This report represents the findings of the evaluation team that
visited Bakersfield College on October 24-26-2000

Martha Romero, Chair
SUMMARY OF THE EVALUATION REPORT

Institution: Bakersfield College

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Introduction

Bakersfield College is one of three colleges in the Kern Community College District. The college operates the main campus as well as two centers, the Weill Institute in the downtown area and a satellite center in Delano, 35 miles north of Bakersfield. Classes are also taught in Tehachapi, 45 miles to the southeast, Arvin, 23 miles south, and in high schools throughout the service area. TV and ITV classes are also offered as well as online courses that began to be offered in 1996-97. A substantive change request was submitted in May 1998, but the Commission indicated that since the college offered only classes and no total programs, a substantive change request was not needed. The last accreditation visit was conducted in 1994.

The College enrolled 15,161 students in Fall, 1999. Of these 56.9 percent were female, 31.5 percent were Hispanic, and 62 percent attended classes during the day. The average age of Bakersfield College students is 25 years.

Most of the administrative positions at the college are interim at the present time. A new president was named in July 1998 and a new chancellor for the district in November 1999. The remaining interim positions will not be permanently filled until an administrative organization and operational study is complete in January or February 2001. However, the consulting group expects to present a draft of the study with recommendations for hiring at Bakersfield College in late November 2000.

Union issues (The District was at impasse until shortly before the visiting team arrived.) colored comments in the report and perceptions during interviews with the faculty. Repeatedly, faculty members both bemoaned the fact that faculty had not had sufficient input into the development of the self study and the fact that they had been reluctant to participate since union issues had not been settled. What became evident was that the faculty had difficulty distinguishing their role as the academic senate from their role in collective bargaining.

Commendations

Bakersfield College is to be commended for the following:
1. The innovative marketing strategies of the College and the positive image it enjoys within the community. (Standard 2.1)
2. The introduction, through the Enrollment Services Office, of a series of “cross-training” workshops for frontline staff across campus and at outlying locations. It is an exciting example of improving services to students, facilitating campus communication of information, and increasing staff morale. (Standards 5.2, 5.3, 5.10)

3. The effective use of computer technology and support provided to students and faculty. (Standards 6.2, 6.3, 6.5)

4. The leadership in the Facilities and Operations Unit to change the culture from one of response to crisis to a preventive maintenance and service mentality. This unit is a model of how planning can lead to implementation. (Standard 8.2)

5. A faculty driven instructional program that leads to a well articulated, comprehensive transfer program. (Standard 4A.1)

6. The service to disabled and high-risk students in the Basic Skills Computer Lab by the Developmental Education faculty and staff. (Standards 4A.1, 4A.2, 4A.4, 4D.5, 5.3)

7. The President’s leadership under difficult conditions in developing a strategic plan and related action plans. The goals, plans and priorities of the institution were defined with broad participation among major stakeholder groups and in the midst of considerable turnover in middle management, in the District Office, and on the Board of Trustees. (Standards 3B.1, 3B.2, 3C.3, 10A.4, 10B.1, 10B.3)

**Recommendations**

To assist the college in ensuring positive outcomes for the institution, the team makes the following recommendations:

1. While the existing mission of the college has been revised numerous times and is prominently displayed in each building, the college mission should be inclusive of its broad-based educational programs and articulate the diversity of students to be served by the institution. The vocational education and economic development elements of the mission should be specifically addressed. (Standards 1.1, 1.2, 2.6, 4A.1)

2. Evidence exists that the college has attempted to establish good planning processes; however, the college should document achievements for its intended institutional outcomes. The final college authority in the decision making process should be identified and methods for tracking progress and completion be developed. To assist the college in accomplishing this recommendation, district leadership should provide a response to the recommendations made by the college within a well-defined timeline. (See Standard 7, Response to Recommendations of the Previous Team, and Standards 3C.1, 10B.5, 10B.6, 10B.9, 10B.10)
3. To obtain data to be used in the various planning and evaluation processes, the college depends on data retrieved from the State Chancellor’s Office. Significant improvements can be achieved if the district works cooperatively with the college to make data accessible and understandable. In order to meet the accreditation standard, the recommendation is that the college and the district develop processes and methods to access timely and accurate data from the District Management Information System. (Standards 3A.1, 3A.3, 10C.4)

4. Although the Strategic Action Plan identifies specific measurable objectives related to the mission and purpose of the college, the institutional outcomes assessment section of the Institutional Effectiveness standard is weak. Considerable improvements can be made. It is recommended that the college systematically implement its plans and evaluate the outcomes of its current plans prior to embarking upon a new planning process. (Standards 3C.1, 3C.2, 3C.3, 6.5)

5. To strengthen educational programs and counseling services, the team recommends that the college develop measurable pathways to student success for vocational students and other specific populations of students that promote access, monitor progress, and track goal attainment. (Standards 4B.3, 4B.6, 5.3)

6. The college and District Office should produce timely and accurate financial information that:
   ?? drives financial decisions.
   ?? clarifies all essential functions at the District Office and the level of financial support for each function.
   ?? outlines the required level of financial support for all essential functions at the college and is tied to its strategic plan.
   ?? is promulgated throughout the district in a manner that is clear, consistent, and understandable to the Kern Community College District community.
(Standards 9A.1, 9A.4, 9A.5, 9B.1, 9B.6, 9C.4, and 10C.2, 10C.3, 10C.5, 10C.6)

7. It is recommended that the trustees systematically engage in board training as a continuous, ongoing process and focus on their roles of setting policy and serving the best interests of the entire district and all its students. Of particular concern is the need for the trustees to address their role of keeping the district fiscally sound. (Standards 10A.1, 10A.2, 10A.3, 10A.5, 10C.4, 10C.5, 10C.6)

**STANDARD ONE: INSTITUTIONAL MISSION**

**A. Response to Recommendations of the Previous Team**

The recommendations previously made under Standard 1 now are more appropriate in Standard 3 and will be addressed there.
B. Analysis, Evaluation, and Validation of the Self Study

Observations and Conclusions

The current institutional mission standard requires that an institution measure itself against four elements. A college mission should: identify broad-based educational goals (1.1), define students that the institution serves (1.2), guide planning and decision making through the mission (1.3), and, evaluate and revise the mission statement on a regular basis (1.4). There have been two revisions of the mission statement since the 1994 Accreditation Report. That report did not explicitly recommend that the mission be revised but, rather, that the mission, in conjunction with the college’s vision and goals, be used to drive planning and resource allocation. In 1995, the campus elected to revise the mission as part of its response to the 1994 1.1 recommendation. This revision was made prior to the implementation of the current accreditation standards regarding mission. The second revision of the mission completed and approved by the Board of Trustees in July 1999, was the result of a move toward strategic planning initiated by the newly appointed college president. Interviews indicate that the Strategic Planning Committee was influenced by external community suggestions to make the mission brief so that it would be memorable. This suggestion appears to have been a driving force in that revision process.

