

# ACCREDITATION MIDTERM REPORT

*SUBMITTED TO THE*

ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES  
OF THE  
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

OCTOBER 15, 2009

**BAKERSFIELD COLLEGE**

1801 PANORAMA DRIVE  
BAKERSFIELD, CA 93305

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## **CERTIFICATION OF THE MIDTERM REPORT**

DATE: October 15, 2009

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

FROM: Bakersfield College

This Midterm Report is submitted as required by the terms of Bakersfield College's 2006 accreditation site visit. We certify that there was broad participation by the campus community and we believe the Midterm Report accurately reflects the nature and substance of this institution.

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Mr. Stuart O. Witt, President, Kern Community College District Board of Trustees

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Ms. Sandra Serrano, Chancellor, Kern Community College District

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Dr. Greg A. Chamberlain, President, Bakersfield College

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Dr. John Gerhold, President, Academic Senate

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Mr. Marco Sifuentes, President, California Schools Employees Association Chapter

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Ms. Kristi Newsom, President, Student Government Association

## **STATEMENT ON REPORT PREPARATION**

This Midterm Report is submitted in response to the requirement by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges that all colleges submit a report the third year after evaluation. It also recognizes and responds to the commission's requirement that the college prepare a Special Report, giving special attention to evaluation of progress in three specific areas which were selected for emphasis.

This report addresses each of the recommendations made by the Accrediting Commission for Community and Junior Colleges team which visited Bakersfield College in September 2006. Further, it describes specific actions that have been taken, or are planned, to address the recommendations made by the commission in the January 2007 letter and the self-identified planning agendas.

The Accrediting Commission for Community and Junior Colleges team visited Bakersfield College for a full study in September 2006. The College was notified of the reaffirmation of its accreditation in a letter dated January 31, 2007. The commission report cited fourteen specific areas of concern and detailed certain areas where improvement was required. Eight of these recommendations specifically addressed Bakersfield College issues, while the other six addressed Kern Community College District (KCCD) issues. Further, the College was required to provide a Special Report and a Midterm Report by October 2009.

In January 2009, Bakersfield College assembled a Task Force to begin the process of compiling evidence and writing responses to the recommendations in the Accreditation Commission's letter to the College. The team, comprised of representatives from administration, faculty, and classified constituencies, met weekly through the end of May 2009 to gather evidence to compile into the following pages of the Midterm Report. During these meetings, the task of gathering information and evidence to address the recommendations and planning agendas was distributed among the participants, who in turn worked with their constituencies to gather evidence which helped to develop this Midterm Report.

The report narrative was developed based on the information and evidence gathered by the task force, and was passed to Bakersfield College's president for review in June 2009. After receiving guidance from the College president, the complete Midterm Report was presented to the campus community in July 2009.

A draft report was presented to the KCCD Board of Trustees Evaluation/Accreditation Committee at their August 2009 meeting. Based on their input, a revised report was submitted to the California State Employees Association and the Academic Senate for their review in September 2009. The Midterm Report was also discussed in the Administration Council and President's Cabinet meetings in August 2009. Following these internal constituency reviews, the completed draft report was distributed for review and input to the entire campus community in

September 2009. Suggested revisions were evaluated and incorporated and the final report was submitted to the KCCCD Board of Trustees for ratification at their October 2009 meeting.

The Midterm Report on the following pages illustrates Bakersfield College's efforts in addressing the Accreditation Commission's recommendations and the College's self-imposed planning agendas.

A handwritten signature in black ink that reads "Greg Chamberlain". The signature is written in a cursive, flowing style.

Dr. Greg A. Chamberlain

President

Bakersfield College

## **BAKERSFIELD COLLEGE MIDTERM REPORT TASK FORCE**

### **THE ACCREDITATION MIDTERM REPORT TASK FORCE WAS COMPRISED OF:**

- Anna Agenjo, Chair, Library
- Amber Chiang, APR, Director, Marketing and Public Relations
- Marilyn Davidson, Administrative Assistant, Office of Academic Affairs
- Marissa Gonzales, Director of Human Resources
- Jennifer Johnson, Faculty, Allied Health/Nursing
- Ed Knudson, former Vice President of Academic Affairs
- Mildred Lovato, Ed.D., Vice President of Student Services
- Jim McGee, Director of Information Services
- Susan McQuerrey, Faculty, English Department
- Ann Morgan, Ed.D., Director of Institutional Research and Planning
- Patti Ross, Dean of Instruction
- LaMont Schiers, Executive Director, Institutional Planning
- Sandra Sierra, Chair, Counseling Department
- Bonnie Suderman, Ed.D., Dean of Learning Resources and Information Technology
- Vickie Turney, Administrative Assistant, Office of Academic Affairs
- Rachel Vickrey, Faculty, Mathematics Department

### **OTHERS WHO PROVIDED INFORMATION TO THE TASK FORCE INCLUDE, BUT ARE NOT LIMITED TO:**

- Sharon Adams, Ed.D., Dean of Learning Support Services
- Primavera Arvizu, Director of Extended Opportunity Programs and Services
- Janie Budy, Program Manager, Career and Technical Education
- Greg A. Chamberlain, Ph.D., President
- Adie Geiser, Assistive Technology Specialist

- John Gerhold, DMA, Performing Arts Department
- Angelica Gomez, Director, Disabled Students Programs and Services
- Nan Gomez-Heitzeberg, Interim Vice President of Academic Affairs
- Christine Hitchcock, Office Supervisor, Admissions and Records
- Sonia Jeffery, Outreach
- A.Todd Jones, Faculty, Communication Department
- Michael McNellis, Faculty, Philosophy Department
- Thomas Moran, Faculty, Foreign Languages/ASL Department
- Clark Parsons, Faculty, Academic Development Department
- Kristin Rabe, Media Services Coordinator
- Carla Reyes, Department Assistant III, Student Activities Office
- Nick Strobel, Ph.D., Faculty, Physical Science Department
- Sue Vaughn, Director, Enrollment Services

## **RESPONSES TO 2006 ACCREDITATION RECOMMENDATIONS**

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## **SUMMARY OF PROGRESS MADE ON ACCREDITATION RECOMMENDATIONS**

The following is a brief evaluation of Bakersfield College's progress on each of the fourteen recommendations made by the Accreditation Commission.

### **RECOMMENDATION 1**

*In order to meet the standard and fully implement the planning processes that the college has put into place, the team recommends that the college provide training on the various planning processes, including use of data in unit planning and program review, and set an implementation timeline that ensures completion of a full cycle of planning and broad-based evaluation (Standards I.B.6 and I.B.7).*

**Status:** Fully Met

### **RECOMMENDATION 2**

*In order to meet the standard and to maintain quality and implement program and service improvements, the team recommends the college expand its efforts to implement, and assess student learning outcomes at the program and institutional levels (Standard II.A.1, II.A.3, II.B, II.B.4 and II.C).*

**Status:** Fully Met

### **RECOMMENDATION 3**

*In order to meet the standard and ensure a coordinated and integrated approach to achieving the goals and priorities adopted by the governing board, the team recommends the district Strategic Plan be used to direct the college's strategic focus and Educational Master Plan (Standard II.A, II.B and II.C).*

**Status:** Fully Met

### **RECOMMENDATION 4**

*In order to meet the standards, the team recommends the college develop and articulate an institutional strategic planning framework with links between campus planning, assessment, program review, curriculum and budget processes. In addition, the college should develop a system to provide information on programs, finances and these processes on a continuous basis to planning participants (Standard II.A, II.B, II.B.1, II.B.3, II.C, II.C.1.c and III.D).*

**Status:** Partially met

### **RECOMMENDATION 5**

*In order to meet the standard and ensure equitable student access and support at all locations for all delivery methods, the team recommends the college evaluate students and learning support services and distance education staffing (Standard II.B.1, II.B.3.a, II.B.3.c, II.B.4, II.C.1 and II.C.1.c).*

**Status:** Fully met

**RECOMMENDATION 6**

*In order to meet the standard, the team recommends that the college develop a planning agenda that will respond to anticipated staffing needs and reflect the changing demographics of the service area (Standard III.A, III.A.4.b).*

**Status:** Fully Met

**RECOMMENDATION 7**

*In order to meet the standard, the team recommends that the college provide adequate resources to ensure the institution meets the professional development activities needs of its personnel, including activities addressing diversity issues (Standard III.A, III.A.4.b, III.A.4.c and II.B.3.d).*

**Status:** Fully met

**RECOMMENDATION 8**

*In order to meet the standard, the team recommends that the colleges follow Kern Community College District Policy 7D by evaluating adjunct faculty in a consistent, timely manner with procedures that assess current performance and promote improvement (Standard III.A.1.b).*

**Status:** Fully Met

**RECOMMENDATION 9**

*In order to meet the standard, the team recommends that the colleges, with appropriate district-wide input, develop a written code of ethics for all employees (Standard III.A.1.d).*

**Status:** Fully Met

**RECOMMENDATION 10**

*In order to meet the standard, the team recommends the college, with district assistance, develop an effective facilities repair scheduling system with emphasis on rapid and clear response to repair and maintenance work order requests (Standard III.B.1.b).*

**Status:** Partially met

**RECOMMENDATION 11**

*In order to meet the standard, the team recommends that the colleges, working with appropriate district-wide leadership and in consideration of the special conditions of the individual colleges within the district, complete the development, implementation and assessment of the budget allocation model (Standard III.D.1.a, III.D.1.b, III.D.1.c, III.D.1.d and III.D.3).*

**Status:** Fully Met

**RECOMMENDATION 12**

*In order to meet the standard, the team recommends that the College Council develop and adopt a formal document that contains by-laws, purpose of body, and membership; delineates function in regards to other participatory governance bodies; and includes other procedural guidelines (Standard IV.A.2).*

**Status:** Fully Met

**RECOMMENDATION 13**

*In order to meet the standard, the team recommends that the district Board of Trustees adopt and implement the self-evaluation process being developed and routinely administer the process. In addition, the Board should revise the current ethics policy to include a procedure for dealing with violations of the policy (Standard IV.B.1.g and IV.B.1.h).*

**Status:** Fully Met

**RECOMMENDATION 14**

*In order to meet the standard, the team recommends that the colleges, in conjunction with district-wide leaders, complete an organizational map that clearly delineates the roles and responsibilities between the entities and identifies an evaluation process that will provide for ongoing improvement (Standard IV.B.3).*

**Status:** Fully Met

## **RECOMMENDATION 1 – TRAINING ON PLANNING PROCESSES**

*In order to meet the standard and fully implement the planning processes that the college has put into place, the team recommends that the college provide training on the various planning processes, including use of data in unit planning and program review, and set an implementation timeline that ensures completion of a full cycle of planning and broad-based evaluation (Standards I.B.6 and I.B.7).*

### **SUMMARY OF PROGRESS**

During Summer and early Fall 2007 the President's Cabinet, comprised of the College president's direct reports, coordinated a campus work group which identified nine college wide planning processes: annual goals development, unit plan and Educational Master Plan update, budget development, program review, hiring prioritization process, student learning outcomes implementation, class schedule development, enrollment management, and strategic planning. The work group also developed an initial implementation timeline for 2007-2008 [1.001]. College Council reviewed the timeline in October 2007. Its first implementation was during 2007-2008. An updated timeline for 2008-2009 added program review training to the implementation sequence of events [1.002].

To assess the need for training in planning processes, the Office of Institutional Research and Planning conducted a needs assessment with the Faculty Chairs and Directors Council at their first meeting in September 2007 [1.003]. Thirty-one members of the council completed the form, identifying major planning process areas for which they needed training, including: unit plan development, program review process, program-level student learning outcomes assessment plan, and class schedule development.

To address the identified need for effective ongoing training, the Office of Institutional Research and Planning, the Institutional Effectiveness Committee, and the Assessment Committee jointly sponsored workshops which guide departments and programs in completing their program reviews, unit plans, and assessment plans. The first unit plan workshop was in October 2007, and since that time, five additional workshops have been held [1.004]. Workshops included in depth training for use of the Unit Plan Template [1.005] and Unit Plan Handbook [1.006]. These documents have received annual review since Fall 2007.

The standardized program review forms were revised in 2006 for instructional programs, student services and administrative support services. A Program Review Handbook [1.007] was developed to accompany the 2006 form revisions, with review and input from the Institutional Effectiveness Committee. Since then, the handbook has undergone two revisions. In Spring 2008, program review workshops began for those departments conducting reviews due in Fall 2008. An orientation meeting was held in March 2008, and five additional monthly workshops were scheduled. Comparable workshops were made available beginning in October 2008 [1.008]

for those departments preparing program reviews that would be due in Spring 2009. Workshop topics continue to correspond to the five sections on the program review form.

In May 2009, the Office of Institutional Research and Planning distributed an evaluation of the program review training provided over the previous two semesters through campus mail [1.009]. The form was sent to 16 program review participants and their deans. However, only two surveys were returned, and they provided contradictory feedback. For the next evaluation cycle, an improved timeline and distribution process will be followed.

The budget component of the unit plan development process was also a challenge for those completing the forms. In Fall 2008, an evaluation of the budget component of the unit plan was undertaken by the Budget and Planning Group, which was a pilot ad hoc committee of the Academic Senate. The group was established with a participatory governance structure, including membership from faculty, classified and administration employee groups. The goal of the group was to establish linkages between annual planning and budget processes.

The group met five times from November 2008 to February 2009. The group's first action was to check for a consistent level of detail and formatting across all of the unit plans. Toward that end, the group designed a worksheet that includes assessment of all budget components [1.010]. The group also determined reviewer procedures and developed recommendations for the summary document. As their final duty, the group documented their accomplishments in a report presented to the College president in March 2009 [1.011].

Although training efforts take place as needed year-round, those tied to effective completion of the unit and assessment plans are scheduled bi-annually each spring and fall. This time frame synchronizes with the submission of the unit plans and assessment plans, as well as the standard faculty hiring prioritization process which takes place later in the fall. Based on details within each unit plan, the departments present their faculty position requests to the Faculty Chairs and Directors Council. Members of the Faculty Chairs and Directors Council then vote on the requests, determining a prioritized list that is forwarded to the College president. The College president typically finalizes the campus faculty hiring prioritization list before the end of the fall semester.

Through this process, hiring decisions can be made prior to the annual College budget development process, which begins each spring. With these various elements firmly established on campus, the previously established implementation timeline can be updated and revised to ensure training, planning and budget development happen in a logical progression. A revised implementation timeline will be formalized through College Council in Fall 2009.

Additional campus efforts augment the specialized training provided to assist in the completion of unit plans and program reviews. For example, the Professional Development Center noted the need for training in various aspects of Banner, the College's Enterprise Resource Planning system, from a professional development and media services survey conducted in Spring 2008

[1.012]. In response to the survey results, the Professional Development Center began offering occasional Banner Roundtables in Spring and Summer 2009 for those who need help in working with and accessing Banner. These workshops will continue throughout 2009-2010.

Similarly, the Office of Institutional Research and Planning provides training materials and one-on-one sessions on how to access data through the KCCD Operational Data Store (ODS) system, so deans and chairs can extract data they need to review and better track trends in a range of areas such as enrollment management, student retention, and success. In addition, the institutional research coordinator developed an ODS Reference Guide in Summer 2008 [1.013] and has since evaluated, edited and redeployed the document.

The Guide includes detailed instructions with screen shots to assist first time users in accessing ODS data and a one-page quick use sheet for more experienced users. As users became more comfortable with the system, the institutional research coordinator provided individual and group training on the use of existing ODS reports and on how to set up reports for specific areas [1.014]. Requests for specialized training have been made by individual departments, such as Counseling, Distance Education, Extended Opportunity Programs and Services, and Nursing.

### **COMPLETION PROGRESS**

Bakersfield College considers Recommendation One “Fully Met.”

### **APPLICATION TO ACCJC RUBRIC**

The response to Recommendation One documents that Program Review is one of the corner stones of the College’s overall planning process. Bakersfield College’s program review process is firmly in place and regularly implemented. Systems have been initiated to link the results of program review with planning and resource development. However, the effectiveness of these systems is still being reviewed and the alignment between unit plans, program reviews and budget allocations is being streamlined and formalized. The College is committed to reviewing and refining this ongoing, systematic process in its efforts to improve institutional effectiveness. Overall, Bakersfield College meets the characteristics of the “Development” level and most of the characteristics of the “Proficiency” level on the ACCJC Rubric for Evaluating Institutional Effectiveness—Part I: Program Review. With this strong foundation and a commitment to improving the process, Bakersfield College expects to be rated at the “Sustainable Continuous Quality Improvement” level by its next self study.

### **FUTURE PLANS**

As the training, assessing, planning and budget cycles continue, new training needs will also continue to arise. The College is committed to meeting those emerging training needs in a timely fashion, making not only the use of data as evidence part of the culture, but also the training to use the data effectively and efficiently an additional priority.

Unit plan workshops will remain an ongoing activity offered in support of the programs as they address the work of completing annual unit and assessment plans. The Unit Plan Template used beginning in Fall 2009 is a revised version with changes based on input from nine constituent groups which participated in a Unit Plan Task Force in Spring 2009 [1.015]. Following the Fall 2009 unit plan cycle, the revised Unit Plan Template will once again be evaluated and edited as necessary.

In Fall 2009, a second attempt will be made to evaluate the program review training sessions. This time, the evaluation form will be available online immediately after the final workshop. This procedural change should produce a higher response rate over the previous assessment attempt. Until then, revisions to program review training will be in response to general feedback provided and questions asked throughout the training sessions.

By the end of Spring 2010, Program Review forms will have undergone a major revision to align the content and terminology with its corresponding elements in the unit plan. After changing the content and formatting, the next step will be to put all the forms and materials online. The Office of Institutional Research and Planning will oversee the evaluation and revision of materials undertaken throughout each academic year.

#### **EVIDENCE**

[1.001] – Initial Planning Implementation Timeline, 2007-2008

[1.002] – Updated Planning Implementation Timeline, 2008-2009

[1.003] – Planning Process Training Needs Assessment and Results, September 2007

[1.004] – Unit Plan Training Dates and Information, Fall 2007 and Fall 2008

[1.005] – Unit Plan Template Update, August 2008

[1.006] – Unit Plan Handbook Update, August 2008

[1.007] – Program Review Handbook

[1.008] – Program Review Workshops: Content & Calendar, Spring/Summer and Fall 2008

[1.009] – Program Review Training Evaluation Form

[1.010] – Worksheet for Reviewing Unit Plan Budget, January 2009

[1.011] – Report of Pilot Budget-Planning Committee, March 2009

[1.012] – Professional Development and Media Services Survey, Spring 2008

[1.013] – ODS Reference Guide Update, February 2009

[1.014] – Sample ODS Reports, 2009

[1.015] – Unit Plan Task Force Recommendations, Spring 2009



## **RECOMMENDATION 2 – STUDENT LEARNING OUTCOMES**

*In order to meet the standard and to maintain quality and implement program and service improvements, the team recommends the college expand its efforts to implement, and assess student learning outcomes at the program and institutional levels (Standard II.A.1, II.A.3, II.B, II.B.4 and II.C).*

### **SUMMARY OF PROGRESS**

Bakersfield College began its work on learning outcomes and assessment in Spring 2002 by providing training and discussion that generated some initial work on developing student learning outcomes in Fall 2003. The goal was—in part—to engage faculty in the process and immerse them in the language of assessment. In Fall 2004, the Curriculum Committee approved the required inclusion of student learning outcomes in the official course outline for all new and revised curriculum starting in Spring 2005 [2.001]. By the end of Spring 2009, 416 course outlines were reviewed utilizing the new form [2.002]. Curriculum is reviewed on a six-year cycle, so course outlines should be on the new form by the end of Fall 2011.

The College began developing institutional level outcomes in 2006 and program level outcomes in 2007. The program level outcomes focus on instructional, student service and administrative programs. For instructional and student services programs, the stated outcomes explore how the program impacted student learning. These program level outcomes were incorporated in the annual unit plans which are a major component of each year's Educational Master Plan.

The first student service units developing program outcomes were Student Activities, Financial Aid and Scholarships, and Equal Opportunity Programs and Services. Their efforts were recorded in the 2007-2008 Educational Master Plan [2.003]. Administrative units, such as the Office of Institutional Research and Planning [2.004], incorporated program level outcomes into their unit plans. These non-instructional programs focused outcomes on themes such as service criteria, productivity levels, and student or client satisfaction rates.

The General Education Subcommittee of the Curriculum Committee began the development of campus general education outcomes in 2007. Academic Senate approved the General Education Pattern in December 2007 [2.005]. Institutional level outcomes, separate from but complementary to the General Education Pattern, were initially developed in 2006. However, Academic Senate reviewed and approved them again in April 2008 in conjunction with the finalized General Education Pattern.

Developing program and institutional level outcomes does not ensure the College maintains quality of service. Outcomes need to be assessed so improvements can be developed or initiated as needed; therefore the first assessment cycle for program outcomes was implemented in 2008-2009 [2.006]. The members of every program were charged with selecting at least one of their program's outcomes and determining how best to measure its effectiveness. The submitted plan

included details on the following: outcome to be assessed, specific assessment completed, data reviewed by department, report of how to use results to improve outcomes, and plan for next round of assessments. Every year, each unit's assessment plan will record the previous year's assessment results and improvement plans. The next update of the assessment plans will be due no later than Spring 2010.

To assist with the development of these individualized assessment plans, the Office of Institutional Research and Planning, along with the Institutional Effectiveness Committee and the Assessment Committee, jointly sponsored workshops to help programs in the completion of their assessment plans. In preparation for the February 2009 assessment plan deadline, the first assessment plan workshops were held in September 2008. Since that time, eight additional workshops have been held. [2.007]

All instructional, student services and administrative units were asked to submit assessment plans for each of their programs. Most units are comprised of one program, but some units are comprised of several programs. For example, Social Science has three programs: Economics, History, and Political Science. For the 2008-2009 College organizational structure, 43 units housing 67 programs were identified. Of the 67 programs, in February 2009, 56 (84 percent) submitted assessment plans that identified at least one program level outcome; however, 52 (78 percent) of the assessment plans summarized at least one program level outcome with an implementation cycle.

The Assessment Plan Completion Matrix [2.008] lists all the plans that were submitted. A few examples are listed below to show the individualized approaches each unit took while completing this task.

