job descriptions aligned with specific job requirements. The job description is established by the department in collaboration with the District HR Office, which matches position responsibilities to industry standards.

For educational and classified administrators, specific policies and procedures, in addition to the previously mentioned KCCD AP 7120 and BP 7120 for recruitment and hiring, are followed during recruitment (KCCD BP 7240; KCCD AP 7240; KCCD BP 7250; KCCD AP 7250; KCCD BP 7260; KCCD AP 7260). For the recruitment of managers, if an immediate vacancy is needed,

Bakersfield College may also recruit through the interim recruitment process. According to this process, as per section 53021 (c) of the California Code of Regulations regarding Title 5 Education (hyperlinked above), all interim vacancies must be advertised district-wide and externally to provide regular district employees and external applicants with the opportunity to apply and demonstrate their qualifications for the interim assignment(s). Interim assignments are limited to the minimum time necessary for a full and open recruitment, not exceeding two years in duration. These interim positions have offered internal employees at Bakersfield College and within the district the chance for career advancement and professional development.

The college verifies the education (including equivalency of degrees for non-U.S. institutions), training, and experience of all new hires to ensure they possess the minimum qualifications outlined in job descriptions. Initially, District Human Resources verifies minimum qualifications through application documents, including a cover letter, resume or curriculum vitae, and transcripts or certificates. Position criteria, minimum qualification, and selection processes are clearly defined within pre-drafted job descriptions and recruitment postings for administrative and staff positions. Faculty applicants must meet minimum qualifications published by the California Community College Chancellor's Office (CCCCO Minimum Qualifications Handbook hyperlinked previously) or equivalency requirements verified through the Bakersfield College Academic Senate's Equivalency Committee's equivalency process. Faculty candidates undergo evaluation based on subject area knowledge and effective teaching, including a review of previous experience and transcripts, interviews, teaching demonstrations, and reference checks. Official transcripts are required for all new faculty as part of the onboarding process. For applicants with foreign transcripts, the job description indicates they must work with a foreign transcript agency approved by the Commission for Foreign Transcript Evaluation to provide the equivalency of foreign transcripts. Candidates for educational administrator positions must meet minimum qualifications as set forth in the California Code of Regulations Title V 53420. Job descriptions and position announcements clearly identify the minimum qualifications required, along with an example of duties to meet the position's specific criteria, as exemplified by previously hyperlinked examples of job postings and emails.

The District HR Office utilizes its applicant tracking system data analytics (NEOED), which produces annual reports evaluated by Human Resources to confidentially track ethnicity, gender, and disability for all positions, and that data is included in the District's Equal Employment Opportunity (EEO) Plan. During normal, three-year revision cycles, updated EEO plans are approved, with the Board of Trustees reviewing the demographic composition of the employee workforce and the applicant pool. The Board of Trustees adopted the District's EEO Plan for 2024-27 and reflects the district's commitment to equal employment opportunity through district policies BP 7100, BP 3410, and BP 3420. The district ensures equal employment opportunities in all hiring procedures, requiring successful candidates to demonstrate sensitivity to and ability to work with diverse academic, socioeconomic, cultural, and ethnic backgrounds. Additionally, Bakersfield College has established an Equal Opportunity & Diversity Advisory

Committee (EODAC) in conjunction with the District's EEO Advisory Committee to foster diversity efforts on campus, targeting the specific needs of the campus community.

3.2. The institution supports its employees with professional learning opportunities aligned with the mission and institutional goals. These opportunities are regularly evaluated for overall effectiveness in promoting equitable student success and in meeting institutional and employee needs.

Bakersfield College has methods to identify employees' professional learning needs relevant to educational services and operational functions, including professional learning opportunities designed to support institutional efforts to close student achievement gaps. The college prioritizes professional development opportunities in alignment with its mission and values.

The Professional Development Committee (PDC), a shared governance committee co-chaired by faculty, administrative and classified staff, is key in identifying professional learning needs. For example, Standard 2.2 describes in further detail how with the COVID-19 pandemic and the shift to Online Learning there was a need to improve online pedagogy identified and addressed by the PDC in collaboration with the Academic Technology department. The PDC coordinates and supports activities to enhance job performance, professional growth, and collegiality among all members of the campus learning community. This committee not only provides input on professional development opportunities, but also offers scholarships for employees to attend conferences in their fields of expertise.

Professional Learning Opportunities for All Employees

To support a culture of learning, BC creates spaces for all employees to learn together through inclusive professional development opportunities. For instance, Opening Day serves as a platform to celebrate achievements, exhibit student work, and disseminate campus initiatives. Similarly, at the culmination of the academic year, Closing Day facilitates reflection on the school year and honors student learning. Preceding each semester, Flex Week offers a unique opportunity for all employees to both offer and attend workshops, fostering peer-to-peer learning.

Professional Learning Opportunities for Faculty

Diversity is a core value at Bakersfield College. As such, all professional development opportunities for faculty help instructors develop as equity-minded educators to improve student success for all students. In addition to the professional development opportunities for all employees, the Academic Technology department coordinates a wide range of professional learning opportunities for full-time and adjunct faculty. These opportunities are designed to enhance teaching practices, integrate technology effectively, and promote cultural responsiveness within the classroom environment.

For newly hired faculty, participation in the year-long, monthly New Faculty Seminar provides a robust introduction to campus practices and support in implementing effective pedagogy in the classroom. Adjunct faculty are also supported with an Adjunct Faculty Orientation that is offered twice a year during the evenings of Flex Week, to accommodate their often-multi-job situations. The orientation is similar to the New Faculty Seminar, covering both instructional and non-instructional aspects of being a campus faculty member. Both are described on the Professional Development (PD) department homepage.

Notable among Professional Development initiatives is the BC Academic Tech blog, which disseminates weekly articles covering topics ranging from workshop recaps to strategies for culturally responsive education. Additionally, the Pedagogy in Practice videos offer evidence-based teaching methods and technology integration strategies to support student learning. Regular newsletters from Academic Technology provide updates on workshops and resources, while workshops themselves prioritize accessibility and culturally responsive pedagogy practices. The Humanizing Online STEM Academy, CLEAR Action Research Fellowship, Person Up Fellowship (described on PD homepage), and Peer Online Course Review training are among the specialized programs designed to foster equity and inclusivity within the curriculum. As detailed in Standard 2.2, another professional development program, Level Up, was developed through the Education Department in response to the sudden switch to teaching online during the pandemic and has been continually offered ever since. Moreover, the Faculty Diversification Fellowship provides post-baccalaureate STEM students interested in teaching at a 2-year college with an opportunity to participate in a mentorship collaboration with a Bakersfield College faculty, aiming to cultivate a diverse faculty cohort committed to student success.

Professional Learning Opportunities for Staff and Management

Recognizing the pivotal role of new employees in advancing the college's mission and fostering a diverse and inclusive culture, onboarding programs are in place throughout their first year of employment. Classified and management staff undergo a 3-hour New Employee Orientation within one to two months of their start date, followed by participation in separate cohort academies tailored to their roles.

Professional development opportunities for management and classified staff are structured to integrate essential areas such as safety, technology, accessibility, diversity, equity, inclusion, wellness, leadership, and the Guided Pathways model, aligning closely with the college's strategic goals. Specific offerings include the New Management Academy and the New Classified Academy, both comprising eight sessions aimed at expanding knowledge, promoting networking, and ensuring mission alignment. The KCCD Management Association provides avenues for leadership development and networking opportunities. Additionally, the Support Staff Round Table offers monthly meetings for administrative support staff, facilitating updates and training on campus and district processes, thus promoting continuous professional growth.

Evaluating Professional Development

To ensure professional development opportunities are effectively supporting employees in supporting equitable student success, these opportunities are regularly evaluated. For example, the New Faculty Seminar was held twice a month during the 22-23 academic year. However, survey results of new faculty indicated that the frequency of the meetings was difficult to balance with the high demands of a first year of full-time teaching. As such, the New Faculty Seminar was adjusted to meet once a month during the 23-24 school year. Each semester participants in attending Flex Week workshops fill out evaluation forms for each workshop they attend, and those results are sent to the presenters and used to inform both the presenters and the Professional Development Department for areas of success and improvement needed.

In addition to regular evaluations, disaggregated data analysis has been incorporated into professional development opportunities to empower faculty to identify and close equity gaps in their classrooms. For example, fellows in Person Up began the course revision process by reflecting and evaluating disaggregated student success data in their courses. This analysis was guided by the instructional designer. Through this guided analysis, faculty identified aspects of their course that could be redesigned to close equity gaps. Moving forward, the institution is committed to integrating faculty reflection on classroom data as an important component of professional development. This commitment is exemplified in institutional support of the CLEAR Action Research Fellowship which supports faculty in reflecting and iterating on classroom data to better support equitable student success.

Professional Learning Opportunities Provided by the District Office

At the District level, professional development in the form of trainings (FRISK Documentation Model; Hiring Screening Committee) are provided to managers, supervisors, faculty, and staff in accordance with Administrative Policy 7160. For example, Kern Community College District (KCCD) offers a Leadership Academy available to classified, faculty and management employees to prepare for leadership roles at every level of the organization. Additionally, the District provides opportunities for evaluation of training and uses this information for planning professional development to support the needs of the employees.

3.3. The institution evaluates its employees regularly, using clear criteria that align with professional responsibilities and reflect the institution's mission and goals.

Bakersfield College regularly and systematically evaluates all of its employees based on their professional responsibilities and uses this information to foster improvement. This process is continuous and ongoing in support of the mission. KCCD Administrative Procedure (AP) 7150 reiterates the importance and methods of evaluating all personnel.

Evaluations for tenured, probationary, and part-time faculty adhere to procedures outlined in the collective bargaining agreement between Kern Community College District (KCCD) and the

Community College Association (CCA) in Articles Six and Seven. These processes emphasize growth, faculty service activities, objectives, and the facilitation of the learning environment. They encompass classroom observations by administration and colleagues, student evaluations, review of instructional materials, assessment of professional responsibilities, and, if applicable, evaluation of non-instructional assignments (Faculty Evaluation Forms).

Classified evaluations are conducted annually in accordance with the written agreement between KCCD and the California School Employees Association (CSEA). These evaluations are based on job-related criteria and are completed promptly within the employment cycle. Classified employees undergo a 6-month probationary period, with evaluations conducted after the first 3 and 6 months. These evaluations include goal setting, with progress reported in subsequent cycles.

As outlined in AP7150 linked above, Confidential and management employees undergo annual evaluations during the first two years of employment and every two years thereafter. The process entails a written evaluation by the supervisor, an evaluation survey, review of the job description, and a written self-assessment. Confidential and management employees are assessed on their performance of assigned duties and participation in institutional responsibilities.

To ensure accountability and timeliness, the campus Human Resources team generates regular reports for managers listing current evaluations and their due dates. This ongoing monitoring of the evaluation processes allows for timely completion and facilitates discussions on corrective actions when necessary to maintain efficiency.

Bakersfield College has methods to determine the kinds of support its personnel need to be successful in their roles. In the case of faculty members receiving a "needs to improvement", supervisors and faculty chairs collaborate to devise a remediation plan containing recommendations for improvement. Classified staff can be given progressive discipline, with the goal of taking positive steps to develop and stimulate employee performance to encourage improvement and correction of behaviors. Similarly, for confidential or management employees rated as "Needs Improvement," supervisors establish improvement goals and timelines. Follow-up evaluations are conducted at the end of the specified timeline to assess progress, as outlined in AP 7150 under Needs Improvement.

3.4. The institution develops, maintains, and enhances its educational services and operational functions through the effective use of fiscal resources. Financial resources support and sustain the mission and promote equitable achievement of student success. (ER 18)

Bakersfield College has resources to support essential program needs and its educational improvement and innovation when warranted. Bakersfield College received a general unrestricted budget allocation of $160,984,563 for the 2023-2024 fiscal year, alongside locally generated revenue. Within this allocation, $29,664,419 was set aside for district-wide

operations, leaving the net allocation to support all campus locations. Excluding district chargebacks, 80.4% of the unrestricted general budget was allocated to cover the costs of permanent and temporary labor. Any unspent funds from this allocation are reserved for the College, enabling the accumulation of significant reserves. These reserves serve various purposes, including stabilizing operations during state funding reductions, addressing unfunded liabilities such as vacation accruals, and allocating funds for deferred capital maintenance projects. Over the period from 2019-20 to 2023-24, Bakersfield College's reserves steadily increased from $13,007,883 to $35,385,287.

Furthermore, Bakersfield College operates with a combined restricted annual budget of $107,418,359 for the 2023-2024 fiscal year. These funds are distributed according to their designated purposes to alleviate pressure on the general unrestricted budget. The College actively seeks additional grant funding opportunities that align with its mission and goals, resulting in a remarkable 194% increase in categorical resources over the last five fiscal years.

Bakersfield College Funds are allocated in a manner to help achieve the institution's stated goals for student learning. In close collaboration with the District, Bakersfield College adheres to an annually reviewed budget development calendar, ensuring systematic planning for the upcoming fiscal year's needs. Employing a hybrid budgeting model that incorporates elements of zero-based, activity-based, and performance-based budgeting, the College allocates general unrestricted funds following careful consideration of salaries and benefits. Utilizing the "Closing the Loop" document, departments and units evaluate the impact of programming and funding from program reviews and institutional planning documents on resource allocation. This evaluation underscores how allocated resources enable the College to fulfill its mission and support the development, maintenance, and enhancement of its programs and services.

Requests for ongoing and one-time funding are submitted through the annual Program Review, aligning with the institution's long-term guiding documents such as the Educational Master Plan, Facilities Master Plan, and Technology Master Plan. Evaluations of increases and one-time requests are conducted using criteria developed by the Budget Committee, College Council, and College leadership, outlined in the annually revised Budget Decision Criteria. This resource allocation process enables the prioritization of funding based on alignment with overall College goals, specifically focusing on advancing the 4 Strategic Directions, the 6 Visions for Success, and providing narrative justification for adjustments.

Bakersfield College strategically manages its resources to ensure the sustainability of educational services and enhance institutional effectiveness across all locations where over 50% of a program is offered. Central to this effort is the presence of Program Directors and Program Managers, who serve as key stakeholders advocating for resources for their respective programs. These field leaders actively participate in the budget request process, akin to department heads and faculty chairs, thus facilitating comprehensive evaluation and planning for all locations. With an increased emphasis on operational efficiency, resources necessary to uphold educational services at these sites receive prioritization annually. The ongoing operation of all locations and

efforts to expand program offerings signify the effectiveness of management and the request evaluation process in enhancing institutional effectiveness across the board.

3.5. The institution's mission and goals are the foundation for financial planning. Financial information is disseminated to support effective planning and decision-making and provide opportunities for stakeholders to participate in the development of plans and budgets.

Bakersfield College considers its mission and goals as part of the annual fiscal planning process. This process begins with Program Review, where each unit explains its alignment with the college's mission and goals. Subsequently, during the review of fiscal requests, mission and goals are considered in the allocation process, as related to the college's Strategic Directions and Vision for Success, at the start of the annual process.

Processes are used to ensure appropriate stakeholder participation in financial planning and budget development. The financial planning process prior to Budget Committee review involves Program Review Committee submissions for questions and input. For specific resource requests involving Maintenance and Operations, Information Technology, Professional Development, Marketing, and Personnel, the appropriate administrator reviews and reports to a range of participatory governance bodies, including the Accreditation & Institutional Quality Committee, Budget Committee, Facilities and Sustainability Committee, and College Council.

Individuals involved in institutional planning receive accurate information about available funds, including the annual budget showing ongoing and anticipated fiscal commitments. The Budget Committee begins the annual review process with a document that illustrates the anticipated allocation from the district. That allotment is provided by the KCCD CFO. Additionally, BC is presented with the total expected expenditures for salaries and benefits, the total representing requests from Program Review, and an estimated figure for chargebacks to the district provided by the KCCD CFO. Individual department and unit leadership build their budget requests through the Program Review Budget Request workbook, which includes current YTD expenses and three years prior data.

Bakersfield College practices sound financial planning, including a realistic expectation of financial resource availability, as a foundational element of the institution's plans and goals. Realistic expectation of financial resource availability is ensured by the KCCD CFO in the Student-Centered Funding Formula (SCFF) revenue calculation that leads to the college's general revenue allocation. As of this writing, KCCD CFO performs an SCFF calculation for the district and each college in the district, which is used to determine the allocation for each college. Two measures have been taken to project revenue in a Board-of-Trustees-directed conservative approach. The first is to only apply a fraction of the annual COLA to the SCFF multipliers. The other is to impose a deficit factor based on multiple analysis of the state proposed budget.

3.6. The institution ensures the integrity and responsible use of its financial resources and regularly evaluates its fiscal outcomes and financial management practices to promote institutional mission fulfillment.

Bakersfield College has effective internal and external control mechanisms in place to ensure that dependable, accurate, and timely financial information is available for sound financial decision-making. The three vice presidents of Finance and Administrative Services (VPFAS) from the colleges in the district meet regularly to discuss processes, both those internally imposed as well as those imposed by external organizations. The accounting managers in the district, and the budget analysts in the district also meet regularly to discuss processes. Board Policy (BP) 6100, Delegation of Authority, Business and Fiscal Affairs, authorizes the Chancellor to supervise general business procedures to assure proper administration of property, contracts, budget, audit and accounting of funds, and other similar resources. All transactions must comply with applicable laws and regulations, and with the California Community Colleges Budget and Account Manual (BAM). To ensure this takes place, the KCCD Business Office has a satellite team assigned on the main campus. Working with the Bakersfield College Finance and Administrative Services Division, appropriate financial information is always available to support decision making.

At Bakersfield College, audits demonstrate the integrity of financial management practices, and audit findings and/or negative reviews are addressed in a timely manner. Financial records are audited as part of the comprehensive annual KCCD external audit. Recommendations stemming from audits are implemented if they enhance internal controls or improve financial procedures and are deemed feasible, reasonable, and cost-effective. Prior to the publication of the annual audit, responses to audit findings are provided to auditors and subsequently included in the published financial statements. Recent audits have yielded no findings. The results of the annual audit are shared with the Board by the Finance & Audit Subcommittee, including recommendations based on the audit, and made available on the KCCD website.

Information about budget, fiscal conditions, and audit results are communicated with stakeholders as appropriate to the institution's mission and structure. The Chief Financial Officer (CFO) disseminates this information to the KCCD Finance and Audit Committee and the full Board of Trustees, as mentioned above. Additionally, the Vice President of Finance and Administrative Services (VPFAS) regularly provides updates, analysis, and information to the Budget Committee and the College Council. In collaboration with the Budget Committee, the VPFAS conducts two campus-wide Budget Forums annually.