It is impressive that the institution has been able to pool the necessary resources to replace the 1995 vision, mission, and goals statements that appear at the major entrances to campus buildings with the July 1999 revised versions. The visibility of the statement in each building makes it accessible to students and staff as well as to community members who interact with the campus in any way. This is one method of promoting a unified approach to all programs and services undertaken by the institution and of communicating the message to the community at-large.

One problem that was evident with this widespread dissemination of the mission, vision, and goals is the inevitability that updates have not been made at every location. For example, the college web site that is seemingly more readily changed than printed and posted documents had not been updated with the 1999 statement. (That oversight was addressed during the three days the team was on site once it was pointed out to college officials.) In addition, the framed statements that appear at the entrances at the Delano Center are the 1995 version. Coordination between the Public Information and Information Services offices is necessary to update the mission, vision, and goals display on a timely basis. Furthermore, efforts should be made to assure that additional campus-owned locations such as the Weill Institute and Delano Center have the current versions for the major entrances to their sites.

The broad-based educational purposes that the institution seeks to achieve are not adequately reflected in the current mission statement. The Self Study Report declares that state mandates define the students served as any adult who can benefit from
instruction. However, as one student mentioned, if support of diversity is a priority, why is there no mention of it in the mission statement. Additionally, these same mandates define the parameters under which programs are offered. While the campus standard committee felt that it was not necessary to reiterate those mandated educational purposes, they did suggest that another mission revision should be undertaken to identify the students served by the institution.

When asked about having the mission statement reflect the broad-based educational programs, staff indicated that the operative word in the current mission statement is “empower.” The choice of this word as the focal point of the statement is vague enough to allow all campus programs to fit into this mission without being specifically listed. On the other hand, the understanding and application of the word is so vague that committee time is too often focused on attempts to define its meaning. Some staff felt that both planning and decision making were more informed by the vision and goals that were written at the same time as the current mission, and that there was a clearer connection between the goals and planning than between planning and the mission statement. Others felt that services to address their needs were not evident in the mission statement (vocational students and student populations which do not fit within the transfer rubric). Thus the team concluded, Bakersfield College does not currently meet the accreditation standard.

C. Recommendations

While the existing mission of the college has been revised numerous times and is prominently displayed in each building, the college mission should be inclusive of its broad-based educational programs and articulate the diversity of students to be served by the institution. The vocational education and economic development elements of the mission should be specifically addressed in order to meet the accreditation standard. (Standards 1.1, 1.2, 2.6, 4A.1)

STANDARD TWO: INSTITUTIONAL INTEGRITY

A. Response to Recommendations of the Previous Team

Recommendation: The College integrates the work of the Budget and Program Review Committee (B&PRC) and Curriculum Committee, and establishes clear channels of communication and roles and charges of each committee and that those roles and charges be clearly communicated to the total College community.

The self study indicates that informal communication occurs and the work of the B&PRC is communicated to the Academic Senate Executive Committee, the Instructional Administrator’s Council, and the Curriculum Committee. The team did not find widespread agreement that adequate communication exists regarding the work and decisions or recommendations made by the B&PRC and the rest of the campus. (See also Standard 7 discussion.)
Recommendation: The College community strategically plans for the growth of Hispanic, Latino, and Chicano students, and assesses, develops, and improves educational programs and services to improve graduation and persistence rates for this growing ethnic group.

The self study response indicates that many campus plans address the needs of the various Hispanic populations. The data provided in the self study included graduation rates for 1997-98 and 1998-99. The data shows a slight increase in graduation and certificate completion rates of Hispanics. Similarly the transfers to California State Universities have risen from 48 admitted (15.6 percent) in 1991 to 169 (25.5 percent) Hispanic students admitted to CSU in 1998. The percentage of Hispanic students taking on-line classes is 10 percent higher than the percentage of Hispanics attending classes on campus. With the exception of one student, the students and student groups interviewed appear satisfied the College is meeting their needs.

Recommendation: The College’s priority of using new technologies in teaching-learning process be clearly articulated and discussed, and that effective methods be undertaken for measuring their effectiveness relative to improved student outcomes.

Technology for use by students and faculty is evident throughout the campus. Especially notable is the technology lab in the new library. Short-term training for faculty on the use of technology is included in the flextime activities. A summer intensive two-week workshop is provided to help instructors learn to utilize technology in their classrooms.

However, the measurement of effectiveness has not occurred. At the two-year mark the BANNER system has not provided adequate tools for measurement and no other methods have been developed. No documentation of the extent to which faculty have participated in the workshops was provided. This recommendation has been partially fulfilled.

B. Analysis, Evaluation, and Validation of the Self Study

Observations and Conclusions

Staff indicates the documents produced by the college are reviewed annually to ensure the college is clearly and effectively represented to the community and the students. The new strategic planning agenda identifies the continual review of publications as a priority.

The policy on academic freedom is part of the Kern Community College District’s Board Policy Manual, the Faculty Contract, and the Bakersfield College Student Handbook. Sixty-three percent of the staff survey respondents agreed the policy is
well understood and appropriately promulgated and supported. The academic honesty policy is included in course syllabi and in the college catalog.

Bakersfield College maintains many cultural enrichment programs such as the Chicano Culture Center, International Student Center, and the Martin Luther King, Jr. Center. Students from all ethnic and racial backgrounds including international students were interviewed and indicated the college supports diversity and despite financial setbacks have continued to fund these programs and centers. The Student Equity Plan, as noted in the Self Study has not been updated since 1994. The Dean of Student Services is responsible for this update, and the Director of EOPS is handling the update. The projected completion date for the new plan is Fall 2001.

The Athletic Department recently completed their Athletic Program Review for an upcoming visit by the Western State Conference (WSC). Like most schools having football programs of long standing the college is having problems with gender equity. The coaches and staff are making changes albeit slowly to address equity in women’s athletic programs.