- Business Management and Information Technology identified the following outcome to be assessed: create effective web sites by appropriately applying web design principles. The assessment involved faculty and industry experts using a rubric to rate students' final projects. The average score on the assessment was 3.82 out of a possible 5. After discussion of the results, the group recommended that classes spend more time explicitly presenting design principles. This same outcome will be assessed again in the next assessment cycle to track changes in student work as demonstrated through the assessment of students' final projects.
- Radiologic Technology identified the following outcome to be assessed: the Radiologic Technology program will graduate entry-level radiographers. The assessment involved tracking graduates' pass rate on the American Registry of Radiologic Technologists exam and success in employment within six months following graduation. For the 2004-2008 time frame, students from this program had a 95.8 percent pass rate on the first attempt. Also, 100 percent of the May 2008 graduates had obtained employment within six

months. After discussion of the results, the program decided to continue to monitor these trends each year, but to assess a different outcome in the next assessment cycle.

- Extended Learning identified the following outcome as one to be assessed: Extended Learning will provide satisfactory access for faculty, staff and administrators to training and technology to increase effective use of new technology and mediums. The assessment involved surveying faculty, staff and administrators to gather satisfactory information on past efforts and requirements of a needs assessment. As a result of the survey data, several new activities were designed, including an instructor mentor program, a successful online teaching class, and a calendar and schedule of workshops for distribution on campus.

The next iteration of Bakersfield College's assessment cycle will be in 2009-2010 [2.009]. The results of the first round of the assessment cycle will be recorded in each department's next unit plan, and then the process will begin again. As the examples above note, some programs have learned how to fine tune their data collection process while others decided to make curricular or instructional level changes. Each year, each program will complete another iteration of the assessment cycle, taking on a new outcome as appropriate.

By the time program review surfaces on its six-year cycle for any specific unit, enough individual assessment cycles will have been completed to help demonstrate the overall effectiveness of the programs within each unit. The office of the vice president of academic affairs will continue to oversee the assessment process.

In addition to this program-level assessment cycle, the institutional-level outcomes inherent in the General Education Pattern will be assessed as well. To accomplish this goal, the General Education Committee developed a timeline to schedule the complete review of all general education outcomes over the course of the next five years, exploring at least one outcome each academic year [2.010].

In Spring 2009, the first general education outcome to be assessed was for oral communication [2.011]. This pilot study used a rubric developed by the Communication Department and a sample outcome developed by the Office of Institutional Research and Planning as part of the assessment process. The intention was not to assess how well students performed in speech classes but to assess how well students demonstrated oral communication skills in general education classes across the curriculum.

The logistics behind this general education pilot study were to videotape a sample of students in English and biology classes as they presented individual and group projects. A cohort of faculty from across the disciplines used the common oral communication rubric to holistically assess the effectiveness of those speeches. Although the speeches were deemed effective overall, the pilot effort identified the need to be more specific in planning and designing the study. For example,

appropriate sample size and an effective data collection process will both be improved for the Fall 2009 assessment cycle.

These official assessment cycles that have been initiated for program and institutional level outcomes are not the only assessment activities underway on campus. For example, in 2003 and 2005, a Noel-Levitz survey was conducted [2.012]. To build on the two sets of survey results, discussions have been held determine the feasibility of administering Noel-Levitz and/or Community College Survey of Student Engagement surveys at least every other year. Unfortunately, the current budget situation deemed the use of such outsourced efforts as unfeasible for the next several years.

However, in order to continue assessing outcomes, various campus-designed tools are being utilized to capture feedback directly from students regarding a range of activities. The tabulated results will inform various program and institutional level outcomes. A few examples are listed below:

- For the last several years, the Assessment Committee has awarded three to five Assessment CLIPs each year [2.013]. A CLIP is a Community of Learning Inquiry and Practice that focuses on a collaboratively explored project or research question.
- The Mathematics Department has used student focus groups to gather information on how to better engage students in learning in developmental math classes [2.014]. The feedback is helping to generate a course-specific strategy handbook as well as collegial dialogs to discuss curriculum changes.
- A new series of workshops called Critical Academic Skills have been designed to help students master a range of student success skills. These Critical Academic Skills workshops were initially offered in 2008-2009. Each semester, participant, presenter, and referral-agent surveys have been collected so improvements could be made in recruitment, scheduling, and presentation options [2.015]. Plans are underway to track student retention and success data as well.
- The Action 2012 Communication Initiative Work Group asked students for feedback on campus signage and use of the online schedule of classes. In the third week of Spring 2009, more than 1,700 students reported the signage was helpful and the online schedule of classes was easy to use [2.016].
- The Action 2012 Student Excellence Initiative conducted focus groups of students on probation, inquiring about students' awareness and use of available services. Fourteen groups with a total of 70 students were initially questioned in the focus group structure, but the Student Excellence Initiative team determined that the data would be of better quality if additional cohorts were analyzed [2.017].

## **COMPLETION PROGRESS**

Bakersfield College considers Recommendation Two “Fully Met.”

## **APPLICATION TO ACCJC RUBRIC**

Bakersfield College has established an institutional framework that explores improving learning outcomes at all levels (vocational and academic programs, student services, and administrative services). The response to Recommendation 2 documents that student learning and program level outcomes and authentic assessment techniques are in place but need time to settle into effective, ongoing routines. Campus leadership as well as operational and governance committees accept the responsibility for improving learning outcomes through ongoing assessment and data analysis, and appropriate campus resources (time, people, money, and research) are devoted to the process. Overall, Bakersfield College can be rated high in the “Development” level of the ACCJC Rubric for Evaluating Institutional Effectiveness—Part III: Student Learning Outcomes, poised to advance to the “Proficiency” level well before its next self study (Fall 2012).

## **FUTURE PLANS**

As each department develops and revises its curriculum, student learning outcomes will be documented for each course. Program Review records how the student learning outcomes are integrated throughout all the courses. In addition, every year, each program will complete an assessment cycle on at least one of its program learning outcomes. The results of the program-level assessment cycle will be recorded in the annual unit plan, which becomes an integral piece of the Educational Master Plan. Overall, the vice presidents of academic affairs and student services will work with deans and their respective directors and or chairs to ensure the timely and effective completion of the annual assessment plans.

## **EVIDENCE**

[2.001] – Curriculum Committee Minutes, September 2004 & New Course Outline Form

[2.002] – Curriculum Committee Minutes

[2.003] – Educational Master Plan 2007-2008, for Student Activities, Financial Aid/Scholarships and EOP&S Program Level Outcomes

[2.004] – Office of Institutional Research and Planning Learning Outcomes

[2.005] – General Education Pattern and Academic Senate Minutes, February 2009; Institutional Level Outcomes Review, Academic Senate Minutes, April 2008

[2.006] – First Assessment Cycle Details

- [2.007] – Assessment Plan Workshops
- [2.008] – Assessment Completion Matrix
- [2.009] – 2009-2010 Plan for Assessment Cycle
- [2.010] – General Education Pattern Committee Timeline on General Education Review Schedule
- [2.011] – General Education Oral Communication Assessment Plan and Details
- [2.012] – Noel-Levitz Survey, 2003, 2005
- [2.013] – Assessment CLIPs
- [2.014] – Math Focus Group
- [2.015] – Critical Academic Skills Workshop Schedule, Surveys and Results
- [2.016] – Action 2012 Communication Signage Survey and Results, Spring 2009
- [2.017] – Action 2012 Student Excellence Probation Focus Group Details and Results, Spring 2009

### **RECOMMENDATION 3 – KERN COMMUNITY COLLEGE DISTRICT STRATEGIC PLANNING**

*In order to meet the standard and ensure a coordinated and integrated approach to achieving the goals and priorities adopted by the governing board, the team recommends the district Strategic Plan be used to direct the college's strategic focus and Educational Master Plan (Standard II.A, II.B and II.C).*

#### **SUMMARY OF PROGRESS**

The KCCD initiated a strategic planning process in Spring 2004 by appointing a Strategic Planning Work Group which met regularly throughout that academic year. Its charge was to develop the KCCD process and define the parameters of the Environmental Scan to be completed in September 2004 [3.001]. The KCCD Consultation Council, formerly the Chancellor's Cabinet, is comprised of faculty, classified staff, management and students from Bakersfield, Cerro Coso Community and Porterville colleges and the KCCD district office. This group became the KCCD Strategic Planning Steering Committee, and as such, met numerous times—both with and without the Strategic Planning Work Group—to develop and approve the KCCD vision, mission and values statements. After consultation with the colleges and review of a survey sent to employees and students [3.002], a list of six strategic initiatives was established and approved by the KCCD Consultation Council. The KCCD Strategic Plan was adopted by the Board of Trustees in September 2006 [3.003]. The plan is available to all via the KCCD webpage at [www.kccd.edu](http://www.kccd.edu).

In April 2007, the president of the KCCD Board of Trustees sent a brochure with the KCCD's Vision, Mission, Values, Initiatives and Strategies to all district employees. This mailing also included a table aligning the KCCD document with the strategic goals of the California Community Colleges. [3.004]

Teams comprised of faculty, staff, and administrators from Bakersfield, Cerro Coso Community and Porterville colleges and the KCCD district office were formed to manage and oversee each of the six strategic initiatives in the Kern Community College District Strategic Plan [3.005]. Beginning in 2008, each of the teams met and developed plans regarding the completion of the objectives within its assigned initiative.

To complement this effort, Bakersfield College completed its initial strategic plan called the Renegade 2012 Plan [3.006] and made it available across campus in Spring 2008. The Renegade 2012 Plan, which is Bakersfield College's strategic plan, was created in alignment with the KCCD Strategic Plan and was reviewed and accepted by the College Council in Spring 2008 and approved by the KCCD Board in June 2008. In the development of the Renegade 2012 Plan, a concerted effort was made to link College initiatives with various aspects of the KCCD and state plans. This linkage provides direction to the campus in its efforts to integrate the services, goals, and objectives with our district and the state. In addition, the initiatives from the Bakersfield

College Renegade 2012 Plan were used as a framework to help identify the College goals for the 2009-2010 academic year.

### **COMPLETION PROGRESS**

Bakersfield College considers Recommendation Three “Fully Met.”

### **FUTURE PLANS**

The district strategic initiative teams will continue their efforts for district wide collaboration on completing the objectives within each initiative. The KCCD chancellor, through the KCCD Consultation Council, will review the progress of the district initiative work groups annually and will revise the district strategic plan as needed.

At Bakersfield College, the College president, through the College Council, will monitor the completion of objectives inherent in the campus strategic plan. The review process was started when the Renegade 2012 Plan was renamed the 2012 Action Plan and implementation teams were formed around the document’s seven initiatives. These seven teams made recommendations to the president regarding future activities at the end of Spring 2009 [3.007]. Approved recommendations are being implemented throughout 2009-2010. Through this cycle of ongoing review, recommendation and implementation, the Action 2012 plan will remain a living document for the campus, growing and changing to help meet emerging needs.

### **EVIDENCE**

[3.001] – Strategic Planning Process and Environmental Scan, September 2004

[3.002] – Survey Data (Renegade 2012 Plan and Support Documents)

[3.003] – KCCD Board of Trustees Minutes, September 2006

[3.004] – KCCD Visions, Mission, Values, Initiatives and Strategies, Spring 2007

[3.005] – KCCD Strategic Plan and Strategic Initiative Team Rosters

[3.006] – Bakersfield College Renegade 2012 Plan

[3.007] – Action 2012 Initiative Reports and Recommendations, Spring 2009



## **RECOMMENDATION 4 – BAKERSFIELD COLLEGE STRATEGIC PLANNING**

*In order to meet the standards, the team recommends the college develop and articulate an institutional strategic planning framework with links between campus planning, assessment, program review, curriculum and budget processes. In addition, the college should develop a system to provide information on programs, finances and these processes on a continuous basis to planning participants (Standard II.A, II.B, II.B.1, II.B.3, II.C, II.C.1.c and III.D).*

### **SUMMARY OF PROGRESS**

Unit Plans [4.001] and Program Reviews [4.002] are the primary tools used by faculty and staff to record the activities, changes, and needs of their programs and services. These documents explain the requests made by each unit for new faculty, staff, equipment, and facilities, and are then collectively used to actuate the Educational Master Plan [4.003]. Links between program planning, subsequent requests and the actual budget decisions were unclear because the decision-making was often separated from the request by established process and time. In addition, once made, ultimate decisions were not always reported or otherwise acknowledged across campus. An operational goal for the College, therefore, was to make those links more explicit and the decision making more collaborative. Such connections and follow-through cannot happen in isolation, so the need to create linkages became apparent.

The first step to improving these linkages so they are more evident and explicit across campus was to revise the College's strategic planning process and develop a new strategic plan to make current the last plan developed in 1999. In December 2007, the College president hired consultants to begin the process of creating a dynamic, living document that would fully revise the strategic plan for the college. That strategic planning effort was initially dubbed Renegade 2012 during plan development [4.004] but was renamed Action 2012 during implementation in 2008 [4.005].

Renegade 2012 was born out of surveys of students and employees, as well as data collected through group meetings and roundtables. Once this raw data was collated, seven key areas emerged which demanded further review and analysis. These areas became the seven initiatives of the strategic plan: Student Excellence, Communication, Oversight and Accountability, Fiscal Responsibility, Facilities, Image, and Linkages. These seven areas integrated all aspects of Bakersfield College planning under one unified umbrella.

To begin implementation of the new strategic plan, the next step was to turn each initiative into action items that would guide campus planning for years to come, hence the document's name change to Action 2012. To facilitate the collaborative generation of action items, each initiative was explored by a work group comprised of a balance of faculty, staff, administrators and students. The team members either individually expressed interest in the initiative effort or worked at tasks immediately relevant to the initiative. The teams began meeting in Fall 2008 and

made reports of their findings and recommendations at a workshop at the end of Spring 2009. [4.006]

Following the strategic plan development and the addition of a continuous quality improvement process, a coordinating group was developed to oversee the linkages between planning and budget. Although College Council was in transition at the time, it was the primary recommending body which reported directly to the president, so it became the logical choice to oversee the linkages between planning and budget. Given its own ongoing self-evaluation and improvement process, College Council was making dramatic changes in its charge and membership.

After thoughtful review beginning in December 2008, College Council reformed itself during January and February 2009 with a smaller, but better balanced, membership and a clear, concise goal. The new Council held its first meeting in February 2009.

According to its new Charge, College Council is a collegial consultative body designed to serve the good of the College [4.007]. The group facilitates timely, factual, and clear communication between constituents and the College president as a means to develop recommendations on decisions for college-wide issues in areas such as budget, planning and facilities.

Members of College Council fill an important need in the College's structure. As members, they are the primary and most visible representatives of their constituent groups. They are expected to set the standard for civility, candor and accuracy in collegial discussion through Council meetings and other interactions in the College community. As conduits of information to and from the groups they represent, they should strive to understand and accept diverse points of view while attempting to reach a consensus to best serve the College as a whole. Members are expected to communicate regularly with the constituent group(s) they represent.

Members of College Council are determined by either the position they hold or through a selection process established by the constituency group they represent. Membership terms now vary, and in cases where a constituency group is comprised of multiple members, the selection process will allow for staggered terms.

Minutes from the meetings throughout the new College Council's first semester of operation demonstrate the productivity of this iteration of the council [4.008]. The group addressed substantial content such as the development of college goals, and committee representatives shared timely feedback with their constituency groups. This new iteration of College Council will be officially reviewed for effectiveness throughout the 2009-2010 year through a college wide survey, so further refinements can be made as needed.

The infrastructure provided by Action 2012 and College Council laid the foundation for clarifying and making more explicit the linkages between planning, budget, assessment,

decisions and improvements. Several actions demonstrate how linkages between planning and budget are becoming more visible throughout campus processes:

- College Council finalized college goals in May 2009, establishing the parameters that will guide all campus decisions and activities through the coming year [4.009]. These goals are based on the seven Initiatives of the Renegade 2012 Plan. A draft of the decision making document is expected to be ready for review by Spring 2010 [4.010].
- The pilot Budget and Planning Group developed an evaluation process of the unit plan budget component which includes a rubric for prioritization [4.011]. Additionally, evaluation of the budget request requires verification of whether program review, curriculum review and assessment plans are up-to-date and accurate.
- Unit Plans were recently updated [4.001] to include explanations about how facilities requests are linked to curriculum changes. To support this linkage, the unit plans now contain information on programs, finances, curriculum, assessment, planning and budget in one single location.
- Budget change forms have been developed for use when justifying unit requests as part of the budget development process each spring. The forms link and track the unit's planning and review to specific requests and final budget allocations. This has now been incorporated into the Budget Development worksheets used each Spring [4.012].

## **COMPLETION PROGRESS**

Bakersfield College considers Recommendation Four “Partially Met.”

## **APPLICATION TO ACCJC RUBRIC**

Given its commitment to improving student learning and educational effectiveness through all its planning structures and processes, Bakersfield College regularly refines its planning strategies, data support techniques, and broad based participation efforts. The College's response to Recommendation 4 documents the ongoing work across campus to align state, district, and campus goals while using data as a major component of the ongoing review and evaluation process. Bakersfield College demonstrates the characteristics of the “Development” level and some of the characteristics of the “Proficiency” level of the ACCJC Rubric for Evaluating Institutional Effectiveness—Part II: Planning. Full mastery at these levels, however, is an ongoing goal as the College builds its culture of evidence and encourages campus dialog designed to refine key processes and improve student learning and overall institutional effectiveness. The College expects to be entering the “Sustainable Continuous Quality Improvement” level by the time of its next self study.

## **FUTURE PLANS**

The synergy of all of these changes suggests that 2009-2010 year is poised to be a pivotal year for Bakersfield College. During the coming year, planning (Action 2012), oversight (College Council) and process (unit plans, assessment plans, and program reviews) will readily coordinate in support of transparent information, clear decision making and communication, as well as ongoing quality improvement. The College president, through College Council, will oversee the completion of these ongoing plans. The Administrative Council will work closely with Academic Senate and the Faculty Chairs and Directors Council to implement the operational items inherent in the ongoing planning process. The Action 2012 Linkages Initiative will clarify and monitor the clarity and functionality of linkages as they are strengthened across campus.

The Institutional Effectiveness Committee and the Office of Institutional Research and Planning are planning a coordinated revision of the unit plan and program review documents to streamline the forms without undermining the data analysis and analytical reflection needed to justify requests and clarify recommendations. This review and revision is anticipated to begin in January 2010. The Institutional Effectiveness Committee is also deciding how to best communicate to the College community its recommendations after an assessment of program reviews and the eventual decisions made by the College president.

## **EVIDENCE**

- [4.001] – Unit Plan Handbook and Template, 2008
- [4.002] – Program Review Handbook, 2008
- [4.003] – Educational Master Plan, 2007-2008 and 2008-2009 (Section II Unit Plans)
- [4.004] – Renegade 2012 Plan and Support Documents
- [4.005] – Action 2012 Final Report and Support Documents
- [4.006] – Action 2012 Strategic Initiative Summaries and Synthesis Reports
- [4.007] – College Council Charge, 2009
- [4.008] – College Council Minutes, February to June 2009
- [4.009] – College Council College Goals
- [4.010] – Decision Making Task Force, College Council Minutes, Summer 2009
- [4.011] – Worksheet and Rubric for Reviewing Unit Plan Budget, January 2009
- [4.012] – Budget Development Worksheets

## **RECOMMENDATION 5 – EVALUATE STAFFING IN STUDENT SERVICES AND DISTANCE EDUCATION**

*In order to meet the standard and ensure equitable student access and support at all locations for all delivery methods, the team recommends the college evaluate students and learning support services and distance education staffing (Standard II.B.1, II.B.3.a, II.B.3.c, II.B.4, II.C.1 and II.C.1.c).*

### **SUMMARY OF PROGRESS**

Since the Accreditation team visit in October 2006, three of the services programs that completed the program review process are the Library, Counseling and Media Services [5.001]. Based on the results of those evaluations, several projects are underway to provide more effective student access and support in all modalities as well as increased staffing as needed.

The Bakersfield College Counseling Department works to ensure that the diverse and geographically distant student population has equal access to the activities, information, and support that will help students achieve their educational and career ambitions. This is accomplished through traditional face-to-face counseling, group workshops, orientations, and online advising. Additionally, the Counseling Department website [5.002] provides information, an online college orientation and a career center page. This information is easily accessible to all students with Internet access, regardless of geographic location. Computer labs at the Panorama and Delano campuses are available for student use.

While evaluating its current course offerings, the Counseling Department created online student development courses to address the needs of students in geographically remote areas of the College's service area [5.003]. Courses now offered online as well as face-to-face include educational planning, career decision making and tools for college survival. Curriculum in all student development courses was updated to reflect changes in Bakersfield College policy, while information pertinent to transfer and general education majors was also updated to comply with requirements. In each student development course, counseling faculty plan to conduct pre- and post- student surveys [5.004] to verify that specific student learning outcomes for the course have been achieved. The online version of the survey is expected to be ready by Spring 2010.

For the Bakersfield College Library, addressing the needs of students from the College's vast service area has been achieved through a continually-growing collection of e-books and online databases [5.005]. The collection now numbers more than 6,000 volumes accessible through the Library website at [www.bakersfieldcollege.edu/library](http://www.bakersfieldcollege.edu/library). The availability of full books online provides distance education students complete access to electronic copies of information essential to their education. These online resources are available through any connection to the Internet, which includes several on campus student use computer labs and numerous campus wireless access locations [5.006]. Also available from the Library website are the electronic databases available to students, including: EBSCOhost, EBSCO Newspaper Source Plus, Gale

Expanded Academic, Gale Biography Resource Center, Gale Opposing Viewpoints, and Serials Solutions.

The Bakersfield College Wireless Network Implementation Plan clearly outlines all wireless points of access, along with plans for future implementation, budget permitting [5.007].

Some student use computers and wireless access points are also available at the Delano Campus. To better assist students, staff and faculty at the Delano Campus have been trained on new media equipment and online library services. Basic skills initiative dollars were used to purchase a small reference collection that augments online database resources. Staff from the Panorama Campus is currently covering the library at Delano Campus as budget to hire an adjunct librarian is frozen with the current economic crisis.

The department of Learning Resources and Information Technology oversees both Extended Learning and Media Services. These programs serve faculty, staff, and students in a variety of modalities and have been assessing how to best improve service. For example, survey results of the online teaching and mentoring activities available at Bakersfield College [5.008] resulted in the addition of online mathematics tutoring for students taking online and hybrid mathematics courses. Additional funds have also been directed to send several faculty members who teach online to attend the 2009 Online Teaching Conference to learn best practices in online education.

Appropriate staffing levels which address the needs of students has also been evaluated, and the critical need for an educational media specialist was identified in December 2007. The specialist provides support to online students and faculty as well as training workshops for faculty and staff. In March 2008, an audio visual technician was added to the Media Services Department. In addition to other duties, the audio visual technician provides closed captioning services and training to faculty on media equipment. In May 2009, the person serving in that position moved out of state; a formal replacement request has been submitted. These two positions address the immediate need for support, but with the continued growth of the online program at Bakersfield College, an additional support position has been proposed.