3.7. The institution ensures financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities and future obligations to ensure sustained fiscal stability. (ER 18)

The Kern Community College District (KCCD) reviews its past financial results as part of planning for current and future fiscal needs. Each year, an Annual Unrestricted Fund Carryover/Actual Ending Fund Balance report (3_7_DO_UnrstrctCryovr_22-23) is generated to calculate the actual district and college ending unrestricted fund balance based on the results from the annual audit referenced in Standard 3.6. It should be noted that due to years of very conservative fiscal planning the district has built up a sizeable ending fund balance which directly influences ongoing District reserves. This build up was intentional to offset the ongoing instability with State revenues and ensure continued District solvency and operational continuity. Development of a budget document, such as the 2023-24 Adopted Budget (3_7_KCCD_AdoptedBudgt_23-24) and the 2024-25 Tentative Budget (3_7_KCCD_TentatvBudgt_24-25), becomes KCCD's primary financial planning document. The budget development process includes detailed revenue and expenditure projections by department and/or program. The budget document includes individual summary budgets for the General Unrestricted and General Restricted funds. The document includes detailed sub fund projections for the Debt Service funds (which include budget debt service projections for all bond issuances), Special funds, Enterprise funds, Capital Outlay funds and Trust funds. In addition, the KCCD Board's Finance and Audit Committee (3_7_BOT_Fin_mtg_4_25_24_min) regularly meets to review all major district financial reports including the annual district audit, annual and quarterly CCFS 311 financial status reports (3_7_KCCD_CCFS311_FY24), annual budgets and annual Other Post Employment Retirement (OPEB) audits. Along with the Board of Trustees' Finance and Audit Committee, KCCD established a Bond Oversight Committee to review Measure G & Measure J bond construction expenditures, activity, and annual bond fund audit reports to ensure compliance with Article XIIIA, Section 1(b)(3) of the California Constitution. In 2016, Measure J bond revenues provided Bakersfield College with $502 million (3_7_BC_MeasureJ_web) for facility updates, new educational spaces, and technological upgrades. The Bond Oversight Committee provides an annual report (3_7_KCCD_BndOvrsit_23-24_PP) to the Board of Trustees.

The institution continually monitors, evaluates, and adjusts its institutional budgets and cash management strategies to ensure both short-term and long-term financial solvency. KCCD has had a long history of ensuring ongoing fiscal solvency. The district uses the BANNER Finance module for all its budget monitoring and maintenance and all accounting activities. Balance sheets (KCCD Budget Status Report 3_7_KCCD_BdgtStatRpt_Aug24; BC Budget Status Report 3_7_BC_BdgtStatusRpt_Aug24) are also maintained at the sub-fund level, with summary capabilities for review and evaluation and monitoring fund balances. It should be noted that the student fees and financial aid activity is incorporated into the BANNER Student module and feeds daily to the Finance module. For its various financial reports, the district utilizes the COGNOS

Reporting tool which is supported by the district's IT department. Each month operating reports by sub-fund are issued via email (3_7_FAS_RptRqst_eml_9_30_24) to each manager responsible for an assigned budget. Executive Summary reports (KCCD Executive Summary 3_7_KCCD_ExecSumBdgt_Aug24; BC Executive Summary 3_7_BC_ExecSumBdgt_Aug24) are available as well to assist in the oversight of key fund budgets throughout the year. These tools are integral in monitoring expenditures and cashflows of the various departments and programs.

KCCD has reasonable plans for payments of long-term liabilities and obligations (i.e.: health benefits, insurance costs, building maintenance costs, other post-employment benefit obligations, other college-incurred debts, etc.) and considers these plans in annual budget development and other short-term fiscal planning. The Board Finance and Audit Committee (3_7_BOT_Fin_mtg_5_30_24_min) reviews all proposed projects with major fiscal implications including property acquisition, long-term debt issuances and refunding's (i.e.: General Obligation bonds, Certificates of Participation, and OPEB bonds), district investment portfolio performance, annual OPEB actuarial reports, annual Unrestricted Fund Balance report, student enrollment activity, Measure G & J Bond Program activity and investments in major college or district office initiatives with significant fiscal ramifications.

The KCCD's Other Post Employment Retirement (OPEB) Board oversees the district's largest debt obligation, which totaled $71.9 million (3_7_KCCD_FinAdit_22-23_OPEB) as of June 30, 2023. The OPEB Board monitors the OPEB liability via the annual actuarial report (need evidence), the performance of the investments of OPEB bond proceeds committed to paying the OPEB benefits, and the balance and debt service requirements of the OPEB bonds. Currently, the District's OPEB liability is over 100% funded. The OPEB debt service schedule is designed to remain flat throughout the bond's life, smoothing the required debt service cash flows over time compared to the pay-as-you-go approach previously used. The OPEB Board includes (3_7_BOT_mtg_5_25_23_minOPEB) three Board of Trustee members from the Finance and Audit Committee, the chancellor, the chief financial officer, the vice chancellor of human resources, and the associate vice chancellor of accounting services.

The second largest debt obligation of the general fund, totaling $20.7 million as of June 30, 2023, is the district's Certificates of Participation (COPs) (3_7_KCCD_FinAudit_22-23_COP). Starting with the 2021-22 budget the district set aside under the debt service fund, funding adequate to pay off these COPs in 2026. The set aside is fully funded for the future call and payoff of the District's COPs.

The institution ensures that locally incurred debt repayment schedule does not have an adverse impact on meeting all current and future financial obligations. The Independent Auditor's Report (3_7_KCCD_FinAudit_22-23) Opinion, the Management Discussion and Analysis, Financial Statements and Audit Findings sections of the report are critical components of the annual audit. The Annual Audit is integral in informing and assuring the Board of Trustees and the general public of the fiscal stability of the district. It should be noted that the district has not had an audit

finding (3_7_KCCD_AnnualAudRpts_web) in over 10 years. In addition, the role of the District-wide Budget Committee (3_7_DWBC_mtg_3_15_24_min) is to review and make recommendations regarding district-wide processes related to budget development, the District Office's annual budget proposals, and the district's unrestricted fund allocation model. The committee's feedback and evaluation are integral to the final development of a fund allocation process as well as development of the annual district office budget that ensures all current and future financial obligations are being met.

3.8. The institution constructs and maintains physical resources to support and sustain educational services and operational functions. The institution ensures safe and effective physical resources at all locations where it offers instruction, student services, and/or learning supports.

KCCD Construction and Facilities Planning personnel aligns planning, maintenance of facilities, and other facilities requirements via an Administrative Unit Review, CCCCO Annual Space Inventory Report, regular college meetings regarding existing and future project needs, and assistance in the college facilities master plan development. At the college level, Bakersfield College aligns planning and maintenance of facilities and other physical resources with the institutional mission, goals, and needs of programs and services. The Maintenance and Operations department coordinates with the Facilities and Sustainability Committee, and the District Construction and Facilities Planning department to align planning, maintenance of facilities, and other facilities requirements via the Program Review process (Facility Requests, 2023-24; Facility Requests, 2020-21, CCCCO annual space inventory report, existing and future project needs, and develops and implements the Facilities Master Plan. Scheduled Maintenance and Special Repairs (SMSR) (SMSR 2022-23 Roof Replacement Industrial Tech; 2022-23 Scheduled Maintenance Project Funding Proposal to Replace FACE Building Water Lines; 2023-24 SMSR Projects Sampling are reviewed, and projects are assessed for priority and funding through the Facilities and Sustainability Committee, College Council, and College leadership.

The College places the safety of its students, staff, and the general public as its highest priority. Each college facility is supported by a computerized maintenance management and work order system that allows for individual reporting of safety concerns. Regular inspections of college are performed by site maintenance staff, and continuous housekeeping is performed by custodial staff. Aligning with the college's Strategic Directions, a facilities work plan is developed each year (Facilities Workplan 2019-20; Facilities Workplan 2020-21; Facilities Workplan 2023-24). Annually, the College collaborates across the district to review Space Utilization as part of the Space Inventory process and analyze options to improve space utilization.

Additionally, KCCD Facilities personnel meets annually with the College Administration to review Facilities Utilization as part of the Space Inventory process and analyze options to improve space utilization.

3.9. The institution implements, enhances, and secures its technology resources to support and sustain educational services and operational functions. The institution clearly communicates requirements for the safe and appropriate use of technology to students and employees and employs effective protocols for network and data security.

Kern Community College District (KCCD) has processes both at the district office and at Bakersfield College to plan, execute, maintain and ensure alignment with the institutional mission for all technology and technology services. KCCD Information Technology (DO-IT) aligns technology planning, implementation, and maintenance with the institutional mission via the Administrative Unit Review to support the colleges. Bakersfield College Technology Support Services (TSS) plans, executes, maintains and ensures alignment with the institutional mission through annual program reviews and a 3-year Technology Master Plan.

Bakersfield College's Information Services and Instructional Technology Committee (ISIT) meets monthly during the academic year. This participatory governance committee with representation from all academic, student services and non-instructional areas is charged to review, prioritize, discuss, and implement new and existing technology. The ISIT Committee conducts annual surveys among staff and students to gauge technology usage, facilitating informed decision-making when voting on prioritization of technology requests in the Program Review process and student engagement with campus technology.

Technology Support Services also collaborates closely with the Academic Technology Department to support instructional needs, such as creating hybrid-flexible (hyflex) classrooms. KCCD IT leadership ensures that technology infrastructure is appropriate to support educational services and operations by engaging regularly via IT managers meetings, the Banner steering committee, and the VP Council meetings.

KCCD clearly communicates guidelines and protections for appropriate use of its technologies to all users via administrative procedures, including AP 3720 along with AP 3800. All users of campus computers must agree to the Acceptable Use Policy to log in. The Bakersfield College Technology Support Services webpage references the KCCD Computing and Network Use Policy with a link to AP 3720. The Bakersfield College Student Handbook addresses the Technology Usage Policy, also with a link to AP 3720.

Furthermore, KCCD employs various measures to uphold network and data security, including phishing campaigns, third-party vulnerability assessments, contractual agreements with vendors for backup services, information security, and backup and disaster recovery plans. Bakersfield College oversees the day-to-day end-user environment, including inventory, regular updates to the campus network, and staff training.

KCCD regularly monitors its network infrastructure with monitoring tools. The Technology Support Services department at BC communicates in a timely manner with end-users regarding

any changes impacting usage to ensure effectiveness in supporting educational services and operations. The college also regularly evaluates its technology classroom and network infrastructure to ensure ongoing effectiveness in supporting educational services and operations through an annual assessment of all new technology implemented in classrooms and conference rooms during the program review process.

3.10. The institution has appropriate strategies for risk management and has policies and procedures in place to implement contingency plans in the event of financial, environmental, or technological emergencies and other unforeseen circumstances.

Kern Community College District (KCCD) has policies and procedures in place that will mitigate emergencies and unforeseen occurrences that would significantly impact availability of its resources. KCCD board policies and administrative procedures that govern risk and emergency response are the following:

- BP 3505 and AP 3505 Emergency Planning, Preparedness, and Response Plan
- BP 6540 and AP 6540 Insurance

KCCD has sufficient insurance to cover its needs in financial emergencies. KCCD is self-insured with property and liability coverage through the Statewide Association of Community College (SWACC). SWACC is a member-owned and operated property and liability Joint Powers Authority (JPA) that provides programs and resources to specifically address its community college members exposure to loss through broad and unique coverages, specialized loss control services, trainings, fiscally responsible self-funding, and risk transfer. KCCD also requires contractors to provide insurance certifications and indemnifications commensurate with the risks associated with their service. KCCD is self-insured with workers' compensation insurance through Self-Insured Schools of California (SISC). SISC is the largest public school joint powers authority in the U.S. and has existed for more than 40 years providing stable coverage and predictable rates and offering loss control services to reduce district claims.

KCCD routinely reviews and updates its insurance coverage. In partnership with Keenan & Associates, our third-party administrator (TPA) for property and liability insurance, the district meets annually to discuss both district and industry level risks, limits, coverage, and claim trends. In addition, KCCD is a member of both the SISC I - Workers' Compensation Board of Directors and the SWACC Board of Directors and influences the policies that provide insurance coverage to the district.

KCCD has protocols for back-up and recovery of sensitive data systems, including student and employee information systems. The District Office of Information Technology has contractual assurances from the software and hosting vendor of the ERP/SIS (need evidence) related to backup schedules and retention timeframes, cyber liability insurance, recovery time objectives (RTO) and recovery point objectives (RPO) for disaster recovery, as well as procedures on how to back up other key systems.

Standard 4: Governance and Decision-Making

The institution engages in clear and effective governance practices that support the achievement of its mission. Governance roles and responsibilities are delineated in widely distributed policies, and institutional decision-making processes provide opportunities for meaningful participation and inclusion of relevant stakeholders.

4.1. The institution upholds an explicit commitment to principles of academic freedom, academic integrity, and freedom of inquiry. (ER 13)

Kern Community College District is committed to academic freedom and has instituted board policies to support academic freedom, making Bakersfield College's commitment to the free pursuit and dissemination of knowledge clear. BP 4030 states, "The College recognizes the discussion of public issues on the campus plays a significant role in promoting the education of its students and in preparing them for intelligent participation in society." BP 4700 notes that "the discussion of controversial issues in the classroom is essential to the development of informed and responsible citizens." Board Policy 4700 also states the expectation of faculty to create an atmosphere in which intellectual freedom exists for their students in their classroom: "Instructors are to be encouraged to provide opportunities for the development of clear thinking, balanced judgment, intelligent choices, and an understanding of the methods and devices of propaganda." The KCCD Freedom of Expression webpage demonstrates how Freedom of Speech and Academic Freedom are pillars of KCCD and provides stakeholders a variety of resources on the topic.

Bakersfield College's academic freedom and freedom of inquiry policies, based on KCCD board policies, are published in the BC Catalog and Article 4 of the faculty contract. Item one of the Academic Freedom section of the faculty contract, also found in the student catalog, reinforces BC's commitment to the free pursuit and dissemination of knowledge, while item four states, "The District recognizes the fundamental right of the faculty member to be free from any censorship or restraint which might interfere with the faculty member's obligation to pursue truth and maintain his/her intellectual integrity in the performance of his/her teaching functions."

Bakersfield College also publishes clearly established policies and procedures that promote honesty, responsibility and academic integrity in the Catalog, the Student Planner Handbook, and the BC Academic Integrity webpage, which includes example statements professors must include in their syllabi. The Student Planner Handbook, updated for each new academic year, includes information about the student's role in understanding academic integrity standards, points students to further information on academic integrity, and gives some guidance on avoiding plagiarism. The section on The Art of Writing an Essay includes MLA and APA citation information to help students maintain academic integrity.

Board Policy 5500 covers student conduct including a list of 29 offenses that could lead to disciplinary action and is repeated on the Standards of Student Conduct webpage. Academic honesty is addressed in item 16 of the list, and AP 5500 defines plagiarism and cheating. These definitions are repeated in the Academic Information of the BC Catalog and the Academic Integrity of the Student Conduct webpage. AP 5500 also lists the seven levels of sanctions possible, and AP 5520 describes the Student Conduct Hearing Procedures in step-by-step detail. The Student Conduct Forms and the procedures Bakersfield College follows for Academic Integrity Processing of the Academic Integrity Reporting Intake Form are posted on the Student Conduct website.

The Writing Center is also a part of the plagiarism sanction process for students. After meeting with the Academic Integrity Faculty Lead, the student can be sanctioned to participate in a one-hour academic honesty consultation with the Writing Center. In this appointment, the student assignment in question is reviewed and discussed with the student to identify issues of integrity and tutor the student in academic writing standards. After the consultation, the Writing Center submits a Maxient report for review by the Academic Integrity team.

The Dean of Students maintains records and data related to all academic integrity cases via the Maxient case management system. Between September of 2017 and June of 2023, 950 individual students went through the formal student conduct process, led by the Dean of Students.

Bakersfield College's commitment to academic integrity is further strengthened by its academic support services such as the Writing Center and Library. In addition to academic honesty consultations, students are often referred directly by their instructors to the Writing Center to revise essays they have identified as containing plagiarism. The Writing Center has also created an avoiding plagiarism Canvas workshop that teaches student to avoid academic dishonesty through better study habits, utilization of academic support, and more expansive understanding of student actions that constitute intentional and unintentional plagiarism. The library offers a LibGuide, Canvas module, and an online workshop on avoiding plagiarism each semester, as well as a Library B1 course that thoroughly covers academic integrity with topics of ethical use of information, plagiarism, and source citations.

4.2. Roles, responsibilities, and authority for decision-making are clearly defined and communicated throughout the institution. The institution's structure for decision-making provides opportunities for stakeholder participation and ensures the inclusion of relevant perspectives.

Bakersfield College clearly defines and communicates the roles, responsibilities, and authority for decision-making throughout the institution, and the institution's structure for decision-making provides opportunities for stakeholder participation, ensuring the inclusion of relevant perspectives. Formal decision-making for college- and district-wide matters are guided by Kern Community College District (KCCD) Board Policy, the KCCD Elements of Decision-Making Document, and the BC Decision-Making Document. Our decision-making practices reflect BC's Core Values of Diversity and KCCD's Core Values of Inclusion , where multiple perspectives lead to a better education and knowledge of the world, and where we build an environment in which all members enjoy the opportunity to engage through participatory governance, where we create a climate of trust and accountability through the open sharing of ideas and information.

The development of the Board Policies and Administrative Procedures provides opportunities for input by various stakeholders, including employee groups, committees, students, and the public, to participate in the decision-making processes at Bakersfield College. At the beginning of each Board Policy section is a page titled Accreditation/Governance Alignment, listing the policies and procedures that require consultation with the Academic Senate and classified staff as shared/participatory governance, per California's AB 1725 legislation.

The comprehensive BC Decision-Making Document created in 2010 details the relationship and decision-making flow between state and federal entities, accrediting bodies, district and college governance, and all college committees. It also defines important terms and concepts including 10+1, California Ed Code, and Title 5. We are currently rewriting a comprehensive update to accompany our recent 3-page Decision-Making Document that updated the definitions of committees and the internal BC flowchart.

Bakersfield College has implemented the policies and procedures that authorize administrator, faculty, staff, and student participation in decision-making processes with a formal committee structure that has been intentionally designed to maximize college-wide engagement and inclusion and consideration of appropriate stakeholder perspectives. Our Decision-Making Document and committee websites explicitly detail the scope, membership, and charge of each shared governance committee as well as the groups and specific positions to which the committee reports.

Each committee charge includes defined leadership and membership roles to ensure substantive and clearly defined roles of administrators, faculty, staff, and students in our decision-making processes. Some of our governance committees, such as the Budget Committee and Program Review Committee, have a tri-chair structure comprising classified staff, faculty, and administration. This inclusive approach allows for a diverse range of perspectives to be

represented in committee discussions and decision-making processes. Moving forward, more committees will adopt this tri-chair structure to ensure broader stakeholder inclusion.

The BC Decision-Making Document also describes other operational groups where decision-making is aligned with expertise and responsibility such as Faculty Chairs/Directors Council, Administrative Council, Student Affairs Leadership Team, and the Educational Administrators Council.

Our committees communicate decisions and proposals for institutional improvement via college-wide emails, representative reports back to their constituents, their websites, and reports to the College Council and Academic Senate. The representatives on College Council and Academic Senate communicate decisions and proposals back out to their constituents.

Another example of institutional collaboration and evaluation that exhibits consideration of relevant perspectives is the development of our Strategic Directions report and monitoring of the Strategic Directions initiatives by the Accreditation & Institutional Quality Committee, who also publishes the progress of Strategic Directions on the Accountability section of the BC website.