As noted in other standards, counseling is not an integrated activity at Bakersfield College, but is seen as an exclusive function in whatever unit it occurs. For example, counseling of athletes is not integrated with other counseling functions. This factor tends to make all counseling functions disconnected and ineffective. Addressing the recommendation under Standard Four, which speaks to measurable pathways for students success, will help improve the college’s capacity to address this standard.

C. Recommendations

There were no recommendations made under this standard.

STANDARD THREE: INSTITUTIONAL EFFECTIVENESS

A. Response to Recommendations of the Previous Team

Note: Bakersfield College’s last accreditation was conducted prior to the establishment of the new standards. The last Accreditation Team’s recommendations 1.1 and 1.2 relate to the Institutional Effectiveness (Standard Three) and will be discussed here.

1.1 The College’s vision, mission, and goals drive planning and resource allocation. There needs to be an integrated planning process that includes educational, facilities, and fiscal elements. The process must be structured to assure that all affected have the opportunity to influence decisions. Planning objectives and procedures must be communicated to all concerned.
The College responded that the Budget and Program Review Committee (B&PRC) established annual goals and priorities tied to mission, vision and goals statements revised in 1995 and again in 1999. The institution believes that there was campus-wide support for this process and that many constituencies contributed to it. They cite the representative composition of the B&PRC, the widespread distribution of the goals and priorities established by the Committee, the widespread participation in creating and evaluating program-review documents, and the distribution of the results of the program review data.

The response does not make clear that the goals and priorities established by the Budget and Program Review Committee are used to drive resource allocation. The only items directly related to resource allocation are the justifications that are prepared by “programs;” the response does not explain what constitutes a program nor does it explain if these resource requests are educational, facilities related, or fiscal. The college’s response to the recommendation states that there is widespread participation in the program-review process, but it is not clear if students, administrators, part-time faculty, or advisory committee members, if appropriate, are involved in that process. Therefore, based on the college’s Self Study Report and information gathered from interviews and group meetings, the college has made progress toward implementing this recommendation but has not yet achieved success.

1.2 There is need for improved, widespread access to user-friendly College data.

The College needs to assure regular reporting of student success rates, retention, and other measures so that effectiveness of various programs and instructional strategies can be assessed.

The July 2000 Self Study Report states the lack of progress toward this goal is related to both human and fiscal resource allocation and further states that budget limitations have halted the progress toward implementing this recommendation.

There were plans to expand the role and capabilities of the Research Center. But because of budget limitations, the Dean for Planning and Research was reassigned to other duties. Also, BANNER data is not generally accessible at the college level and the college does not have the capacity to track students or cohorts of students. The district purchased a server to download student data, but the self study does not make clear why the District Participatory Governance/Budget Committee rejected the fiscal year 2000 request to purchase the required software that would have made the server functional for data analysis. Therefore, college personnel reveal, the Research Center as originally conceived is essentially non-functional. However, a Research Assistant was employed to assist the Dean and the software purchase appears to have been part of the 2001 allocation. Thus, this recommendation has not been adequately addressed.
B. Analysis, Evaluation, and Validation of the Self Study

Observations and Conclusions

While there is widespread recognition of the value and necessity for institutional research as observed through interviews, group meetings, and review of documents, numerous concerns emerge. The most frequently cited concern relates to the difficulty of obtaining student data from the District Office. Currently, live data is inaccessible to the college. This forces the college to use data stored in the State Chancellor’s Office database to download college data and run queries to generate reports used to support institutional planning and evaluation. The basic building blocks of both the strategic planning process and the master planning process are the reports generated at the departmental level. These reports contain numerous data for analysis of student performance, cost analysis, and grade distribution analysis on both the departmental and institutional levels. The problem, however, is that the data is one to two years old and is of minimal practical use for purposes of evaluation, planning, and resource allocation for the college.

Research and evaluation resources are minimal. The full time Research Assistant is responsible for preparation of state and federal reports, data extraction and report preparation for program reviews, reports required by external agencies that certify or accredit programs such as nursing and radiologic technology, preparation of campus climate surveys, and extraction and presentation of student demographic data. The Research Assistant is qualified and skilled at navigating through databases, preparing SQL queries, synthesizing data, and reporting data. Higher level functions such as research design, survey design, interpretation of data, and developing decision alternatives are not currently available to the college. Thus the self study assertion that, “A lack of research staff has severely hampered formal institutional research” is supported. Confirmation of this condition was obtained through interviews with members of the Budget and Program Review Committee (B&PRC), various college administrators, and faculty members.

Bakersfield College purports to have developed and implemented a program review process as the means for evaluating how well it accomplishes its mission and purposes. Interviews with various B&PRC members, administrators, and faculty indicated that program reviews were conducted and that recommendations were forwarded to the president and back to the staff members of the program being reviewed. A Program Review Form, Manual of Program Review Process, Program Review Schedule, and a B&PRC Program Evaluation Ballot were provided for the team, yet, no completed program reviews were available for the team to review. This was particularly problematic since the college appears dependent (perhaps overly so) on the program review process as the primary means to assess institutional effectiveness, planning, and outcome evaluation.
The self study describes the procedure of the B&PRC to present recommendations to the president to help make the final decisions on hiring, where resources should be allocated, and areas for reductions or elimination. The report goes on to state that there is “no specific mechanism in place to evaluate whether the recommendations [of the B&PRC] were implemented or whether they led to program improvement.” Through several interviews and discussion at the Open Campus Meetings the team learned that there are no clear criteria for determining priorities for improvement. Achievement of institutional outcomes is reportedly described in program-evaluation summaries but reporting activities are not well coordinated and evaluation of outcomes and recommendations are not consistently drawn upon in the decision making process. There is widespread agreement on campus that this self-evaluation is accurate.

There is sufficient evidence to substantiate that the college defines and publishes its planning processes (Manual of Program Review Process, publication and college-wide distribution of various plans). The self study also reports that the campus community was widely involved in the development of the Strategic Plan, and all plans are now required to show linkages and relationship to the Strategic Plan and the Master Plan.