### **COMPLETION PROGRESS**

Bakersfield College considers Recommendation Five “Fully Met.”

### **FUTURE PLANS**

Each year, as the Library, Counseling, and Media Services complete their respective unit plans, equitable access to services and appropriate staffing levels will be reviewed. The deans and chairs or directors will keep the vice presidents of academic affairs and student services apprised of emerging needs or problems in these areas, so they can be addressed campus wide as well as through the unit plans.

## **EVIDENCE**

[5.001] – Library, Counseling, Media Services Student Service Program Reviews

[5.002] – Counseling Website

[5.003] – New Counseling Curriculum

[5.004] – Student Surveys and Results

[5.005] – Library e-Book Collection Website

[5.006] – Wireless Access Location Saturation Map

[5.007] – Bakersfield College Wireless Network Implementation Plan

[5.008] – Online Teaching Survey Results

## **RECOMMENDATION 6 – STAFFING NEEDS**

*In order to meet the standard, the team recommends that the college develop a planning agenda that will respond to anticipated staffing needs and reflect the changing demographics of the service area (Standard III.A, III.A.4.b).*

### **SUMMARY OF PROGRESS**

Bakersfield College continues its effort to provide appropriate training on and enhancement of the recruitment efforts for faculty and staff. The Equal Opportunity and Diversity Advisory Committee and Human Resources work together to offer diversity training for all screening committees. The vice presidents work with Faculty Chairs and Directors Council to generate the annual faculty prioritization decisions. The following details present the steps most recently taken to address these ongoing processes:

- The regular faculty hiring cycle begins in the fall of each year. Faculty members who submit their letters of resignation/retirement by October 1 receive financial remuneration as incentive to make decisions early enough to impact hiring requests. During the same time period, the College is notified of its full-time faculty obligation for the following fall. With these two sources of information, combined with academic unit plans, the Faculty Chairs and Directors Council implements the Faculty Position Request Prioritization Process and Timeline [6.001]. The hiring priorities generated through this process are forwarded to the College president as a recommendation. Ideally, once final hiring decisions are made, recruitment efforts can begin as early as January.
- The regular hiring cycle for new classified staff positions begins in the spring of each year with a final decision made during the summer months or after the state budget is signed by the California governor. Requests to replace vacant classified staff positions are submitted throughout the year, as appropriate. The goal is to minimize the disruption of service generated by the vacancy.
- In January 2007, the Bakersfield College president submitted an initial Bakersfield College staffing plan to the KCCCD chancellor [6.002]. It included a list of all permanent, regular employees of the College. In Fall 2007, administrators attempted to speak with most employees in an effort to determine future retirement dates: this data allows the College to predict when major staffing needs are likely to surface. An ongoing goal of the College is for community and student demographics to be better reflected in the College's faculty and staff demographics.

In Fall 2008, a district-wide meeting with the KCCCD vice chancellor of human resources was conducted to address diversity and compliance issues [6.003]. At the meeting, it was also clarified that instead of district personnel providing diversity training for the campus, the Bakersfield College's director of human resources would be primarily responsible for diversity



and human resources training. This training involves alerting each screening committee about campus diversity needs and goals [6.004]. Screening committees are encouraged to be mindful of gender and ethnicity imbalances while always forwarding finalists who are the most highly qualified candidates. This conscious effort helps Bakersfield College address the goal of having campus personnel patterns reflect the gender and ethnicity of both the student and community demographics.

In the past, separate diversity representatives were named to every screening committee (classified, faculty and administrative). However, questions of authority and oversight routinely surfaced regarding the role of the diversity representative. Starting in Spring 2009, to better ensure confidentiality, equitable treatment of all candidates, and an inclusive hiring process, the manager serving on each screening committee and or each committee's designated chair are trained by Human Resources in coordination with the Equal Opportunity and Diversity Advisory Committee. In addition, Human Resources provides training for the full screening committee, as needed.

A subtle variation has been implemented for faculty screening committees. Starting in Spring 2009, in response to a change initiated by Academic Senate, one faculty diversity representative has been identified for the campus, and he serves as an additional resource to each faculty screening committee [6.005]. Human Resources personnel still provide the necessary training as noted above to ensure consistency of practice and support.

Despite the state budget challenges, the faculty prioritization process was administered in Fall 2008. Recruitment for 10 faculty positions was initiated in early Spring 2009 [6.006]. The College's traditional recruitment efforts were supplemented with outreach to new applicant pools through pathways such as APAonline, Diverse Issues, Hispanic Outlook and Women in Higher Education. The goal was to broaden applicant pools and draw from local and regional populations. The College also implemented the People Admin software, which allows for candidates to submit online applications to Bakersfield College.

Campus staff development efforts also continue to include sessions which focus on the importance of diversity for the campus to broaden perspectives and better meet community needs. These efforts have been financially supported through funds from the Staff Development Coordinating Council, Title V, and the Basic Skills Initiative.

For example, several college activities have taken place, including "Diversity Day Celebration" in January 2006, sharing articles on addressing diversity needs across campus in Fall 2007 and faculty participation in a book group about serving students from different generations in Fall 2007 [6.007]. In September 2008, Dr. Evelyn Hu-Dehart, director of Brown University's Center for the Study of Race and Ethnicity in America, presented "Embracing Multiculturalism and Diversity" [6.008]; her intention was to provoke increased awareness of new perspectives and to start ongoing conversations about diversity at Bakersfield College. On campus, Student Services

administrators conducted a series of workshops called the Go Pro Academy. These sessions provided all student services staff training in such matters as effectively serving students and working collaboratively. One session was devoted exclusively to understanding diversity [6.009].

### **COMPLETION PROGRESS**

Bakersfield College considers Recommendation Six “Fully Met.”

### **FUTURE PLANS**

The vice presidents of academic affairs and student services will oversee and monitor the faculty and staff prioritization processes undertaken each year, so recommendations move forward to the president in a timely manner. Overall campus diversity training through workshops and specialized sensitivity training will continue to be provided through staff development and other internal funding sources. The Staff Development Coordinating Council, the Equal Opportunity and Diversity Advisory Committee and Human Resources will help coordinate these events.

In Fall 2009, the Equal Opportunity and Diversity Advisory Committee and Human Resources will assess the effectiveness of the new diversity representative assignment and training process for effectiveness. A survey of screening committees that served in Spring 2009 will be conducted. The results will be reviewed by the Equal Opportunity and Diversity Advisory Committee, Human Resources and campus administrators to make appropriate recommendations to the president regarding ongoing practices. Any necessary changes will be initiated before faculty screening committees are formed in Spring 2010.

### **EVIDENCE**

[6.001] – Faculty Prioritization Process and Timeline, Fall 2008

[6.002] – College Staffing Plan, January 2007

[6.003] – KCCD Diversity and Compliance Meeting, Fall 2008

[6.004] – Diversity Training Materials for Screening Committees, Spring 2009

[6.005] – Faculty Diversity Representative Changes, Academic Senate Meeting Minutes, Spring 2009

[6.006] – Recruitment Efforts for Spring 2009

[6.007] – Activities to Address Students’ Differences, Fall 2006 and Fall 2007

[6.008] – “Embracing Multiculturalism and Diversity,” September 2008

[6.009] – Go Pro Academy Details

## **RECOMMENDATION 7 – PROFESSIONAL DEVELOPMENT**

*In order to meet the standard, the team recommends that the college provide adequate resources to ensure the institution meets the professional development activities needs of its personnel, including activities addressing diversity issues (Standard III.A, III.A.4.b, III.A.4.c and II.B.3.d).*

### **SUMMARY OF PROGRESS**

Regular permanent funding for campus staff development efforts has been an ongoing challenge ever since the state stopped allocating specific dollars for that purpose. Bakersfield College routinely provides annual funds but on a year-by-year basis, making it difficult for the Staff Development Coordinating Council (SDCC) to make long term plans or to establish ongoing programs. A long term College goal has been to make staff development a permanent, visible activity. One step toward meeting this goal was taken when the College president provided the funding that created the Levinson Resource Center [7.001]. Since its opening in Fall 2008, this much-needed venue for staff development has been consistently used for workshops and meetings, and is gaining in popularity as a training environment.

Another step in recognizing the importance of staff development's role on campus would be to provide an ongoing line-item budget from general funds for the purpose of staff development. For the 2008-2009 fiscal year, dollars from the campus recycling efforts continued to be made available to support staff development activities, but these dollars fluctuate each year and are not confirmed for use until after the new academic year begins. For 2009-2010, staff development has a permanent line item budget from general funds. Such consistent funding will allow long term planning and program development [7.002].

Despite limited funds over the years, the SDCC has managed to offer a wide range of staff development opportunities both on and off campus [7.003]. For example, staff development helped support participation in the Great Teachers Seminar, a weekend retreat for instructors; hosted a Staff Recognition Day in May; and purchased new equipment for the Technology Learning Center to assist in technology training.

Each semester, SDCC also offers a variety of orientations and workshops which provide onsite training opportunities for faculty and staff [7.004]. In recent years, these opportunities have been scheduled throughout the semester as well as during the week before each semester begins. These workshops have included ongoing technology training as well as sessions on diversity issues, such as veterans' re-entry and transition, generationalism, and women's issues. Other workshops focus on effective teaching strategies, especially those geared to meeting the needs of developmental students.

Various departments also sponsor staff development activities, both on and off campus, and faculty and staff also attend trainings and conferences. For example, in Spring 2008, student services personnel met for a series of training workshops called the Go Pro Academy. These

workshops developed quality service strategies and staff leadership skills. Since Fall 2008, some of the conferences faculty and staff attended included Western Association of Schools and Colleges Assessment training, the National Association of Developmental Education conference, the state Student Success Conference, the Noel-Levitz Recruitment and Retention Conference, and the conference and training workshops offered by the Association of California Community College Administrators.

The KCCD Management Association supported its commitment to ongoing professional development by building a professional development fund in conjunction with the Bakersfield College Foundation. The Association opened the fund in July 2007 with an initial contribution of \$5000 [7.005]. Each year, it contributes an additional \$2500; that annual contribution is being matched two-to-one by the Foundation through 2012. By July 2009, the account total reached \$30,000. Starting in 2009-2010, the Association will begin authorizing \$2000 of expenditures each year to support professional development activities for individual members [7.006].

### **COMPLETION PROGRESS**

Bakersfield College considers Recommendation Seven “Fully Met.”

### **FUTURE PLANS**

With a permanent budget, SDCC will develop long-term staff development plans for the campus that will preserve effective traditions and explore new opportunities. To help with this undertaking throughout 2009-2010, a campus needs assessment and an evaluation of current activities will be conducted, so the results can be utilized to develop the training plan and budget request for 2010-2011. This process will become an annual activity. The administrative co-chair of SDCC will take responsibility for ensuring these activities are completed.

### **EVIDENCE**

[7.001] – Levinson Resource Center Opening Materials

[7.002] – Staff Development Coordinating Council Budgets, 2006-2009

[7.003] – Staff Development Coordinating Council Minutes and Agendas, 2006-2009

[7.004] – Flex Workshop and Technology Workshop Schedules

[7.005] – KCCD Management Association Memorandum and Supporting Documents

[7.006] – KCCD Management Association Criteria for Professional Development Funds

## **RECOMMENDATION 8 – ADJUNCT FACULTY EVALUATION**

*In order to meet the standard, the team recommends that the colleges follow Kern Community College District Policy 7D by evaluating adjunct faculty in a consistent, timely manner with procedures that assess current performance and promote improvement (Standard III.A.1.b).*

### **SUMMARY OF PROGRESS**

There are several factors that currently impact adjunct faculty evaluations within the Kern Community College District.

- Based on a petition submitted by the Community College Association/National Education Association to modify the existing bargaining unit, the Public Employees Relations Board ruled that as of April 4, 2007, adjunct faculty are represented by the Community College Association [8.001]. As a result of that decision, the KCCD and the Community College Association recognized that the evaluation procedure is a negotiable item that must be addressed as part of the faculty contract negotiations which commenced in Fall 2007. The previous collective bargaining agreement expired on June 30, 2008, and the KCCD and the Community College Association used an interest-based bargaining process to seek mutual agreement on a successor agreement prior to that date. That document was ratified by both the Community College Association and the KCCD Board of Trustees in April 2009 [8.002].
- In July 2007, the KCCD and the Community College Association conducted several discussions regarding the applicability of the current collective bargaining agreement in regard to evaluation procedures to adjunct faculty based upon the Public Employees Relations Board ruling from April 2007. Discussions resulted in the mutual agreement that current KCCD Board Policy would be followed for the remainder of the contract, through June 30, 2008, as negotiations on a successor contract took place.
- KCCD Human Resources has secured an outside consultant to facilitate the reimplementation of the Human Resources module of our Enterprise Resource Planning system, known as Banner. One of the identified outcomes of that project is the tracking of all evaluations within the system of record and the automated generation of evaluation lists [8.003]. These lists will help deans and chairs better monitor adjunct evaluations.
- During Spring 2007, the current KCCD Board Policy Manual section 7D [8.004] was reviewed with vice presidents from Bakersfield, Cerro Coso Community and Porterville colleges, and efforts were made to increase the number of faculty evaluations taking place each semester. Part of this process was to ensure that new adjunct faculty members are evaluated in their first semester as well as every sixth semester thereafter.

As per the KCCD Board Policy Manual, Human Resources provides notice to new adjunct faculty of the evaluation process applicable to their employment. In addition, Human Resources identified additional adjunct faculty who were not evaluated in Spring 2007, and those faculty were subsequently evaluated in accordance with KCCD Board Policy.

The presidents of Bakersfield, Cerro Coso Community and Porterville colleges were charged by the KCCD chancellor with ensuring all adjunct faculty were properly evaluated during the 2007-2009 timeline. Human Resources collected all adjunct faculty evaluations and monitored the process.

At Bakersfield College, 48 adjunct evaluations were fully completed in 2008-2009; another 39 evaluations are being finalized as new forms and required signatures are being processed [8.005]. Each evaluation includes peer observation, materials review, student surveys, and an administrative review. Evaluation feedback is shared face-to-face with the adjunct faculty member being reviewed. As per board policy, Human Resources will provide notice to new faculty of the evaluation forms and procedures that apply to them. In 2009-2010, using updated forms and procedures, all departments are establishing appropriate evaluation cycles for all adjunct faculty.

### **COMPLETION PROGRESS**

Bakersfield College considers Recommendation Eight “Fully Met.”

### **FUTURE PLANS**

At Bakersfield College, academic deans work with department chairs each semester to coordinate the timely evaluation of adjunct faculty. The offices of the vice presidents of academic affairs and student services will monitor this ongoing process to ensure compliance. Campus evaluation lists will be maintained in conjunction with Human Resources. Timelines and forms used are stipulated through the KCCD/ Community College Association agreement.

### **EVIDENCE**

[8.001] – CCA Agreement Article for Adjunct Faculty Evaluation

[8.002] – KCCD/Community College Association Interest-Based Bargaining Agreement, KCCD Board of Trustees Meeting, April 2009

[8.003] – KCCD Human Resources Evaluation List

[8.004] – KCCD Board of Trustees Board Policy Manual, 7D

[8.005] – Bakersfield College Adjunct Evaluation Lists

## **RECOMMENDATION 9 – EMPLOYEE CODE OF ETHICS**

*In order to meet the standard, the team recommends that the colleges, with appropriate district-wide input, develop a written code of ethics for all employees (Standard III.A.1.d).*

### **SUMMARY OF PROGRESS**

A draft employee code of ethics was developed with the assistance of a Cerro Coso Community College faculty member. This faculty member expressed interest in taking the lead to develop a district employee ethics policy in 2004-2005, and was contracted to lead the effort to conduct research and develop a draft policy following the 2006 accreditation team recommendation.

Beginning in December 2006, a review of books, articles and other references was conducted by the KCCD chancellor and the Cerro Coso Community College faculty member contracted to lead the development of the employee code of ethics. In addition, area agency chief executive officers were interviewed and higher education ethics policies were studied. Based on this research, a draft Code of Ethics was written for the KCCD.

The next step in the process was to take the draft code through the consultation process. The consultation process began in September 2007 when the draft was introduced to the KCCD Consultation Council (formerly Chancellor's Cabinet). The KCCD Consultation Council is comprised of faculty, classified staff, management and students from Bakersfield, Cerro Coso Community and Porterville colleges and the KCCD district office. This group was directed to present to and discuss the draft with members of their constituency groups and to collect comments and recommendations.

For the next eight months, the draft Code of Ethics was discussed, challenged, revised and vetted before being recommended to the KCCD Board of Trustees for adoption. The initial vetting process illustrated the need to discuss the KCCD Code of Ethics in additional venues in order to refine the code. The Code of Ethics [9.001], with appropriate sanctions for violations, was presented to the governing board in May 2008 and adopted in June 2008 [9.002]. The KCCD Code of Ethics includes a general introduction and sections on Respect for Persons and Academic Freedom, Fairness and Honesty, and Competence.

The development of a draft Code of Ethics underscored the value of dialogue to affect acceptance of standards of behavior without fear of reprisal. Additional policies, processes and training were developed to help introduce the Code of Ethics to district employees [9.003]. Training will be essential to developing employee and student understanding of ethical expectations, prohibitions and consequences of actions associated with violations of the KCCD Code of Ethics. The process of developing a Code of Ethics also provided the opportunity to define individual responsibility for creating a safe environment for learning and working as members of a college community.

## **COMPLETION PROGRESS**

Bakersfield College considers Recommendation Nine “Fully Met.”

## **FUTURE PLANS**

At the beginning of every academic year, starting with 2009-2010, the Bakersfield College president will send an email across campus, thanking all employees for maintaining high ethical and professional standards as they serve students and community [9.004]. In addition, at least once each academic year, the Bakersfield College human resources director in collaboration with the KCCD Human Resources will present a training workshop designed to promote understanding of ethical expectations associated with the KCCD Code of Ethics.

## **EVIDENCE**

[9.001] – KCCD Board Policy Manual, Section Eleven, Code of Ethics

[9.002] – KCCD Board of Trustee Minutes, June 2008

[9.002] – Additional Policies and Training

[9.004] – Bakersfield College President’s Message, Fall 2009



## **RECOMMENDATION 10 – FACILITIES REPAIR**

*In order to meet the standard, the team recommends the college, with district assistance, develop an effective facilities repair scheduling system with emphasis on rapid and clear response to repair and maintenance work order requests (Standard III.B.1.b).*

### **SUMMARY OF PROGRESS**

Bakersfield College has actively been working with the KCCD in implementing a district-wide maintenance work order system. Two options for this work order system, IssueTrak and MPulse, are currently being evaluated.

IssueTrak [10.001] is currently used by the KCCD for tracking information technology questions, requests and work orders. This software allows the KCCD Information Services Department to track the volume of calls coming in, and it allows for immediate generation of a work order, which is then distributed via email to the appropriate campus for assignment to the employee responsible for addressing the task or repair requested.

According to the vendor, this software would be easily adapted to the maintenance and operations areas of each college. If adopted district-wide, this software would make it easy for any member of the college community to submit a request either over the phone or Internet. The request from either pathway can be transformed into a work order.

MPulse [10.002] is the software program currently used by Bakersfield College's Maintenance & Operations Department for the purpose of tracking work orders. This software is specifically designed to deal with facilities needs and the typical responsibilities associated with maintenance of a large institution. This software includes options for tracking inventories and locksmith databases, managing college assets, tracking of manufacturers and suppliers as well as storing of employee contact information.

Despite currently being owned by Bakersfield College, this software is not being used to its full capability. Its primary use is to track and monitor work orders for facility maintenance in conjunction with Microsoft Outlook. In addition to placing facility maintenance requests over the phone with the Maintenance & Operations Department, staff members can place maintenance requests online via an internet-based form that also emails them a copy of the request with an assigned work order number.

Both of these software packages have the capability of providing a rapid and clear response system to communicate the request for maintenance repairs for each of the colleges in the KCCD. Both software packages can provide a means for tracking response time and the department's effectiveness in addressing several categories:

- Immediate or emergency work orders

- Regular or routine work orders
- Preventative maintenance work orders
- Deferred maintenance that needs regular, scheduled attention

The decision to implement one maintenance and operations tracking software system district-wide has not yet been made. Before an informed decision can be made, the KCCD Facilities Planning Team reviewed the personnel requirements needed for handling the additional phone and Internet traffic generated by incorporating facilities maintenance requests into the information technology-based IssueTrak. In the meantime, Bakersfield College continues to use MPulse on campus. Once the KCCD finalizes which software package will be standardized for use on all three campuses, Bakersfield College will either purchase new software or upgrade its current package to enhance functionality. These details are expected to be completed in the 2009-2010 year.

### **COMPLETION PROGRESS**

Bakersfield College considers Recommendation Ten “Partially Met.”

### **FUTURE PLANS**

The KCCD Information Services Department will make a recommendation on which software package to implement district-wide, so appropriate purchases and implementation strategies can take place. Although intending to have a decision in Summer 2009, the current state budget crisis has delayed the decision until the end of Fall 2009. Once one system is implemented, training will be provided on each campus to facilitate effective use of the system. In addition, an ongoing evaluation process will be implemented to ensure the effective use of the software and to track the timely completion of work orders. On the Bakersfield College campus, the director of maintenance and operations will be responsible for the training, implementation, and evaluation of the college’s use of the software system. Results of the evaluation process will be recorded in the annual unit plan for Maintenance and Operations.

### **EVIDENCE**

[10.001] – IssueTrak Details

[10.002] – MPulse Details

## **RECOMMENDATION 11 – BUDGET ALLOCATION MODEL**

*In order to meet the standard, the team recommends that the colleges, working with appropriate district-wide leadership and in consideration of the special conditions of the individual colleges within the district, complete the development, implementation and assessment of the budget allocation model (Standard III.D.1.a, III.D.1.b, III.D.1.c, III.D.1.d and III.D.3).*

### **SUMMARY OF PROGRESS**

The KCCD Consultation Council (formerly the Chancellor’s Cabinet) undertook the task of creating a new allocation model for its unrestricted general funds in Fall 2006. A subcommittee of the council was formed to develop proposals for a new model to be utilized for the 2007-2008 budget development and allocation process. The subcommittee had wide representation: faculty, classified staff and administrative representation from Bakersfield, Cerro Coso Community and Porterville colleges, the KCCD district office and collective bargaining units [11.001].