We have intentionally designed this decision-making communication structure because we have a deeply rooted culture of collegial dialogue. Posting of information on public websites also ensures the integrity of the information by making it transparent and verifiable. Further, it is an expression of our Core Value of Integrity where our principled environment allows for open, constructive conversations and our Core Value of Community where we have created an environment in which all members participate as a community through democratic engagement.

4.3. The institution's decision-making structures are used consistently and effectively. Institutional decision-making practices support a climate of collaboration and innovation that advances the mission and prioritizes equitable student outcomes.

Bakersfield College's Decision-Making Document, as detailed in Standard 4.2, guides decision-making structures and processes at the college. The document was originally drafted by a task force formed in the 2009-2010 academic year, charged with documenting how decisions were made at BC and making recommendations for improvement. Over time, it has undergone meticulous review and revision to align with the college's evolving needs, fostering a culture of continuous improvement, collaboration, and innovation. The latest revision to the decision-making document was approved by representatives from all constituencies at the College Council meeting on May 3, 2024.

Bakersfield College holds itself accountable for implementing its decision-making practices consistently to ensure the inclusion of appropriate stakeholders and a shared understanding of decisions. At the district level, the District Consultation Council serves as a vital platform for discussing, vetting, and approving key decisions, ranging from budget to policy updates,

including the COVID-19 vaccine requirement and Bachelor's Degree Program Applications. Similarly, at the college level, the College Council functions as a formal channel for recommendations, input, and communication. Noteworthy instances include the approval of the Educational Master Plan, the approval of a new FAFSA Institutional Set Standards, and contributions to the Persistence Project. Several governance representative groups, including the Management Association, CCA, Academic Senate, AIQ, FCDC, CSEA, and SGA, have responsibilities to make recommendations to the President through the College Council or direct lines of communication (Governance Decision-Making Process Flowchart from BC Decision-Making Document).

The college's commitment to fostering collaboration and innovation through its intentional decision-making practices is deeply ingrained in its culture of dialogue, both formally and informally. Transparency is upheld through publicly accessible websites and committee pages detailed in Standard 1.5. Professional development efforts, outlined in Standard 3.2, further support this culture by aligning with BC's Core Values of learning and diversity.

One example highlighting how BC's decision-making structures drive innovation is the Online Student Success Project. In spring 2023, the Accreditation & Institutional Quality Committee (AIQ) identified a decline in fall success rates for credit and CTE courses, dipping below the Institutional Set Standards floor. This prompted many discussions in AIQ and pedagogical discussions across campus on the merits of Online Learning. AIQ deliberated on the significant rise in online course offerings following the onset of the pandemic and the historically lower success rates associated with such courses. At the March 28, 2023 AIQ meeting, faculty members from the Communication and Academic Technology departments presented their findings on a longitudinal study developed in collaboration between the two departments, showcasing the benefits of participating in professional development programs aimed at improve online instruction. Their research demonstrated that engagement in such programs resulted in online course success rates surpassing current metrics, sometimes even outperforming face-to-face course success rates. This presentation prompted AIQ to propose recommendations (Approved by AIQ April 11, 2023) to the College Council, advocating for the disaggregation of course success rates into categories such as face-to-face, hybrid, online synchronous, and online asynchronous formats. Moreover, AIQ emphasized the importance of encouraging faculty participation in professional development opportunities tailored to online course instruction. This initiative underscored our commitment to enhancing online student success and informed decision-making aimed at optimizing educational outcomes for all learners.

Similarly, the Persistence Project, discussed in detail in Standard 2.5, emerged from data presented by the Office of Institutional Effectiveness, revealing opportunities to enhance student persistence rates. This led to the development of the Persistence Dashboard and the implementation of targeted interventions to support student success.

4.4. Acting through policy, the governing board takes responsibility for the overall quality and stability of the institution, and regularly monitors progress towards its goals and fiscal health.

The Kern Community College District (KCCD) operates within a framework of clear board policies that define the roles, responsibilities, and ethical standards of its governing board, as outlined in policies such as BP 2200, BP 2510, and BP 2715. Board Policy 2200 establishes the duties of the Board of Trustees (BOT), including representing the public interest; establishing policies that define the institutional mission and set prudent, ethical and legal standards for college operations; hiring and evaluating the district chancellor; delegating power to the district chancellor to effectively lead the district, assuring fiscal health and stability; monitoring institutional performance and educational quality, and advocating and protecting the district. The BOT takes its responsibilities seriously and works to review and update its policies and procedures regularly.

The BOT carries out its responsibilities through consistent engagement in regular business, evident in meeting calendars, agendas, and minutes. These activities align with board policies and administrative procedures, forming the framework for assuring academic quality, institutional stability, and fiscal health.

Furthermore, the Board places a strong emphasis on student success and academic quality, regularly reviewing key indicators and institutional plans for improvement. For instance, the establishment of the Student Success with Equity Subcommittee (SSES) underscores the commitment to educational excellence and integrity (SSES Agenda, May 8, 2023; SSES Agenda, July 31, 2023). The approval of the KCCD Strategic Directions Addendum, 2022-24 to the KCCD Strategic Plan, 2019-22 further solidifies this commitment by focusing on maximizing student success, responding to workforce needs, and enhancing organizational effectiveness.

Fiscal oversight remains a paramount responsibility, guided by board policies such as BP 6100, BP 6200, and BP 6250. To ensure financial stability, the Board has established the Board Finance and Audit Committee, tasked with regular reviews of the district's financial health (BOT Finance and Audit Committee Minutes, May 25, 2023; BOT Finance and Audit Committee Minutes, April 26, 2023; BOT Finance and Audit Committee Minutes February 27, 2023). Through these efforts, the Board maintains a robust governance structure that upholds the quality and stability of the institution, and its progress towards its goals and fiscal health.

4.5. The governing board selects and evaluates the institution's chief executive officer (CEO). The governing board gives the CEO full authority to implement board policies and ensure effective operations and fulfillment of the institutional mission.

Kern Community College District (KCCD) operates under a comprehensive governance framework outlined in its Board policies. Central to this framework is BP 2430, Delegation of

Authority to the District Chancellor, which explicitly states that "the District Chancellor is the Chief Executive Officer of the District" and that "the Chancellor is appointed by the Board of Trustees". Moreover, BP 2431, District Chancellor Selection, ensures a fair and transparent process for selecting the District Chancellor in the event of a vacancy.

Once appointed, the District Chancellor assumes significant responsibilities as delineated in BP 2200, Board Duties and Responsibilities. This policy delegates authority to the Chancellor to effectively lead the district, administer Board policies, interpret policy where necessary, ensure compliance with laws and regulations, and provide reports and information as requested by the Board. Additionally, the Chancellor is tasked with employee nomination and recommendation, management of staff matters including recruitment and professional development, budget preparation, facility oversight, and public communication regarding college activities. The Chancellor also plays a pivotal role in the development of instructional programs and services, as well as the overall welfare and growth of students.

The Chancellor is held accountable for the operation of the district. BP 2435, Evaluation of District Chancellor, states that the District Chancellor shall be evaluated at least once a year by the Board of Trustees. Additionally, it explains that the evaluation process must adhere to the stipulations outlined in the Chancellor's employment contract and align with the requirements laid out in Board policy. Both the Board and the Chancellor collaboratively develop and agree upon the evaluation process. Evaluation criteria are established based on Board Policy, the Chancellor's job description, and performance objectives outlined in accordance with BP 2430 and demonstrated in Chancellor Dr. Sonya Christian's Evaluation Portfolio.

The Board maintains regular communication with the Chancellor and is well-informed on college matters. As stated in paragraph 25 of BP 2430, "the District Chancellor shall make an annual report on the condition and the progress of the district and such other reports as the Board may request from time to time". The Chancellor makes regular reports at the Board of Trustees meetings (BOT Feb. 22, 2022 Meeting Minutes, 17.F. Chancellor Report), District Consultation Council meetings, monthly reports on the state of the district to all employees ("From the Chancellor's Desk" Updates, 2021-23; Chancellor's Update, Feb. 1, 2024), and oversees annual reports such as the 2023-24 Tentative Budget presented to the Board of Trustees.

4.6. The governing board functions effectively as a collective entity to promote the institution's values and mission and fulfill its fiduciary responsibilities. The governing board demonstrates an ability to self-govern in adherence to its bylaws and expectations for best practices in board governance. (ER 7)

The Kern Community College District (KCCD) Board of Trustees (BOT) is dedicated to effective self-governance and prioritizes the institution's best interests as outlined in its governing policies. Board Policy 2200 defines the BOT's duties and responsibilities, emphasizing the need

to govern on behalf of the district's citizens, establish institutional policies, and uphold ethical standards.

This commitment to acting independently in the institution's best interest is evident in various initiatives, such as the selection of a new chancellor and the implementation of a COVID-19 vaccine requirement. These actions showcase the BOT's ability to make decisions autonomously, with the overarching goal of advancing the institution's mission and serving its community.

The governing board prioritizes ethical leadership, ensuring that board members adhere to clear guidelines outlined in board policies. These policies establish parameters and expectations for conduct during board meetings, such as decorum, quorum voting procedures, regular meeting guidelines, among other meeting-guideline policies (Annual Organizational Meeting; Closed Sessions; Special Emergency Meetings; Agendas; Public Participation; Speakers; Minutes; Recording). Additionally, BP 2715, Code of Ethics/ Standards of Practice, and BP 2710, Conflict of Interest, require board members to uphold a Code of Ethics and disclose conflicts of interest, further emphasizing the importance of ethical behavior.

Board Policy 2715, Code of Ethics/Standards of Practice, states the standards of good practice all trustees are expected to abide by. Specifically, it highlights two key points: first, trustees are encouraged to vote based on their conscience and uphold decisions or policies once made, and second, they are expected to engage in honest debates that reflect the concerns of the community. While the Board engages in robust discussions and debates, it ultimately speaks with a unified voice once a decision or policy is reached. This collaborative approach is exemplified by instances such as the unanimous support for the Program Pathways Mapper tool (MOU for Program Pathways Mapper Support; KCCD BOT Ratification of MOU), which was subsequently presented at conferences in 2023, both statewide at the Community College League of California (CCLC) Annual Convention and nationally at the Association of Community College Trustees (ACCT) Leadership Congress.

To support members in meeting these expectations, ongoing training is provided on topics such as diversity, equity, and inclusion and an annual board ethics review and certification training. New trustees receive onboarding orientations to ensure they are equipped to fulfill their roles effectively in accordance with BP 2740, Board Education. In addition to training, BP 2100, Board Elections, plays an important role in ensuring the continuity of board membership by implementing staggered terms of office. This practice helps maintain stability and institutional memory within the board, allowing for a smoother transition of leadership over time.

Board Policy 2745, Board Self-Evaluation, outlines a structured process for board self-evaluation conducted every five years, aimed at identifying accomplishments, clarifying roles, and enhancing meeting effectiveness. This evaluation is “designed to provide constructive feedback to individual Board members about the performance of the Board as a whole (BP 2745, paragraph 2).” The most recent evaluation demonstrated the BOT's strong commitment to fiscal

planning, positive relationships with stakeholders, and advancement of strategic objectives, highlighting its proactive approach to serving the district's needs.

A. REQUIRED DOCUMENTATION

Standard 1: Mission and Institutional Effectiveness

Required Item		Documentation
I.	Documentation of institution's authority to operate as a post-secondary educational institution and award degrees (e.g., degree-granting approval statement, authorization to operate, articles of incorporation) (ER 1)	BC's ACCJC Reaffirm Accreditation Letter, Jan 25, 2019
II.	Procedures/practices for periodic review of mission/mission-related statements, including provisions for revision (if/when revisions are needed) that allow for participation of institutional stakeholders, as appropriate for the character and context of the institution	Addressed fully, with evidence, in Standard 1.1
III.	Documentation of the governing board's approval of the institutional mission (ER 6)	KCCD BOT May 15, 2015, Minutes--Approval of BC Mission
IV.	Procedures/practices for setting institutional goals, including provisions for the inclusion of input from relevant institutional stakeholders, as appropriate for the character and context of the institution	Addressed fully, with evidence, in Standard 1.2
V.	Documentation that the institution has established standards and goals for student achievement (i.e., institution-set standards), including but not limited to standards and goals for course success, degree and certificate attainment, transfer, job placement rates, and licensure examination pass rates, at the institutional and program levels (ER 2, ER 11)	BC's Institution-Set Standards, Spring 2023

Standard 2: Student Success

Required Item	Documentation
I. Documentation that the institution's practices for awarding credit reflect generally accepted norms in higher education, including: • Commonly accepted minimum program lengths for certificates, associate degrees, and baccalaureate degrees • Written policies for determining credit hours that are consistently applied to all courses, programs, and modalities • Adherence to the Department of Education's standards for clock-to-credit hour conversions, if applicable (ER 10) See Commission *Policy on Credit Hour, Clock Hour, and Academic Year*	Curriculum Committee Guidelines for Program and Certificate Criteria KCCD AP4100--Graduation Requirements for Degrees & Certificates Curriculum Committee COR Reference Guide--pp. 13-18 & Appendix I--Standard Formula for Credit Hour Calculations KCCD AP4020--Program & Curriculum Development (including Credit Hour) Curriculum Committee COR Reference Guide--p. 7
II. Documentation that the institution's transfer of credit policies includes the following: • Any established criteria the institution uses regarding the transfer of credit earned at another institution • Any types of institutions or sources from which the institution will not accept credits • A list of institutions with which the institution has established an articulation agreement • Written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning See *Policy on Transfer of Credit*	KCCD AP4237--Credit Allowed from Other Institutions KCCD AP4051--University Transfer Agreements Request for Evaluation Form--Transfer Credit Course Evaluation Guidelines BC's Articulation Webpage KCCD AP4235--Credit for Prior Learning
III. Documentation of the institution's advertising and recruitment policies, demonstrating alignment with the *Policy on Institutional Advertising and Student Recruitment* (ER 16)	KCCD BP3910—Publications BP5010—Admission & Concurrent Enrollment BP5030—Fees BP5052—Open Enrollment AP5055—Enrollment Priorities Catalog Admission & Registration Section

Required Item	Documentation
IV. Documentation of clear policies and procedures for handling student complaints, including: • Evidence that these policies/procedures are accessible to students in the catalog and online; • Evidence that that institution provides contact information for filing complaints with associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs	Catalog Student Conduct--Student Rights & Grievances Student Grievances Webpage KCCD AP5530--Student Rights & Grievances Consumer Information Webpage--Academic Programs, Facilities, Faculty, and Accreditation Accreditation Third-Party Comments Webpage Licensure Rates Webpage
V. Verification that the institution maintains files of formal student complaints received throughout the current accreditation cycle (i.e., since the last site visit), demonstrating: • Accurate and consistent implementation of complaint policies and procedures • No issues indicative of noncompliance with Standards	No link required; to be verified by the team during in-person site visit
• Verification that student records are stored permanently, securely, and confidentially, with provision for secure backup	No link required; to be verified by the team during in-person site visit
VI. Documentation of the institution's policies and/or practices for the release of student records	KCCD AP5040--Student Records, Directory Info, & Privacy Privacy Act (FERPA) Webpage
VII. Documentation that the institution's policies and procedures for program discontinuance provide enrolled students with opportunities for timely completion in the event of program elimination	KCCD AP4021--Program Discontinuance

Required Item	Documentation
VIII. Documentation that the institution's policies and procedures for program discontinuance provide enrolled students with opportunities for timely completion in the event of program elimination	KCCD AP4021--Program Discontinuance
For Title IV Participants	
IX. Documentation of institution's implementation of the required components of the Title IV Program, including: • Findings from any audits and program/other review activities by the U.S. Department of Education (ED) • Evidence of timely corrective action taken in response to any Title IV audits or program reviews See *Policy on Institutional Compliance with Title IV*	Financial Independent Audit Report, Jun 30, 2022--Findings and Questioned Costs Section; Corrective action not applicable, due to no findings, as evidenced in above document
For Institutions with Distance Education and/or Correspondence Education	
X. Documentation of institution's: • Procedures for verifying that the student who registers in a course offered via distance education or correspondence education is the same person who participates in the course and receives academic credit • Policies and/or procedures for notifying students of any charges associated with verification of student identity (if applicable) • Policies regarding protection of student privacy See *Policy on Distance Education and on Correspondence Education*	KCCD AP4105--Distance and Correspondence Education Fraudulent Student Enrollment Verification Procedure email--Spring 2024 BC's Privacy Act (FERPA) Webpage BC's Digital Privacy Statement Webpage
XI. Documentation demonstrating how the institution distinguishes its pre-collegiate curriculum from its college-level curriculum	KCCD BP4222--Non-degree Applicable Basic Skills Courses Curriculum Committee Reference Guide, 2022-23--pp. 9, 12-15 Catalog Entry for ACDV B82--Reading for Academic Success

Required Item		Documentation
XII.	Documentation of policies and/or procedures for awarding credit for prior learning and/or competency-based credit	KCCD AP4235--Credit for Prior Learning
XIII.	Documentation of agreements with other external parties regarding the provision of student and/or learning support services	MOU with Foothill-De Anza Community College District for CA Virtual Campus--Online Education Initiative (CVC-OEI), Sept. 15, 2020 Subaward Agreement Amendment #1 with Foothill-De Anza Community College District for CVC-OEI
XIV.	Policies and/or other documentation related to institutional expectations of conformity with any specific worldviews or beliefs	Not applicable

Standard 3: Infrastructure and Resources

Checklist Item	Documentation
I. Written policies and procedures for human resources, including hiring procedures	KCCD Board Policies Chapter 7--Human Resources BP7120--Recruitment & Hiring AP7120--Recruitment & Hiring BP7210--Academic Employees AP7211--Minimum Qualifications & Equivalencies BP7230--Classified Employees AP7240--Confidential Employees BP7250--Educational Administrators BP7260--Classified Supervisors & Managers BP7270--Student Employment AP7270--Student Workers
II. Employee handbooks or similar documents that communicate expectations to employees	KCCD BP3050--Institutional Code of Ethics CCA Faculty Contract, 2023-26, Article 4--Professional Expectations CSEA Classified Contract, 2021-24, Section 10E—Grounds for Dismissal KCCD Employee Resource Guide Student Employee Handbook, 2018-19
III. Annual financial audit reports - 3 prior years (include auxiliary organizations, if applicable) (ER 5)	KCCD Annual Financial Audit, 2020-21 KCCD Annual Financial Audit, 2021-22 KCCD Annual Financial Audit, 2022-23
IV. Practices for resource allocation and budget development (including budget allocation model for multi-college districts/systems)	BC Budget Decision Criteria, 2023-24, Draft Approved by Budget Committee Oct. 23, 2023 BC Master Budget/Fiscal Calendar, Jul 24-Jun 25 KCCD Internal Budget Allocation Model (BAM)--working draft to update 2020-21 "New Allocation Model Components" BAM Presentation, Feb. 11, 2022