C. Recommendations

1. Evidence exists that the college has attempted to establish good planning processes; however, the college should document achievements for its intended institutional outcomes. The final college authority in the decision making process should be identified and methods for tracking progress and completion be developed. To assist the college in accomplishing this recommendation, district leadership should provide a response to the recommendations made by the college within a well-defined timeline. (See Standard 7, Response to Recommendations of the Previous Team, and Standards 3C.1, 10B.5, 10B.6, 10B.9, 10B.10)

2. To obtain data to be used in the various planning and evaluation processes, the college depends on data retrieved from the State Chancellor’s Office. Significant improvements can be achieved if the district works cooperatively with the college to make data accessible and understandable. In order to meet the accreditation standard, the recommendation is that the college and the district develop processes and methods to access timely and accurate data from the District Management Information System. (Standards 3A.1, 3A.3, 10C.4)

3. Although the Strategic Action Plan identifies specific measurable objectives related to the mission and purpose of the college, the institutional outcomes assessment section of the Institutional Effectiveness standard is weak. Considerable improvements can be made. It is recommended that the college systematically implement its plans and evaluate the outcomes of its current plans prior to embarking upon a new planning process. (Standards 3C.1, 3C.2, 3C.3, 6.5)
STANDARD FOUR: EDUCATIONAL PROGRAMS

A. Response to Recommendations of the Previous Team

There were no recommendations from the Previous Team.

B. Analysis, Evaluation, and Validation of the Self Study

Observations and Conclusions

Review of the schedule of classes, the catalog, the educational plans, and meeting with counselors, faculty, and students, the team concludes the college has an extensive range of courses to address the needs of students who transfer or seek an AA degree. The college has done a good job of instituting a comprehensive transfer program that is well articulated. Remedial work is self-paced and individualized in the Basic Skills Computer Lab. Distance education offerings are growing and are providing access to programs that serve populations that cannot be served by traditional approaches. To accomplish all of this, the Curriculum Committee has been effectively improved. The Center for Professional Development has established viable partnerships with the business community by customizing its educational programs.

According to the Kern Community College Comprehensive Resource Planning Document, the student population fairly reflects the ethnic diversity of the community.

Several major issues were identified through conversations with administrators, faculty, and staff and through team observations. Vocational and occupational programs are not being adequately addressed. The existence of these programs is not recognized in the mission statement, the resource allocation process, or the institutional planning and review process. Student needs for more short-term classes in occupational areas are not being met.

Information on student success is limited and there is little data on the institutional and instructional effectiveness of educational programs. With the exception of the health-related programs, tracking student outcomes in occupational programs is not available. Also, systematic review would improve the effectiveness of the programs offered through the Center for Professional Development, which provides community and contract education.

According to student surveys, counselors are not accessible. Counselors assert this is because of the 1400 to 1 counselor/student ratio. However, upon further investigation, the team found that the Counseling Department could not affect any economies of scale or develop innovative ways to provide service to students because
of extreme territorialism and lack of coordination between counselors for special programs, regular counselors, and advisors.

Although the courses offered through distance are increasing, the needs of students who seek an AA degree through this modality are not being met. Students cannot currently complete their objectives with appropriate course offerings. Funds for technology and computer upgrades appear inadequate to support distance delivery and further impede the effective delivery of courses.

C. Recommendation

To strengthen educational programs and counseling services, the team recommends that the college develop measurable pathways to student success for vocational students and other specific populations of students that promote access, monitor progress, and track goal attainment. (Standards 4B.3, 4B.6, 5.3)

STANDARD FIVE: STUDENT SUPPORT AND DEVELOPMENT

A. Response to Recommendations of the Previous Team

In the commission’s previous version of the standards, Student Services was standard three.

Recommendation: Student Services immediately undertake a review of the student federal loan default rate and its implications for the campus.

The Financial Aid Office monitors the student federal loan default rate, which has dropped from the 22.9 percent (in 1992) to the current (1999) rate of 10.67 percent. The college has successfully addressed this concern.

Recommendation: Student Services, in collaboration with Instruction, review the viability of revising and implementing the Campus Student Equity Plan as a comprehensive means of more broadly addressing increasing campus diversity.

The Student Equity Plan was revised in 1994. The Student Equity Planning Committee was recently reactivated and intends to develop a new plan by 2001. The recommendation is being addressed.

The third recommendation under this version of the previous standards deals with communications with faculty and staff regarding policies and procedures. It is covered in Standard Seven.
B. Analysis, Evaluation, and Validation of the Self Study

Observations and Conclusions

The Student Services Area is managed by an interim (one-year appointment) Vice President for Student Services and an interim (one-year appointment) Dean of Students. The Student Activities Director position is vacant, but may be filled by spring 2001.

Admissions policies are appropriate as practiced. The college’s Admissions and Records Office offers registration in person, on-line, or by phone. The office attempts to simplify and streamline the student’s experience by providing personnel at the college’s off-site locations during registration, and by such small considerations as providing a mail slot to deposit checks at the office (so that students need not walk to yet another building to complete the registration process). The Director of Enrollment Services has instituted cross training to provide support personnel across campus and at outlying sites with a common core of basic answers about college services, as well as appropriate referral contacts. The intent of these workshops is to reduce student runaround by ensuring that the staff members they are most likely to come in contact with will have the answers to many basic questions and know where referrals should be made for other information. The director expects the college to offer written registration information in Spanish for fall 2001 enrollment.

Student records are appropriately maintained. The Director of Enrollment Services plans to implement imaging technology that will allow for the backup of paper records, as well as the utilization of technology in such tasks as transcript evaluation. Financial Aid maintains records, as do Supportive Services and Counseling.

College personnel often point to the college website when the issue of current and accurate information is discussed; however the team has noted that the website is not always the final arbiter in issues of timeliness. The college’s mission statement, for example, was available online only in a previous version. However, student services information appeared to be current. Increasingly, e-mail provides an opportunity for rapid updates within the campus community.

In addition to standard and mandated programs and services identified in the Matriculation Plan revised in Spring 1999, the college provides such services as the Martin Luther King, Jr. Center and the Chicano Cultural Center to specifically address needs of two ethnic groups within the student body.

The Student Services Area conducts student satisfaction surveys, which provide student input for some of the departments in planning. The student government assigns members to attend various college committees as student representatives. Program reports for 1998-99 were available for most student services areas, and the 1999 college master plan with updated goals (generally fall 2000) for the areas
reporting to the Vice President for Student Services was offered. An annual student services program plan, such as mentioned in the self study, was not in evidence. The prototype of the Student Satisfaction Survey poses many general questions, which individual programs may still wish to expand upon by conducting more specifically focused surveys of their users.

Assessment instruments and multiple measures are used to determine placement. A high percentage of both students and faculty express satisfaction with placement. The math placement instrument appears to be the least satisfactory to faculty, and Compass is under consideration as a replacement. Evaluation based on student tracking is not prevalent.