The subcommittee completed the development of a new district-wide unrestricted fund allocation model in March 2007, forwarding its recommendations to the KCCD chancellor. The model closely followed the new State of California allocation model resulting from the passage of California Senate Bill 361. The model development included securing comment and input from all faculty and staff at Bakersfield College, Cerro Coso Community College and Porterville College through scheduled public forums. Bakersfield College’s Academic Senate reviewed the model at their February 2007 meeting [11.002] and passed a resolution in support of the model in March 2007 [11.003].

The district-wide allocation model [11.004] for unrestricted funds was adopted and initiated for the first time in developing the 2007-2008 and 2008-2009 budgets.

In April 2008, it was agreed by members of the Budget Allocation Model Evaluation Committee that a preliminary survey would be conducted in May 2008 to guide the evaluation of the KCCD Budget Allocation Model [11.005]. Based on the survey results, the committee concluded that to determine the effectiveness of the budget model, it was important for constituents to understand the details of the State of California budget cycle, as well as the California Community Colleges and KCCD allocation models for unrestricted funding. To facilitate understanding of the new budget model, the Budget Allocation Model Evaluation Committee invited all staff members of all three colleges and the district office to attend a Finance 101 [11.006] presentation in October 2008. The presentation included a review of the evaluation committee’s work, the survey results, the California Community Colleges model, the KCCD budget allocation model, as well as the presentation of the next steps to facilitate understanding of the budget.

To improve transparency of the KCCD budget allocation model, various financial reports were regularly posted on the KCCD website at [www.kccd.edu](http://www.kccd.edu). Additionally, financial reports were distributed at KCCD Consultation Council meetings.

### **COMPLETION PROGRESS**

Bakersfield College considers Recommendation Eleven “Fully Met.”

### **FUTURE PLANS**

During the model’s first year of use, it proved difficult to evaluate the instrument, process, and outcomes simultaneously. The evaluation team realized time needed to pass to allow for a more distanced objective review of the workings of the model.

In January 2009, the KCCD commenced the 2009-2010 budget allocation and development process and published the Adopted Budget [11.007]. Several budget allocation issues surfaced, and the Budget Allocation Model Evaluation Committee was reconvened by the KCCD chancellor to once again evaluate the budget allocation model to ensure its ongoing effectiveness. Completion of this evaluation is expected in November 2009.

### **EVIDENCE**

[11.001] – Consultation Council Minutes, Fall 2006, and Consultation Council Subcommittee Roster

[11.002] – Academic Senate Minutes, March 2007

[11.003] – Academic Senate Resolution, March 2007

[11.004] – KCCD Budget Allocation Model

[11.005] – KCCD Budget Allocation Model Evaluation Committee Minutes, April 2008

[11.006] – Finance 101 Presentation

[11.007] – KCCD 2009-2010 Adopted Budget

## **RECOMMENDATION 12 – COLLEGE COUNCIL**

*In order to meet the standard, the team recommends that the College Council develop and adopt a formal document that contains by-laws, purpose of body, and membership; delineates function in regards to other participatory governance bodies; and includes other procedural guidelines (Standard IV.A.2).*

### **SUMMARY OF PROGRESS**

Ever since its inception, College Council has been undergoing annual reviews and follow-up modifications for the purpose of ensuring that the committee remain viable and relevant to the College. This most recent iteration was investigating the viability, relevance and membership requirements needed to make College Council a key part of the governing structure. After thoughtful review beginning in December 2008, College Council reformed itself during January and February 2009 with a smaller, but better balanced, membership and a clear, concise goal. The new Council held its first meeting in February 2009.

According to its new Charge [12.001], the College Council is a collegial consultative body designed to serve the good of the College. The group facilitates timely, factual, and clear communication between constituents and the College president as a means to develop recommendations on decisions for college-wide issues in areas such as budget, planning and facilities.

Members of College Council fill an important need in the College's structure. As members, they are the primary and most visible representatives of their constituent groups. They are expected to set the standard for civility, candor and accuracy in collegial discussion, through Council meetings and their interactions with others in the College community. As conduits of information to and from the groups they represent, they should strive to understand and accept diverse points of view while attempting to reach a consensus to best serve the College as a whole. Members are expected to communicate regularly with the constituent group(s) they represent.

Members of College Council are determined by either the position they hold or through a selection process established by the constituency group they represent. Membership terms now vary, and in cases where a constituency group is comprised of multiple members, the selection process will allow for staggered terms.

Minutes from the meetings under the new College Council format demonstrate the productivity of this iteration of the council [12.002]. The group addressed substantial content such as the development of college goals, and the committee representatives shared timely feedback with their constituency groups. This new iteration of College Council will be officially reviewed for effectiveness throughout the 2009-2010 year through a college-wide survey, so further refinements can be made as needed.

## **COMPLETION PROGRESS**

Bakersfield College considers Recommendation Twelve “Fully Met.”

## **FUTURE PLANS**

The College president will work through College Council to annually assess the functioning of the committee to ensure it works efficiently and effectively. As needed, the College Council by-laws will be modified, so the Council and its membership effectively serve the needs of the College. This assessment will come from internal review by the Council itself during each academic year as well as through a campus-wide survey assessing the overall effectiveness of the College Council. The campus wide survey will happen at least every other year.

## **EVIDENCE**

[12.001] – 2009 College Council Charge

[12.002] – College Council Minutes, February through June 2009

### **RECOMMENDATION 13 – BOARD OF TRUSTEES SELF-EVALUATION**

*In order to meet the standard, the team recommends that the district Board of Trustees adopt and implement the self-evaluation process being developed and routinely administer the process. In addition, the Board should revise the current ethics policy to include a procedure for dealing with violations of the policy (Standard IV.B.1.g and IV.B.1.h).*

#### **SUMMARY OF PROGRESS**

In January 2006, at their annual retreat, the members of the KCCD Board of Trustees committed themselves to annually completing a self-evaluation. The KCCD chancellor was charged with developing an evaluation instrument, which was completed in October 2006.

The instrument includes statements of 34 standards of expected knowledge and behavior, which are rated on a scale of 1 to 5, with a rating of 1 being minimal and a rating of 5 being exceptional. The Trustee Evaluation Procedure allows each individual board member to self-evaluate a particular factor of board knowledge or behavior. It also provides the board member an opportunity to evaluate the perception of the knowledge or behavior of the board as a whole. Additionally, the instrument includes two open ended questions: (1) “What does our board do well?” and (2) “What could our board improve upon?” The board’s own Code of Conduct and Code of Ethics [13.001] are used as the basis of the evaluation.

The members of the governing board responded to the evaluation instrument in December 2006, and the tabulated results were reviewed and discussed in January 2007. District Board Policy Manual, Section Two, was reviewed with the Chancellor’s Executive Council (now Chancellor’s Cabinet) in August 2007 [13.002]. The KCCD Board of Trustees was presented with Policy Two at the September 6, 2007 [13.003] meeting, and adopted Policy Two in October 2007 [13.004]. The KCCD Board of Trustees has followed the policy as established.

The KCCD Board Policy Manual, Statement of Ethics, was initially developed in April 1995 [13.005]. The KCCD Board of Trustees uses the Standards of Good Practice and Statement of Ethics as criteria in the instrument for evaluation. As of August 2007, the KCCD policy on ethical expectations is provided to all members of the KCCD Board of Trustees at each meeting in order to foster an awareness of ethical expectations and the consequences of violating standards.

The Community College League of California, *Board Focus*, Volume 8, Number 1, Winter 2006, was used as a resource to revise the KCCD Board Policy Manual on the Statement of Ethics. Based on the information, the KCCD Board of Trustees president and vice president serve key roles in ensuring that allegations of ethical violations are examined and an appropriate course of action is taken.

The KCCD Board of Trustees conducted a second self evaluation in November 2007 and discussed the results at the February 2008 retreat. The results were used to determine the board

training needs for 2008. Further, the KCCD Board of Trustees evaluated the evaluation instrument, resulting in removal of one of the 34 standards and consolidation of two others, leaving 32 standards of expected knowledge and behavior.

As the KCCD Code of Ethics was developed and the process was established to address alleged violations, existing board policy was revised to include a procedure for dealing with allegations of trustee violations of its Statement of Ethics. The governing board uses the standards in their statement on ethics currently in board policy as criteria in the board self evaluation process, and the section on handling of violations will be followed should violations or alleged violations occur.

### **COMPLETION PROGRESS**

Bakersfield College considers Recommendation Thirteen “Fully Met.”

### **FUTURE PLANS**

Members of the KCCD Board of Trustees value self-evaluation as an important process in their ongoing efforts of providing the most effective service possible to the district, its colleges, employees, students, and communities. Accordingly, the board will follow policy and participate in the self-evaluation process in October in every odd-numbered year. The next scheduled evaluation is in October 2009. The policy overseeing the board self-evaluation will be reviewed and updated as needed every five years.

### **EVIDENCE**

[13.001] – KCCD Code of Conduct, Code of Ethics

[13.002] – KCCD Executive Council Minutes, August 2007

[13.003] – KCCD Chancellor’s Cabinet Minutes, September 2007

[13.004] – KCCD Board of Trustees Minutes, September 2007

[13.005] – KCCD Board of Trustees Minutes, October 2007



## **RECOMMENDATION 14 – ORGANIZATION DECISION MAKING MAP**

*In order to meet the standard, the team recommends that the colleges, in conjunction with district-wide leaders, complete an organizational map that clearly delineates the roles and responsibilities between the entities and identifies an evaluation process that will provide for ongoing improvement (Standard IV.B.3).*

### **SUMMARY OF PROGRESS**

For the purposes of clarifying the governance and decision-making process for the KCCD, *A Process of Decision Making* [14.001] was developed in 2006. This document describes the process for creating or revising governing board policy and procedure for participatory governance in decision making. Included in the document is a diagram of the KCCD governance process.

Subsequent to the 2006 accreditation site visit, the KCCD searched for an existing, effective district model for an organizational map for decision making. After reviewing several models as examples, the West Hills Community College District model was identified as being the most relevant to the needs of the KCCD. Its matrix for decision making was adapted for the KCCD.

KCCD's draft functional organizational map for decision making was created in June 2007. The draft was introduced into the consultation process in September 2007 and input was sought to finalize the document in December 2007. The consultation process commenced with the KCCD Consultation Council (formerly the Chancellor's Cabinet). The membership of the KCCD Consultation Council includes faculty, staff, students and administrators representing all constituent groups at Bakersfield, Cerro Coso Community and Porterville colleges and the KCCD district office.

Each constituent group examined the KCCD process of decision making document through their respective governance groups and provided input to the final version. Recommendations were directed to the KCCD Consultation Council for further discussion, and the final document was approved by the KCCD Board of Trustees in December 2007 [14.002]. The map is broad-based and identifies which functions are centralized, decentralized or decentralized with coordination based at the KCCD district office. It also names the specific positions, by title, which have direct or lead responsibilities at each entity.

The KCCD Process and Functional Map for Decision Making was reviewed and revised by the KCCD Chancellor's Cabinet and the KCCD Consultation Council in May 2008 [14.003] and again in November 2008 [14.004]. In 2008, it was determined that the KCCD Functional Map for Decision Making would be evaluated annually for the first two years and every three years thereafter. The evaluation is conducted by the KCCD chancellor and the college presidents in consultation with the KCCD district office and constituencies from Bakersfield, Cerro Coso Community and Porterville colleges.

The district's decision-making map establishes the foundation upon which Bakersfield College is developing its own decision-making model [14.005]. College Council established a Decision Making Task Force that began meeting throughout Summer 2009 to develop a working draft; as the work progresses, updates will be shared through College Council. The final document will follow the structure of the KCCD document and clearly delineate the separation of roles and responsibilities on campus as well as clarify participatory governance roles in the process. Once finalized by Spring 2010, the Bakersfield College decision-making map will be reviewed and updated annually by the College Council for review and approval.

### **COMPLETION PROGRESS**

Bakersfield College considers Recommendation Fourteen "Fully Met."

### **FUTURE PLANS**

In March 2009, the KCCD chancellor commenced another review of the governance and decision making documents describing the KCCD process in order to provide clarity on the roles of executive leadership. A draft of recommended changes will be presented to the KCCD Chancellor's Cabinet and the KCCD Consultation Council by October 2009 for vetting.

The KCCD chancellor through the KCCD Consultation Council will annually review the organizational map for decision making in the KCCD to ensure the document is effectively serving the needs of the district. The results of the evaluation and any subsequent revisions to the organizational map will be presented to the Board of Trustees at the January 2010 board meeting. Bakersfield College will review its decision-making organizational map annually as part of its strategic planning process. Effective integration with the district's organizational map will be part of this review.

### **EVIDENCE**

[14.001] – KCCD's *A Process of Decision Making*, 2006

[14.002] – KCCD Organizational Map and KCCD Board of Trustees Minutes, Fall 2008

[14.003] – KCCD Consultation Council Minutes, May 2008

[14.004] – KCCD Consultation Council Minutes, November 2008

[14.005] – Decision Making Task Force, College Council Minutes, Summer 2009

**RESPONSES TO 2006 ACCREDITATION SELF-STUDY PLANNING AGENDAS**

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## **REVIEW OF 2006 ACCREDITATION SELF STUDY PLANNING AGENDAS**

Bakersfield College's 2006 Accreditation Self Study made numerous planning statements within each standard. This section of the Midterm Report summarizes progress on these plans, noting completion dates and responsible parties as appropriate for those that are not yet completed. Where possible, adjacent planning statements are grouped and reviewed with one explanatory comment.

## **STANDARD ONE: INSTITUTIONAL MISSION AND EFFECTIVENESS**

### ***I.A. Mission Planning Agendas***

**PLANNING AGENDA** – *By the end of 2006-2007, the president, in conjunction with College Council, will establish an annual mission statement review process and will update all postings of the mission statement as appropriate.*

#### **SUMMARY OF ACTIVITY**

Initial review of the College mission statement and review process took place in 2006-2007. The College president at that time, who is now retired, moved the mission statement review and renewal process as part of the college strategic planning process being overseen by College Council. A work group took on the task of revising the statement to better address the changing demographics and educational needs of the student population and community.

The new version of the mission statement was reviewed and approved by College Council in May 2008 [I.A.001] as part of the Renegade 2012 Strategic Plan [I.A.002]. That plan moved forward for board approval in June 2008. The new statement is included in the Renegade 2012 Plan and the current catalog [I.A.003] and posted online and at various common areas of the Panorama and Delano campuses. The renewal process was finalized by College Council in June 2009 [I.A.004]. The mission statement will be re-assessed each spring as College Council finalizes the college goals for the following year, ensuring that the college goals continue to align with both the district and state mission statements and subsequent goals.

#### **The Bakersfield College Mission Statement:**

With its heritage as a foundation and an eye toward the future, Bakersfield College provides the high quality education necessary for our socially and ethnically diverse students—whether they be vocational, transfer-oriented, developmental, or some combination of these—to thrive in a rapidly changing world.

We will accomplish our mission by:

- Establishing strong connections with our student and business communities
- Understanding the needs of our diverse student population
- Responding to student and community needs with efficiency and flexibility
- Honoring our long heritage of community involvement
- Remaining vigilant in scanning our present and future environment within which we operate
- Promoting tolerance and patience with all of our stakeholders

## **EVIDENCE**

[I.A.001] – College Council Minutes, May 2008

[I.A.002] – Renegade 2012 Plan

[I.A.003] – Bakersfield College Catalog, 2009-2010

[I.A.004] – College Council Minutes, June 2009

**PLANNING AGENDA** – *Monitor and revise the processes inherent in the development and processing of campus learning outcomes at all levels. This responsibility is shared across campus, but more direct oversight is provided at various levels by College Council, Office of Student Learning, Academic Senate, and the assessment coordinator.*

## **SUMMARY OF ACTIVITY**

Under the guidance of the Office of Academic Affairs (formerly the Office of Student Learning), campus learning outcomes have been developed at all levels, but at different rates. Student Learning Outcomes were first developed at the course level, starting in 2004-2005. In Fall 2005, the Curriculum Committee required the inclusion of Student Learning Outcomes on all new and revised course outlines [I.A.005].

In 2007, the General Education Subcommittee of the Curriculum Committee researched and developed the learning outcomes represented in the General Education Pattern. After a lengthy review, the General Education Pattern was accepted by Academic Senate in February 2009 [I.A.006].

By 2008, campus programs (instructional, student services and administrative) began detailing their program level outcomes within their unit plans. The unit plans are compiled annually as an integral part of the Educational Master Plan [I.A.007]. These annual unit plans identify each program's learning outcomes; the instructional units also include a chart that delineates the student learning outcomes for each course.

In Fall 2008, programs were directed to initiate an assessment improvement cycle by identifying one of their learning outcomes to assess in that academic year. The Assessment Committee provided training sessions and feedback on how to prepare these initial plans. Every year, these training sessions will be provided [I.A.008]. Each assessment plan explained how each unit reviewed its own results and worked collaboratively to take the next step: re-assess, improve curriculum, upgrade expectations, etc.

In Spring 2009, a second round assessment was coordinated to complete the cycle, before starting the process over again in Fall 2009. Eventually, all outcomes for each program will have been assessed through the ongoing assessment improvement process that describes each program's next logical step every year. For some programs, the same outcome assessment might

be repeated each year to establish a clear trend in the data, while others may assess a resulting change looking for increased improvement.

During this inaugural assessment cycle, a majority of the College's units submitted plans. There were 43 units, which were comprised of 67 programs. Fifty-six (84 percent) of those programs submitted assessment plans that identified at least one program level outcome; however, 52 (78 percent) of the assessment plans summarized at least one program level outcome with an implementation cycle. The expectation is that every program will participate in the assessment improvement cycle every year and will record the results in their unit plans. The Assessment Completion Matrix [I.A.009] lists all the programs and the status of each program's submission.

### **FUTURE PLANS**

Training workshops will be provided annually for those on campus who need the support. The assessment plans will be integrated into the annual unit plans that are included in each year's iteration of the Educational Master Plan. The unit plans will update and revise learning outcomes as needed in response to the results of each year's assessment cycle. College Council will overview the entire process as part of its annual updating of college goals, which become the lynchpin of each year's Educational Master Plan and strategic planning process.

### **EVIDENCE**

[I.A.005] – Curriculum Committee Minutes, September 2004 and New Course Outline Form

[I.A.006] – General Education Pattern and Academic Senate Minutes, February 2009

[I.A.007] – Educational Master Plan, 2008-2009

[I.A.008] – Assessment Plan Workshops

[I.A.009] – Assessment Plan Completion Matrix

### ***I.B. Improving Institutional Effectiveness Planning Agendas***

**PLANNING AGENDA** – *Bakersfield College will continue to formalize its processes and systems through systematic review and revision. The initial steps in 2005-2006 include clarifying and maintaining approved procedures at all levels of decision-making across campus. Having such expectations and priorities in place lays a strong foundation that can efficiently and effectively support collegial dialogue and decision-making, even in times of crisis. Each committee will take responsibility for making explicit its role in campus decision-making, so those connections become evident to all on campus.*

## SUMMARY OF ACTIVITY

Campus committees play an important role in the decision-making process at Bakersfield College. To ensure consistency and effectiveness as each committee engages in the collegial dialog that is inherent in campus decision making, several efforts are underway:

- The President's Office maintains an updated Governance and Committee Matrix [I.B.001] that lists all campus committees, clarifying charge, membership, and meeting schedule for each. This list is used annually each fall to generate membership on each committee.
- Academic Senate approved a change proposal document in 2008 [I.B.002] for its internal use when considering a request for action that delineates the full scope of an argument (pros, cons, potential problems, anticipated impacts and/or benefits).
- In addition, College Council is the president's primary communication and recommendation body that has membership from across all campus groups. This Council has been under review and revision since its inception to ensure it runs effectively. The most recent iteration (Spring 2009) has modified its membership to better ensure all voices (staff, faculty, and administrators as well as student government representatives) are heard. The modification has also focused the charge more exclusively on discussion and review of issues, so effective recommendations can move forward to the College president. Part of the charge included clear delineations and processes to foster effective communication to and from committee representatives and their specific constituencies [I.B.003].
- Communication was one of seven initiatives explored as part of the College's strategic planning process that produced the Renegade 2012 Plan in Spring 2008. The Communication Initiative workgroup recommended that all committees be charged with following the enhanced communication protocols initiated through College Council in Spring 2009. Training in areas such as effective protocols for the use of email and public folders and running effective meetings were also recommended and took place as part of the professional development workshops offered at the start of Fall 2009 [I.B.004].
- College Council is also developing a campus decision-making document for distribution in 2009-2010 [I.B.005]. The need for clear effective communication is inherent in the processes and pathways followed as a decision is made on campus. This document will make explicit when and how input can be provided, and when and by whom decisions are made.



## EVIDENCE

[I.B.001] – Governance and Committee Matrix

[I.B.002] – Academic Senate Change Proposal Format

[I.B.003] – College Council Charge, Spring 2009

[I.B.004] – Renegade 2012 Communication Initiative Report

[I.B.005] – College Council Minutes, September 2009

**PLANNING AGENDA** – *Bakersfield College will formalize a process for setting institutional budget priorities for institution-wide initiatives that are not carried out at the departmental level. The president, through College Council, will take the lead on making this goal a reality.*

## SUMMARY OF ACTIVITY

In 2008-2009, a budget task force was identified and provided the College president with overall recommendations based on a review of the unit plans [I.B.006].

In addition, as a result of the Action 2012 process, the president was also provided initiative reports that included specific recommendations for the following year [I.B.007].

Both these activities are in the process of being reviewed and evaluated for presentation to College Council by Spring 2010.

## EVIDENCE

[I.B.006] – Pilot Budget and Planning Group Report, March 2009

[I.B.007] – Action 2012 Initiative Reports

**PLANNING AGENDA** – *Bakersfield College will improve institutional effectiveness to continually work to improve communication at all levels. Each administrator and all committee chairs will take responsibility for making sure this goal is addressed across campus. This goal has a range of areas that will be explored to help make certain all levels of ongoing effective communication are being attended:*

- *Seek appropriate input on all matters through established processes but also by assuring appropriate staff members are participating when any task force or review process is underway. All constituency groups-faculty, staff, students, and administrators-need to be heard and valued as any decision unfolds. Those who will implement a specific process change, for example, may have valuable insights on exactly what changes are needed to ensure quality improvement.*

- *Once decisions and actions are finalized, share the outcome across campus. Eliminating surprises regarding the campus learning and working environments can help people feel more in control of their environments. Change is inevitable and sometimes hits fast, but effective, systematic ongoing communication avenues (online updates, open forums, regular meetings and reports, special notices and convocations, for example) help maintain a crucial sense of community needed for the campus.*

## **SUMMARY OF ACTIVITY**

Communication and decision-making practices contribute to an effective, well run campus and promote an open, inclusive working and learning environment. As noted earlier, College Council and the other committees play an integral part in how these practices are implemented. Representatives and constituents all have responsibility in making certain effective input and review are taking place.