Checklist Item	Documentation
V. Policies guiding fiscal management (e.g., related to reserves, budget development)	KCCD BP6200--Budget Preparation AP6200--Budget Preparation BP6250--Budget Management AP6250--Budget Management BP6300--Fiscal Management AP6300--Fiscal Management AP6305—Reserves
VI. Policies, procedures, or agreements (e.g., AUAs) related to appropriate use of technology systems	KCCD BP3720--Computing and Network Use AP3720--Computing and Network Use AP3725--Information and Communications Technology Accessibility & Acceptable Use AP3750--Use of Copyrighted Material AP6450--Wireless or Cellular Telephone Use
For Title IV Participants	
VII. Documentation that the institution's student loan default rates are within the acceptable range defined by ED, or – if rates fall outside the acceptable range - documentation of corrective efforts underway to address the issue	U.S. Dept. of Education Federal Student Aid Cohort Default Rate History for Bakersfield College, 2018-20 Default Prevention Plans
Required Only if Applicable	
VIII. Documentation of any agreements that fall under ACCJC's *Policy on Contractual Relationships with Non-accredited Organizations*	Master Agreement for Instructional Services Between KCCD obo Bakersfield College and Farmworker Institute for Education and Leadership Development (FIELD)
IX. Written code of professional ethics for all personnel including consequences for violations	KCCD BP3050--Institutional Code of Ethics AP7360--Discipline and Dismissal, Academic Employees AP7365--Discipline and Dismissal, Classified Employees

Standard 4: Governance and Decision-Making

Checklist Item	Documentation
I. Governing board policies/procedures for selecting and regularly evaluating its chief executive officer	KCCD BP2431--District Chancellor Selection BP2435--Evaluation of District Chancellor BP2430--Delegation of Authority to District Chancellor
II. Documentation or certification that the institution's CEO does not serve as the chair of the governing board (ER 4)	KCCD BP2010--Board Membership KCCD Board of Trustees Term Expiration, 2024-26
III. Governing board policies/procedures/bylaws related to Board Ethics	KCCD BP2715--Code of Ethics
IV. Governing board policies/procedures/bylaws related to conflict of interest	KCCD BP2710--Conflict of Interest

Other Federal Regulations and Related Commission Policies:

Checklist Item	Documentation
I. Documentation of the institution's appropriate and timely effort to solicit third party comment in advance of the Focused Site Visit and – if applicable - cooperate with the review team in any necessary follow-up See *Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions*, Section D	Accreditation Third-Party Comments Webpage
II. Documentation that the institution provides accurate information for the public concerning its accredited status with ACCJC on its institutional website, no more than one page (one click) away from the home page See *Policy on Representation of Accredited Status*	Complete BC Accreditation Webpage--Directly Linked at Bottom of BC Homepage (one click)

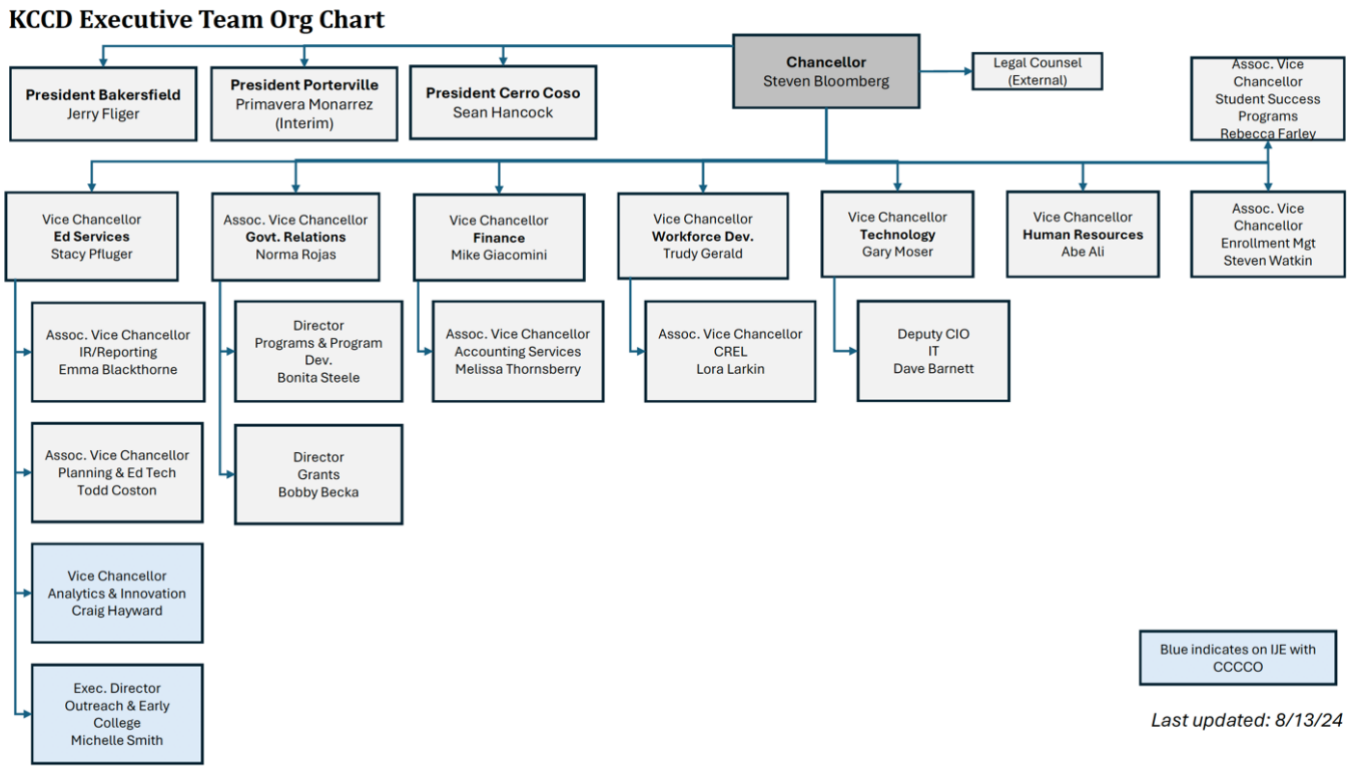
B. APPENDIX 1: VERIFICATION OF CATALOG REQUIREMENTS (ER 20)

Required Element	Catalog Location
General Information	
Official Name, Address(es), Telephone Number(s), and Website Address of the Institution	Locations and Contact Information
Educational Mission	History, Mission and Values
Representation of accredited status with ACCJC, and with programmatic accreditors, if any	Accreditation
Course, Program, and Degree Offerings	Courses; Programs of Study; Educational Options
Student Learning Outcomes of Programs and Degrees	Programs of Study--Culinary Arts AS; Programs of Study--Industrial Automation BS; Programs of Study--Psychology AA-T; General Education SLOs
Academic Calendar and Program Length	23-24 Academic Calendar; every degree/program has link to Program Mapper for length.
Academic Freedom Statement	Academic Freedom
Available Student Financial Aid	Student Services--Financial Aid
Available Learning Resources	Academic Support Services
Names and Degrees of Administrators and Faculty	Administration and Faculty—Administration; Administration and Faculty—Faculty
Names of Governing Board Members	About BC--Kern Community College District

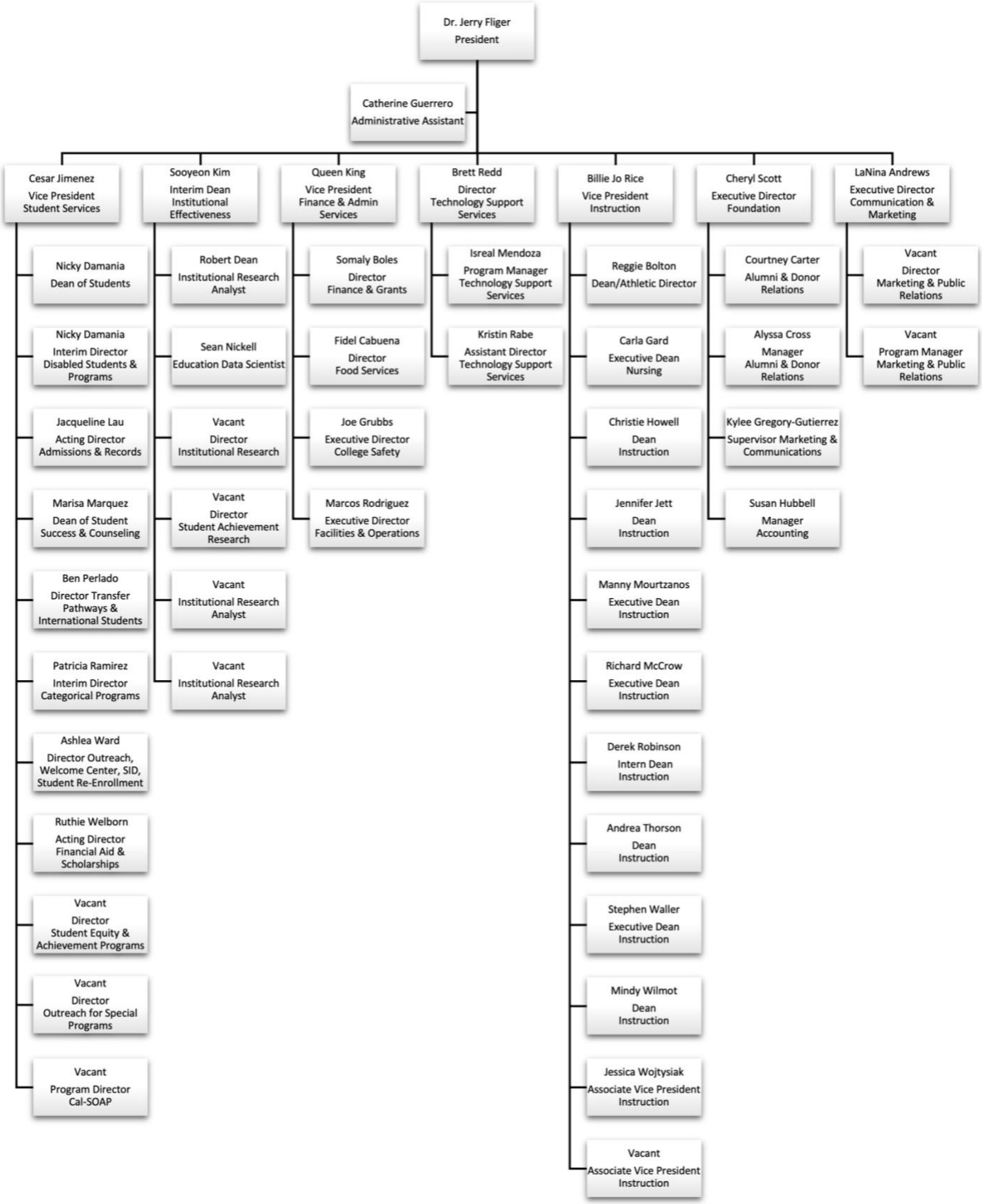
Required Element	Catalog Location
Requirements	
Admissions	Admission and Registration
Student Tuition, Fees, and Other Financial Obligations	College Fees, Tuition, Books and Fee Refunds
Degrees, Certificates, Graduation and Transfer	Educational Options; Graduation Requirements; Transfer Guide
Major Policies and Procedures Affecting Students	
Academic Regulations, including Academic Honesty	Academic Integrity; Student Right to Know
Nondiscrimination	Equal Opportunity Employment Statement
Acceptance and Transfer of Credits	Credit by Examination; Military Credit; Credit for Prior Learning; Credits Allowed from Other Institutions; Associate Degrees for Transfer; General Education for Transfer
Transcripts	Transcripts
Grievance and Complaint Procedures	Student Conduct--Student Rights and Grievances
Sexual Harassment	Policy Concerning Sexual Misconduct
Refund of Fees	College Fees, Tuition, Books and Fee Refunds
Locations of Publications Where Other Policies May be Found	

C. APPENDIX 2: ORGANIZATIONAL STRUCTURE

KCCD Executive Team Organizational Chart



Bakersfield College Organizational Chart



Bakersfield College Organizational Chart Outline

I. Dr. Jerry Fliger, President
- A. Catherine Guerrero, Administrative Assistant
- B. Cesar Jimenez, Vice President, Student Services
  1. Nicky Damania, Dean of Students
  2. Nicky Damania, Interim Director, Disabled Students & Programs
  3. Jacqueline Lau, Acting Director, Admissions & Records
  4. Marisa Marquez, Dean of Student Success & Counseling
  5. Ben Perlado, Director, Transfer Pathways & International Students
  6. Patricia Ramirez, Interim Director, Categorical Programs
  7. Ashlea Ward, Director, Outreach, Welcome Center, SID, Student Re-Enrollment
  8. Ruthie Welborn, Acting Director, Financial Aid & Scholarships
  9. Vacant, Director, Student Equity & Achievement Programs
  10. Vacant, Director, Outreach for Special Programs
  11. Vacant, Program Director, Cal-SOAP
- C. Sooyeon Kim, Interim Dean, Institutional Effectiveness
  1. Robert Dean, Institutional Analyst
  2. Sean Nickell, Education Data Scientist
  3. Vacant, Director, Institutional Research
  4. Vacant, Director, Student Achievement Research
  5. Vacant, Institutional Research Analyst
  6. Vacant, Institutional Research Analyst
- D. Queen King, Vice President, Finance & Admin Services
  1. Somaly Boles, Director, Finance & Grants
  2. Fidel Cabuena, Director, Food Services
  3. Joe Grubbs, Executive Director, College Safety
  4. Marcos Rodriguez, Executive Director, Facilities & Operations
- E. Brett Redd, Director, Technology Support Services
  1. Israel Mendoza, Program Manager, Technology Support Services
  2. Kristin Rabe, Assistant Director, Technology Support Services
- F. Billie Jo Rice, Vice President, Instruction
  1. Reggie Bolton, Dean/Athletic Director
  2. Carla Guard, Executive Dean, Nursing
  3. Christie Howell, Dean, Instruction
  4. Jennifer Jett, Dean, Instruction
  5. Manny Mourtzanos, Executive Dean, Instruction
  6. Richard McCrow, Executive Dean, Instruction
  7. Derek Robinson, Intern Dean, Instruction
  8. Andrea Thorson, Dean, Instruction
  9. Stephen Waller, Executive Dean, Instruction
  10. Mindy Wilmot, Dean, Instruction
  11. Jessica Wojtysiak, Associate Vice President, Instruction
  12. Vacant, Associate Vice President, Instruction
- G. Cheryl Scott, Executive Director, Foundation

1. Courtney Carter, Alumni & Donor Relations
2. Alyssa Cross, Manager, Alumni & Donor Relations
3. Kylee Gregory-Gutierrez, Supervisor, Marketing & Communications
4. Susan Hubbell, Manager, Accounting

H. LaNina Andrews, Executive Director, Communication & Marketing
1. Vacant, Director, Marketing & Public Relations
2. Vacant, Program Manager, Marketing & Public Relations

D. APPENDIX 3: APPROVED LOCATIONS

Students may complete 50% or more of a degree or certificate program at the following locations:

Arvin Educational Center
1001 Varsity Road
Arvin, CA 93203

Delano Center
1450 Timmons Ave.
Delano, CA 93215

Bakersfield College Southwest
9400 Camino Media
Bakersfield, CA 93311

The Weill Institute
2100 Chester Ave.
Bakersfield, CA 93311

E. EVIDENCE INDEX

Standard/Order in Text	Hyperlink Text	Evidence Description
1.1-1	agriculture, energy, healthcare	Kern Regional Workforce Coalition
1.1-2	prisons	First Graduating Class of BC's Rising Scholars Program
1.1-3	homeless shelters	BC's Partnership with The Open Door Network Homeless Shelters
1.1-4	rural communities	BC's Collaborative Partnership with City of Shafter Public Library
1.1-5	BC Catalog	BC Mission, Vision, and Value Statements Published in BC Catalog
1.1-6	About Bakersfield College webpage	About BC Webpage--Mission, Vision, Values Statements
1.1-7	Bakersfield College's Strategic Directions 2021-24, pp. 6-7	BC Strategic Directions 2021-24, pp. 6-7--BC Mission, Vision, and Values Statements
1.1-8	Educational Master Plan 2023-28, pp. 3-4	BC Educational Master Plan 2023-28
1.1-9	BC Mission Approval, 2017-20	BC Mission Statement with Approval Pattern by College Council and Academic Senate, 2017-2020
1.1-10	Academic Senate Mission Approval in Unfinished Business, 11-18-20	Academic Senate Nov. 18, 2020 Meeting Minutes--Approval of Mission Statement in Unfinished Business
1.1-11	College Council Review of Mission, 3-3-23	College Council Mar. 3, 2023 Meeting Minutes--Review of Mission Statement
1.1-12	College Council Membership 2024	College Council Committee Webpage--Membership in 2024
1.1-13	AIQ Review of Mission, Vision, and Values with Academic Senate Comments, 11-14-23	AIQ Review of BC Mission, Vision, and Values with Comments by Academic Senate, Nov. 14, 2023

Standard/Order in Text	Hyperlink Text	Evidence Description
1.1-14	College Council Approval of AIQ Proposed Changes, 12-1-23	College Council Dec. 1, 2023 Meeting Minutes--Approval of AIQ Proposed Mission Update
1.1-15	survey results indicate strong support for the college's mission	BC & KCCD Services and Institutional Quality Survey Fall 2023 Results Related to Mission Statement
1.2-1	Institution-Set Standards (ISS)	BC Institution-Set Standards 2022-23
1.2-2	ISS Review, 4-26-22	AIQ Apr. 26, 2022 Meeting Minutes--Institution-Set Standards Review
1.2-3	AIQ Procedures for Establishing ISS	AIQ Procedures for Establishing Institution-Set Standards and Aspirational Goals, approved Spring 2024
1.2-4	President's Master Work Plan 2022-23	BC President's Master Workplan 2022-23
1.2-5	Strategic Directions	BC Strategic Directions 2021-24
1.2-6	GPS Workplan	Guided Pathways (GPS) Workplan 2022-23
1.2-7	Student Equity Plan	SEAP Student Equity Plan 2022-25
1.2-8	Guided Pathways Momentum Points with Full Ethnicity dashboard	Guided Pathways Momentum Points with Full Ethnicity Data from Tableau
1.2-9	STEM Pathway Team Presentation to College Council	STEM Pathway Team Presentation to College Council
1.2-10	environmental scan	BC Educational Master Plan 2023-26--Appendix: Environmental Scan
1.2-11	need for physical therapist assistants in Kern County	"Bakersfield College to Receive $6M for Health Education Programs Through Advocacy of Assembly Member Rudy Salas, Check Presentation Marks Over $22M

Standard/Order in Text	Hyperlink Text	Evidence Description
		Brought to BC by Salas Since 2018" Article from MPR
1.2-12	AS degree program in Physical Therapist Assistant	Program Outline of Physical Therapist Assistant AS Degree
1.2-13	Persistence Institutional-Set Standards	ISS Table with Persistence Breakdown by Student Journey
1.2-14	AIQ Apr. 9, 2024 Vote on ISS Persistence	AIQ Apr. 9, 2024 Meeting Minutes--ISS Review Voting Item on Persistence
1.2-15	Academic Senate Sept. 18, 2024 Approval of ISS Persistence	Academic Senate Sept. 18, 2024 Meeting Minutes--Approval of ISS with Persistence by Student Journey
1.2-16	College Council Sept. 19, 2024 Approval of ISS Persistence	College Council Sept. 19, 2024 Meeting Minutes--Approval of ISS with Persistence by Student Journey
1.3-1	established a formula	AIQ Procedures for Establishing Institution-Set Standards and Aspirational Goals, approved Spring 2024
1.3-2	AIQ's annual ISS review during the spring 2022 term	AIQ Apr. 26, 2022 Meeting Minutes--Institution-Set Standards Review
1.3-3	recommendations to Academic Senate and College Council (p. 2)	AIQ Spring 2022 Final Report to College Council and Academic Senate--ISS Recommendations
1.3-4	Spring 2022 updates highlighted on ISS Chart	ISS Table with Highlighted Recommended Changes--Increased Standards for Completion Metrics, Spring 2022
1.3-5	review of the ISS for course success rates	AIQ Feb. 14, 2023 Meeting Minutes--ISS Course Success Rates Review
1.3-6	OIE was tasked with exploring tools for tracking course success rates	OIE "Student Success: Exploring Online Tools to Track Course Success Rates" Presentation to CC, Nov. 4, 2022