The institution provides appropriate, comprehensive, reliable, and accessible services to its students on campus. Off-campus locations fare worse; however, students at the Delano Center are enjoying increased service arrangements through the addition of full-time employees on site and regularly scheduled visits by representatives of programs such as Supportive Services. Admissions and Records send employees to many of the off-campus locations at the beginning of each term to enroll students.

The student activities director position is vacant; so the comprehensive public relations plan mentioned in the self study has not been formulated. The new director may be hired during the spring 2001 semester.

It is a credit to student services personnel that service to students and future planning precede apace, despite the spate of retirements and interim appointments. Tasks such as transcript evaluation and conducting more student transactions online can be computerized. However, access to BANNER functions is needed, as is extensive use of the proposed imaging technology. Student success will continue to rely on such staples as good, coordinated, and accessible counseling and other support services.

The Gades card was introduced and opens the door to exciting new opportunities for cooperative efforts in serving students, while simultaneously providing an opportunity to track students. The SARS Grid in Counseling and in Supportive Services is another tool to improve service to students while tracking those services.

As the Delano Center and distance education offerings continue to expand, the main campus will need to remain aware that accreditation standards expect reasonable access to services for those students.

Standard Five of the self study accurately reflects the college. Many students express their positive attitudes towards student services; both in interviews and surveys. Planning agenda items reflect many actions currently in progress.

C. **Recommendations**

There are no recommendations for this standard.
STANDARD SIX: INFORMATION AND LEARNING SERVICES

A. Response to Recommendations of the Previous Team

Recommendation: The college immediately reinstates, as a high priority, the addition of a librarian position and expeditiously [sic] its library book/periodical collection.

The College has employed an additional librarian.

B. Analysis, Evaluation, and Validation of the Self Study

Observations and Conclusions

Information and learning resources are sufficient to support courses and faculty. The book budget has been increased from $40,000 to $81,000 for 2000-2001. Students and faculty have access to computers. There is a plan to begin the wiring of most classrooms so each will have direct access to Internet services.

The technology support for equipment and training are adequate to serve students and faculty. The Library has 168 computer stations in a commons area with instructional assistance available to students, including students with disabilities. Staff development opportunities are available to faculty during the summer and regular school year. The Summer Institute is a two-week technology training session that provides 14-20 faculty members with the skills to develop technology materials for courses. There are technology training sessions for faculty prior to the start of each semester and during the semester.

There is a Library web site that provides access to the Library collection. All students can access the information to the collection while on- or off-campus through this web site. The web site links to other libraries in the region. The Library web site allows full access to the Library collection for students attending classes off-campus, such as the Delano Center. At this time, defined procedures do not exist for students to have books delivered from the Library to the Delano Center.

There are specific and planned activities to improve services to faculty. The librarians are working directly with divisions/departments to get recommendations for book acquisitions and to provide information about Library services available to students and faculty. Last year, book circulation increased by 3,000 and is expected to increase this year because of growing student use. The librarians provide student orientation on using the library and how to conduct Internet research. The Library Advisory Committee has been inactive for the past couple of years; however, it will be reactivated during the Fall 2000 Semester.
Administrative and instructional computers are installed and maintained by the same staff. The college has approximately 1,400 computers and four full-time computer network technicians to provide the installation and maintenance of computers. The instructional computer labs have the highest priority for service while service for individual faculty and staff computers have a lower priority. A replacement plan for computers and related equipment exists; however, staff expressed confusion regarding the resources to be allocated to this task. A proposal that identifies additional computer technical staff to assist with the repair and maintenance services has been developed. A college information technology plan is to be developed and will most likely revise the computer replacement schedule and needed technical service staff.

The college is to be commended for the computer technology provided for student and faculty use. There are many instructional computer labs and a large commons area in the Library with 168 computers. Students are assisted as necessary with the use of software and provided the opportunity to learn how to use Internet as a research tool. Staff development is made available to faculty to learn new computer software to develop course materials and to have students use software as part of the course activities. The emphasis on faculty and staff training is outstanding.

The increased use of the Library by students is positive. The Librarians are active in working with faculty and students to make them aware of all the services available in the Library. The Librarians serve as a liaison with each department to promote the services and encourage faculty use of the Library, including the acquisition and weeding of the book collection. The efforts of the Library staff have resulted in the increased use of the Library.

The Library web site is a strength that serves the college well. Students and faculty can access the Library collection at any time through this web site. The links to other libraries in the area also broadens the research capabilities of the users. Through this one resource, available reference material can be identified quickly.

Confusion between how planning and funding are related is a weakness. Although various plans exist that identify the need for computer technical support and the replacement of computers, there needs to be a link to the funding for implementing these plans. A strength of the college is the computer technology that currently exists for students and faculty. To maintain this positive resource, the financial resources have to be allocated in a timely manner. See recommendations in Standard Three. (Standard 6.5)

C. Recommendations

There are no recommendations for this standard.
STANDARD SEVEN: FACULTY AND STAFF

A. Response to Recommendations of the Previous Team

Recommendation: The College communicates all College and District policies and procedures affecting faculty and staff in clear and concise written form and that all such policies and procedures are uniformly and consistently applied.

Communications continue to be a concern and source of frustration at Bakersfield College. Some faculty and staff view the implementation of participatory governance as a stumbling block to effective communication and timely decision making. For example, discussion and input occurs in planning groups, but timely responses or decisions do not. So much time evolves in the process of passing along the results of those discussions that the likely decisions are no longer timely and the issue is often returned for new/further discussion. This factor is often the case whether decisions are being communicated from administration to middle managers to first line workers or vice versa. Further, administrators, division chairs, faculty and classified staff all report that information is filtered or eliminated at each point of transmission. This reinforces the perception that information is not disseminated. While the College remains committed to improving communication (See Planning Summary #2) existing obstacles have not been resolved. Policies and procedures are available in a recently revised manual and available in key offices and are currently being placed on the web. However, this process, described in the self study, does not address the uniform application of policies and procedures. Implementation of the recommendations in Standard 3 and Standard 9 would go a long way to improving communication on campus.