In Spring 2009, College Council made specific changes in its own communication protocols to ensure timely feedback was part of the process [I.B.008]. Thus far, heightened communication has been a success with representatives reporting via listservs to their constituency groups, often within days and, at times, hours of the meeting taking place. The Action 2012 Communication Initiative work group [I.B.009] proposed that College Council's success should serve as an example to other committees for improving their internal communication as well. Training on running effective meetings and using email and public folders efficiently were also proposed.

The second half of communication is reporting the decisions and actions that have taken place. The time involved from when recommendations are forwarded, a decision is made and action takes place can make this follow-up communication a greater challenge. Although each committee addresses this portion of the communication loop through its own internal processes, the following activities demonstrate other routes being followed to ensure broader follow-up communication is provided.

- Starting in 2008-2009, the College president sends general email updates to the College community as well as pertinent updates on budget matters and district concerns to appropriate committees for use in their deliberations and activities.
- Campus surveys are used to gather input from all campus groups on a range of campus issues. For example, in April 2009, College Council distributed a survey via the College's bc\_all listserv [I.B.010] to gather input on the development of college goals for the upcoming academic year. Responses were received from 165 participants. The feedback was analyzed and disseminated through College Council, and used to formulate the 2009-2010 Bakersfield College goals.

- Throughout 2008-2009, the College has been developing an effective emergency notification process for the campus. In the Fall of 2008, during a practice emergency exercise, the emergency phone tree system was practiced. To improve the system, several internal communication pathways were developed, such as *BCUrgent* (a staff-only listserv for urgent or important information) and *BCAlert*, which delivers emergency messages via multi-modal delivery to all faculty, staff and students working or attending Bakersfield College.
- When the H1N1 (Swine Flu) pandemic first surfaced (April 2009) and the College needed to prepare for a possible closing, messages (containing closure information and expectations) were previewed at Faculty Chairs and Directors Council [I.B.011] and then distributed, so all faculty and staff would be prepared in case the need to close the campus was realized. The notification processes worked well, and the activity became an effective drill for any potential future emergency. In June 2009, the district and each college successfully tested the full scope of the emergency alert system by sending practice messages via email, phone messages, and text messages [I.B.012].
- Finally, as situations or projects surface, work groups are formed to address effective communication and action needed to bring the matter to resolution. For example, in 2008-2009, a work group was formed out of Faculty Chairs and Directors Council to research room utilization details for use by the whole group when determining scheduling protocols [I.B.013].

Bakersfield College has worked to provide effective training as needed to ensure decisions and actions can be addressed smoothly and efficiently. Professional development opportunities need to be available on a regular basis, but new short-term sessions need to be provided as specific changes are implemented regarding process. In addition, there needs to be a network to help identify areas that need clarification through training and review, since not all training needs will be evident immediately. Under the charge of the College president, the Staff Development Coordinating Council and the Assessment Committee can help take the lead on assessing needs and planning ways to meet the professional development needs.

The following activities demonstrate the range of alternative training activities being made available across campus in response to stated and anticipated needs:

- Since Fall 2006, the academic deans have provided training for the Faculty Chairs and Directors Council to introduce new and returning chairs to ongoing processes and routines. In addition, this training facilitates collaboration among all chairs on improvements to processes and protocols utilized throughout the year. In Fall 2009, an edition of the newly developed district Faculty Chair Handbook specific to Bakersfield College was distributed to augment these training efforts. [I.B.014]

- As the College works to more fully practice a culture of evidence for all decision-making, access to and use of research data becomes more and more crucial. The district has made access available through a system called Operational Data Store (ODS), which was implemented in 2005-2006. With help from the district office, the Office of Institutional Research and Planning routinely customizes ODS reports for use by campus administrators; the distribution, however, becomes a virtual workshop wherein how to access the data is explained and review of the ODS process is provided. In addition, one-on-one training sessions are available [I.B.015].
- To broaden information and training opportunities, Media Services developed an interactive user friendly website [I.B.016]. This website was developed in Spring 2009 and provides a review of services as well as quick links to making equipment reservations and training appointments. In addition, instructional sheets were prepared for classroom equipment so faculty new to a room and the specific equipment arrangement could still easily utilize the equipment during class.
- Banner is the campus software system that coordinates campus records, such as student enrollment data and budget expenditures. Accessing Banner involves following specific, detailed processes and routines. A professional development and media services survey was distributed on Spring 2008 [I.B.017]; Banner training was identified as a need across campus, especially in the areas of Banner Student and Banner Finance. In May 2009, occasional Banner Training Roundtables were initiated focusing first on Banner Finance. A few sessions were offered in the summer and others will continue throughout 2009-2010.
- One-page aids with quick Banner tips and report codes have been distributed widely to anyone working with the software system. These one-page aids [I.B.018] will become part of an employee resource guide for development in the 2009-2010 academic year.
- Every year, faculty and staff work to complete a range of required reports including unit plans, program level assessment plans, and program reviews. As each plan is developed or revised, Bakersfield College's Institutional Effectiveness Committee and Assessment Committee have jointly sponsored workshops which guide departments in completing these reports. The first unit plan workshops were held in October 2007, and since that time, six additional workshops have been held. Program review workshops began for those departments conducting review in Fall 2008 and have continued every semester since then. [I.B.019]

It is also important to address the needs of individuals within the learning environment regarding performance and accomplishments. Certainly the evaluation processes need to be clear and consistent, but there also needs to be a set routine to acknowledge effort, share successes and accomplishments, and extend appreciation. Each administrator will take the lead in his/her area

in making certain praise and appreciation are shared on campus, and the Department of Marketing and Public Relations will help showcase all of Bakersfield College's accomplishments across campus and in the community.

Showcasing student stories and sharing appreciation are integral elements of Bakersfield College culture. *The Source* [I.B.020] and the *Bakersfield College Annual Report* [I.B.021] are the college documents that report major college activities, success stories, and words of appreciation. Both of these publications are produced internally by the Department of Marketing and Public Relations. The college website also highlights key activities and accomplishments.

In addition, annual events regularly celebrate campus and student achievements. Those events include the Career and Technical Education Student Success dinner, President's Scholars reception, Chicano Latino Commencement, staff appreciation luncheon, the EOP&S /CARE/CalWORKs Awards Ceremony, the CARE/CalWORKs Appreciation Breakfast, and the Foundation Honors Brunch, as well as the opening and closing day staff gatherings. New efforts are routinely added to the scope of events and activities that offer acknowledgement and appreciation.

The following are some of the events initiated in Spring 2009:

- Awards dinner for online faculty (April 23)
- Project Voyager dinner celebration (May 7)
- President's Certificates of Merit to staff for outstanding service to Bakersfield College (May 15)
- CSEA Appreciation Gram campaign for classified employees (May 18-20)

## **EVIDENCE**

[I.B.008] – College Council Charge

[I.B.009] – Action 2012 Communication Initiative Report

[I.B.010] – College Council Goals Survey and Minutes

[I.B.011] – Email to Faculty Chairs and Directors Council on H1N1 Efforts

[I.B.012] – *BCAlert* Test Notification

[I.B.013] – Room Utilization Report

[I.B.014] – Faculty Chairs and Directors Council Training Outlines and Faculty Chairs Handbook, Fall 2009

[I.B.015] – ODS Reference Guide, February 2009

[I.B.016] – Media Services Website

[I.B.017] – Professional Development and Media Services Survey, Spring 2008

[I.B.018] – One-page Aids on Banner Tips

[I.B.019] – Unit Plans Training Dates and Information, October 2007 & Fall 2008 & Program Review Workshops: Content and Calendar, Spring, Summer, Fall 2008

[I.B.020] – *The Source*, 2006, 2007, 2008, 2009

[I.B.021] – Bakersfield College Annual Report, 2006, 2007, 2008, 2009

## STANDARD TWO: STUDENT LEARNING PROGRAMS AND SERVICES

### *II.A. Instructional Programs Planning Agendas*

**PLANNING AGENDA** – *Based on the existing Assessment Plan, the college will completely incorporate learning outcomes and assessment in planning, budget, program, and curriculum development by 2009. The College Council and other primary participatory governance committees will provide leadership and implementation of the full integration of a culture of evidence and data-driven decision-making.*

#### **SUMMARY OF ACTIVITY**

Effective assessment practices are becoming a more and more accepted part of the campus communication and decision-making processes. A major vehicle that demonstrates the inter-relationships of assessment, planning and budget decisions is the annual Unit Plan completed by every unit on campus. These units include instructional programs, student services programs such as Outreach Programs and Services and Students Activities, and administrative programs such as Institutional Research and Planning. The unit plans are a major component of each year's Educational Master Plan [II.A.001].

Each unit plan documents not only the unit's mission, goals, and accomplishments but also its budget, staffing and facilities needs. Budget details are included within the document. An additional requirement in 2008-2009 was that the unit plans describe the assessment and improvement cycle they would be implementing throughout the academic year. Each year, new assessments would be completed as part of this annual assessment improvement cycle. The Assessment Committee provided training that helped members of individual programs develop their initial assessment plans. Ongoing training is planned to support this annual process [II.A.002].

To meet the need for effective ongoing training, Bakersfield College's Office of Institutional Research and Planning, the Institutional Effectiveness Committee and the Assessment Committee have jointly sponsored workshops which guide departments across the College in completing their program reviews, unit plans and assessment plans. The first unit plan workshops were held in October 2007, and since that time, six additional workshops have been held. Program review workshops began for those departments conducting review in Fall 2008. Every semester since then the training workshops have been offered for the next group preparing their program review documents. Training manuals with guidelines and directions, including a list of self-study questions, are also available to help departments more readily use their trend data in the overall planning process [II.A.003].

All assessment plans were submitted through the office of the vice president of academic affairs. The Assessment Plan Completion Matrix is available for review [II.A.004]. As recorded in their unit plans, members of each area met to review the collected data and to make decisions on

improvements or next steps needed for the program. In Spring 2009, additional data was collected as the next step in the ongoing assessment and improvement cycle. The overall results will be recorded in the 2009-2010 unit plans, and the cycle will continue annually.

Each year, the unit plans are the documents that support budget, staffing, equipment and facilities requests made by each unit. If a new faculty member is being requested, the unit plan is where the need would be documented. If specialized equipment is needed to improve the program in response to approved curriculum changes, the unit plan is where the need would be documented. In 2008-2009, the Information Systems and Instructional Technology Committee reviewed all unit plans to compile a list of technology needs for the campus as a whole. To facilitate more accurate and consistent equipment requests, Information Systems and Instructional Technology Committee proposed the development of a new form that would better catalog technology and equipment needs from across the campus [II.A.005].

Although a culture of evidence in decision-making is not yet mainstream on campus, assessment is becoming a more familiar and reliable tool. For example, through the faculty evaluation process, individual faculty members are reporting an extensive use of classroom assessment techniques to improve student learning. To support this interest, the National Center for Developmental Education was invited to campus in Fall 2007 to provide training in this area [II.A.006]; the Cross and Angelo book *Classroom Assessment Techniques* was provided to participants through the basic skills initiative. Approximately 50 members of the faculty attended the training.

Another assessment vehicle used on campus is CLIPs—Communities of Learning Inquiry and Practice. These CLIPs are collaborative work groups formulated around a research question or student learning goal that needs further investigation, research or planning. In 2007-2008, eleven CLIPs were formed in response to Bakersfield College's Foundations of Excellence self-assessment [II.A.007]. One result was the development of the Renegade Culture website [II.A.008] in response to data indicating that students needed more user-friendly access to information on clubs, campus events, and necessary student skills. Another developed a faculty handbook [IIA009] reviewing campus procedures and expectations; this handbook was first distributed in Fall 2009.

For the past several years, the Assessment Committee has also funded several CLIPs each year, targeting special projects [II.A.010]. Past CLIPs explored such topics as how students maneuver the bridge from Academic Development (ACDV B68) to English (ENGL B60), the two lowest level writing classes offered on campus, and the development of an Oral Communication Rubric that could be used across all disciplines when assessing student speeches and group presentations.

As expected, developing a culture of evidence on campus is a slow process, but assessment is becoming an accepted route to making decisions that will improve student learning at all levels.



Access to data is becoming easier as well through the standardized reports available on the Institutional Research and Planning website [II.A.011], the campus scorecards provided by the district researcher [II.A.012] and the direct mining of data available through ODS reports [II.A.013]. Having to incorporate research and analysis into annual unit plans and program review documents is also helping to systematize the use of assessment and data across campus.

## **EVIDENCE**

[II.A.001] – Educational Master Plan, 2008-2009

[II.A.002] – Assessment Plans Workshops

[II.A.003] – Unit Plan Training Update and Information, October 2007 and Fall 2008 & Program Review Workshops: Content and Calendar, Spring, Summer, and Fall 2008

[II.A.004] – Assessment Plan Completion Matrix

[II.A.005] – Information Systems and Instructional Technology Technology Request Form

[II.A.006] – NCDE Training Details

[II.A.007] – Foundations of Excellence CLIPs, 2007-2008

[II.A.008] – Renegade Culture Website

[II.A.009] – Bakersfield College Faculty Handbook, Fall 2009

[II.A.010] – Assessment CLIPs Funding Data

[II.A.011] – Institutional Research and Planning Website

[II.A.012] – Campus Score Cards

[II.A.013] – Sample ODS Reports, 2009

**PLANNING AGENDA** – *Bakersfield College’s Distance Learning program reflects and is directly impacted by reduced staffing levels and vacancies in critical service areas. Administrative financial support of staffing requests from the Professional Growth Center, Information Services, the Delano Center and Media Services is vital to those campus wide services areas and Bakersfield College’s Distance Learning program. Vacant classified staff positions need to be filled and requests for new classified staff need to be approved and filled in a timely fashion.*

## **SUMMARY OF ACTIVITY**

Several vacancies have been filled in the distance learning program since the accreditation self study was completed:

- In 2008, an educational media specialist was hired to run the Professional Development Center. As a result, staff development workshops are taught as needed each semester in response to needs and requests.
- In 2008, an audio visual technician was hired to replace an employee who was promoted to educational media specialist.

In Spring 2009, a Video Operations Center was proposed [II.A.014] to support interactive classes and meetings. If approved, the need for enhanced staffing would be explored. The proposal is working through the campus and district review and approval processes.

Delano Campus has hired a department assistant III, using basic skills initiative dollars, to coordinate student success projects for Delano. This position helps to coordinate ongoing efforts such as high school orientations and critical skills workshops. Additionally, in response to the new construction and location, the current cleaning contract was expanded to ensure adequate service.

## **EVIDENCE**

[II.A.014] – Video Operations Center Proposal

**PLANNING AGENDA** – *With leadership provided by the IEC, the General Education assessment plan will be completed and implemented during 2006-2007.*

*The college will integrate outcomes and assessment. Planning in this area is included in the college plan on institutional effectiveness and assessment.*

## **SUMMARY OF ACTIVITY**

Outcomes assessment and improvement is becoming a more integral part of the campus unit plan and program review processes. In 2008-2009, the first complete program level assessment and improvement cycle was initiated. Most units participated. In 2008-2009, there were 43 units, which were comprised of 67 programs. Fifty-six (84 percent) of those programs submitted assessment plans that identified at least one program level outcome; however, 52 (78 percent) of the assessment plans summarized at least one program level outcome with an implementation cycle. The Assessment Completion Matrix lists the programs and the status of each submission [II.A.015].

The General Education Outcomes Committee submitted its own assessment plan, identifying the one outcome being assessed during this inaugural assessment improvement cycle. The outcome under review was for Oral Communication. Student oral presentations were video-recorded in some biology and English classes in Fall 2008. Then a group of faculty members—after some holistic training—rated each presentation using a standardized rubric. The initial results were not conclusive because of problems with sample size and sample selection criteria [II.A.016].

The next step in the assessment process is to repeat the assessment with a larger sample size that meets a wider range of criteria, such as video-taping individual reports rather than group presentations and clarifying how many units a student needs to have completed to be eligible for participation. The results of this repeated assessment will provide feedback on students' mastery of oral communication skills across the disciplines.

## **EVIDENCE**

[II.A.015] – Assessment Plan Completion Matrix

[II.A.016] – Oral Communication Assessment Cycle

**PLANNING AGENDA** – *The college will monitor that academic freedom is being supported. The college will ensure that faculty and students are informed about the policy on academic dishonesty by the way of the Student Handbook as well as the Academic Senate.*

## **SUMMARY OF ACTIVITY**

Academic freedom is a faculty right and responsibility that is effectively reviewed in the KCCD Community College Association Agreement [II.A.017]. Any general concerns that surface regarding academic freedom would be first referred to Academic Senate for input. Complaints of any infringements of this right would be referred to Human Resources for investigation and resolution.

KCCD Board of Trustees Board Policy Manual 11E1A [II.A.018] clearly outlines the freedom of expression among staff and students alike, with the understanding that the expressions be conducted in a manner that is respectful to others. No physical or verbal forms of aggression, threat, harassment, ridicule or intimidation will be accepted, condoned or tolerated. The policy further stipulates that an atmosphere of mutual respect is the basis of civil discourse in a learning environment and is expected of everyone in the college community.

Students are expected to follow a strict code of conduct that prohibits cheating or plagiarism in any way. The Bakersfield College Student Handbook [II.A.019] includes the academic dishonesty policy to ensure students are fully aware of this expectation. Violations of this policy are addressed through the Dean of Students Office. As of October 2009, the Student Handbook is undergoing revision and is made available to students through the Student Activities Office.

Every fall, the New Faculty Seminar discusses academic freedom and student academic dishonesty with new faculty to fully clarify the rules, rights and expectations for faculty and students alike. The workshop includes a review of approaches to cheating and plagiarism in the classroom through a discussion of first day activities and syllabus construction [II.A.020].

## EVIDENCE

[II.A.017] – KCCD/Community College Association Agreement, 2008-2011

[II.A.018] – KCCD Board of Trustees Board Policy Manual, 11E1A

[II.A.019] – Bakersfield College Student Handbook, Academic Dishonesty Policy

[II.A.020] – New Faculty Seminar Materials

### ***II.B. Student Support Services Planning Agendas***

**PLANNING AGENDA** – *A current review of the research for best practices in community colleges suggests that organizing Student Support Services into a single support center increases the effectiveness of these services. The Office of Student Services will continue efforts to centralize Student Support Services.*

## SUMMARY OF ACTIVITY

Bakersfield College is committed to the one-stop concept for student services. Such a center would help students efficiently maneuver through campus processes when they first enroll, but it would also promote the comfort levels needed for students to explore options and ask questions. The initial plan was to renovate the current Student Services Building into this one-stop center. Unfortunately, funding sources and approval processes have been delayed, so the transformation to a one-stop center has been postponed [II.B.001].

In the interim, other activities are taking place on campus to promote the one-stop benefits on a smaller scale. Several examples are noted below:

- Ongoing cross training for faculty and staff occurs so all will be better able to correctly answer student questions and guide students to the next step in whatever process they are completing. In Fall 2008, the training emphasized how to help students with the online enrollment process.
- The High Tech Center which is part of Disabled Students Programs and Services was moved in 2005 from an isolated, stand alone location to being housed within the library Computer Commons area to heighten the full college experience for students needing to use the Center and to provide opportunities for all students to interact.
- Specialized funding is being used to bring new furniture to the Learning Center in order to reconfigure the work flow and learning environment to better welcome students to the area and help them recognize and access all the services housed in that area: Student Success Lab, Math Lab, and Student Tutoring. This renovation was completed in Summer 2009. Part of this project created an office for a counselor to work with students initially placed into developmental classes.

- An open-air computer center and student use area was created in 2007 adjacent to Financial Aid and Equal Opportunity Programs and Services to encourage students to work in groups and take the time in a comfortable setting to avail themselves of the student services available.
- Student ambassadors, trained and deployed by the Outreach Department, are placed at strategically-located booths during the first week of each new semester. These ambassadors are available to direct students to classes and answer basic questions about the College.

## **EVIDENCE**

### [II.B.001] – Student Services Building Renovation Delay

**PLANNING AGENDA** – *During the next three years, as program level outcomes are finalized and assessed in Student Service units, the feasibility of assessing student, employee, and community satisfaction with the college catalog, student handbook, and course schedule will be addressed.*

*Student feedback of the effectiveness of the counseling website will be collected through an online survey in 2006-2007 facilitated by the Dean of Student Learning Services.*

## **SUMMARY OF ACTIVITY**

No one survey instrument was developed to assess student, staff, and community satisfaction with a range of student services. Instead, smaller projects have been undertaken to target feedback on specific actions and services. A few examples are listed below:

- In Fall 2008, the Counseling Department surveyed 352 students on the quality of service they received. Of the cohort, 98 percent indicated that they were satisfied with the service. [II.B.002]
- The Communication Initiative asked students for feedback on campus signage and use of the online schedule of classes. More than 1,700 students responded to the survey conducted in February 2009. The collected feedback indicated students were pleased with the changes. Their open-ended comments also noted general satisfaction with the help and assistance students receive from faculty and staff. [II.B.003]
- The Action 2012 Student Excellence Initiative conducted student focus groups on probation in Spring 2009. These focus groups inquired about students' awareness and use of and satisfaction with available services. Fourteen groups with a total of 70 students were initially questioned in the focus group structure, but the Student Excellence Initiative team determined that the data would be of better quality if additional cohorts were analyzed. [II.B.004]

- In Spring 2009, members of the Service Learning CLIP sent an email survey to 254 full-time faculty members to determine awareness of and interest in developing more extensive service learning opportunities for students [II.B.005]. Although only 17 faculty members returned the surveys, CLIP members were encouraged by the interest expressed through the feedback, so the survey was re-distributed with more extensive advertising in Summer 2009. The analyzed results will help develop a faculty/staff service learning resource webpage and training workshops by Spring 2010. The campus Outreach Office is overseeing the project.
- Each semester, student participants, faculty presenters, and faculty referring students were all surveyed to assess their satisfaction with the new Critical Academic Skills Workshops being piloted in 2008-2009. Although more students participated in the workshops than completed surveys, 666 students provided feedback in Spring 2009, up from 388 responses in Fall 2008. The results helped expand the workshop offerings, modify the scheduling patterns, and enhance the recruitment and tracking procedures. [II.B.006]

## **EVIDENCE**

[II.B.002] – Counseling Department 2008 Survey and Results

[II.B.003] – Action 2102 Communication Initiative Signage Survey and Results, Spring 2009

[II.B.004] – Action 2012 Student Excellence Probation Focus Group Details, Spring 2009

[II.B.005] – Outreach Survey on Service Learning

[II.B.006] – Critical Academic Skills Workshop Schedule, Surveys and Results

**PLANNING AGENDA** – *During the 2006-2007 and 2007-2008, the Student Activities Office will hire consultants from the American Student Government Association to complete a comprehensive review of student activities. The Student Activities office will also conduct student surveys to ensure that activities students need and want are provided. Recommendations will be implemented and evaluated in the coming years.*

*The Students Activities Office will assess the programs in place for student satisfaction and will survey students and staff about the intellectual and aesthetic value of programs and services students need to develop their personal, civic, and social responsibilities.*

## **SUMMARY OF ACTIVITY**

In 2008-2009, the dean of students position that works directly with the Student Government Association was filled on an interim basis; a permanent dean of students was hired for Fall 2009.