Standard/Order in Text	Hyperlink Text	Evidence Description
1.3-7	approved	AIQ Apr. 11, 2023 Meeting Minutes--ISS Recommendations Approval
1.3-8	recommendation	AIQ Spring 2023 Recommended Updates to ISS for Course Success Rates
1.3-9	Spring 2023 updates highlighted on ISS Chart	ISS Table with Highlighted Recommended Changes for Course Success Rates, Spring 2023
1.3-10	Program Review Process	Completing Your Program Review 2023-24 Presentation--Program Review Process
1.3-11	Library Program Review, 21-22	Library Program Review, 2021-22
1.3-12	English Department Program Review, 21-22	English Department Program Review, 2021-22
1.3-13	Closing the Loop report	Closing the Loop Report, April 2021
1.3-14	BC and KCCD Services and Institutional Quality Survey	BC and KCCD Services and Institutional Quality Survey Results Presentation, Nov. 2023
1.3-15	Renegade Scorecard	Renegade Scorecard
1.3-16	Tableau dashboards	OIE Tableau Dashboards
1.3-17	Student Equity Plan	SEAP Student Equity Plan 2022-25
1.3-18	Guided Pathways Workplan	Guided Pathways (GPS) Workplan 2022-23
1.3-19	Achieving the Dream	Achieving the Dream Presentation, Sept. 16, 2022--Maximizing Financial Aid
1.3-20	Community College Survey of Student Engagement	Community College Survey of Student Engagement (CCSSE) 2022 Results on Renegade Scorecard
1.3-21	Guided Pathways Strategies Team	Guided Pathways Strategies Team (GPS) Charge
1.3-22	engagement of faculty and staff campus-wide	GPS Mar. 18, 2024 Meeting Minutes--Engage Faculty in Starfish Referrals & HS Senior Fall Enrollment Event

Standard/Order in Text	Hyperlink Text	Evidence Description
1.3-23	uses data to assess effectiveness	ANC Pathway Presentation to College Council Regarding Student Data for Fall 2022--Nov. 17, 2023
1.4-1	Educational Master Plan	BC Educational Master Plan 2023-28
1.4-2	Strategic Directions	BC Strategic Directions 2021-24
1.4-3	College Council (CC) approved the EMP for 2023-2028	College Council Oct 27, 2023 Meeting Minutes--Approval of Educational Master Plan
1.4-4	Facilities Master Plan	BC Facilities Master Plan 2018-2024
1.4-5	Technology Master Plan	BC's Technology Master Plan, 2023-26
1.4-6	2022-23 Instructional Annual Update PR Form	2022-23 Instructional Annual Update Program Review Form
1.4-7	2022-23 Instructional 3-Year Comprehensive PR Form	2022-23 Instructional 3-Year Comprehensive Program Review Form
1.4-8	2022-23 CTE Annual Update PR Form	2022-23 CTE Annual Update Program Review Form
1.4-9	2022-23 CTE 3-Year Comprehensive PR Form	2022-23 CTE 3-Year Comprehensive Program Review Form
1.4-10	2022-23 Hybrid Annual Update PR Form	2022-23 Hybrid Annual Update Program Review Form
1.4-11	2022-23 Non-Instructional Annual Update PR Form	2022-23 Non-Instructional Annual Update Program Review Form
1.4-12	timeline	2023-24 Program Review Timeline
1.4-13	KCCD Institutional Research Office	KCCD Institutional Research Office Webpage--Annual Program Review Data
1.4-14	requests for resources	Program Review Resource Requests Overview/Instructional Document

Standard/Order in Text	Hyperlink Text	Evidence Description
1.4-15	budget decision criteria	BC Budget Decision Criteria, 2023-24--Draft Approved by Budget Committee October 23, 2023
1.4-16	prioritization of technology requests	ISIT Technology Requests Prioritization Guidelines
1.4-17	invited to speak	Invitation Email to Present at ISIT Committee Meeting to Justify Technology Requests
1.4-18	support of the requests their areas have made	Writing Center Presentation to Support Technology Requests
1.4-19	prioritized list of requests	2022 ISIT Technology Requests Voting Results
1.4-20	Faculty Chairs & Directors Council (FCDC) who address personnel requests	Faculty Position Requests Compiled by PRC for Program Review 2022-23 Cycle
1.4-21	Closing the Loop Fiscal Year Annual Report	Closing the Loop Webpage for Fiscal Year 2023 Annual Report
1.4-22	PRC provides feedback	Example of Program Review Feedback Provided
1.4-23	survey	2019-20 PRC Program Review Survey for Feedback
1.4-24	communicates that summary	2021 Program Review Summary Report Presentation
1.4-25	Closing the Loop	Closing the Loop Webpage for Fiscal Year 2023 Annual Report
1.5-1	BC website	Bakersfield College Website Homepage
1.5-2	committee webpages	BC Committees Homepage
1.5-3	accountability reports	BC Data Central Accountability Reports Webpage
1.5-4	Renegade Scorecard	BC Renegade Scorecard Homepage

Standard/Order in Text	Hyperlink Text	Evidence Description
1.5-5	Online Catalog	BC Catalog Homepage
1.5-6	news articles	Bakersfield College News Homepage
1.5-7	online Suggestion Box	Bakersfield College Online Suggestion Form
1.5-8	Academic Senate	Academic Senate Committee Homepage
1.5-9	Assessment Committee	Assessment Committee All Meetings Webpage
1.5-10	PRs Before 2019	Program Reviews Before 2019 on Program Review Section of Program Review Committee Webpage
1.5-11	PRs After 2019	Program Reviews After 2019 on Resources Section of Program Review Committee Webpage
1.5-12	Program Review dashboards	KCCD Office of Institutional Research Program Review Dashboards
1.5-13	KCCD Institutional Research Office (IR)	KCCD Office of Institutional Research Public Dashboards
1.5-14	BC Office of Institutional Effectiveness (OIE)	BC OIE Tableau Dashboards
1.5-15	Renegade Scorecard	BC Renegade Scorecard
1.5-16	Institution-Set Standards (ISS) as part of the Renegade Scorecard	ISS Webpage Published on Renegade Scorecard
1.5-17	online course catalog	BC 2023-24 Catalog Homepage
1.5-18	Program Pathways Mapper	Program Pathways Mapper Homepage
1.5-19	Learning and Career Pathway	Program Pathways Mapper Learning and Career Pathways
1.5-20	Pathway Mapper for Human Biology AS	Program Pathways Mapper for Human Biology AS

Standard/Order in Text	Hyperlink Text	Evidence Description
1.5-21	Marketing and Public Relations	Marketing and Public Relations Homepage
1.5-22	"BC Insider"	Marketing and Public Relations Bi-weekly Newsletter Email, Dec. 8, 2023
1.5-23	"Career Education Connection"	Career Education Student Employment Newsletter--Career Education Connection
1.5-24	"The Pulse"	BCSGA Weekly Newsletter Email--The Pulse
1.5-25	acclaimed student newspaper	"The Rip Wins Best of Show" article, March 4, 2020
1.5-26	"The Renegade Rip"	The Renegade Rip Website
2.1-1	mission	BC's Mission Statement
2.1-2	Curriculum Committee	Curriculum Committee Homepage--Charge, Goals, Role, Tasks
2.1-3	program review process	2022-23 Instructional Annual Update Program Review Form
2.1-4	programs of study	BC 2023-24 Catalog Programs of Study Webpage
2.1-5	Agriculture, Nutrition, and Culinary Arts Pathway	Agriculture, Nutrition, and Culinary Arts Pathway
2.1-6	Agriculture Animal Science AS-T	Agriculture Animal Science AS-T Program Information
2.1-7	Program Pathway Mapper	Agriculture Animal Science AS-T Program Pathway Mapper
2.1-8	curriculum review and approval process	Curriculum Committee Reference Guide, 2022-23
2.1-9	program templates	Curriculum Committee Curriculum Program Review Checklist, 2023
2.1-10	Course Outline of Record	ANSC B84 COR Report from eLumen
2.1-11	COR for COMM B5 Argumentation and Debate	COMM B5 COR Report from eLumen

Standard/Order in Text	Hyperlink Text	Evidence Description
2.1-12	Bakersfield College ILO Assessment Results	Assessment Committee's ILO Assessment Results
2.1-13	Spring 2022 ILO 2 Assessment Report	Spring 2022 ILO 2 Assessment Report
2.1-14	Spring 2023 ILO 3 Assessment Report	Spring 2023 ILO 3 Assessment Report
2.1-15	publishes the results on our Renegade Scorecard	ISS Student Achievement for ILOs Published in Renegade Scorecard
2.1-16	Curriculum Basics--Review Cycles, slide 7	Curriculum Committee Presentation--Curriculum Basics, slide 7 Review Cycles
2.1-17	CRC 23-24 Calendar--Aug 24 Training	Curriculum Committee 23-24 Calendar--6-yr. Review Drop-In Hours Training
2.1-18	the Curriculum Review Committee	Curriculum Committee April 25, 2024 Meeting Minutes--7.A Upper Division GE Guiding Notes
2.1-19	reviewing upper divisions courses for baccalaureate degree	Upper Division General Education Reviewer's Guiding Notes--draft updated Feb. 26, 2024
2.1-20	Program and Course Approval Handbook	CCCCO Program and Course Approval Handbook
2.1-21	The Curriculum Committee: Role, Structure, Duties, and Standards of Good Practice	ASCCC The Curriculum Committee: Role, Structure, Duties, and Standards of Good Practice
2.1-22	Ensuring Effective Curriculum Approval Processes	ASCCC Ensuring Effective Curriculum Approval Processes
2.1-23	Fall 2023 Curriculum Regionals Gathering	Fall 2023 Curriculum Regionals Gathering, Nov. 4, 2023
2.1-24	CRC Update on Title V Presentation	Curriculum Committee Update on Title V Presentation, Jan. 25, 2024
2.1-25	CRC Update on GE and Transfer Guidelines Presentation	Curriculum Committee Update on GE and Transfer Guidelines

Standard/Order in Text	Hyperlink Text	Evidence Description
2.2-1	Curriculum Reference Guide	Curriculum Committee Reference Guide, 2022-23
2.2-2	updates to department chairs	CRC email to Faculty Chair Updating Which Courses/Programs Need 6-Year Review
2.2-3	Course Review Checklist	CRC Course Review Checklist
2.2-4	Learning Outcome Review Checklist	Assessment Committee's Learning Outcome Review Checklist
2.2-5	Assessment Handbook	Assessment Committee Handbook--Assessment Cycle, pp. 6-8
2.2-6	course syllabi	LIBR B60NC Course Syllabus Fall 2023
2.2-7	catalog	Catalog Course Description for HIST B1
2.2-8	B30	EDU B30 Catalog Description
2.2-9	B31	EDU B31 Catalog Description
2.2-10	B32	EDU B32 Catalog Description
2.2-11	CRC has initiated training sessions	CRC Mar. 23, 2023 Meeting Minutes--Item 6 Training
2.2-12	integrated DEI principles	CRC Presentation Mar. 23, 2023--DEI in Curriculum
2.2-13	assessment	CRC Assessment of DEI in Curriculum Fall23
2.2-14	CRC Nov. 16, 2023 Minutes, see 8.A	CRC Nov. 16, 2023 Meeting Minutes--Action Item 8.A for DEI Assessment
2.2-15	Proposed Amendments to DEI in the COR Regulations	Proposed Amendments to DEI in the COR Regulations
2.2-16	advisory boards	Agriculture Advisory Committee Mar. 23, 2021 Meeting Minutes
2.2-17	CTE Advisory Committee Handbook	CTE Advisory Committee Handbook
2.2-18	20% annually	BC Strategic Directions, 2021-24--SD 1.8 and 2.12 Address Non-Credit Courses
2.2-19	Adult Education	College Council Nov. 4, 2022 Meeting Minutes--Adult Education Section

Standard/Order in Text	Hyperlink Text	Evidence Description
2.2-20	community-based	Adult Learner Community Partners Presentation, Nov. 4, 2022
2.2-21	Some examples	BC Educational Master Plan, 2023-28, Appendices: Evolving Workforce Preparation for the Future--Non-Credit Courses
2.3-1	KCCD Board Policy 4025	KCCD BP4025--Philosophy and Criteria for Degree and General Education
2.3-2	Title 5 section 55601	Title V Section 55601--Philosophy and Criteria for Associate Degree and General Education
2.3-3	general education philosophy	BC's General Education Philosophy & GELOs, Listed in 2023-24 Catalog
2.3-4	BC AA GE Pattern	BC's AA General Education Pattern, Listed in 2023-24 Catalog
2.3-5	BC AS GE Pattern	BC's AS General Education Pattern, Listed in 2023-24 Catalog
2.3-6	CSU GE Pattern	CSU General Education Pattern
2.3-7	IGETC Pattern	IGETC General Education Pattern
2.3-8	IGETC for STEM Pattern	IGETC for STEM General Education Pattern
2.3-9	CRC Proposed Changes to Local GE	Curriculum Committee Proposed Changes to Local GE Pattern Based on Title 5 Changes
2.3-10	CRC Presentation to Senate, March 13, 2024	Curriculum Committee Presentation to Academic Senate re: Revised Local GE Pattern, Mar. 13, 2024
2.3-11	approved	Academic Senate April 3, 2024, Meeting Minutes with Approval of New Local GE Pattern Under Unfinished Business
2.3-12	AB 928	AB 928--Student Transfer Achievement Reform Act of 2021: Associate Degree for Transfer Intersegmental Implementation Committee

Standard/Order in Text	Hyperlink Text	Evidence Description
2.3-13	established criteria	Criteria Chart for Evaluating Courses for General Education Approval/Inclusion
2.3-14	Guiding Notes for General Education Course Review	Guiding Notes for General Education Course Review, Sept. 2023--published by CSU and UC
2.3-15	Assessment Committee Charge	Assessment Committee Homepage--Charge
2.3-16	HIST B30B COR	HIST B30B COR--General Info, Transferability & GE, and Learning Outcomes & Objectives Sections
2.3-17	GEOL B10 COR	GEOL B10 COR--General Info, Assoc. Programs, Transferability/GE, Learning Outcomes Sections
2.3-18	Music AA POR	Music Associate in Arts for Transfer POR
2.3-19	Industrial Automation BS POR	Bachelor of Science in Industrial Automation Program Outline of Record (POR)
2.3-20	INDA B135 COR	INDA B135: Economic Decision Making COR
2.4-1	College website	Bakersfield College Website Homepage
2.4-2	Academics	Academics Homepage
2.4-3	Enrollment & Aid	Enrollment & Aid Homepage
2.4-4	Campus Life	Campus Life Homepage
2.4-5	Services & Resources	Services & Resources Homepage
2.4-6	academic support services	Academic Support Services Homepage
2.4-7	student support services	Student Support Resources Homepage
2.4-8	in-person and virtually	Student Support Services Contact Webpage--In-person and Virtually
2.4-9	Steps to Enroll page	Steps to Enroll Webpage for Admissions and Records
2.4-10	Online Catalog	BC 2023-24 Catalog Homepage
2.4-11	updated annually	Catalog History Showing Updated Annually

Standard/Order in Text	Hyperlink Text	Evidence Description
2.4-12	Learning & Career Pathways	Learning and Career Pathways Homepage
2.4-13	Program Pathways Mapper	Program Pathways Mapper Homepage
2.4-14	detailed information	Agriculture, Nutrition, and Culinary Arts Career Pathway--Occupations & Prospects
2.4-15	program information	Agriculture Animal Science AS-T Program Mapper
2.4-16	Early College	Early College Homepage
2.4-17	BC Early College High School Counselor Conference 2023 Presentation	BC Early College High School Counselor Conference 2023 Presentation
2.4-18	Bridge to BC	Bridge to BC Syllabus
2.4-19	Adult Education Programs	Adult Education Program Partners Webpage
2.4-20	Starfish	Starfish Dashboards--My Success Network & Degree Planner
2.4-21	progress reports	Starfish Progress Survey Faculty Directions
2.4-22	Ocelot	Ocelot Communication Records, 2021-24
2.4-23	text	Ocelot Text Examples to Re-engage Students
2.4-24	social media	Social Media Post to Re-engage Students
2.4-25	events	Transfer Day, Sept. 11, 2023 Recap Email
2.4-26	HBCU Event & Workshops	HBCU Event and Workshops Email, Oct. 23, 2023
2.4-27	Transfer Workshops, Nov. 2023	Transfer Pathway Department November 2023 Workshops
2.4-28	resources	Transfer Pathway Department Fall 23 Transfer Resources and Workshops Email, Nov. 15, 2023
2.4-29	Transfer Journey Infographic	BC Transfer Pathways Transfer Journey Infographic

Standard/Order in Text	Hyperlink Text	Evidence Description
2.4-30	Transfer Journey Momentum Points Infographic	Transfer Journey Momentum Points Infographic
2.4-31	Marketing and Public Relations	Marketing and Public Relations Homepage
2.4-32	Accessibility Center	BC Accessibility Center Homepage
2.4-33	Brand Usage Guidelines & Resources webpage	MPR's Brand Usage Guidelines & Resources Webpage
2.4-34	feedback	Web Services Request Webpage With Links to Forms for Various Types of Feedback/Requests
2.4-35	survey	Website Feedback Survey, Jan. 2021
2.4-36	bilingual enrollment brochures	Bilingual Enrollment Outreach Brochures
2.4-37	information sessions	BC Welcome Information Presentation in Spanish, Fall 2022
2.4-38	Welcome Center and Student Information Desk	BC Contact Us Homepage--SID and Welcome Center Provide Services in Spanish
2.4-39	Assessment Committee	Assessment Committee Homepage
2.4-40	Discussion Topics	Assessment Committee Roundtable Discussions of SLO Assessments
2.4-41	Example Presentation	Discussion Roundtable Presentation--"What I Learned From Student Learning Outcomes"
2.4-42	catalog	LIB B61NC Catalog Entry--SLOs
2.4-43	course syllabi	LIB B61NC Syllabus--SLOs
2.4-44	Course Outline of Record (COR)	LIBR B61NC COR--General Info and Objectives & SLOs Sections
2.4-45	Canvas	LIBR B61NC Canvas Module Identifying SLOs and Objectives Addressed in Week 6
2.5-1	eLumen Program Outline Reports	eLumen Program Outline for Industrial Drawing AS