B. Analysis, Evaluation, and Validation of the Self Study

Observations and Conclusions

The major staffing issue at the Bakersfield College and Kern Community College District is the instability created by the lack of permanently assigned administrators in key positions and/or the relatively new appointments. Beginning with the Trustees, most are recent elected officials serving three years or less on the Board. It is expected that several more will be newly elected in November. The Chancellor of the District has yet to complete his first year on the job. The President of Bakersfield College has been at her job for about two years. Previously another individual served as interim president. Interim one-year appointments are filling the Vice President positions and Dean positions. The District is currently undergoing an operational audit and is seeking recommendations regarding the most effective management structure for both the College and the District. However, until those decisions are made, it is difficult to make assertions about the direction most of the processes at the College will take.
Full-time instructor qualifications are listed in the catalog. Adjunct faculty who have taught at the College for two years or more are listed but their professional and academic qualifications are not included. The growth of the student body has created strain on instructional staffing and essential support staff. Hiring has not kept pace with the demand, and one of the major concerns is that full-time faculty are being asked to carry too many overloads to remain effective instructors. The guidelines for overloads are 1.6 or less of load; however, some faculty has overloads of 1.9. This situation is sometimes created because sufficient contract adjunct are not available. The greatest demand for classes is in basic skills, English, mathematics, and computer technology. Maintaining operational flexibility while at the same time responding to the needs for additional staff continues to be challenging and integral to the College’s responsiveness to growth. (A.1,2,3)

The Budget and Planning Review Committee reviews and prioritizes new position requests and makes recommendations to the president. It is her expectation that the committee will consider the various college plans in developing a staffing plan.

The Classified Hiring Policy was revised in 1997 and again in 1998 and 2000. The Faculty Hiring Policy was last revised in 1990. The college’s Human Resources Department adheres to responsible employment practices, including maintaining current personnel policies and presenting training on diversity and sexual harassment.

The Human Resources Unit oversees the hiring process for full-time faculty, staff, and administrators. This department assures that hiring committees are trained in the issues of diversity and hiring protocol. Human resource staff participate in the planning process so that hiring and actual job responsibilities are better tied to instruction objectives and reflected in current job descriptions. The Director of Human Resources handles grievances.

Hiring, mentoring and evaluation is not consistent for adjunct faculty nor do they reflect procedures that insure fairness and sensitivity to diversity. (D.1, D.2, D.3) Division by division, the process varies and is not consistent with that of hiring of full-time faculty. Hiring for adjunct faculty may be done solely on the input of the division chairperson. Mentoring is limited to a campus-wide orientation session for new employees. Evaluation may occur in the first year of teaching; however, if an adjunct instructor continues working at the college, years may pass before another evaluation occurs. The various divisions handle the evaluation of adjunct instructors differently. The College does not meet the standard regarding adjunct faculty hiring and evaluation.

In contrast, the evaluation process for classified staff, full-time faculty, and managers is consistently implemented although some feel the forms in use are too restrictive and do not facilitate improvement. (B1,2,3,4)

Staff development serves the major college constituencies and evaluations of these activities indicate they enhance performance and update skills and information.
Many workshops are listed in staff development offerings, but individuals do not seem to even be aware of them. Therefore, variance between who accesses the opportunities for staff development differs from person to person. Noteworthy is the fact that while there is almost universal comment on the campus that BANNER is an unfriendly and obscure system, there are almost two pages of workshops available for training on the BANNER system. While adjunct faculty is the group least involved in training, many activities are scheduled in the late afternoon and Saturdays to facilitate adjunct participation. (C.1)

C. Recommendations

There are no recommendations for this standard.

STANDARD EIGHT: PHYSICAL RESOURCES

A. Response to Recommendations of the Previous Team

Recommendation: The College develops a long-range plan for the support, repair and maintenance of all equipment, beginning with an inventory that is updated regularly.

The college has addressed the previous team’s recommendation of identifying instructional equipment needs. The college is developing an equipment replacement schedule, especially to address the replacement of computers and related equipment. Confusion exists between the planning process and allocation of resources to meet the identified needs.

The college has partially addressed the recommendation. There is no current inventory or mechanism for repair and maintenance of all equipment. However, there has been a recent careful, room-by-room inventory of the number and level of sophistication of computers. Also, there is a campus-wide system for the repair and maintenance of computers. Maintenance and Operations division has the budget and expertise for repair and maintenance of its own equipment. Repair and maintenance of other equipment occurs only on a case-by-case basis when money can be found.

B. Analysis, Evaluation, and Validation of the Self Study

Observations and Conclusions

The main campus of Bakersfield College built in 1956 is well designed and built. Twenty buildings share a common architectural style and are arranged along a thoughtfully designed set of intersecting pedestrian malls. Most buildings enclose attractively landscaped open courtyards. The college has been quite successful in securing funds from the state, a special maintenance assessment district, and other sources to complete many capital projects in the last five years. The new (1996)
College Library and Technology Center is a truly spectacular educational facility. A replacement facility for the Child Care program has been approved by the state and is in the design phase. There is adequate space for college programs and services, although alterations and improvements are sometimes required. (Standard 8.1)

Classes are offered at six sites other than the main campus. The Weill Institute in downtown Bakersfield and a center in Delano, 35 miles north of Bakersfield, are owned by the district and operated by Bakersfield College. The other sites, mostly high schools, are rented or leased. In addition to space for classes, the Weill Institute houses the District Offices, the College Center for Professional Development and the College Community Education and Services Program. The Delano Center, the largest off-campus operation, is housed in an old but well maintained building. It contains an admissions and records area, a computer lab, a distance-education/interactive TV classroom, and three regular classrooms. The small bookstore is open for the first two weeks of each semester. A proposal for a new building containing science laboratories has been submitted to the state, with a target date for completion in 2005.

Spontaneous comments at open meetings and in interviews point to the increased effectiveness of the Facilities and Operations unit over the two years despite a decrease in the budget allotment relative to the rest of the college budgets. The Facilities and Operations unit is particularly well managed and organized. The new director’s exceptional use of sound analysis and planning techniques has resulted in an equipment-replacement plan that should serve as a model for the rest of the college. The consultative management style of the director has contributed to a reinvigorated, more effective workforce. Seventy-seven percent of students surveyed expressed satisfaction with the general condition of buildings and grounds. A new preventive maintenance initiative is redirecting and reinvigorating this division. A computerized maintenance-management system has been tested on a limited scale. It has worked well to improve record keeping and response status reporting, and will be expanded. A computerized landscape-irrigation system and an energy-management system conserve valuable resources. To reduce costs and improve efficiency, the Shipping and Receiving department is now aligned with the Bookstore. Because of its distance from the main campus, the Delano center receives less careful attention than the main campus. (Standard 8.2)

The campus is largely barrier free. Several years ago a major ADA project provided accessibility to all campus facilities for persons with disabilities.