With that hiring, the need for a comprehensive review of student activities will be assessed and appropriate actions will be taken before the end of Spring 2010.

In the mean time, the Bakersfield College Student Government Association has been very active in the last few years. In 2007-2008, the Student Government Association had record-breaking voter turnout for student government elections and held several campus wide activities. In 2008-2009, election turnout was equally high, but this year's vote included two proposals: making Bakersfield College a no smoking campus and choosing to pay a higher student health fee to expand services [II.B.007]. In Spring 2009, the Student Government Association hosted their traditional campus activities, and also introduced a support week for students during finals week. Instead of assessing the intellectual and aesthetic value of various programs, consultants were hired to develop leadership training for the Student Government Association officers to help maximize their efforts and abilities.

## **EVIDENCE**

[II.B.007] – Student Government Association Voter Turnout Details, 2007-2008 and 2008-2009

***PLANNING AGENDA** – During 2006-2007, the Counseling Department, in conjunction with Information Services, will develop a method to collect student, faculty, and staff feedback on the Virtual Career Center website.*

*Curriculum development to better meet student need will take place during the Counseling Department review process in 2006-2007.*

*Ongoing Improvements and review initiated throughout Student Services will be fully developed under the leadership of the Office of Student Services.*

*The Office of Students Services will develop program-level outcomes and assessment plans consistent with the review process outlined in Standard I.*

## **SUMMARY OF ACTIVITY**

Student Services programs from many areas submitted assessment plans in Spring 2009: Counseling, Disabled Student Programs and Services, Equal Opportunity Programs and Services, Financial Aid and Scholarships, Outreach Program and Services, Student Activities, Student Health Center, Admissions and Records, Assessment Center, Cooperative Education, and Public Safety. The results from these initial assessment plans will help each program determine what improvements and other next steps need to be taken [II.B.008].

The Counseling Department is currently expanding its website to offer more online services, such as online counseling through a chat room type format. Until the improvements are completed, especially in light of the plans to move to the *insideBC* portal system in 2009, more extensive surveys on the effectiveness of the website are being postponed. Other surveys,

however, are being conducted. For example, students are asked to complete a counseling evaluation survey at the conclusion of counseling appointments [II.B.009]. The data report a 94 percent student satisfaction rate.

Since 2006, counseling faculty have also been developing curriculum and classroom materials:

- Online versions of Student Development Educational Planning and Tools for College Survival courses were developed. General course curriculum was updated to reflect changes in campus policy as well as transfer, general education, and educational major information.
- One instructor used student feedback to update classroom and online materials for the Tools for College Survival Student Development course, adding elements on stress management and career assessment tools. These materials were shared with the adjunct faculty who also teach this course.

#### **EVIDENCE**

[II.B.008] – Assessment Plan Completion Matrix

[II.B.009] – Counseling Department Survey

#### ***II.C. Library and Learning Support Services Planning Agendas***

**PLANNING AGENDA** – *Library: Provide more funds to the library for collection development. Write a collection development plan to institutionalize processes such as weeding of the existing collection.*

#### **SUMMARY OF ACTIVITY**

A Collection Development Policy [II.C.001] was developed by Grace Van Dyke Bird Library staff in May 2009. This policy includes criteria for selecting materials, the mechanism for weeding the collection, and the protocols for accepting gifts such as book donations. Although basic skills initiative dollars have purchased library materials for the Delano Campus in Summer 2009, no long term new funding sources have been identified for expanding the library's collection.

#### **EVIDENCE**

[II.C.001] – Grace Van Dyke Bird Library Collection Development Policy

**PLANNING AGENDA** – *Media Services:*

- *Develop a centralized database of instructional media.*
- *Provide more funds for the Media Services instructional media collection.*



- *Provide more funds for Media Services equipment.*

### **SUMMARY OF ACTIVITY**

A centralized database of instructional media was compiled and made accessible through the Media Services website [II.C.002] in October 2008. Although a general funding increase was provided to Media Services for 2008-2009, that increase was not maintained for 2009-2010 due to the current state budget constraints. Media Services will continue to maximize its purchases for the campus by pooling resources and buying in bulk. Some new equipment is occasionally funded through other sources such as Basic Skills Initiative dollars, Vocational and Technical Education Act funding, and the Bakersfield College Foundation.

### **EVIDENCE**

[II.C.002] – Media Services Website

#### **PLANNING AGENDA – *Computer Commons:***

- *Work toward hiring more highly qualified student workers who will be trained to provide computer assistance to students in the Computer Commons.*
- *Employ technology to facilitate better enforcement of appropriate behavior and computer use in the Commons.*
- *Work toward hiring a full-time classified employee to supervise the Computer Commons and student workers.*

### **SUMMARY OF ACTIVITY**

Recruiting student workers with enough technological expertise to offer effective assistance in the Computer Commons remains an ongoing issue. To maximize the search process, a specific job description was provided to Job Placement to help guide the most promising candidates forward [II.C.003]. A handbook for student operators [II.C.004] was also developed that offers a detailed description of the duties to be performed. All new student operators are required to read the handbook as they start employment in the Commons.

The Computer Commons is an open student use area. Specialized monitoring helps keep inappropriate student behaviors under control. Since 2006, the following enhancements have been installed to better monitor student behavior: parabolic mirrors on the back wall, video camera, and a monitoring program on all computers. When objectionable sites are discovered, they are added to a table of “blocked” sites.

In 2006, the need to add a full-time classified employee to supervise the Computer Commons was determined. However, given the current state budget constraints, filling that position is not considered prudent at this time. Redefining the position as part-time is being explored.

## **EVIDENCE**

[II.C.003] – Computer Commons Student Worker Job Description

[II.C.004] – Computer Commons Student Worker Handbook

**PLANNING AGENDA** – *Library faculty and staff will finalize program level SLOs during the 2006-2007 academic year.*

## **SUMMARY OF ACTIVITY**

The Library included program level student learning outcomes in its 2008 Program Review document [II.C.005] and submitted its outcomes assessment plan in Spring 2009 [II.C.006].

## **EVIDENCE**

[II.C.005] – Library Program Review

[II.C.006] – Assessment Plan Completion Matrix

**PLANNING AGENDA** – *Computer Commons: The director of information and technology services will pursue the employment of a higher level student worker during the 2006-2007 academic year that will be trained to provide computer assistance to students in the commons.*

## **SUMMARY OF ACTIVITY**

As stated earlier, recruiting student workers with enough technological expertise to offer effective assistance in the Computer Commons remains an ongoing issue. To maximize the search process, a specific job description was provided to Job Placement to help guide the most promising candidates forward [II.C.007]. A handbook for student operators [II.C.008] was also developed that offers a detailed description of the duties to be performed. All new student operators are required to read the handbook as they start employment in the Commons.

## **EVIDENCE**

[II.C.007] – Computer Commons Student Worker Job Description

[II.C.008] – Computer Commons Student Worker Handbook

**PLANNING AGENDA** – *Professional Growth Center: During the 2006-2007 academic year, the FCDC will study the problem for under-utilization of the Professional Growth Center, develop a plan for improvement, and make recommendations to the College Council for its consideration. The College Council will make recommendation to the president for disposition.*

## SUMMARY OF ACTIVITY

An educational media specialist was hired in 2008 to run the Professional Growth Center, which is a location where faculty can utilize a wealth of educational technologies. This new employee has developed a series of workshops to meet faculty need and is available for one-on-one assistance as well. This employee has initiated a proactive advertising process to alert faculty and staff to the training opportunities now being offered. As a result, promotion of the Professional Growth Center through specific action by the Faculty Chairs and Directors Council is no longer needed. As long as the Professional Growth Center stays proactive in offering training, College Council sees no need for a study separate from the annual unit and assessment plans.

## EVIDENCE

None

### PLANNING AGENDA – *Library:*

- *Librarians will receive training during the 2006-2007 academic year from Supportive Services staff in the use of assistive technologies.*
- *In the short term, the library will develop a plan for the circulation and delivery of library print materials to students at the Delano Center by fall 2008 when the new high school opens in Delano.*
- *The college will build a multi-purpose building at the new Delano site that will permanently house library facilities for the Bakersfield College Delano Center. Tentative plans call for opening in fall 2008.*

## SUMMARY OF ACTIVITY

An assistive technology specialist works in the High Tech Center, which is housed in the Computer Commons area. The assistive technology specialist provides some general training in assistive technologies for faculty and staff as the need arises, but primarily helps students master the assistive technologies they need to use in pursuit of their academic careers, such as Dragon Naturally Speaking and Read & Write Gold. The High Tech Center was relocated into the Computer Commons in 2005. At the time, librarians felt specialized training in the assistive technologies available in the High Tech Center would be needed to assist the students using that portion of the Computer Commons area. However, that need has not materialized. The assistive technology specialist remains a valuable resource for library staff whenever needed.

Although the plans for a multi-purpose building in Delano to serve as a library have been postponed, the library staff is still committed to expanding library services to the students at the Delano Campus. Currently, a small satellite library space in the Delano Campus' existing computer lab is in operation [II.C.009]. Basic skills initiative dollars were used to purchase a

small reference collection that augments online database resources. Staff from the Panorama Campus is currently covering the library at Delano Campus as budget to hire an adjunct librarian is frozen with the current economic crisis.

## **EVIDENCE**

[II.C.009] – Library Program Review

**PLANNING AGENDA** – *High Tech Center: In the future, the High Tech Center hopes to quantify the use of the High Tech Center offerings, such as number of students who use assistive technology and the type they use; how many hours/week or day they spend using the High Tech Center; how many use the new pay-per-print system; how much more equipment and staffing should be purchased; and how many students have self-referred to Supportive Services because of the visibility of the High Tech Center in the library.*

## **SUMMARY OF ACTIVITY**

The High Tech Center was relocated into the Computer Commons in Summer 2005. An anticipated challenge was whether the disabled student population would feel comfortable using the service that was so embedded in the general computer use area. No official survey has been completed to track student use and satisfaction levels. However, there is an informal check-in sheet students are encouraged to sign as they begin work in that area [II.C.010]. In Spring and Fall 2008 *combined*, 363 students signed the roster checking in for services. In Spring 2009 *alone*, 283 students signed in on the roster.

There are future plans to install a swipe card system to better track student usage. This system would be part of a campus-wide effort coordinated through the vice president of student services' office. Staff also informally reports an increased number of general population students are intrigued by the assistive technologies they see in action. Several of the assistive technologies can provide supplemental help for any student needing help in areas such as reading, pronunciation, and idea organization.

The High Tech Center is also expanding the services it can provide through assistive technologies. For example, the Disabled Students Programs and Services funded a server that will exclusively house the campus' assistive technologies; this arrangement allows for easier maintenance and maximizes the potential for promoting universal design features. The Center also installed assistive technology on 10 new computers, and each is outfitted with its own scanner. These additional scanners will better meet student need over the one scanner that had previously been available for use. In addition to the High Tech Center, computers with assistive technologies are now available in other smaller labs across campus, including 12 new computers with appropriate technologies in the testing accommodation area.

The same basic assistive technology programs continue to be available: JAWS, a screen reader; Kurzweil 3000, a text to speech reader; Kurzweil 1000, a scan to read program for the blind; Inspiration, a mind mapping program; Zoom Text, a magnification system; and Dragon Naturally Speaking, a voice recognition program. Read & Write Gold is being upgraded from a ten-site license arrangement to offering full coverage for campus computers and for at-home student use. This technology offers a range of programs comparable to features listed above. A new software package is A.T. Premier; it provides ten accessibility applications on a USB drive that can be used on any computer. Five drives have been purchased for use at Bakersfield College.

#### **EVIDENCE**

[II.C.010] – High Tech Center Student Sign-In Sheets

*PLANNING AGENDA – Library and Information Services staff will develop a method for monitoring the security gate in the Computer Commons.*

*Library will coordinate with Campus Security to ensure regular patrols of the building.*

#### **SUMMARY OF ACTIVITY**

Starting in Fall 2008, security cadets patrol the library at least three times a day to help monitor the security gate located in the Computer Commons area. Their presence does not fully address the security issues inherent at the location, but is helping students understand that security is present and aware of actions taking place in the Computer Commons.

#### **EVIDENCE**

None

*PLANNING AGENDA – Library staff will develop SLOs for programs and services in this area in the 2006-2007 academic year.*

#### **SUMMARY OF ACTIVITY**

As stated previously, the Library included program level Student Learning Outcomes in its 2008 Program Review [II.C.011] and submitted its outcomes assessment plan in Spring 2009 [II.C.012].

#### **EVIDENCE**

[II.C.011] – Library Program Review

[II.C.012] – Assessment Plan Completion Matrix

*PLANNING AGENDA – Information Services, in conjunction with library staff, will develop a campus-specific survey to evaluate areas which are not well represented in the*

*Noel-Levitz survey, such as Media Services, Professional Growth Center and Information Services.*

## **SUMMARY OF ACTIVITY**

The Noel-Levitz survey was conducted on the Bakersfield College campus in 2003 and 2005. The initial plan was to offer this student survey every other year, but constraints have kept this from happening. Instead, the Office of Institutional Research and Planning will develop an in-house campus climate survey in 2009-2010 that will collect a comparable range of feedback from students. Media Services, Professional Growth Center, and Information Services most directly provide services to faculty and staff, not students. Therefore, the Bakersfield College campus climate survey is not expected to extensively seek information about these services.

Several surveys, however, were developed to explore student use of campus computer labs and a general technology needs assessment for faculty and staff:

- In Spring 2008, a survey on the general use of the Computer Commons was conducted. The results demonstrated that even though wireless access was increasing on campus and in the community, students still needed access to a full service computer use area [II.C.013].
- In Spring 2009, a review of campus-wide computer lab usage was completed, providing programs and departments details about usage patterns and student need [II.C.014]. This information will help departments make decisions about service hours and staffing patterns.
- In Spring 2008, a survey was distributed to faculty and staff to gather feedback on professional development and media services needs [II.C.015]. One hundred and two respondents provided information that helped media services personnel plan workshops and develop online tools and resources to meet faculty and staff training needs.

## **EVIDENCE**

[II.C.013] – Computer Commons Survey and Results

[II.C.014] – Campus-Wide Computer Usage Reports

[II.C.015] – Professional Development and Media Services Surveys, Spring 2008

## **STANDARD THREE: RESOURCES**

### ***III.A. Human Resources Planning Agendas***

**PLANNING AGENDA** – *By the end of fall 2007, Human Resources, in coordination with the Bakersfield College Academic Senate, will develop a list of acceptable Foreign Transcript Evaluation Services to be made available for prospective applicants to ensure uniformity.*

#### **SUMMARY OF ACTIVITY**

Enrollment Services already subscribes to a Foreign Transcript Evaluation Service for use in assessing student transcripts [III.A.001]. This same service can be accessed for prospective job applicants as well. The specific details on how to orchestrate Human Resources' use of the service was established in Summer 2009. Bakersfield College's director of human resources and the director of enrollment services will work with appropriate district personnel throughout 2009-2010 to determine the best process for human resources personnel to use when accessing the service and evaluating the effectiveness of the overall process for applicants. The director of human resources will coordinate the implementation and evaluation efforts and will work with the Academic Senate Equivalency Committee to ensure all concerns regarding the demonstration of meeting minimum qualifications are addressed.

#### **EVIDENCE**

[III.A.001] – Details on Foreign Transcript Evaluation Service

**PLANNING AGENDA** – *By the end of the 2007-2008 academic year, Bakersfield College and the district will have developed procedures and timelines to evaluate adjunct faculty.*

#### **SUMMARY OF ACTIVITY**

In April 2007, adjunct faculty became members of the Community College Association/National Education Association [III.A.002]. As a result, the adjunct evaluation processes and forms have been negotiable items within the KCCD/ Community College Association agreement. During Spring 2007, district vice presidents collectively took action to ensure board policy manual protocols were followed regarding adjunct evaluation and to establish adjunct evaluation time lines. Adjunct faculty are to be evaluated in their first semester as well as every sixth semester thereafter. The general forms provided in the KCCD/ Community College Association agreement are used to facilitate the adjunct evaluations.

At Bakersfield College, plans were made to complete sufficient evaluations to place all adjuncts onto an appropriate six-semester review cycle. In 2008-2009, the academic departments initiated 87 adjunct evaluations [III.A.003]. By the end of 2009-2010, all adjuncts should be established on an appropriate evaluation cycle. The vice president of academic affairs works with academic deans and department chairs to ensure appropriate evaluations are being completed.

## **EVIDENCE**

[III.A.002] – KCCD Board of Trustees Minutes, April 2007

[III.A.003] – Bakersfield College Adjunct Evaluation List

**PLANNING AGENDA** – *When faculty contract negotiations resume in Fall 2006, the faculty and management negotiations team will review the evaluation process to ensure effectiveness in producing SLOs is an integral part of the evaluation process.*

## **SUMMARY OF ACTIVITY**

The KCCD/Community College Association Agreement (2008-2011) describes clear expectations regarding faculty evaluations and what elements are to be included in the evaluation portfolio [III.A.004]. One item to be included is a statement on how each faculty member under evaluation addresses the assessment of course learning outcomes. The evaluation process also requires a materials review form be completed for each class taught by the person being evaluated. The Curriculum Committee approved the inclusion of learning outcomes on all new and revised course outlines, starting in 2005 [III.A.005]. Common practice, therefore, is to also include those learning outcomes on course syllabi. These elements of the evaluation process enable the evaluation team to make student learning outcomes an integral part of the formative evaluation process. A collection of sample syllabi have been collected for review to see how course outcomes are included in these important classroom documents [III.A.006].

## **EVIDENCE**

[III.A.004] – KCCD/Community College Association Agreement, 2008-2011

[III.A.005] – Curriculum Committee Minutes, September 2004 and New Course Outline Form

[III.A.006] – Sample Syllabi, Spring 2009

**PLANNING AGENDA** – *During 2006-2007, based in part on information received through unit plans in the EMP, a staffing plan will be developed to be implemented beginning with the 2007-2008 fiscal year.*

*The college will continue to review communications of, access to and fair and equitable application of personnel policies.*

## **SUMMARY OF ACTIVITY**

Annual unit plans document program and department needs, such as increases in faculty, staff, budget, technology, and facility needs. Staffing requests are culled from these plans at a set time every academic year. Consistent processes and timelines and wide participation ensure the fair and equitable application of personnel policies when staffing recommendations are being made.



For example, requests for new or replacement faculty are pulled from the unit plans and presented to Faculty Chairs and Directors Council as part of an annual faculty hiring prioritization process every fall. Each chair and dean making a request for a new or replacement faculty member present rationale for the request to the Faculty Chairs and Directors Council (FCDC). After the presentations, FCDC members each cast a vote for half of the total number of faculty requests. When the votes are tallied, a prioritized list is generated and forwarded to the president who determines the final hiring prioritization list. Replacement classified positions are reviewed throughout the year to ensure the timely filling of any vacancies; new positions are considered annually in the fall.

In Fall 2008, a human resources director was hired for Bakersfield College to help oversee all the paperwork and processes inherent in hiring, training, and evaluating faculty and staff. This director works in collaboration with district human resources to review and ensure the fair and equitable application of personnel policies. A district-wide meeting with the KCCD vice chancellor of human resources was conducted to determine best approaches regarding diversity and compliance issues. It was established that Bakersfield College's director of human resources would be primarily responsible for diversity and human resources training for the campus.

This training involves alerting each screening committee about campus diversity needs and goals. Screening committees are encouraged to be mindful of gender and ethnic imbalances while always forwarding finalists who are the most highly qualified candidates. This conscious effort helps Bakersfield College address the goal of having campus personnel patterns reflect the gender and ethnicity of both the student and community demographics. In addition, human resources provides diversity training to the manager assigned to each screening committee and the designated chair of each committee, so they can ensure confidentiality, equitable treatment of all candidates, and an inclusive hiring process.

In Spring 2009, the Bakersfield College human resources director helped oversee the recruitment, screening, and hiring processes followed in hiring new faculty for Fall 2009.

## **EVIDENCE**

None

**PLANNING AGENDA** – *The college is currently in the process of updating the Equal [Employment] Opportunity Plan which is based on the State Chancellor's Office model plan.*

## **SUMMARY OF ACTIVITY**

Bakersfield College is committed to promoting diversity and ensuring equitable hiring practices across campus. An ongoing goal is to expand recruitment efforts to attract a more diverse applicant pool as part of the effort underway to decrease the disparity between community and

student demographics and campus employee demographics. Throughout 2008-2009, district and campus leadership in the area of human resources has stabilized as staffing vacancies and interim appointments have been made permanent.

#### **EVIDENCE**

None

**PLANNING AGENDA** – *During the budget planning process for 2007-2008, the college will consider including a line item for staff development to fund conferences, courses, and other professional growth opportunities for its employees.*

#### **SUMMARY OF ACTIVITY**

Over the last several years—ever since the State has withdrawn direct funding allocations for staff development—the Bakersfield College Staff Development Coordinating Council has received funding support from the College. However, that funding has been a year-to-year allocation rather than a permanent budget line. The timing and specifics of the funding decision often took place after the start of each academic year. Without a guaranteed funding source, long term plans cannot be made regarding campus training efforts.

Typically, revenues from the campus recycling program have provided the dollars routed to help fund the Staff Development Coordinating Council’s annual efforts, such as opening day activities, staff recognition activities, and support of faculty participation in the annual Great Teachers Seminar. However, these funds also augment special projects for Maintenance and Operations. In response to a request from the president, the Staff Development Coordinating Council has submitted and been approved for a general fund line-item operating budget for implementation in 2009-2010.