Standard/Order in Text	Hyperlink Text	Evidence Description
2.5-2	Starfish	Starfish Dashboards--My Success Netword & Degree Planner
2.5-3	Completion Coaching Communities	ACH Completion Coaching Team/Community
2.5-4	Guided Pathways	Educational Master Plan, 2023-28, Appendix--Guided Pathways
2.5-5	correct scheduling procedures	Schedule Updates Presentation at FCDC's Nov. 3, 2023 Meeting
2.5-6	discuss timelines	Schedule Building Presentation at FCDC's Oct. 20, 2023 Meeting--Timeline Discussion
2.5-7	fraudulent students and mitigation strategies	Fraud Mitigation Strategy Presentation
2.5-8	Communication Department's Program Review	Communication Department Program Review, 2023-24
2.5-9	Ad Astra data	AdAstra Data for Fall 2023 Communication Department Course Offerings
2.5-10	Communication Studies Associate in Arts for Transfer	Program Mapper for Communication Studies Associate in Arts for Transfer
2.5-11	Biology Associate in Science for Transfer	Program Mapper for Biology Associate in Science for Transfer
2.5-12	Health Navigator Certificate	Program Mapper for Health Navigation Certificate
2.5-13	Attempting for 15 or more units in the first semester and 30 or more units within the first year	GPS Momentum Points Dashboards for Completion of 15 Units in First Semester and 30 Units in First Year
2.5-14	Successfully completing transfer-level math and English courses within the first year	GPS Momentum Points Dashboards for Completion of Transfer-Level Math and English in First Year
2.5-15	presented findings on persistence rates at BC	"Student Persistence at Bakersfield College" Presentation at College Council's Feb. 11, 2022 Meeting

Standard/Order in Text	Hyperlink Text	Evidence Description
2.5-16	SCFF Targets & Tactics 2022-23 Executive Summary	SCFF Targets & Tactics 2022-23 Executive Summary, June 30, 2022
2.5-17	April 8, 2022	"The Persistence Project" Presentation, April 8, 2022
2.5-18	October 21, 2022	"Persistence Project Update" Presentation at College Council's October 21, 2022 Meeting
2.5-19	Persistence and Retention 2022-23 Overview Presentation	"Persistence and Retention 2022-23 Overview" Presentation
2.5-20	Persistence Dashboard	Persistence Dashboard 2.1 from Office of Institutional Effectiveness' Tableau
2.5-21	Starfish Progress Surveys	Starfish Progress Surveys FAQ Email from Grace Commiso on Sept. 25, 2020
2.5-22	healthy and toxic course combinations	Healthy and Toxic Course Combinations Within the ACH Pathway, Oct. 28, 2022
2.5-23	Preliminary findings	Power Combo Analysis of COMM B1 and ENGL B1A Email on Feb. 27, 2024
2.6-1	courses in multiple modalities	BC 2023-24 Catalog Alternate Class Formats Webpage
2.6-2	ART B1 COR	ART B1 COR--General Info, Outline, Distance and Correspondence Education Criteria and Standards Sections
2.6-3	COMM B1 COR	COMM B1 COR--General Info, Min Quals, Course Development, Outline, Delivery Method and Distance Ed Sections
2.6-4	FIRE B2 COR	FIRE B2 COR--General Info, Outline, Distance and Correspondence Education Criteria and Standards Sections
2.6-5	Feb. Minutes-Section III.D	Communication Department Feb. 22, 2021 Meeting Minutes--Section III.D. Discussion of Asynchronous Offerings

Standard/Order in Text	Hyperlink Text	Evidence Description
2.6-6	March Minutes-Section III.B	Communication Department Mar. 22, 2021 Meeting Minutes--Section III.B. Discussion of Asynchronous Offerings
2.6-7	April Minutes-Section III.A	Communication Department Apr. 26, 2021 Meeting Minutes--Section III.A. Discussion of Asynchronous Offerings
2.6-8	Results from the pilot project	"Reflecting on Online Student Success" FLEX Presentation by COMM Dept., Spring 2024
2.6-9	Alternate Class Formats	BC 2023-24 Catalog Alternate Class Formats Webpage
2.6-10	Course Attribute Definitions	KCCD Institutional Research Dashboard Definitions--Course Attribute Definitions
2.6-11	Alternate Times and Locations	BC Academics Class Schedule Webpage--Alternate Times and Alternate Locations
2.6-12	Community Colleges Chancellor's Office Update	Community Colleges Chancellor's Office Update Presentation, Aug. 3, 2024--Dual Enrollment & BC Early College
2.6-13	BC's Rising Scholars Program On the Inside	Rising Scholars Program On the Inside Webpage
2.6-14	1,703 students in 2022-23	Educational Master Plan, 2023-28--Rising Scholar Info
2.6-15	support services	Rising Scholars Program Webpage-Formally Incarcerated Services
2.6-16	analyze disaggregated student success data	Psychology Department Program Review Assessment Report, 2018-19
2.6-17	tracks enrollment by modality	KCCD Institutional Research Office Enrollment Dashboard by Modality for Bakersfield College, 2018-23
2.6-18	course success rates by modality	Renegade Scorecard Institution-Set Standards Course Success Rates by Modality
2.6-19	disaggregated by ethnicity	BC Office of Institutional Effectiveness ISS Dashboard Fall Course Success Rates by Modality and Ethnicity

Standard/Order in Text	Hyperlink Text	Evidence Description
2.6-20	presentations concerning the changes outlined in Title V regarding Distance Education	"DE Title V Changes" Presentation by BC Curriculum Articulation Officer, April 2023
2.6-21	establishment of the Distance Education (DE) Task Force	Academic Senate Appointments to Task Forces and Other Groups, Updated Jan. 29, 2024, DE Taks Force p. 4
2.6-22	charged	BC Distance Education Task Force Charge, Approved by Academic Senate Aug. 30, 2023
2.6-23	presented its recommendations	BC DE Task Force Recommendations Presentation at Apr. 17, 2024 Academic Senate Meeting
2.7-1	connect them to resources	Faculty Renegade Nexus Program Referral in Starfish
2.7-2	completion team	Example of Student Completion Team in Starfish
2.7-3	connect	"How To: Make an Appointment in Starfish" Webpage
2.7-4	Student Education Plans	"How To: Add Your SEP to Degree Planner in Starfish" Webpage
2.7-5	Basic Needs Center	Renegade Nexus Presentation and Data for Spring 2023
2.7-6	CalWORKs	CalWORKs Homepage
2.7-7	CARE	CARE Homepage
2.7-8	CalWORKs	CalWORKs Brochure
2.7-9	CARE	CARE Brochure
2.7-10	CalWORKs	CalWORKs Information in BC Catalog, 2023-24
2.7-11	CARE	CARE Information in BC Catalog, 2023-24
2.7-12	Students of Concern (SOC) Team	Students of Concern Team Webpage
2.7-13	referral process	BC Incident Reporting Form--Goes to Students of Concern Team

Standard/Order in Text	Hyperlink Text	Evidence Description
2.7-14	Student Disciplinary Committee Training	"Student Disciplinary Committee Training" Presentation Slides
2.7-15	Violence, Abuse, & Trauma Summit	Certificate of Attendance for 28th International Summit on Violence, Abuse, & Trauma Across the Lifespan
2.7-16	certifications	Adult Mental Health First Aid USA Certification, July 21, 2022
2.7-17	develop procedures	Student Referral Chart for Connecting Students to Appropriate Resources, Created by Students of Concern Team
2.7-18	ACDV B55NC: Bridge to BC	ACDV B55NC: Bridge to BC in BC Catalog, 2023-24
2.7-19	About Bridge to BC and Its Topics	Bridge to BC Homepage
2.7-20	enroll in subsequent spring and fall courses	Persistence Rates for fall to Spring and Fall to fall Disaggregated by Summer Bridge Participation
2.7-21	complete transfer-level English and Math in their first year	Completion Rates for Transfer-Level English and Math in First Year Disaggregated by Summer Bridge Participation
2.7-22	Step Up to STEM Academy	Step Up to STEM Academy Webpage
2.7-23	Counseling and Advising Department Catalog Description	Counseling and Advising Department Information in BC Catalog, 2023-24
2.7-24	Counseling and Advising Webpage	Counseling and Advising Homepage
2.7-25	Student Development courses	Student Development (STDV) Course Offerings in BC Catalog, 2023-24
2.7-26	available	Extended Opportunity Programs & Services (EOPS) Homepage
2.7-27	website	The EOPS Program Webpage
2.7-28	fliers	EOPS and Next Up Flier

Standard/Order in Text	Hyperlink Text	Evidence Description
2.7-29	catalog	Extended Opportunity Programs & Services (EOPS) Information in BC Catalog, 2023-24
2.7-30	customized	Program Pathways Mapper Homepage
2.7-31	Learning and Career Pathways	Program Pathways Mapper Learning and Career Pathways Webpage
2.7-32	Program Mapper for Industrial Technology & Transportation Programs	Program Pathways Mapper for Industrial Technology & Transportation Programs
2.7-33	Financial Aid Applications	Financial Aid Application Assistance Workshop Information for April 1, 2024 Event
2.7-34	Scholarship Writing	Financial Aid Scholarship Writing Workshop Information for Jan. 17, 2024 Event
2.7-35	available year-round	Financial Aid Workshops Offered Year-Round, Calendars for 2023-24 Academic Year
2.7-36	Financial Aid Fest	Financial Aid Fest 2024 Information for Feb. 7, 2024 Event
2.7-37	Panorama main campus	Services Available at Panorama Main Campus Library, Fall 2023 Ad
2.7-38	Delano campus	Services Available at Delano Campus Library, Fall 2023 Ad
2.7-39	Southwest campus	Services Available at BCSW Campus Library, Fall 2023 Ad
2.7-40	LibChat	LibChat Widget on Library Homepage
2.7-41	Chats on Nov. 14, 2023	Library Chats Received on Nov. 14, 2023
2.7-42	100 databases	A-Z Databases Landing Page
2.7-43	OneSearch	OneSearch Advanced Search Screen
2.7-44	orientations	Library Orientation Request Form
2.7-45	webpage	Library Research Skills Workshops Webpage
2.7-46	schedule	Library Research Skills Workshops Spring 2024 Schedule
2.7-47	LIBR B1	LIBR B1 Catalog Entry, 2023-24

Standard/Order in Text	Hyperlink Text	Evidence Description
2.7-48	LIBR B60NC	LIBR B60NC Catalog Entry, 2023-24
2.7-49	LIBR B61NC	LIBR B61NC Catalog Entry, 2023-24
2.7-50	2022-23 Library Stats	Library Statistics Pie Charts for 2022-23 Academic Year
2.7-51	Fall 2022 Library Services Assessment Report	Fall 2022 Library Services Assessment Report
2.7-52	Library Department Meeting Minutes, May 6, 2024	Library and Academic Technology Department Meeting Minutes for May 6, 2024--highlights changes based on feedback
2.7-53	Writing Center	Writing Center Homepage
2.7-54	Canvas workshops	Writing Center Asynchronous Canvas Workshops, Fall 2023
2.7-55	Athletics	Writing Center Athletics Study Hall Presentation, Spring 2023
2.7-56	Early College	Writing Center Early College Support Presentation, Summer 2022
2.7-57	ENGL B1A	ENGL B1A Week 14 Formal Paper Requirements, Fall 2023
2.7-58	ENGL B100	Dr. Kumelos' ENGL B100 Fall 2023 Syllabus--Writing Center Requirements Highlighted
2.7-59	tracks all student interactions	Spring 2024 Writing Center Starfish Report for Student Use, Run May 13, 2024
2.7-60	works with the Office of Institutional Effectiveness	Email from OIE's Sooyeon Kim With Data for Fall 2021-Spring 2023 Students Using Writing Center
2.7-61	Tutoring Center	Tutoring Center Flyer, fall 2023
2.7-62	Tutoring Center webpage	Tutoring Center Homepage
2.7-63	Tutoring Referral Student Triage Process	Email From Dr. Kimberly Bligh Explaining the Education Department Tutoring Referral Student Triage Process, Feb. 14, 2024
2.7-64	student usage	2021-22 Non-Instructional Annual Update Program Review--Academic Support

Standard/Order in Text	Hyperlink Text	Evidence Description
		Programs--Last Section: Current & Future Trends, Program Planning, Conclusion, and Recommendations
2.7-65	tutee feedback	Evaluation of Tutoring Services Results, Fall 2023
2.7-66	Math Learning Center	Math Learning Center Homepage--Has Summer 2024 Information
2.7-67	ALEKS	Math Learning Center Catalog Entry, 2023-24
2.7-68	available	Math Learning Center Hours, Fall 2023
2.7-69	Student Success Lab	Student Success Lab Homepage
2.7-70	Catalog Description	Student Success Lab Catalog Entry, 2023-24
2.7-71	Veteran Services	BC Veteran Services Homepage
2.7-72	priority registration	BC Veteran Services Priority Registration Flyer
2.7-73	workshops	BC Veteran Services Lunch & Learn Workshop With Writing Center, Sept. 13, 2023
2.7-74	tutoring	Veteran's Resource Center Tutoring Flyer
2.7-75	Veteran Resource Center	The Vernon Valenzuela Veterans Resource Center Brochure
2.7-76	Centers of Excellence for Veteran Student Success grant	Center of Excellence for Veteran Success (CEVSS) Program Webpage
2.7-77	VetFest	BC Veteran Services VetFest 2023, Nov. 15, 2023
2.7-78	increased completion	Veteran Degree/Certificate Earnings 2022 Stats From KCCD First-Time Degree-Seeking Cohort Dashboard
2.7-79	Disabled Student Programs & Services	Disabled Student Programs & Services (DSPS) Homepage
2.7-80	reasonable accommodations	DSPS Catalog Entry, 2023-24

Standard/Order in Text	Hyperlink Text	Evidence Description
2.7-81	DSPS New Student Intake Packet	DSPS Packet Request Form
2.7-82	benefits of DSPS	DSPS Brochure
2.7-83	Student Health & Wellness Center	Student Health & Wellness Center (SHWC) Homepage
2.7-84	SHWC services	Student Health Services Webpage
2.7-85	Student Health Satisfaction Survey	SHWC Student Health Satisfaction Survey
2.7-86	Aera STEM Student Success Center	Aera STEM Student Success Center Webpage
2.7-87	tutoring	Tutoring for STEM Students Webpage
2.7-88	employment opportunities	STEM Student Employment Opportunities Webpage
2.7-89	Mathematics, Engineering, Science, Achievement	Mathematics, Engineering, Science, Achievement Program (MESA) Homepage
2.7-90	specialized academic and support services	MESA Catalog Entry, 2023-24
2.7-91	Umoja Community African-American Success Through Excellence and Persistence	Umoja Community ASTEP Homepage
2.7-92	End of Semester Celebration	Umoja End of Semester Celebration Event, May 21, 2022, Instagram Post
2.7-93	Ubuntu Leadership Retreat	Umoja Ubuntu Leadership Retreat, Sept. 23, 2023, Instagram Post
2.7-94	student club	Umoja Club Webpage
2.7-95	study space	Umoja Village Study Space, Instagram Post Oct. 12, 2023
2.7-96	persistence rates from fall 2022 to spring 2023 of 69%	Umoja Persistence Rates Fall 2022 to Spring 2023
2.7-97	Early College	Early College Homepage
2.7-98	second in the state in fall 2021	EdSource Article "Dual Enrollment Thrives in Central Valley Area Where Few Earn College Degrees: Kern County Is Home to

Standard/Order in Text	Hyperlink Text	Evidence Description
		One of California's Fastest-Growing Dual Enrollment Programs," Nov. 30, 2022
2.7-99	over 16,000 students in 2023-24	KCCD Early College Student Headcount Data Comparing 2021-22, 2022-23, and 2023-24 Academic School Years
2.7-100	Thirty-eight high schools	Early College Opportunities by High School Webpage
2.7-101	selectively at the Kern High School District	Early College Opportunities at KHSD Webpage
2.7-102	457 students	KCCD Early College Student Outcomes for Awards Given in 2019-20, 2020-21, 2021-22, and 2022-23
2.7-103	179 earning Associate degrees	Early College Newsletter, Spring 2023 Edition--Early College Students Continue to Break Barriers Across Kern County
2.7-104	advisors, counselors	Early College Faculty and Staff Directory Webpage
2.7-105	events and resources	Early College Events Webpage
2.7-106	global and international community	International Students Photo Gallery and Student Testimonial Webpage
2.7-107	resources	Newly Admitted F-1 Students Webpage
2.7-108	services and academic counseling	Continuing International Students Webpage
2.7-109	academic advising	Transfer Exploration Webpage
2.7-110	workshops	Upcoming Transfer Events Webpage
2.7-111	Transfer Guide	Transfer Guide in BC Catalog, 2023-24
2.7-112	fairs	Transfer Day 2023, Sept. 11, 2023
2.7-113	Transfer Pathways Department	Transfer Pathways Homepage
2.7-114	Career Services	Career Services Homepage
2.7-115	student employment	Student Employment Homepage
2.7-116	recruitment and internship	Student Employment Industry Employers Webpage for Job Recruitment and Internships

Standard/Order in Text	Hyperlink Text	Evidence Description
2.7-117	career counseling	Career Services Career Counseling Webpage
2.7-118	career readiness resources	Student Employment Career Readiness Resources Webpage
2.7-119	academic	Academic Support Services Section in BC Catalog, 2023-24
2.7-120	student	Student Services Section in BC Catalog, 2023-24
2.7-121	syllabi	COMM B4 Spring 2024 Syllabus--Example Support Services Statements
2.7-122	sample syllabus statements	Sample Syllabus Statements Email From Nicky Damania, Jan. 11, 2024
2.7-123	each program and service	Program Review List 2022--Includes PRC Review Teams for each report
2.8-1	Agriculture Department's student engagement opportunities	Agriculture Dept. Hands-One Education and Student Organizations Presentation, 2023
2.8-2	Agriculture and Manufacturing Career Expo	Agriculture and Manufacturing Career Expo Flyer, Oct. 20, 2023
2.8-3	networking	2022 MESA STEM and Pre-Health Conference, April 2, 2022
2.8-4	The Renegade RIP	Renegade RIP Oct. 4, 2023 Edition
2.8-5	over 40 public performances yearly	Performing Arts Hosted Events and Performances for 2023-24 Academic Year
2.8-6	historically under-resourced populations	Performing Arts Valdez Musical, April 27-29, 2023
2.8-7	Summer Academies	Early College Summer Academy 2023 Slide Show
2.8-8	mission statement	Renegade Athletics Mission Statement
2.8-9	Women's Track & Field	Track & Field Schedule, 2024
2.8-10	Volleyball	Volleyball Schedule, 2023
2.8-11	Baseball	Baseball Schedule, 2024