The college Security Department includes seven full-time officers plus several part-time officers and cadets. When surveyed, only 9.7 percent of students indicated any dissatisfaction with personal security and safety on campus. A campus safety advisory team reviews safety related issues monthly. The college Safety Coordinator is a primary resource for this committee. The college provided fully twenty-two documents supporting its extensive health and safety efforts concerning personal security, hazard mitigation, environmental protection, waste reduction and disposal, worker safety, energy conservation, first aid/CPR, workplace violence & crisis
prevention. The college has done an excellent job of attending to health, safety, and security matters. Important steps have been taken to comply with various legal obligations and to meet requirements from a sometimes-bewildering array of overlapping regulatory agencies. (Standard 8.3)

The system for selection of specialized instructional equipment involves the submission of prioritized department lists to the division chair, who forwards them to the B&PRC for its review and recommendations. The Information Technology (IT) unit develops proposals for campus-wide technology projects. Implementation occurs following administrative review and decision. (Standard 8.4)

The college has, through its IT unit, a systematic process for the repair and maintenance of computers, including those from off-campus sites. Since this is the only unit serving approximately 1,400-1,500 computers, the backlog of work requests is very large. Off-campus sites are particularly underserved. Facilities and Operations maintain and repair much of their own equipment, and use outside contractors when needed. In interviews, members of equipment-driven departments such as Chemistry, Biology, and the vocational areas expressed concern that there was no institutional mechanism for maintenance and repair of instructional equipment other than computers. In the vocational area revenues from contract education and some VATEA funds can be used for repair. The other equipment-driven instructional departments have modest supply budgets, only a small portion of which can be used for repair. (Standard 8.4)

Though lacking a formal, exhaustive inventory, the college does informally inventory equipment through the tagging and recording of new items in the Shipping and Receiving department. Computers on the campus have been recently inventoried. (Standard 8.4)

The lack of a regular, ongoing system to repair and/or replace equipment other than computers is the area most in need of improvement in this standard. Most affected are vocational, science, and other equipment-driven disciplines. (Standard 8.4)

In recent years the college has been dependent on state Instructional Equipment and Block Grant funds for replacement of equipment. Telecommunications and Technology Infrastructure Program (TTIP) funds have provided support for the Library and for various Information Technology (IT) initiatives. A college-wide five-year computer replacement plan has been developed by IT, but has not been consistently funded. At open meetings and in interviews several faculty members asserted that information was scarce about how much state money was available at the college, who made distribution decisions, what criteria for distribution were used, and where the money ultimately went. (See recommendation under Standard 9.) When interviewed, members of the B&PRC, including faculty, explained that such information was available to the members of the committee, and agreed that this information was not generally or widely shared with the rest of the college. (Standard 8.4)
As part of the strategic planning process, each division of the college submits an annual division plan that includes requests for facilities and equipment. Initiative seven of the Strategic Plan calls for the integration of these divisional master plans into the steps taken to improve funding for capital outlay. The Chancellor’s Cabinet, composed of the vice chancellors and the college presidents, reviews large capital outlay proposals. The technical and reporting aspects of facilities planning are handled by the office of the college Executive Director of Administrative Services in concert with the District Architect and the office of the Associate Chancellor of Business Services. The district five-year construction plan is regularly updated. (Standard 8.5)

Physical resource planning does appear to be coordinated with other college and district planning efforts. In its Strategic Plan the college has a method for linking physical resource planning with college planning at the division level. District planning in this area includes constructive collaboration with the college. The architectural firm that acts as the district architect appears to be quite good. Both college and district personnel commented on how effective it has been in helping secure state funding for various projects. (Standard 8.5)

The college has more than met the standard in the area of management, maintenance, and operations.

C. Recommendations

There are no recommendations for this standard.

STANDARD NINE: FINANCIAL RESOURCES

A. Response to Recommendations of the Previous Team

The District Board of Trustees reevaluates the current level of budgeted District unrestricted reserves to assure that a prudent, consistent balance is maintained that supports district-wide solvency during the current fiscal uncertainties.

At the time of this visit, the District had been taken off the State Chancellor’s “watch list.” The 1999-2000 unrestricted reserve was approximately 3.0% according to the self study. According to the self study, the Chancellor and the Trustees had committed to bringing the reserve to 5% and the goal for 2000-2001 was to reach 3.5%. However, the week before the visit, the District’s settlement of an impasse with the faculty will again reduce the reserve to 3% or less. The District will be challenged to accommodate its new goals and meet multiple needs. Since the District has been on the “watch list” and is likely to return to this status, consistency in maintaining district wide solvency has not been attained.
The District earmark additional revenue sources to fund the proposed relational database Management Information System.

The District and the College are allocating additional revenue sources to fund the BANNER Management Information System. However, many concerns remain on campus about the adequacy of the system in meeting their data needs.

B. Analysis, Evaluation, and Validation of the Self Study

Observations and Conclusions

The Financial Resources Self Study Report portrays a negative state of Financial Planning, Financial Management, and Financial Stability for the Kern Community College District and Bakersfield College. It was written at a time of major collective bargaining turmoil. Interviews with college and District Office staff during the on-site team visit revealed that the college and district are planning to make improvements in the model used to allocate funds within the Kern Community College District (KCCD). A district-wide allocation review committee has recently been named and has begun to meet. The committee includes representation from all employee groups, from the three colleges, and from district office leadership.

Some opportunities are being provided for training on the BANNER computer system. The Bakersfield College Staff Development Program advertises a group of workshops specifically for employee users of the BANNER Computer System. However, it was unclear whether faculty and staff are taking advantage of these training opportunities since most of the individuals interviewed reported being unable to retrieve data or understand how the BANNER system works.

The confusion and frustration on the campus surrounding financial issues is palpable. So many different perceptions exist regarding the realities of the financial situation at Bakersfield and the Kern District that improvements cannot take place until a core of timely, accurate and consistently produced financial information is openly available. Data needs to be collected on all aspects of the KCCD operation that lead to financial decisions. The data need to be presented in a format that can be easily understood by all of the KCCD community. To be effective in the use of data from the BANNER system, employees need to participate in the training provided and make their needs for additional training known to the staff in charge of such training.

Whether or not the self study and oral reports are a result of the recent union issues, the prevailing frustration on the campus is related to the lack of understanding of the way resources are allocated to the college. Some believe Bakersfield College is subsidizing the other two smaller colleges in the district. Some believe Bakersfield College is not being adequately funded per FTE given their growth. Some believe District-Office costs are considered before college priorities. Some believe planning is futile since campus-level plans are ignored when the trustees make financial decisions. Some believe the current frustration is related to the lack of
communication by administrators, committee members (especially the members of the B&PRC) and others who influence the fiscal decision making process. There seems to be little acknowledgment of the services provided by the District Office that support and benefit the college.