In 2008-2009, a one-time budget was provided to renovate a conference room (Levinson 40) into a permanent staff development center, called the Levinson Resource Center. This comfortable location houses a small reference library and serves as a meeting location for workshops, presentations, and informal impromptu gatherings. The creation of this permanent space is another step in making staff development a more valued, visible aspect of the Bakersfield College culture. The Center opened its door with an official Open House in August 2008 [III.A.007].

#### **EVIDENCE**

[III.A.007] – Levinson Resource Center Open House Materials, August 2008

#### ***III.B. Physical Resources Planning Agendas***

**PLANNING AGENDA** – *Facilities and Operations must be involved in initial planning of all campus related building remodels and equipment installations.*

*As the main campus and its satellite operations are expanded and developed, a funding source must be developed to ensure proper supplies, equipment, and preventative maintenance are in place to ensure a quality-learning environment.*

*By fall 2007, the Maintenance and Operations Department will upgrade its work order system to obtain more timely feedback from our service areas and will seek to improve response times to resolve issues.*

## **SUMMARY OF ACTIVITY**

A new executive director of administrative services was hired in 2008. Overall coordination of Maintenance and Operations was finalized with the hiring of maintenance and operations manager in 2008 and the subsequent filling of several staff positions. Efforts have been made to better coordinate staffing assignments and work schedules to best meet the growing needs of the campus.

MPulse is the software program currently used by Bakersfield College's Maintenance & Operations Department for the purpose of tracking work orders. This software is specifically designed to deal with facilities needs and the typical responsibilities associated with maintenance of a large institution. This software includes options for tracking inventories and locksmith databases, managing college assets, tracking of manufacturers and suppliers as well as storing of employee contact information.

The district office is currently using a different software program that provides comparable features. A decision is expected in Fall 2009 as to which software package will become the district standard. Once the decision is made, Bakersfield College's Maintenance and Operations will be able to move forward and process a more extensive use of the software.

The executive director of administrative services has also taken the lead in coordinating campus construction projects and renovations for the main campus as well as the Delano Campus. Email alerts and updates have been evident throughout Spring 2009, alerting the campus community as each project begins and continues through to completion [III.B.001]. The coordination efforts include minimizing the impact and unexpected intrusions on student, faculty, and staff activities. In Spring 2009, the executive director of administrative services also began helping the administrative team develop budget requests for 2009-2010 and efficiently close out the existing fiscal year expenditures [III.B.002].

## **EVIDENCE**

[III.B.001] – Construction Update Emails, Spring and Summer 2009

[III.B.002] – Budget Development Process Spreadsheet

### ***III.C. Technology Resources Planning Agendas***

**PLANNING AGENDA** – *By fall 2007, the college will implement a Technology Equipment Replacement Policy that will address such matters as streamlining multimedia installation processes and securing timely feedback from end users.*

*Bakersfield College will explore alternative funding sources to support technology acquisition, deployment, and staff.*

*The college will explore ways to increase the number of technology staff as part of its planning and resource allocation process. There are three requests for technicians currently being evaluated.*

*The college will review its current equipment replacement recommendations to determine the best way to fund and support them. A policy will be drafted and submitted for approval regarding the replacement of all technology on campus during 2006-2007.*

#### **SUMMARY OF ACTIVITY**

Two of the programs within Learning Resources and Information Technology—Information Services and Media Services—work collaboratively to serve the information technology needs of the campus. Their efforts include such activities as coordinating the College’s annual technology purchases, upgrading computers in student labs, troubleshooting problems at a specific work station, and maintaining the educational technologies in the classrooms.

To best maximize efforts made by the Information Services staff to serve campus technology needs, a Technology Master Plan has been developed and vetted through the Information Systems and Instructional Technology Committee. This document contains requirements for minimum replacement cycles on different pieces of equipment. In addition, the Information Systems and Instructional Technology Committee has also forwarded a recommendation to the president that would earmark a specified percentage of the general college budget for technology [III.C.001].

To streamline campus technology requests and to monitor other funding sources for isolated or specialized pieces of equipment, the Information Systems and Instructional Technology Committee has also recommended the use of a new form that would more clearly identify all campus technology needs [III.C.002]. In conjunction with unit plan development, chairs will work with deans to identify needs and forward the new form to Information Services.

Requests to increase funding and staffing for the various information services areas are unlikely to be approved given the current state budget situation. Maximizing other funding sources, such as using grant or basic skills initiative dollars to purchase equipment for classroom use, becomes a more crucial activity. For example, in Spring 2009, Media Services pooled resources with basic

skills dollars to upgrade classroom document readers in developmental education classrooms, thereby expanding document reader availability across the entire campus.

Information Services is also holding discussions with Apple regarding training, equipment discounts, and possible grants that could maximize the dollars available in its budget. These possibilities build on a district agreement with Apple that allows students to use Apple iTunes University for publication of their work in multimedia.

#### **EVIDENCE**

[III.C.001] – Technology Master Plan & Recommendation to President

[III.C.002] – Information Systems and Instructional Technology Technology Request Form

**PLANNING AGENDA** – *Bakersfield College needs to research offsite storage for its backup media.*

#### **SUMMARY OF ACTIVITY**

The district has agreed that Bakersfield College can share its offsite storage process. Appropriate implementation procedures still need to be finalized. In the meantime, Bakersfield College is presently storing backup tapes in a fireproof safe in the library basement. The director of information services will continue to work with the district to ensure implementation takes place in 2009-2010.

#### **EVIDENCE**

None

**PLANNING AGENDA** – *Continue to work closely with the district office and the other two colleges to develop policies and procedures to control and protect our network against incursion.*

#### **SUMMARY OF ACTIVITY**

KCCD network security policies for information technology have been developed and vetted through the district's Technology Leadership Council [III.C.003]. The district-wide committee of information technology managers will continue to develop more detailed security procedures that will support each college's established policies and expectations. The director of information services will monitor progress on this district-wide effort during 2009-2010 through a relationship with the district Technology Leadership Council.

#### **EVIDENCE**

[III.C.003] – KCCD Technology Leadership Council Minutes, March 2009

**PLANNING AGENDA** – *Fund technology priorities as determined by the Information Systems and Instructional Technology Committee and campus administration. These have been also documented in the EMP.*

#### **SUMMARY OF ACTIVITY**

As already stated, to streamline campus technology requests and to monitor other funding sources for isolated or specialized pieces of equipment, the Information Systems and Instructional Technology Committee has recommended that chairs and deans annually identify and forward all technology needs for review. [III.C.004] Information Services continues to develop its own priorities for inclusion in its annual unit plan [III.C.005] and eventual program review documents.

#### **EVIDENCE**

[III.C.004] – Information Systems and Instructional Technology Technology Request Form

[III.C.005] – Information Systems and Instructional Technology Technology Prioritization Plan

**PLANNING AGENDA** – *A district replacement policy needs to be developed which addresses all technology on the campuses.*

#### **SUMMARY OF ACTIVITY**

The need for a district replacement policy has been discussed at district information technology meetings [III.C.006], but no formal policy has yet been developed. The district committee will monitor progress on meeting this need. This committee does take action as needed to maintain efficient use of computers across campus and to respond to emerging needs. For example, just recently the elimination of administrative rights on all computers was initiated to minimize virus attacks surfacing through excessive downloads onto campus computers. The committee took decisive action but kept the campus informed through an effective email announcement that explained the problem, the resolution, and how to seek additional help or service [III.C.007].

#### **EVIDENCE**

[III.C.006] – KCCD Technology Leadership Council Meeting Minutes, January 2009

[III.C.007] – Email Regarding Administrative Rights and Virus Control, August 2009

**PLANNING AGENDA** – *Clearly delineate responsibilities between district Information Services staff. A consulting group has been hired by the district to address the issues of security and Information Technology organization. This study should produce clear statements of responsibility.*

## SUMMARY OF ACTIVITY

In 2007, SunGard Higher Education was hired to document the current state of Instructional and Information Technology at the Kern Community College District and its ability to support KCCD's instructional and college business operations and to develop strategies and action plans that will serve as a basis for improving Kern Community College District's ability to more effectively provide technology services. The report resulted in the formation of the Technology Leadership Council and its charter [III.C.008]. The charge of the Technology Leadership Council is to evaluate and make recommendations to the chancellor and College presidents regarding issues of information and instructional technology including strategy, alignment, policy, priorities and resource requirements. One of the Technology Leadership Council's initial activities was to recommend the establishment of several IT Governance subcommittees including an Instructional Technology Committee and Network Services Committee.

Membership of the Technology Leadership Council is designed to achieve district-wide representation while at the same time, establishing a committee size that is able to operate effectively [III.C.009]. In addition, a balance among college representatives must be maintained. To accomplish this, the membership contains several representative positions that rotate among the colleges every two years on alternate schedules. The Technology Leadership Council is co-chaired by one of the college presidents and the district director of information technology.

## EVIDENCE

[III.C.008] – KCCD Technology Leadership Council Charter

[III.C.009] – KCCD Technology Leadership Council Membership

*PLANNING AGENDA – By Fall 2007, Bakersfield College Information Services will develop an annual electronic survey for college personnel that will provide for feedback regarding services and support in the areas of technology.*

## SUMMARY OF ACTIVITY

As stated earlier, the following surveys were conducted to establish usage patterns and assess needs in the areas of Information Services and Media Services:

- In Spring 2008, a survey on the general use of the Computer Commons in the Grace Van Dyke Bird Library was conducted [III.C.010]. The results demonstrated that even though wireless access was increasing on campus and in the community, students still needed access to a full service student use area.
- In December 2008, surveys were distributed to gather feedback on professional development and media services needs. The 102 respondents helped information services

personnel plan workshops and develop online tools and resources to meet faculty and staff training needs. [III.C.011]

- In Spring 2009, a survey on campus-wide computer lab usage was completed [III.C.012], providing programs and departments details about usage patterns and student need. This information will help departments make decisions on service hours and staffing patterns.

#### **EVIDENCE**

[III.C.010] – Computer Commons Survey and Results, Spring 2008

[III.C.011] – Professional Development and Media Services Survey, December 2008

[III.C.012] – Computer Lab Usage Survey, Spring 2009

**PLANNING AGENDA** – *Expand membership of the ISIT Committee to include more classified employees from more diverse areas of campus and more student representatives from student government. ISIT Chairperson should attend FCDC meetings at least once a semester and remind department heads of the necessity of having representatives on the ISIT Committee.*

#### **SUMMARY OF ACTIVITY**

Ensuring effective representation on all college committees is an ongoing challenge, especially for the major committees such as Curriculum, Institutional Effectiveness, and Information Systems and Instructional Technology [III.C.013]. Academic Senate, California Schools Employees Association, and the President’s Office coordinate committee representatives for their respective campus groups [III.C.014]. The Faculty Chairs and Directors Council is routinely reminded of the importance of helping to secure appropriate representation for campus committees.

To help showcase the ongoing work of information services, the Information Systems and Instructional Technology Committee made regular reports to College Council. The committee’s co-chairs now make themselves available as needed as resources to both College Council and Faculty Chairs and Directors Council when technological items appear on the agenda.

#### **EVIDENCE**

[III.C.013] – Information Systems and Instructional Technology Committee Membership

[III.C.014] – Bakersfield College 2008-2009 Committees and Governance Matrix

#### ***III.D. Financial Resources Planning Agendas***

**PLANNING AGENDA** – *The current funding formula needs to be evaluated and modified to meet the district needs. Discussion on district-wide costs must be done before the*



*district makes decisions which will impact student learning. Such information provided to the College Council, Administrative Council and Budget Development Committee would help to monitor trends and flag potential concerns.*

*Fully implement Budget Development Committee as designed in original College Council document, including revision established by College Council in 2005. The College Council, through its budget subcommittee, should guide discussion and decisions.*

*Campus costs and strategies for cost containment have been addressed through KH, the campus-wide audit, and the present strategic planning process. Procedures to carry over funding for large purchases at both the district and campus level are now in place and need to be implemented.*

## **SUMMARY OF ACTIVITY**

The KCCD Consultation Council (formerly the Chancellor's Cabinet) undertook the task of creating a new allocation model for its unrestricted general funds in Fall 2006. A subcommittee of the council, consisting of faculty, classified staff and administrative representation from each of the district's colleges, district office and collective bargaining units, was formed to develop proposals for a new model to be utilized for the 2007-2008 budget.

The subcommittee completed the development of a new district-wide unrestricted fund allocation model in March 2007 [III.D.001], forwarding its recommendations to the KCCD chancellor. The model closely followed the new State allocation model resulting from the passage of SB 361. The model development included securing comment and input from all district faculty and staff through scheduled forums.

The district-wide allocation model for unrestricted funds was utilized for the first time in developing the 2007-2008 budget. In the 2008 fiscal year, the KCCD chancellor formed a team representing members of the KCCD Consultation Council to evaluate the model. The evaluation included a district-wide survey and various quantitative analyses. As a result of the evaluation team's findings, it was determined that general understanding of the model and district finances among district stakeholders was weak. In response to these findings, district staff conducted district-wide training sessions on the State and district budget processes, apportionment process and allocation models.

During the model's first year of use, it proved difficult to evaluate the instrument, process, and outcomes simultaneously. The evaluation team realized time needed to pass to allow for a more distanced objective review of the workings of the model. Now that the KCCD budget allocation model has gone through two full cycles of use, a second evaluation is planned for the 2009-2010 fiscal year to determine outcomes and effects resulting from the model. The district's chief financial officer will work with the district research office to coordinate the evaluation process with each campus.

In conjunction with the development of the district allocation model, each college considered its own specific allocation model as well. Bakersfield College initiated its work through a Pilot Budget and Planning committee. The group focused on unit plans and allocation recommendations and reported the details of its findings in a special report to the president [III.D.002].

At Bakersfield College, the budget development process takes place each spring for the next academic year. Deans and directors develop budget proposals based on the analysis included in their unit plans and submit their requests to the appropriate educational administrators. The administrators, after collaborative review with deans and directors, forward approved budget requests through the established process. Senior administrators then work with the president to finalize the actual budget through the appropriate forms.

Broad budget concerns are discussed at College Council and communicated to the college through campus emails. Suggestions for budget reductions, budget savings, or revenue generation are solicited from College Council and the campus as a whole.

#### **EVIDENCE**

[III.D.001] – KCCD Budget Allocation Model

[III.D.002] – Pilot Budget and Planning Group Report, March 2009

**PLANNING AGENDA** – *Develop grant process to utilize grant income more effectively for the college as a whole.*

#### **SUMMARY OF ACTIVITY**

The district hired a grant-writing expert in 2008 [III.D.003]. One of this person's main charges is to work with each campus as needed to help review grants which are under development. Bakersfield College carefully explores grant opportunities, making certain that the grant goals match an established need on campus and that the administrative protocols inherent in the grant are not overly cumbersome for the College's existing staff and work load. When a grant is pursued, an educational administrator usually takes the lead, but other members of the administrative team help as needed to provide research and meet deadlines. Before an application is finalized, the grant is processed through a district signature approval process to ensure effective oversight and collaboration are clear and appropriate.

#### **EVIDENCE**

[III.D.003] – KCCD ACTION of the Board of Trustees, December 2008

**PLANNING AGENDA** – *Continue to increase the financial knowledge and Banner system skills of local managers and staff through effective training.*

## SUMMARY OF ACTIVITY

As stated earlier, Banner is the campus software system that coordinates campus records, such as student enrollment data and budget expenditures. Accessing Banner involves following specific, detailed processes and routines. Learning Resources noted that Banner training needs were identified through a professional development and media services survey distributed in Spring 2008 [III.D.004]. In May 2009, Banner Training Roundtables were initiated that continued throughout the summer and into the next academic year, providing occasional small group training to meet stated needs.

## EVIDENCE

[III.D.004] – Professional Development and Media Services Survey, Spring 2008

**PLANNING AGENDA** – *Several actions will improve the college’s ability to systematically review, use, and improve financial resources:*

- *The Bakersfield College Business Services Department will increase its fiscal communication to the campus as whole by providing information such as federal fiscal updates, state fiscal updates, Bakersfield College fiscal update current year, and budget development update for upcoming fiscal year on the department website. These large files are more readily accessible and provide greater distribution through the Business Services web page.*
- *In addition, updated year-to-date expenditure quarterly reports will be regularly disseminated via various committees.*

## SUMMARY OF ACTIVITY

Spring 2009 was the start of the first budget development cycle coordinated by the new executive director of administrative services. In preparation for this undertaking, routine updates were made to administrators and appropriate committees [III.D.005] on the processes, deadlines, and reports that contribute to the budget development efforts. Bakersfield College’s budget development efforts work in close collaboration with the district, especially given the recent business services reorganization and the ongoing State of California budget crisis. Resources are being redirected to management of the budget crisis and resulting reductions.

## EVIDENCE

[III.D.005] – Administrative Council and College Council Minutes, Spring 2009

**PLANNING AGENDA** – *The Bakersfield College Council Budget Development Committee will complete and distribute the new campus allocation plan within the next year.*

## **SUMMARY OF ACTIVITY**

While not completed within the first year, progress is being made on developing a formalized campus budget development process through the college council that will be used for the development of the 2010-2011 budget. The process will then be evaluated in Spring 2010.

## **EVIDENCE**

None

**PLANNING AGENDA** – *In conjunction with the campus allocation process, better data for the unit plans must be identified by the budget subcommittee with the business services director, internal auditor, and institutional researcher.*

## **SUMMARY OF ACTIVITY**

Making appropriate data available for review and analysis is an ongoing challenge as the College moves toward a more evidence-based culture. The annual unit reports are one arena where consistent data is needed as departments and programs use the data to support their anticipated needs and requests. In 2008-2009, the deans helped each area secure the data needed to complete the budget table included in the unit plan format. For the 2009-2010 unit plan revision cycle, the Office of Institutional Research and Planning will work with KCCD information technology staff to produce summary budget data for the unit plan revision [III.D.006].

## **EVIDENCE**

[III.D.006] – Unit Plan Taskforce Notes

**PLANNING AGENDA** – *Our new president introduced a very effective forum for communication called Town Hall Meetings. Bakersfield College will continue to hold college-wide forums and other information-sharing activities to keep all staff apprised of the changing obstacles and scenarios faced throughout the year. These meetings should continue.*

## **SUMMARY OF ACTIVITY**

The initial success of the reported Town Hall Meetings held by the former president waned as fewer and fewer people attended the sessions. Rather than holding such meetings, the new president has shifted to providing updates and announcements through campus-wide emails. He also is working through College Council to ensure ongoing effective communication is standard practice for all committees [III.D.007]. At Opening Day on January 16, 2009, the Action 2012 Communication Initiative work group gathered data from faculty and staff in attendance, asking what communication practices were working well on campus. Many expressed appreciation for the president's email notices and his open inclusive approach to sharing information across

campus. With the increased concerns over the current state and local budget situation, the current president has scheduled several campus wide open meetings for the 2009/2010 academic year.

**EVIDENCE**

[III.D.007] – College Council Charge, Spring 2009

## **STANDARD FOUR: LEADERSHIP AND GOVERNANCE**

### ***IV.A. Decision-Making Roles and Processes***

**PLANNING AGENDA** – *During 2006-2007, the College Council will undertake a self-evaluation of both its methods and level of success in communicating with the college community. Based on the results of the self-evaluation, action will be taken to aggressively address the results with the intent of improving communication.*

*During the 2006-2007 academic years, the College Council will prepare a formal document that will clarify and formalize its role as an advisory body to the college president.*

*During the 2006-2007 academic year the College Council and Academic Senate will collaborate on developing, implementing, and evaluating new methods to more effectively communicate to the college community on campus-wide issues.*

*The College Council will continue the ongoing process of evaluation in order to strive for continuous improvement in the institution's governance and decision making structures and processes.*

### **SUMMARY OF ACTIVITY**

College Council is the primary recommending body to the president with representatives from all constituency groups on campus: faculty, staff, administrators and students. This Council has been transforming for the past several years, searching for the best charge, structure, and membership configuration to meet campus communication and decision-making needs. In 2007-2008, an end-of-the-year campus survey [IV.A.001] on the effectiveness of that past iteration of College Council noted that its membership [IV.A.002] was just too big to allow meaningful dialog on important issues to take place; the meetings, therefore, had succumbed to being reports on campus activities.

After thoughtful review beginning in December 2008, College Council reformed itself during January and February 2009 with a smaller, but better balanced, membership and a clear, concise goal. The new Council held its first meeting in February 2009 [IV.A.003].

According to its new Charge [IV.A.004], the College Council is a collegial consultative body designed to serve the good of the College. The group facilitates timely, factual, and clear communication between constituents and the College president as a means to develop recommendations on decisions for college-wide issues in areas such as budget, planning and facilities.

Members of College Council fill an important need in the College's structure. As members, they are the primary and most visible representatives of their constituent groups. They are expected to

set the standard for civility, candor and accuracy in collegial discussion, through Council meetings and their interactions with others in the College community. As conduits of information to and from the groups they represent, they should strive to understand and accept diverse points of view while attempting to reach a consensus to best serve the College as a whole. Members are expected to communicate regularly with the constituent group(s) they represent.

Members of College Council are determined by either the position they hold or through a selection process established by the constituency group they represent. Membership terms now vary, and in cases where a constituency group is comprised of multiple members, the selection process will allow for staggered terms.

Minutes from the meetings throughout the new College Council's first semester of operation demonstrate the productivity of this iteration of the council. The group addressed substantial content such as the development of college goals, and the committee representatives shared timely feedback with their constituency groups. This new iteration of College Council will be officially reviewed for effectiveness throughout the 2009-2010 year through a college-wide survey, so further refinements can be made as needed. [IV.A.005]

In its first semester, this version of College Council explored the state budget reductions and their implications for Bakersfield College and worked to finalize college goals for 2009-2010. An extensive survey on college goals was circulated to the whole campus in May 2009 [IV.A.006], ensuring all voices were heard on this crucial aspect of college operations. Three summer meetings were held to continue the business of the College with appropriate input from all representative groups.

## **EVIDENCE**

[IV.A.001] – College Council Effectiveness Survey, 2008

[IV.A.002] – College Council Membership and Structure, 2007-2008

[IV.A.003] – College Council Minutes, February 2009

[IV.A.004] – College Council Charge, Spring 2009

[IV.A.005] – College Council Minutes, February to June 2009

[IV.A.006] – College Council College Goals Survey and Report

## ***IV.B. Board and Administrative Organization Planning Agendas***

**PLANNING AGENDA** – *The board will establish a timeline to develop, publish, and implement a self-evaluation process.*

## SUMMARY OF ACTIVITY

In January 2006, at their annual board retreat, the members of the KCCD Board of Trustees committed themselves to regularly completing a self-evaluation. The KCCD chancellor was charged with developing an evaluation instrument, which was completed in October 2006 [IV.B.001]. The members of the governing board responded to the evaluation instrument in December 2006 and the tabulated results were reviewed and discussed in January 2007.