Standard/Order in Text	Hyperlink Text	Evidence Description
2.8-12	Football	Football Schedule, 2023
2.8-13	Student Athletic Advisory Council (SAAC) Spring BBQ	Student Athletic Advisory Council (SAAC) Spring BBQ 2024--Save the Date Email
2.8-14	Annual Awards	Renegade Athletics Student Success Handbook, 2022-23--Annual Student Athlete Awards Section (p.26)
2.8-15	Intercollegiate Athletics Courses	Athletics Department Homepage--Intercollegiate Athletics Courses
2.8-16	successful retention	Fall to Spring Persistence Data for Athletes vs. Non-Athletes, 2018-22
2.8-17	units attempted	First-Time Students Attempting Units Data for Athletes vs. Non-Athletes, 2014-22
2.8-18	First-Year Transfer Level English and Math	First-Year Transfer-Level English and Math Data for Athletes vs. Non-Athletes, 2014-22
2.8-19	Golden Four	First-Year Completion of Golden Four Data for Athletes vs. Non-Athletes, 2014-22
2.8-20	Award Completion	Two- and Three-Year Award Completion Data for Athletes vs. Non-Athletes, 2014-22
2.8-21	Co-curricular activities	Delano Campus Pinata Party Co-curricular Activity, Sept. 26, 2023
2.8-22	Entree to Employment	Entree to Employment Event, April 25, 2023, and Etiquette Workshops, March 16 & 20, 2023 Flyer
2.8-23	Criminal Justice Panel	Criminal Justice Community Panel and Recruitment Fair, April 20, 2023
2.8-24	link students with potential employers	Student Employment Career Events, 2023
2.8-25	BC Launchpad	Bakersfield College Launchpad Presentation, Fall 2023
2.8-26	student organizations	Student Organizations Homepage
2.8-27	student learning	BCSGA Constitution Day, Sept. 18, 2023
2.8-28	leadership	Distinguished Speaker Series, 2021-22

Standard/Order in Text	Hyperlink Text	Evidence Description
2.8-29	involvement	BCSGA Student Involvement Festival, Aug. 31, 2023
2.8-30	service outside the classroom	BCSGA Civic and Voter Empowerment Action Plan, 2022-23
2.8-31	conferences	Paula Parks Facebook Post Regarding Umoja Community Education Foundation Conference, Nov. 5, 2023
2.8-32	tours to Historically Black Colleges and Universities	"Umoja Students Tour HBCUs" in *Observer*, April 18, 2023
2.8-33	Child Development Center	Child Development Center Homepage
2.8-34	engaged and supported	CARE and CalWORKs Events and Fundraiser Flyers, Fall 2023
2.8-35	veterans thrive	Fall to Spring Persistence Comparisons of Veterans to Non-Veterans by Student Journey Type, Fall 2018- Fall 2023
2.8-36	Undocumented Student Support Program	AB540 Undocumented Students--Compilation of Programs, Presentations, Events, and Services Offered, Fall 2023
2.8-37	NextUp Program	NextUp Accomplishments Summary, Spring 2023
2.8-38	The Lavender Initiative	Lavender Initiatives Homepage
2.8-39	events	DSPS Resource Fair, Oct. 31, 2023
2.8-40	faculty and staff education	DSPS Recommended Top 5 Best Practices for Faculty
2.8-41	services and accommodations	Accommodations for DSPS Students Webpage
2.9-1	Program Review	"Completing Your Program Review, 2024-25" Presentation by Program Review Committee (PRC)
2.9-2	during the COVID-19 pandemic	2020-21 Program Review Folders on Program Review Committee Website
2.9-3	Institutional Research (IR) Office	Annual Program Review Data Homepage from KCCD Institutional Research Office

Standard/Order in Text	Hyperlink Text	Evidence Description
2.9-4	Office of Institutional Effectiveness (OIE)	BC Office of Institutional Effectiveness Homepage
2.9-5	Student Learning Outcomes Assessment Plans	Student Learning Outcomes Assessment Plans for Each Academic Program
2.9-6	PARR Cycle of Assessment	BC Assessment Handbook, Updated April 2022
2.9-7	English Department's Program Review for 2020-21	English Department Instructional Program Review, 2020-21--easiest to look at Synopsis Recommendations for WC Embed Pilot
2.9-8	Fall 2023	Embedded Writing Center Tracking for Fall 2023
2.9-9	Data from OIE	Student Success Data for Embedded Writing Center in ENGL and EMLS, Email from OIE to WC, Feb. 28, 2023
2.9-10	predominant modality of embedded CRNs was asynchronous instruction that term	Embedded Writing Center Tracking for Fall 2022
2.9-11	Writing Center support	Writing Center Hybrid Program Review, 2023-24
2.9-12	1760 workshop certificates were awarded	Writing Center Asynchronous Canvas Workshops Certificates Awarded in Fall 2023
2.9-13	program reviews	Library Hybrid Program Review, 2022-23
2.9-14	summaries of library orientations	Library Orientation Data for Spring 2023
2.9-15	surveys of instructors	Library Orientation Faculty Feedback Survey
2.9-16	student surveys	Library Workshop Student Survey--Example for Evaluating Books Workshop
2.9-17	focus groups	"Improving Information Literacy Instruction at BC" Presentation as Part of CLEAR Action Research Fellowship by Faith Bradham

Standard/Order in Text	Hyperlink Text	Evidence Description
2.9-18	preferred the online format	Library Workshop Data for Fall 2022--Including Student Survey Results Preferring Online Workshops
2.9-19	comprehensive assessment	Comprehensive Library Services Assessment, Fall 2022
2.9-20	Extended Opportunity Program and Services (EOPS) 2021-22 Program Review	Extended Opportunity Program and Services (EOPS) Non-Instructional Program Review, 2021-22
2.9-21	2022-23 Program Review	Extended Opportunity Program and Services (EOPS) Non-Instructional Program Review, 2022-23
2.9-22	Employee Survey	ISIT Annual Employee Technology Needs Survey, Spring 2023--Summary Released Fall 2023
2.9-23	Student Survey	ISIT Annual Student Technology Survey Summary, 2022
2.9-24	renegotiate the contract with Edmentum	Email Confirmation of Renegotiation Meeting with Edmentum for March 2, 2023 for Student Success Lab Licenses
3.1-1	Information Technology	KCCD District Office Information Technology Administrative Unit Review, 2022-24
3.1-2	Business Services	KCCD District Office Business Services Administrative Unit Review, 2022-24
3.1-3	Office of Institutional Research & Reporting	KCCD District Office Institutional Research Administrative Unit Review, 2022-24
3.1-4	Human Resources	KCCD District Office Human Resources Administrative Unit Review, 2022-24
3.1-5	Construction & Facilities Planning	KCCD District Office Construction & Facilities Planning Administrative Unit Review, 2022-24
3.1-6	Educational Services	KCCD District Office Education Services Administrative Unit Review, 2022-24

Standard/Order in Text	Hyperlink Text	Evidence Description
3.1-7	Workforce & Economic Development	KCCD District Office Workforce & Economic Development Administrative Unit Review, 2022-24
3.1-8	requests for staffing hires	2022-2023 Resource Request Faculty Positions Document
3.1-9	institutional mission	BC Mission Statement with Approval Pattern by College Council and Academic Senate, 2017-2020
3.1-10	established guidelines	KCCD Equal Employment Opportunity Plan, 2024-27
3.1-11	training sessions	KCCD Screening Committee Training Workshop Presentation, 2023
3.1-12	Feedback from participants	KCCD Screening Committee Training Workshop Evaluation Form
3.1-13	KCCD AP7120	KCCD AP7120--Recruitment and Hiring
3.1-14	KCCD BP7120	KCCD BP7120--Recruitment and Hiring
3.1-15	CA Code of Regulations Title V 53021--Recruitment	CA Code of Regulations--Title V--53021--Recruitment
3.1-16	CCCCO Minimum Qualifications for Faculty & Admin Handbook	CCCCO Minimum Qualifications for Faculty and Administration Handbook, 18th Edition
3.1-17	KCCD BP8700	KCCD BP8700--Faculty Hiring
3.1-18	position approval process	Bakersfield College NeoEd Approval Process Chain of Command, Updated March 7, 2024
3.1-19	Recruitment Round Up	KCCD Recruitment Round Up Email with Internal Job Postings, Oct. 13, 2023
3.1-20	external postings	KCCD Job Opportunities Posting Online, March 19, 2024
3.1-21	Librarian Faculty	KCCD Job Posting for Bakersfield College Technical Services Librarian, March 4, 2024
3.1-22	Nursing Faculty	KCCD Job Posting for Bakersfield College Nursing Instructor, Feb. 1, 2024

Standard/Order in Text	Hyperlink Text	Evidence Description
3.1-23	responsibilities	CCA Faculty Contract, 2023-26--Article 4: Professional Expectations
3.1-24	faculty prioritization vote	FCDC Faculty Priority Voting Results, 2023-24
3.1-25	compliance	Faculty Obligation Number (FON) Compliance Report, Fall 2022
3.1-26	CSEA Article 13	CSEA Contract, 2021-24--Article 13--Employment Policies
3.1-27	KCCD BP7230	KCCD BP7230--Classified Employees
3.1-28	KCCD AP7230	KCCD AP7230--Classified Employees
3.1-29	KCCD BP7240	KCCD BP7240--Confidential Employees
3.1-30	KCCD AP7240	KCCD AP7240--Confidential Employees
3.1-31	KCCD BP7250	KCCD BP7250--Educational Administrators
3.1-32	KCCD AP7250	KCCD AP7250--Educational Administrators
3.1-33	KCCD BP7260	KCCD BP7260-- Classified Supervisors and Managers
3.1-34	KCCD AP7260	KCCD AP7260-- Classified Supervisors and Managers
3.1-35	district-wide	KCCD Interim Manager or Administrator Opportunity Email, March 18, 2024
3.1-36	pre-drafted job descriptions	KCCD HR Job Descriptions List for Management
3.1-37	equivalency requirements	KCCD AP7211--Faculty Service Areas, Minimum Qualifications, and Equivalencies
3.1-38	equivalency process	Bakersfield College Equivalency Procedures, Approved Nov. 3, 2022 by Equivalency Committee
3.1-39	job description indicates	Foreign Degree Excerpt From Job Description Postings
3.1-40	California Code of Regulations Title V 53420	CA Code of Regulations--Title V--53420--Minimum Qualifications for Educational Administrators

Standard/Order in Text	Hyperlink Text	Evidence Description
3.1-41	annual reports	Appendix B of KCCD 2024-27 EEO Plan--Ethnicity, Gender, Disability Data for Bakersfield College
3.1-42	adopted	KCCD BOT Approval of District 2024-27 EEO Plan on June 13, 2024
3.1-43	BP7100	KCCD BP7100--Commitment to Diversity
3.1-44	BP3410	KCCD BP3410--Nondiscrimination
3.1-45	BP3420	KCCD BP3420--Equal Employment Opportunity
3.1-46	Equal Opportunity & Diversity Advisory Committee (EODAC)	BC's Equal Opportunity & Diversity Advisory Committee (EODAC) Homepage
3.1-47	District's EEO Advisory Committee	KCCD's EEO Advisory Committee on DEI & EEO Homepage
3.2-1	Professional Development Committee (PDC)	Professional Development Committee Homepage
3.2-2	offers scholarships	Professional Development Committee Sept. 12, 2023 Meeting Minutes--PD Scholarships
3.2-3	Opening Day	Opening Day 2023 Article, Aug. 17, 2023
3.2-4	Closing Day	Closing Day May 12, 2022 Invitation
3.2-5	Flex Week	Flex Week Schedule, Aug. 14-16, 2023
3.2-6	Academic Technology department	Academic Technology Department Homepage
3.2-7	New Faculty Seminar	New Faculty Seminar Agenda, Sept. 2023
3.2-8	Professional Development (PD) department homepage	Professional Development Department Homepage--Info on New Faculty Seminar & Adjunct Faculty Orientation
3.2-9	BC Academic Tech blog	Academic Tech Blog, Oct. 24, 26, and 31, 2023
3.2-10	Pedagogy In Practice videos	Academic Technology Pedagogy In Practice Videos, Episodes 1-56
3.2-11	newsletters	Academic Technology Pedagogy In Practice Newsletter Email, Nov. 17, 2022

Standard/Order in Text	Hyperlink Text	Evidence Description
3.2-12	workshops	Professional Development Workshops, 2022-23
3.2-13	Humanizing Online STEM Academy	Humanizing Online STEM Academy Homepage
3.2-14	CLEAR Action Research Fellowship	CLEAR Action Research Fellowship Virtual Posters Webpage, Apr. 25, 2023
3.2-15	PD homepage	Professional Development Department Homepage--Info on Person Up Fellowship
3.2-16	Peer Online Course Review	Peer Online Course Review (POCR) Course Info from CA Community Colleges @ONE
3.2-17	Level Up	Level Up Program Information Email, Apr. 19, 2022
3.2-18	Faculty Diversification Fellowship	Faculty Diversification Fellowship Program Newsletter, "Fall 2021 Faculty Fellows: Part II," Sept. 2021
3.2-19	New Employee Orientation	New Employee Orientation PowerPoint Presentation
3.2-20	New Management Academy and the New Classified Academy	New Management and Classified Academies Schedule, 2023-24
3.2-21	KCCD Management Association	KCCD Management Association Lunch & Learn Webinars Schedule, 2023-24
3.2-22	Support Staff Round Table	Support Staff Round Table, April 20, 2023
3.2-23	survey results	New Faculty Seminar Survey Results, 2022-23
3.2-24	evaluation forms	Flex Week Evaluation Form, Fall 2019
3.2-25	evaluating disaggregated student success data in their courses	Disaggregated COMM B4 Student Data for Reflection and Evaluation for Person Up Fellowship Program, 2021
3.2-26	reflecting and iterating on classroom data	CLEAR Action Research Fellowship "Reflecting on Results" Presentation, 2023
3.2-27	FRISK Documentation Model	FRISK Documentation Model Training Presentation, June 20, 2023

Standard/Order in Text	Hyperlink Text	Evidence Description
3.2-28	Hiring Screening Committee	KCCD Screening Committee Training Workshop Presentation, 2023
3.2-29	Administrative Policy 7160	KCCD AP7160--Professional Development
3.2-30	Leadership Academy	KCCD Leadership Academy Application, 2022
3.2-31	evaluation of training	KCCD Screening Committee Training Workshop Evaluation Form
3.3-1	(AP) 7150	KCCD AP7150--Evaluation
3.3-2	Articles Six and Seven	CCA Faculty Contract, 2023-26--Articles 6 & 7--Evaluation of Full-Time and Adjunct Faculty
3.3-3	Faculty Evaluation Forms	Faculty Evaluation Forms
3.3-4	Classified evaluations	Classified Personnel Performance Evaluation Report Form
3.3-5	written agreement	CSEA Contract, 2021-24--Permanant Employee Evaluation
3.3-6	probationary period	CSEA Contract, 2021-24--Probationary Period
3.3-7	process entails	Report of Confidential and Management Employee Evaluation Form
3.3-8	evaluation survey	Confidential and Management Evaluation Survey
3.3-9	regular reports	Confidential and Management Employee Evaluation List 2019-20 with Due Dates
3.3-10	remediation plan	CCA Faculty Contract, 2023-26--Article 6 Mode B Remediation Plan
3.3-11	progressive discipline	CSEA Contract, 2021-24--Progressive Discipline
3.3-12	AP 7150	KCCD AP7150--Evaluation
3.4-1	general unrestricted budget allocation of	KCCD Unrestricted GU001 Budget Allocation Worksheet for 2023-24 Fiscal Year

Standard/Order in Text	Hyperlink Text	Evidence Description
	$160,984,563 for the 2023-2024 fiscal year	
3.4-2	reserves steadily increased	Bakersfield College Remaining Budget for Reserves, 2019-20 FY to 2023-24 FY
3.4-3	combined restricted annual budget of $107,418,359 for the 2023-2024 fiscal year	KCCD Adopted Budget Report, 2023-24
3.4-4	194% increase in categorical resources over the last five fiscal years	Closing the Loop FY23, Section E--Categoricals and Grants
3.4-5	budget development calendar	BC Master Budget/Fiscal Calendar, 2024-25
3.4-6	"Closing the Loop"	Closing the Loop, FY 2023 Annual Report
3.4-7	Requests for ongoing and one-time funding	Performing Arts--Music Program Review Budget Requests, FY 2021-22
3.4-8	Educational Master Plan	BC's Educational Master Plan, 2023-28
3.4-9	Facilities Master Plan	BC's Facilities Master Plan, Update Spring 2018
3.4-10	Technology Master Plan	BC's Technology Master Plan, 2023-26
3.4-11	Budget Decision Criteria	BC's Budget Decision Criteria, 2023
3.4-12	Program Directors and Program Managers	Administrative Organization Chart, Updated March 11, 2024
3.5-1	Program Review	Agriculture Business Instructional Program Review, 2020-21--Especially Mission and Alignment Section
3.5-2	review of fiscal requests	BS of Industrial Automation Program Review Budget Requests, FY 2024-25
3.5-3	Processes	"Program Review and the Budget Connection" Document, 2020
3.5-4	anticipated allocation from the district	KCCD Tentative Budget, 2024-25

Standard/Order in Text	Hyperlink Text	Evidence Description
3.5-5	expenditures for salaries and benefits	KCCD Tentative Budget, 2024-25, Presentation--Slide 10 Contains Salaries and Benefits
3.5-6	requests from Program Review	Program Review Committee Folders Containing All Budget and Resource Requests, 2023-24
3.5-7	chargebacks to the district	KCCD Unrestricted GU001 Budget Allocation Worksheet for 2023-24 Fiscal Year
3.5-8	Program Review Budget Request workbook	Program Review Budget Request Workbook, FY25--Example for Waller--Instruction Page and Tabs
3.5-9	Student-Centered Funding Formula (SCFF)	KCCD Student-Centered Funding Formula (SCFF), 2022-23
3.6-1	Board Policy (BP) 6100	KCCD BP 6100--Delegation of Authority, Business and Fiscal Affairs
3.6-2	California Community Colleges Budget and Account Manual (BAM)	California Community Colleges Budget and Account Manual (BAM), 2012
3.6-3	financial information	Cognos Financial Report for Bakersfield College, FY 2024
3.6-4	comprehensive annual KCCD external audit	KCCD Annual Financial Audit, 2022-23
3.6-5	shared with the Board	KCCD BOT Sept. 8, 2022 Meeting Minutes--Finance & Audit Subcommittee Report to Board
3.6-6	available on the KCCD website	Annual Audit Reports Available on KCCD Website Under Business Services
3.6-7	Budget Committee	Budget Committee Jan. 22, 2024 Meeting Minutes--Including Budget Updates by Calvin Yu, VPFAS
3.6-8	College Council	College Council Apr. 2, 2024 Meeting Minutes--Budget Office Updates