As noted in the response to the previous team’s recommendation, this team is concerned about issues that arise from the perceived process for distributing resources from the district to the college. Specifically, while the district was removed from the State “watch list,” as its reserves grew above three percent, recent actions regarding a tentative agreement with the faculty are likely to once again place the District and thus the college on the State “watch list.” While the financial health of the District rests largely with the chancellor and the trustees, if campus constituents are to be partners in establishing financial health they must be well informed. To be well informed, the college community needs broad and open communication about financial resources. Financial information will need to be prepared and presented so that non-accountants can easily understand the concepts and the data. The most serious concern of the team is that the college has so little understanding of its financial processes and condition, and that the practice of dipping into District reserves is not a matter of greater concern at any level of the organization.

C. Recommendation

The college and District Office should produce timely and accurate financial information that:

?? drives financial decisions,
?? clarifies all essential functions at the District Office and the level of financial support for function,
?? outlines the required level of financial support for all essential functions at the colleges and is tied to their strategic plans, and
?? is promulgated throughout the district in a manner that is clear, consistent, and understandable to the KCCD community.

(Standard 9A.1, 9A.4, 9A.5, 9B.1, 9B.6, 9C.4, and 10C.2, 10C.3, 10C.5, 10C.6)

STANDARD TEN: GOVERNANCE AND ADMINISTRATION

A. Response to Recommendations of the Previous Team

Recommendation: The Governing Board includes a statement of ethical conduct in its policy.

The Board developed a short statement of ethical behavior following the last accreditation visit. Recently, the Board reaffirmed the same statement found in the Board Policy Manual. The Board does not have any process for evaluating its performance, and when queried, the Trustees we spoke to seemed to believe that no
additional evaluation was needed beyond that provided through the ballot box. Thus, the letter of this standard has been met but the spirit of the standard has not been met.

B. Analysis, Evaluation, and Validation of the Self Study

Observations and Conclusions

The seven-person board represents five trustee areas for the district. The service areas are geographically distant and demographically diverse. Several board members indicated they see their mandate from voters as a mandate for change. In a joint interview with the teams from the other two colleges in the district, the prevailing impression was that the trustees interviewed see themselves as representing their college rather than viewing themselves as holding the entire district in trust. This college-centric attitude remains evident although Board members have recently visited the colleges and the Chancellor is making an effort to ensure that the trustees are familiar with all the colleges in the Kern District.

The self study identified the need for a policy focus, and for understanding and addressing the fiscal issues the district faces. The self study indicates that the trustees, perhaps because they are fairly new board members, sometimes fall outside of their policy role and seek to manage issues. Further, faculty and staff sometimes solicit such trustee behavior. When queried regarding board self-evaluation, the board members interviewed indicated that the only evaluation needed was by the voters every four years. Thus, the need for expanded and continual board training became evident especially as the district and the college weather a period of considerable transition. (Standards A.3, 6)

The governing board receives and approves the plans of the college and annually reviews budget requests and priorities as presented by the college president. The financial health of the district rests largely with the chancellor and the trustees. As noted earlier, the processes for financial decision making are not well understood at the campus level, nor are the allocation processes viewed as being related to the planning efforts at the college level. (A)

Despite the administrative instability at the college level, Bakersfield College has undertaken an impressive strategic planning process, and the campus has been re-energized by the process. Key stakeholder groups have been involved in the process to develop action plans for their predetermined strategies. It remains to be seen whether the college can move to implement the plan and document its achievements and outcomes in measurable terms. (Standards 10.1-5)

All college standing committees are co-chaired by an administrator appointed by the President and a faculty leader recommended/appointed by the Academic Senate and the tasks and responsibilities of each have been delineated. Students and staff are represented on key standing committees and participate in screening committees. Each of the governing bodies for the Academic Senate and Associated Student Body
has a constitution, established by-laws, and conduct regular meetings as verified by interviews with officers and others. The Administrative Council similarly conducts regular meetings and engages the major issues and problem solves for the college. Some perceive the Budget and Program Review committee as the umbrella governance group; others do not believe it has broad enough representation of all constituents. (Standards 10B.5 – 10B.10)

Since the last visit, there have been three chancellors responsible for leadership, each contributing dedicated effort to definition of goals, and development of plans. Bakersfield College has experienced and continues to experience significant instability at the management level. This in turn creates confusion about the delineation of operational responsibilities and functions of the district and those of the college. In managing multiple transitions, including internally and externally driven changes, the college seems unable to distinguish which changes are campus driven and which result from District action. (Standard 10C.3)

As previously mentioned, the District has undertaken a management study that will guide action regarding the appointment of key academic and administrative officers. (A.4) The District is scheduled to begin a District planning process when the results of the Management Study are available. At this point a preliminary report and draft recommendations are expected in late November 2000 with a final report in January or February 2001. (Standards 10C.1) The District is currently re-activating its District Academic Senate.

The support services from the district to the college either are not clearly understood or there are conflicting perspectives on their relative value, effectiveness, and appropriateness. Several persons interviewed expressed ambiguity or unhappiness about the district and its use of resources to support the college. The Site Visit Team discovered a considerable amount of the district budget actually pays for activities and services to college employees that are managed centrally, i.e., scheduled maintenance for the colleges, retirement benefits for college/district retirees, support for information technology equipment, software training, technical assistance, and legal expenses. These district expenditures in support of the college are not acknowledged at the college level. Coordinated, integrated planning at the college and district level could assist in developing mutual respect and a better sense of balance, reciprocity, and a more unified identity. (See Recommendations in standard 3 and 9) (Standards 10C.4, 10C.5)

Effective processes for establishing and reviewing policy, planning and financial management can be the glue that binds district and college entities together in serving its students and communities. Past practices and processes may not be adequate for the environment of transition and management of change implied by the self study and confirmed by the visiting team. (Standard 10C.6)
C. Recommendations

It is recommended that the trustees systematically engage in board training as a continuous, on-going process and focus on their roles of setting policy and serving the best interests of the entire district and all its students. Of particular concern is the need for the trustees to address their role of keeping the district fiscally sound. (Standard 10A.1, 10A.2, 10A.3, 10A.5, 10C.4, 10C.5, 10C.6)