The instrument includes statements of 34 standards of expected knowledge and behavior, which are rated on a scale of 1 to 5, a rating of 1 being minimal and a rating of 5 being exceptional. The Trustee Evaluation Procedure allows each individual board member to self-evaluate a particular factor of board knowledge or behavior. It also provides the board member an opportunity to evaluate the perception of the knowledge or behavior of the board as a whole. Additionally, the instrument includes two open ended questions: (1) “What does our board do well?” and (2) “What could our board improve upon?” The board’s own Code of Conduct and Code of Ethics are used as the basis of the evaluation.

This board self-evaluation takes place every October in odd-numbered years, and the results are used to determine new goals and objectives for the coming year. The next evaluation is scheduled for October 2009.

## EVIDENCE

[IV.B.001] – KCCD Board of Trustees Self Evaluation Process and Instrument, 2008

**PLANNING AGENDA** – *The board will establish a timeline to develop a policy that addresses dealing with behavior that violates the board “Statement of Ethics.”*

## SUMMARY OF ACTIVITY

A draft Code of Ethics was written for the KCCD in December 2006. The next step in the process was to take the draft code through the governance consultation process, starting in August 2007. At that time, the KCCD Consultation Council (formerly the Chancellor’s Cabinet) was directed to present and discuss the draft with members of their constituency groups and to collect comments and recommendations. The Code of Ethics [IV.B.002], with appropriate sanctions for violations, was presented to the governing board in March 2008 and adopted in May 2008 [IV.B.003].

The overall development of a Code of Ethics uncovered the need to develop additional policies, processes and training. Training will be essential to developing employee and student understanding of ethical expectations, prohibitions and consequences of actions associated with the KCCD Code of Ethics.



## **EVIDENCE**

[IV.B.002] – KCCD Code of Ethics

[IV.B.003] – KCCD Board of Trustees Minutes, June 2008

**PLANNING AGENDA** – *As Bakersfield College continues to grow in size, sites and complexity, the College Council will be asked to annually evaluate the number and efficacy of the administrative staff and make recommendation to the president.*

## **SUMMARY OF ACTIVITY**

When campus reorganization options and resulting staffing needs are considered, the Bakersfield College president will consult with College Council to solicit feedback on the pending changes.

## **EVIDENCE**

None

**PLANNING AGENDA** – *During 2006-2007, the Budget Development Committee of the College Council will complete work on documenting the detailed budget development processes of the College.*

## **SUMMARY OF ACTIVITY**

While not completed within the proposed time frame, progress has been made on developing a formalized campus budget development process through the college council that will be used for the development of the 2010-2011 budget. The process will then be evaluated in Spring 2010.

## **EVIDENCE**

None

**PLANNING AGENDA** – *Commencing with the 2006-2007 academic year, the recently created Facilities Planning Subcommittee of the College Council will implement and evaluate improved methods of communication concerning the construction of new or remodeled facilities; planning of such construction; and advising faculty and staff of plans, project committees, timelines, and progress of all building efforts.*

## **SUMMARY OF ACTIVITY**

The executive director of administrative services works with the Facilities Planning Subcommittee of College Council and announces campus construction and remodeling projects on campus, clarifying timelines and implications for campus routines [IV.B.004]. Regular construction and scheduled maintenance updates are also shared at College Council meetings.

## **EVIDENCE**

[IV.B.004] – Construction Update Emails, Spring and Summer 2009

**PLANNING AGENDA** – *By the end of the 2006 calendar year, a revised district budget allocation model will be completed for review and discussion by the district community.*

## **SUMMARY OF ACTIVITY**

The KCCD Consultation Council (formerly the Chancellor’s Cabinet) undertook the task of creating a new allocation model for its unrestricted general funds in Fall 2006. A subcommittee of the council was formed to develop proposals for a new model to be utilized for the 2007-08 Budget. Council membership consisted of faculty, classified staff and administrative representation from each of the district's colleges, the district office and collective bargaining units. The subcommittee completed the development of a new district-wide unrestricted fund allocation model in March 2007 [IV.B.005], forwarding its recommendations to the chancellor. The model closely followed the new State allocation model resulting from the passage of SB 361. The allocation model development process included securing comment and input from all district faculty and staff through scheduled forums.

The district-wide allocation model for unrestricted funds was utilized for the first time in developing the 2007-2008 budgets. In the 2008 fiscal year, the chancellor formed a team representing members of the KCCD Consultation Council to evaluate the model. The evaluation included a district-wide survey and various quantitative analyses. As a result of the evaluation team’s findings, it was determined that general understanding of the model and district finances among district stakeholders was weak. In response to these findings district staff conducted district-wide training sessions on the State and district budget processes, apportionment process and allocation models.

During the model’s first year of use, it proved difficult to evaluate the instrument, process, and outcomes simultaneously. The evaluation team realized time needed to pass to allow for a more distanced objective review of the workings of the model. Now that the KCCD budget allocation model has gone through two full cycles of use, a second evaluation is planned for the 2009-2010 fiscal year to determine outcomes and effects resulting from the model. The district’s chief financial officer will work with the district research office to coordinate the evaluation process with each campus.

## **EVIDENCE**

[IV.B.005] – KCCD Budget Allocation Model

**PLANNING AGENDA** – *During the 2006-2007 academic year, the Chancellor’s Cabinet will address its role in the systematic evaluation of the effectiveness and integrity of governance and decision-making structures and processes.*

## **SUMMARY OF ACTIVITY**

For the purposes of clarifying the governance and decision-making process for the KCCD, *A Process of Decision Making* was developed in 2006 [IV.B.006]. This document describes the process for creating or revising governing board policy and procedure for participatory governance in decision making. Included in the document is a diagram of the KCCD governance process.

Subsequent to the accreditation visit, the district office searched for an existing, effective college model for an organizational map for decision making. After reviewing several models, the one from West Hills Community College District was used as the model for KCCD's document.

The draft organizational map for decision making in the KCCD was created in July 2007. The draft was introduced into the consultation process in August 2007 and input was sought to finalize the document in December 2007. The consultation process commenced with the KCCD Consultation Council (formerly the Chancellor's Cabinet). The membership of the KCCD Consultation Council includes faculty, staff, students and administrators representing all constituent groups at each college and the district office. Each constituent group examined the document through their respective governance groups and provided input to the final version. Recommendations were directed to the KCCD Consultation Council for further discussion, and the final document was approved by the KCCD Board of Trustees in Fall 2008 [IV.B.007]. The district's decision-making map establishes the foundation upon which Bakersfield College is developing its own decision-making model.

## **EVIDENCE**

[IV.B.006] – KCCD *A Process of Decision Making* 2006

[IV.B.007] – KCCD Organizational Map and KCCD Board of Trustees Minutes, Fall 2008

## **EVIDENCE LIST**

Immediately following this list of evidence is a compact disc containing all evidence referenced in Bakersfield College's Accreditation Midterm Report.

### **RECOMMENDATION 1**

- [1.001] – Initial Planning Implementation Timeline, 2007-2008
- [1.002] – Updated Planning Implementation Timeline, 2008-2009
- [1.003] – Planning Process Training Needs Assessment and Results, September 2007
- [1.004] – Unit Plan Training Dates and Information, Fall 2007 and Fall 2008
- [1.005] – Unit Plan Template Update, August 2008
- [1.006] – Unit Plan Handbook Update, August 2008
- [1.007] – Program Review Handbook
- [1.008] – Program Review Workshops: Content & Calendar, Spring/Summer and Fall 2008
- [1.009] – Program Review Training Evaluation Form
- [1.010] – Worksheet for Reviewing Unit Plan Budget, January 2009
- [1.011] – Report of Pilot Budget-Planning Committee, March 2009
- [1.012] – Professional Development and Media Services Survey, Spring 2008
- [1.013] – ODS Reference Guide Update, February 2009
- [1.014] – Sample ODS Reports, 2009
- [1.015] – Unit Plan Task Force Recommendations, Spring 2009

### **RECOMMENDATION 2**

- [2.001] – Curriculum Committee Minutes, September 2004 & New Course Outline Form
- [2.002] – Curriculum Committee Minutes
- [2.003] – Educational Master Plan 2007-2008, for Student Activities, Financial Aid/Scholarships and EOP&S Program Level Outcomes
- [2.004] – Office of Institutional Research and Planning Learning Outcomes

[2.005] – General Education Pattern and Academic Senate Minutes, February 2009; Institutional Level Outcomes Review, Academic Senate Minutes, April 2008

[2.006] – First Assessment Cycle Details

[2.007] – Assessment Plan Workshops

[2.008] – Assessment Completion Matrix

[2.009] – 2009-2010 Plan for Assessment Cycle

[2.010] – General Education Pattern Committee Timeline on General Education Review Schedule

[2.011] – General Education Oral Communication Assessment Plan and Details

[2.012] – Noel-Levitz Survey, 2003, 2005

[2.013] – Assessment CLIPs

[2.014] – Math Focus Group

[2.015] – Critical Academic Skills Workshop Schedule, Surveys and Results

[2.016] – Action 2012 Communication Signage Survey and Results, Spring 2009

[2.017] – Action 2012 Student Excellence Probation Focus Group Details and Results, Spring 2009

### **RECOMMENDATION 3**

[3.001] – Strategic Planning Process and Environmental Scan, September 2004

[3.002] – Survey Data (Renegade 2012 Plan and Support Documents)

[3.003] – KCCD Board of Trustees Minutes, September 2006

[3.004] – KCCD Visions, Mission, Values, Initiatives and Strategies, Spring 2007

[3.005] – KCCD Strategic Plan and Strategic Initiative Team Rosters

[3.006] – Bakersfield College Renegade 2012 Plan

[3.007] – Action 2012 Initiative Reports and Recommendations, Spring 2009

#### **RECOMMENDATION 4**

- [4.001] – Unit Plan Handbook and Template, 2008
- [4.002] – Program Review Handbook, 2008
- [4.003] – Educational Master Plan, 2007-2008 and 2008-2009 (Section II Unit Plans)
- [4.004] – Renegade 2012 Plan and Support Documents
- [4.005] – Action 2012 Final Report and Support Documents
- [4.006] – Action 2012 Strategic Initiative Summaries and Synthesis Reports
- [4.007] – College Council Charge, 2009
- [4.008] – College Council Minutes, February to June 2009
- [4.009] – College Council College Goals
- [4.010] – Decision Making Task Force, College Council Minutes, Summer 2009
- [4.011] – Worksheet and Rubric for Reviewing Unit Plan Budget, January 2009
- [4.012] – Budget Development Worksheets

#### **RECOMMENDATION 5**

- [5.001] – Library, Counseling, Media Services Student Service Program Reviews
- [5.002] – Counseling Website
- [5.003] – New Counseling Curriculum
- [5.004] – Student Surveys and Results
- [5.005] – Library e-Book Collection Website
- [5.006] – Wireless Access Location Saturation Map
- [5.007] – Bakersfield College Wireless Network Implementation Plan
- [5.008] – Online Teaching Survey Results

#### **RECOMMENDATION 6**

- [6.001] – Faculty Prioritization Process and Timeline, Fall 2008
- [6.002] – College Staffing Plan, January 2007

- [6.003] – KCCD Diversity and Compliance Meeting, Fall 2008
- [6.004] – Diversity Training Materials for Screening Committees, Spring 2009
- [6.005] – Faculty Diversity Representative Changes, Academic Senate Meeting Minutes, Spring 2009
- [6.006] – Recruitment Efforts for Spring 2009
- [6.007] – Activities to Address Students’ Differences, Fall 2006 and Fall 2007
- [6.008] – “Embracing Multiculturalism and Diversity,” September 2008
- [6.009] – Go Pro Academy Details

**RECOMMENDATION 7**

- [7.001] – Levinson Resource Center Opening Materials
- [7.002] – Staff Development Coordinating Council Budgets, 2006-2009
- [7.003] – Staff Development Coordinating Council Minutes and Agendas, 2006-2009
- [7.004] – Flex Workshop and Technology Workshop Schedules
- [7.005] – KCCD Management Association Memorandum and Supporting Documents
- [7.006] – KCCD Management Association Criteria for Professional Development Funds

**RECOMMENDATION 8**

- [8.001] – CCA Agreement Article for Adjunct Faculty Evaluation
- [8.002] – KCCD/Community College Association Interest-Based Bargaining Agreement, KCCD Board of Trustees Meeting, April 2009
- [8.003] – KCCD Human Resources Evaluation List
- [8.004] – KCCD Board of Trustees Board Policy Manual, 7D
- [8.005] – Bakersfield College Adjunct Evaluation Lists

**RECOMMENDATION 9**

- [9.001] – KCCD Board Policy Manual, Section Eleven, Code of Ethics
- [9.002] – KCCD Board of Trustee Minutes, June 2008
- [9.003] – Additional Policies and Training

[9.004] – Bakersfield College President’s Message, Fall 2009

**RECOMMENDATION 10**

[10.001] – IssueTrak Details

[10.002] – MPulse Details

**RECOMMENDATION 11**

[11.001] – Consultation Council Minutes, Fall 2006, and Consultation Council Subcommittee Roster

[11.002] – Academic Senate Minutes, March 2007

[11.003] – Academic Senate Resolution, March 2007

[11.004] – KCCD Budget Allocation Model

[11.005] – KCCD Budget Allocation Model Evaluation Committee Minutes, April 2008

[11.006] – Finance 101 Presentation

**RECOMMENDATION 12**

[12.001] – 2009 College Council Charge

[12.002] – College Council Minutes, February through June 2009

**RECOMMENDATION 13**

[13.001] – KCCD Code of Conduct, Code of Ethics

[13.002] – KCCD Executive Council Minutes, August 2007

[13.003] – KCCD Chancellor’s Cabinet Minutes, September 2007

[13.004] – KCCD Board of Trustees Minutes, September 2007

[13.005] – KCCD Board of Trustees Minutes, October 2007

**RECOMMENDATION 14**

[14.001] – KCCD’s *A Process of Decision Making*, 2006

[14.002] – KCCD Organizational Map and KCCD Board of Trustees Minutes, Fall 2008

[14.003] – KCCD Consultation Council Minutes, May 2008



[14.004] – KCCD Consultation Council Minutes, November 2008

[14.005] – Decision Making Task Force, College Council Minutes, Summer 2009

**PLANNING AGENDAS I.A.**

[I.A.001] – Renegade 2012 Mission Statement Workgroup Details

[I.A.002] – College Council Minutes, May 2008

[I.A.003] – Renegade 2012 Plan

[I.A.004] – Bakersfield College Catalog, 2009-2010

[I.A.005] – College Council Minutes, June 2009

[I.A.006] – Curriculum Committee Minutes, September 2004 and New Course Outline Form

[I.A.007] – General Education Pattern and Academic Senate Minutes, February 2009

[I.A.008] – Educational Master Plan, 2008-2009

[I.A.009] – Assessment Plan Workshops

[I.A.010] – Assessment Plan Completion Matrix

**PLANNING AGENDAS I.B.**

[I.B.001] – Governance and Committee Matrix

[I.B.002] – Academic Senate Change Proposal Format

[I.B.003] – College Council Charge, Spring 2009

[I.B.004] – Renegade 2012 Communication Initiative Report

[I.B.005] – College Council Minutes, September 2009

[I.B.006] – Pilot Budget and Planning Group Report, March 2009

[I.B.007] – Action 2012 Initiative Reports

[I.B.008] – College Council Charge

[I.B.009] – Action 2012 Communication Initiative Report

[I.B.010] – College Council Goals Survey and Minutes

[I.B.011] – Email to Faculty Chairs and Directors Council on H1N1 Efforts

[I.B.012] – *BCAlert* Test Notification

[I.B.013] – Room Utilization Report

[I.B.014] – Faculty Chairs and Directors Council Training Outlines and Faculty Chairs Handbook, Fall 2009

[I.B.015] – ODS Reference Guide, February 2009

[I.B.016] – Media Services Website

[I.B.017] – Professional Development and Media Services Survey, Spring 2008

[I.B.018] – One-page Aids on Banner Tips

[I.B.019] – Unit Plans Training Dates and Information, October 2007 & Fall 2008 & Program Review Workshops: Content and Calendar, Spring, Summer, Fall 2008

[I.B.020] – *The Source*, 2006, 2007, 2008, 2009

[I.B.021] – Bakersfield College Annual Report, 2006, 2007, 2008, 2009

#### **PLANNING AGENDAS II.A.**

[II.A.001] – Educational Master Plan, 2008-2009

[II.A.002] – Assessment Plans Workshops

[II.A.003] – Unit Plan Training Update and Information, October 2007 and Fall 2008 & Program Review Workshops: Content and Calendar, Spring, Summer, and Fall 2008

[II.A.004] – Assessment Plan Completion Matrix

[II.A.005] – Information Systems and Instructional Technology Technology Request Form

[II.A.006] – NCDE Training Details

[II.A.007] – Foundations of Excellence CLIPs, 2007-2008

[II.A.008] – Renegade Culture Website

[II.A.009] – Bakersfield College Faculty Handbook, Fall 2009

[II.A.010] – Assessment CLIPs Funding Data

[II.A.011] – Institutional Research and Planning Website

[II.A.012] – Campus Score Cards

- [II.A.013] – Sample ODS Reports, 2009
- [II.A.014] – Video Operations Center Proposal
- [II.A.015] – Assessment Plan Completion Matrix
- [II.A.016] – Oral Communication Assessment Cycle
- [II.A.017] – KCCD/Community College Association Agreement, 2008-2011
- [II.A.018] – KCCD Board of Trustees Board Policy Manual, 11E1A
- [II.A.019] – Bakersfield College Student Handbook, Academic Dishonesty Policy
- [II.A.020] – New Faculty Seminar Materials

**PLANNING AGENDAS II.B.**

- [II.B.001] – Student Services Building Renovation Delay
- [II.B.002] – Counseling Department 2008 Survey and Results
- [II.B.003] – Action 2102 Communication Initiative Signage Survey and Results, Spring 2009
- [II.B.004] – Action 2012 Student Excellence Probation Focus Group Details, Spring 2009
- [II.B.005] – Outreach Survey on Service Learning
- [II.B.006] – Critical Academic Skills Workshop Schedule, Surveys and Results
- [II.B.007] – Student Government Association Voter Turnout Details, 2007-2008 and 2008-2009
- [II.B.008] – Assessment Plan Completion Matrix
- [II.B.009] – Counseling Department Survey

**PLANNING AGENDAS II.C.**

- [II.C.001] – Grace Van Dyke Bird Library Collection Development Policy
- [II.C.002] – Media Services Website
- [II.C.003] – Computer Commons Student Worker Job Description
- [II.C.004] – Computer Commons Student Worker Handbook
- [II.C.005] – Library Program Review
- [II.C.006] – Assessment Plan Completion Matrix

- [II.C.007] – Computer Commons Student Worker Job Description
- [II.C.008] – Computer Commons Student Worker Handbook
- [II.C.009] – Professional Growth Center Workshop List and Calendar
- [II.C.010] – Library Program Review
- [II.C.011] – High Tech Center Student Sign-In Sheets
- [II.C.012] – Library Program Review
- [II.C.013] – Assessment Plan Completion Matrix
- [II.C.014] – Computer Commons Survey and Results
- [II.C.015] – Campus-Wide Computer Usage Reports
- [II.C.016] – Professional Development and Media Services Surveys, Spring 2008

**PLANNING AGENDAS III.A.**

- [III.A.001] – Details on Foreign Transcript Evaluation Service
- [III.A.002] – KCCD Board of Trustees Minutes, April 2007
- [III.A.003] – Bakersfield College Adjunct Evaluation List
- [III.A.004] – KCCD/Community College Association Agreement, 2008-2011
- [III.A.005] – Curriculum Committee Minutes, September 2004 and New Course Outline Form
- [III.A.006] – Sample Syllabi, Spring 2009
- [III.A.007] – Levinson Resource Center Open House Materials, August 2008

**PLANNING AGENDAS III.B.**

- [III.B.001] – Construction Update Emails, Spring and Summer 2009
- [III.B.002] – Budget Development Process Spreadsheet

**PLANNING AGENDAS III.C.**

- [III.C.001] – Technology Master Plan & Recommendation to President
- [III.C.002] – Information Systems and Instructional Technology Technology Request Form
- [III.C.003] – KCCD Technology Leadership Council Minutes, March 2009

- [III.C.004] – Information Systems and Instructional Technology Technology Request Form
- [III.C.005] – Information Systems and Instructional Technology Technology Prioritization Plan
- [III.C.006] – KCCD Technology Leadership Council Meeting Minutes, January 2009
- [III.C.007] – Email Regarding Administrative Rights and Virus Control, August 2009
- [III.C.008] – Technology Leadership Council Charter
- [III.C.009] – Technology Leadership Council Membership
- [III.C.010] – Computer Commons Survey and Results, Spring 2008
- [III.C.011] – Professional Development and Media Services Survey, December 2008
- [III.C.012] – Computer Lab Usage Survey, Spring 2009
- [III.C.013] – Bakersfield College 2008-2009 Committees and Governance Matrix

**PLANNING AGENDAS III.D.**

- [III.D.001] – KCCD Budget Allocation Model
- [III.D.002] – Pilot Budget and Planning Group Report, March 2009
- [III.D.003] – KCCD ACTION of the Board of Trustees, December 2008
- [III.D.004] – Professional Development and Media Services Survey, Spring 2008
- [III.D.005] – Administrative Council and College Council Minutes, Spring 2008
- [III.D.006] – Unit Plan Taskforce Notes
- [III.D.007] – College Council Charge, Spring 2009

**PLANNING AGENDAS IV.A.**

- [IV.A.001] – College Council Effectiveness Survey, 2008
- [IV.A.002] – College Council Membership and Structure, 2007-2008
- [IV.A.003] – College Council Minutes, February 2009
- [IV.A.004] – College Council Charge, Spring 2009
- [IV.A.005] – College Council Minutes, February to June 2009
- [IV.A.006] – College Council College Goals Survey and Report

**PLANNING AGENDAS IV.B.**

[IV.B.001] – KCCD Board of Trustees Self Evaluation Process and Instrument, 2008

[IV.B.002] – KCCD Code of Ethics

[IV.B.003] – KCCD Board of Trustees Minutes, June 2008

[IV.B.004] – Construction Update Emails, Spring and Summer 2009

[IV.B.005] – KCCD Budget Allocation Model

[IV.B.006] – KCCD *A Process of Decision Making* 2006

[IV.B.007] – KCCD Organizational Map and KCCD Board of Trustees Minutes, Fall 2008