Standard/Order in Text	Hyperlink Text	Evidence Description
3.6-9	campus-wide Budget Forums	Bakersfield College All-Campus Budget Forum Presentation, Apr. 29, 2024
3.7-1	Annual Unrestricted Fund Carryover/Actual Ending Fund Balance Report	KCCD Unrestricted Fund Final Carryover Calculations/Actual Ending Balance Report, 2022-23
3.7-2	2023-24 Adopted Budget	KCCD Adopted Budget, 2023-24, Sept. 9, 2023--District Office and Bakersfield College Sections
3.7-3	2024-25 Tentative Budget	KCCD Tentative Budget, 2024-25, June 13, 2024--District Office and Bakersfield College Sections
3.7-4	KCCD Board's Finance and Audit Committee	KCCD BOT Finance & Audit Committee May 30, 2024 Meeting Minutes
3.7-5	CCFS 311 financial status reports	KCCD Annual CCFS 311 Revenues, Expenditures, and Fund Balance Data for All Funds--COGNOS Report, 2024
3.7-6	Other Post Employment Retirement (OPEB) audits	KCCD Retirement Board May 25, 2023 Meeting Minutes--Other Post Employment Retirement (OPEB) Audit Report
3.7-7	annual report	KCCD Bond Oversight Committee Facilities Planning & Construction Report, 2023-24--Apr. 24, 2024 Presentation
3.7-8		
3.8-1	Administrative Unit Review	KCCD District Office Construction & Facilities Planning Administrative Unit Review, 2022-24
3.8-2	CCCCO Annual Space Inventory Report	KCCD Annual Space Inventory Report, 2023-24
3.8-3	Facilities and Sustainability Committee	BC Facilities and Sustainability Committee Charge, Dec. 2021

Standard/Order in Text	Hyperlink Text	Evidence Description
3.8-4	Facility Requests, 2023-24	Program Review Facility Requests, 2023-24
3.8-5	Facility Requests, 2020-21	Program Review Facility Requests, 2020-21
3.8-6	Facilities Master Plan	BC Facilities Master Plan 2018-2024
3.8-7	SMSR 2022-23 Roof Replacement Industrial Tech	Revised Project Program Report--SMSR 2022-23 Roof Replacement for Industrial Technology Building
3.8-8	2022-23 Scheduled Maintenance Project Funding Proposal to Replace FACE Building Water Lines	2022-23 Scheduled Maintenance Project Funding Proposal--Replace Domestic Water Lines for FACE Building
3.8-9	2023-24 SMSR Projects Sampling	2023-24 SMSR Projects in Finance & Administrative Services (FAS) ShareDrive
3.8-10	Facilities and Sustainability Committee	Facilities and Sustainability Committee Facility Requests Final Priority Vote, 2022
3.8-11	maintenance management and work order system	KCCD School Dude Maintenance Request Portal
3.8-12	Regular inspections	Facility Condition Assessment Report, March 19, 2024
3.8-13	Facilities Workplan 2019-20	Facilities Workplan, 2019-20
3.8-14	Facilities Workplan 2020-21	Facilities Workplan, 2020-21
3.8-15	Facilities Workplan 2023-24	Facilities Workplan, 2023-24
3.8-16	Space Utilization	Space Utilization Report, Fall 2023
3.9-1	Administrative Unit Review	KCCD District Office Information Technology Administrative Unit Review, 2022-24
3.9-2	program reviews	Technology Support Services Non-Instructional Program Review, 2020-21
3.9-3	Technology Master Plan	BC's Technology Master Plan, 2023-26

Standard/Order in Text	Hyperlink Text	Evidence Description
3.9-4	charged	Information Services and Instructional Technology (ISIT) Committee Charge
3.9-5	staff	BC's Annual Employee Technology Needs Survey, 2023--Results
3.9-6	students	BC's Annual Student Technology Survey, 2022--Results
3.9-7	prioritization	ISIT Committee Priority Voting Results for Program Review Technology Requests, 2022
3.9-8	technology requests	Program Review Technology Requests, 2023-24
3.9-9	hybrid-flexible (hyflex) classrooms	Academic Technology Hybrid Program Review, 2023-24--Refer to First Completed Goal Regarding Hyflex Classrooms
3.9-10	IT managers meetings	IT Managers Sep. 8, 2022 Meeting Minutes
3.9-11	Banner steering committee	KCCD Banner Steering Committee Apr. 5, 2023 Meeting Minutes
3.9-12	VP Council meetings	VP Council March 22, 2023 Meeting Minutes
3.9-13	AP 3720	KCCD AP 3720--Computing and Network Use
3.9-14	AP 3800	KCCD AP 3800--Personal Data Protection
3.9-15	Acceptable Use Policy	Acceptable Use Policy Login Screen on Campus Computers
3.9-16	Technology Support Services webpage	Technology Support Services Webpage
3.9-17	Technology Usage Policy	BC Student Handbook, 2022-23--Technology Usage Policy, p. 59
3.9-18	phishing campaigns	KCCD Phishing Campaign Plan, 2022-23
3.9-19	vulnerability assessments	KCCD Computer Network Internal and External Vulnerability Assessment by Resolute Guard, May 2, 2023, Letter
3.9-20	backup services	Ellucian Contract for Backup Services
3.9-21	information security	Ellucian Contract for Information Security Addendum

Standard/Order in Text	Hyperlink Text	Evidence Description
3.9-22	backup and disaster recovery plans	KCCD Enterprise Data Backup Solution, Updated June 2, 2023, Redacted
3.9-23	monitoring tools	Network Monitoring Tools--Screenshots of LAN Monitoring Interfaces
3.9-24	communicates	Email from Technology Support Services Regarding Issues with Starfish, Aug. 26, 2024
3.9-25	program review	Technology Support Services Non-Instructional Program Review, 2022-23
3.10-1		
4.1-1	BP 4030	KCCD BP 4030--Academic Freedom
4.1-2	BP 4700	KCCD BP 4700--Controversial Issues in Curriculum
4.1-3	Freedom of Expression webpage	KCCD Freedom of Expression Webpage
4.1-4	Article 4 of the faculty contract	CCA Faculty Contract, 2023-26--Article 4--Professional Expectations
4.1-5	Academic Freedom section	CCA Faculty Contract, 2023-26--Article 4--Academic Freedom Section
4.1-6	student catalog	Academic Freedom Statement in Catalog, 2023-24
4.1-7	Catalog	Academic Integrity Policy in Catalog, 2023-24
4.1-8	Student Planner Handbook	Student Planner Handbook
4.1-9	BC Academic Integrity webpage	Academic Integrity Webpage
4.1-10	syllabi	Example Academic Integrity Statement in Syllabus--COMM B6
4.1-11	The Art of Writing an Essay	The Art of Writing an Essay Section of Student Planner Handbook

Standard/Order in Text	Hyperlink Text	Evidence Description
4.1-12	Board Policy 5500	KCCD BP 5500--Standards of Student Conduct
4.1-13	Standards of Student Conduct webpage	Standards of Student Conduct Webpage
4.1-14	AP 5500	KCCD AP 5500--Standards of Student Conduct
4.1-15	Academic Information of the BC Catalog	Academic Integrity Policy in Catalog, 2023-24
4.1-16	Academic Integrity of the Student Conduct website	Academic Integrity Webpage
4.1-17	AP 5520	KCCD AP 5520--Student Discipline Procedures
4.1-18	Student Conduct Forms	Student Conduct Forms on Student Conduct Webpage
4.1-19	Academic Integrity Processing	Academic Integrity Processing on Student Conduct Webpage
4.1-20	Maxient report	Maxient Report from Writing Center After Academic Consultation for Plagiarism
4.1-21	September of 2017 and June of 2023	Maxient Listing of Academic Integrity Cases, Sept. 2017-June 2023
4.1-22	950	Maxient Breakdown of 950 Cases of Academic Integrity
4.1-23	referred directly by their instructors	Professor Email for Student Referral to Writing Center for Plagiarism
4.1-24	avoiding plagiarism Canvas workshop	Writing Center Avoiding Plagiarism Canvas Workshop Assignments
4.1-25	LibGuide	Avoiding Plagiarism LibGuide
4.1-26	Canvas module	Library Avoiding Plagiarism Canvas Module
4.1-27	online workshop	Library Research Skills Workshops Webpage
4.1-28	LIBR B1 course	LIBR B1 Catalog Entry, 2023-24

Standard/Order in Text	Hyperlink Text	Evidence Description
4.2-1	Kern Community College District (KCCD) Board Policy	KCCD Board Policy Website Homepage
4.2-2	KCCD Elements of Decision-Making Document	KCCD Elements of Decision-Making Document, 2016
4.2-3	BC Decision-Making Document	BC Decision-Making Document
4.2-4	BC's Core Values	BC's Core Values Webpage--Integrity, Diversity, and Community Highlighted
4.2-5	KCCD's Core Values	KCCD's Core Values--Inclusive and Accountable Highlighted
4.2-6	provides opportunities	KCCD BP & AP Areas Requiring Stakeholder Input
4.2-7	input by various stakeholders	Summary of Stakeholder Input Groups by BP & AP
4.2-8	Accreditation/Governance Alignment	Accreditation/Governance Alignment Pages of KCCD Board Policy Manual
4.2-9	Academic Senate	Faculty Roles in Shared Governance Past and Present Presentation
4.2-10	classified staff	Shared/Participatory Governance Position Paper by California Community Colleges Classified Senate (4CS)
4.2-11	AB 1725	California's AB 1725--Shared Governance in Community Colleges, Sept. 19, 1988
4.2-12	comprehensive BC Decision-Making Document created in 2010	BC's Comprehensive Decision-Making Document, 2010
4.2-13	Decision-Making Document	BC Decision-Making Document
4.2-14	shared governance committee	BC Committees Homepage with Links to Every Committee
4.2-15	committee charge includes	Committee Charge Required Elements Document

Standard/Order in Text	Hyperlink Text	Evidence Description
4.2-16	referred directly by their instructors	Budget Committee Membership--Has Tri-Chair Leadership
4.2-17	Program Review Committee	Program Review Committee Membership--Has Tri-Chair Leadership
4.2-18	Faculty Chairs/Directors Council	Faculty Chairs/Directors Council (FCDC) Membership Webpage
4.2-19	Administrative Council	Administrative Council Membership Webpage
4.2-20	Student Affairs Leadership Team	Student Affairs Leadership Team (SALT) Homepage
4.2-21	Educational Administrators Council	Educational Administrators Council (EAC) Membership Webpage
4.2-22	College Council	College Council Committee Homepage
4.2-23	Academic Senate	Academic Senate Homepage
4.2-24	Strategic Directions report	Strategic Directions Report, 2021-204
4.2-25	monitoring of the Strategic Directions initiatives	AIQ Feb. 27, 2024 Meeting Minutes--Strategic Directions report
4.2-26	publishes the progress	Strategic Directions Progress Tracked on Accountability Webpage
4.2-27	Core Value of Integrity	BC's Core Values Webpage--Integrity, Diversity, and Community Highlighted
4.3-1	Bakersfield College's Decision-Making Document	BC Decision-Making Document
4.3-2	College Council meeting on May 3, 2024	CC May 3, 2024 Meeting Minutes--Decision-Making Document Approval
4.3-3	District Consultation Council	KCCD District Consultation Council (DCC) Homepage
4.3-4	budget	DCC April 26, 2022 Meeting Minutes--District Budget Update
4.3-5	policy updates	DCC Feb. 28, 2023 Meeting Minutes--Board Policy Updates

Standard/Order in Text	Hyperlink Text	Evidence Description
4.3-6	COVID-19 vaccine requirement	DCC Aug. 24, 2021 Meeting Minutes--COVID-19 Protocols Update
4.3-7	Bachelor's Degree Program Applications	DCC April 25, 2023 Meeting Minutes--Baccalaureate Application Updates
4.3-8	College Council	BC College Council (CC) Homepage
4.3-9	approval of the Educational Master Plan	CC Oct. 27, 2023 Meeting Minutes--Educational Master Plan Approval
4.3-10	approval of a new FAFSA Institutional Set Standards	CC Oct. 22, 2021 Meeting Minutes--AIQ New ISS for Financial Aid
4.3-11	contributions to the Persistence Project	CC April 8, 2022 Meeting Minutes--Persistence Project Ideas/Proposals
4.3-12	Management Association, CCA, Academic Senate, AIQ, FCDC, CSEA, and SGA	College Council Membership--Including Governance Representative Groups
4.3-13	Governance Decision-Making Process Flowchart from BC Decision-Making Document	BC Governance Decision-Making Process Flowchart--From BC DMD
4.3-14	BC's Core Values	BC Core Values Expanded Tab on About BC Webpage
4.3-15	(AIQ) identified a decline in fall success rates	AIQ March 14, 2023 Meeting Minutes--Tableau Data for Drop in Student Success
4.3-16	March 28, 2023 AIQ meeting	AIQ March 28, 2023 Meeting Minutes--Online Course Success Rate Presentation
4.3-17	presented their findings	Online Student Success Presentation to AIQ on March 28, 2023
4.3-18	recommendations	AIQ Spring 2023 ISS Recommendations to College Council--Regarding Student Success
4.3-19	Approved by AIQ April 11, 2023	AIQ April 11, 2023 Meeting Minutes--Approval of ISS Recommendations

Standard/Order in Text	Hyperlink Text	Evidence Description
4.3-20	College Council	CC May 5, 2023 Meeting Minutes--ISS Recommendation for Student Success Rates
4.3-21	disaggregation of course success rates into categories	AIQ Spring 2023 ISS Chart With Changes to Student Success Rates Categories
4.4-1	BP 2200	KCCD BP 2200--Board Duties & Responsibilities
4.4-2	BP 2510	KCCD BP 2510--Participation in Local Decision-Making
4.4-3	BP 2715	KCCD BP 2715--Code of Ethics/Standards of Practice
4.4-4	works to review and update its policies and procedures regularly	KCCD BOT April 14, 2023 Meeting Minutes for Review/Approval of BP2220 & BP3810
4.4-5	meeting calendars	KCCD BOT Meetings Calendar, 2023-24
4.4-6	agendas	KCCD BOT Feb. 8, 2024 Meeting Agenda
4.4-7	minutes	KCCD BOT Jan. 23, 2024 Meeting Minutes
4.4-8	SSES Agenda, May 8, 2023	KCCD BOT Student Success with Equity Subcommittee May 8, 2023 Meeting Agenda
4.4-9	SSES Agenda, July 31, 2023	KCCD BOT Student Success with Equity Subcommittee July 31, 2023 Meeting Agenda
4.4-10	approval	KCCD BOT June 9, 2022 Meeting Minutes--Approval Vote of KCCD Strategic Directions Addendum, 2022-24
4.4-11	KCCD Strategic Directions Addendum, 2022-24	KCCD Strategic Directions Addendum, 2022-24
4.4-12	KCCD Strategic Plan, 2019-22	KCCD Strategic Plan, 2019-22
4.4-13	BP 6100	KCCD BP 6100--Delegation of Authority, Business and Fiscal Affairs
4.4-14	BP 6200	KCCD BP 6200--Budget Preparation

Standard/Order in Text	Hyperlink Text	Evidence Description
4.4-15	BP 6250	KCCD BP 6250--Budget Management
4.4-16	BOT Finance and Audit Committee Minutes, May 25, 2023	KCCD BOT Finance & Audit Committee May 25, 2023 Meeting Minutes
4.4-17	BOT Finance and Audit Committee Minutes, April 26, 2023	KCCD BOT Finance & Audit Committee April 26, 2023 Meeting Minutes
4.4-18	BOT Finance and Audit Committee Minutes February 27, 2023	KCCD BOT Finance & Audit Committee Feb. 27, 2023 Meeting Minutes
4.5-1	BP 2430	KCCD BP 2430--Delegation of Authority to District Chancellor
4.5-2	BP 2431	KCCD BP 2431--District Chancellor Selection
4.5-3	BP 2200	KCCD BP 2200--Board Duties and Responsibilities
4.5-4	BP 2435	KCCD BP 2435--Evaluation of District Chancellor
4.5-5	BP 2430	KCCD BP 2430--Delegation of Authority to District Chancellor
4.5-6	Chancellor Dr. Sonya Christian's Evaluation Portfolio	Chancellor Dr. Sonya Christian's Evaluation Portfolio, 2022
4.5-7	BP 2430	KCCD BP 2430--Delegation of Authority to District Chancellor
4.5-8	BOT Feb. 22, 2022 Meeting Minutes--17.F. Chancellor Report	KCCD BOT Feb. 22, 2022 Meeting Minutes--Sec. 17F--Chancellor's Report
4.5-9	District Consultation Council meetings	KCCD District Consultation Council Apr. 25, 2023 Chancellor Report
4.5-10	"From the Chancellor's Desk" Updates, 2021-23	"From the Chancellor's Desk" Updates, 2021-23
4.5-11	Chancellor's Update, Feb. 1, 2024	Chancellor's Update, Feb. 1, 2024

Standard/Order in Text	Hyperlink Text	Evidence Description
4.5-12	2023-24 Tentative Budget	KCCD 2023-24 Tentative Budget
4.6-1	Board Policy 2200	KCCD BP 2200--Board Duties and Responsibilities
4.6-2	selection of a new chancellor	KCCD BOT Dec. 12, 2023 Meeting Minutes--Approval of New Chancellor's Contract
4.6-3	COVID-19 vaccine requirement	KCCD BOT Aug. 12, 2021 Resolution R-4-21--COVID Vaccine Requirement
4.6-4	decorum	KCCD BP 2355--Decorum
4.6-5	quorum voting procedures	KCCD BP 2330--Quorum and Voting
4.6-6	regular meeting guidelines	KCCD BP 2310--Regular Meetings of the Board
4.6-7	Annual Organizational Meetings	KCCD BP 2305--Annual Organizational Meeting
4.6-8	Closed Sessions	KCCD BP 2315--Closed Sessions
4.6-9	Special Emergency Meetings	KCCD BP 2320--Special and Emergency Meetings
4.6-10	Agendas	KCCD BP 2340--Agendas
4.6-11	Public Participation	KCCD BP 2345--Public Participation at Board Meetings
4.6-12	Speakers	KCCD BP 2350--Speakers
4.6-13	Minutes	KCCD BP 2360--Minutes
4.6-14	Recording	KCCD BP 2365--Recording
4.6-15	BP 2715	KCCD BP 2715--Code of Ethics/Standards of Practice
4.6-16	BP 2710	KCCD BP 2710--Conflict of Interest
4.6-17	Board Policy 2715	KCCD BP 2715--Code of Ethics/Standards of Practice
4.6-18	MOU for Program Pathways Mapper Support	MOU Between Foundation for CA Community Colleges and KCCD/BC for Program Pathways Mapper Support, Jan. 15, 2020

Standard/Order in Text	Hyperlink Text	Evidence Description
4.6-19	KCCD BOT Ratification of MOU	KCCD BOT Feb. 13, 2020 Meeting Minutes--Ratification of Program Pathways Mapper MOU (item #24)
4.6-20	statewide	Program Pathways Mapper Presentation at Community College League of California (CCLC) Annual Convention in 2023
4.6-21	nationally	Program Pathways Mapper Presentation at the Association of Community College Trustees (ACCT) Leadership Congress 2023
4.6-22	diversity, equity, and inclusion	KCCD BOT March 15, 2022 Meeting Minutes--DEI Training--Equity Seminar Series
4.6-23	annual board ethics review and certification training	KCCD BOT Jan. 21, 2021 Meeting Minutes--Annual Board Ethics Review & Certification Training
4.6-24	onboarding orientations	KCCD BOT New Board Member Onboarding Presentation, Dec. 12, 2022
4.6-25	BP 2740	KCCD BP 2740--Board Education
4.6-26	BP 2100	KCCD BP 2100--Board Elections
4.6-27	Board Policy 2745	KCCD BP 2745--Board Self-Evaluation
4.6-28	evaluation	KCCD BOT Self-Evaluation Summary, 2022