Appendix A

The following items, noted throughout this Interim Report, are attached for quick review.

Item 1 Matrix of Current BC Plans & Responsible Administrators
Item 2 List of Participants Involved in Planning & Reporting Activities
Item 3 Strategy to Study & Institutionalize Assessment
   BC Institutional Effectiveness Cycle
Item 4 Currently Produced Reports Contributing to Student Assessment
Item 5 BC Student Success Linked Courses: Results
Item 6 Student Outcomes Assessment Statement of Philosophy
Item 7 District Budget Allocation Model
APPENDIX A, Item 1

Matrix of Current BC Plans & Responsible Administrators

(Temporarily Omitted)
APPENDIX A, Item 2

List of Participants Involved in Planning & Reporting Activities

In preparing the Accreditation Interim Report, existing campus and district committees were utilized as much as possible to avoid duplication of effort. In addition, drafts and revisions were frequently circulated through campus e-mail, and all wanting to participate more fully—faculty, staff, student or administrator—were invited to do so. As part of the collaborative process, campus routines were followed to assure appropriate distribution of information and extensive opportunity for feedback. The following pages acknowledge the various teams and committees that work together to plan the future for Bakersfield College and—in that process—contributed to the creation of the Accreditation Interim Report. There is some duplication of names on these lists, since many colleagues work in many different arenas across campus and throughout the district. On the other extreme, some names may have been unintentionally excluded from these lists, as lists were updated and areas/programs were reorganized. Whether listed or not, Bakersfield College thanks all who so regularly and willingly provide their time and talent to completing the work of the College.
Bakersfield College

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Professor, Counseling

Wilhelmina Anthony, Treasurer
Professor, Director, Student Achievement Services

Tom Greenwood, ASCCC Representative
Associate Professor, Mathematics

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Professor, Life Science

Christine Romanowich, Budget & Program Review Committee Co-Chair
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Nick Strobel, Information Systems & Instruction Technology Committee Co-Chair
Professor, Physical Science, Planetarium Director

Hoolyse Davajian, Staff Development Committee Co-Chair
Professor, Counseling

Odella Johnson, Staff Diversity Committee Co-Chair
Professor, Developmental Education

March 25, 2002
Bakersfield College

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Lynne Hall
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Dean of Student Learning

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Jan Stuebbe
Director, Athletics

March 25, 2002
Bakersfield College

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Omid Sharbati, Vice President of Finance
Paul Bench, Vice President of Activities
Melissa Errecalde, Vice President of Communications
Christopher Smith, Chief Justice
Frank Moreno, President's Chief of Staff

March 25, 2002
Kern Community College District

BUDGET ALLOCATION TASK FORCE

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Mike Rost
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March 25, 2002
Bakersfield College

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Mrs. Mary Lattig
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March 25, 2002
Bakersfield College

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Bob Day, Vice President
Director, Bookstore and Auxiliary Services

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Library Technician

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Bakersfield College

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Professor, Mathematics

Richard L. Wright
Professor, Psychology

March 25, 2002
Bakersfield College

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March 25, 2002
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March 25, 2002
KH ACTION TEAM ON ACCESS TO COLLEGE PROGRAMS

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Sandra Serrano
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Patricia Thompson
Professor, Sociology, Anthropology; Director, Human Services Program

Charles West
Professor, Director of Cooperative Education, Job Placement

March 25, 2002
Strategy to Study & Institutionalize Assessment of Student Academic Achievement & Institutional Effectiveness

Bakersfield College Vision & Mission

- Develop Leadership Team
- Determine Philosophy of Assessment for Bakersfield College
- Establish Process to Develop an Assessment Plan
- Consult with Experts
- Review Related of Literature
- Attend Assessment Workshops
- Dialog with Faculty through Established Campus Processes and Structures
- Inventory Current Bakersfield College Assessment Efforts
- Design Assessment Policies & Procedures
- Establish Parameters of Assessment Plan
- Assure Campus-Wide Involvement
- Build Consensus through Collaboration
- Constitute Bakersfield College Assessment Committee & Establish Coordinators
- Classroom Research
- Conduct Assessment Experiments
- Portfolio Projects
- Pilot Projects
- Verifying Results
- Modify & Redefine
- IMPROVE
- Teaching & Learning Processes
  - Campus-Wide (Classroom & Services)
- Curriculum Development & Review Process
- Appendices
  - Item 3
- Center for Teaching & Learning
- Proposed Bakersfield College Institutional Effectiveness Plan
BC Institutional Effectiveness Cycle

Mission

College Planning Process

College Assessment Process

Board Adopted Institutional Goals

Assessment Components

- Institutional Effectiveness Indicators
  - All instructional programs
  - Instructional support services including student development

- Program/Function Review
  - Learner Outcome Assessment in Subject Areas at the Campus Level
  - Core Outcomes

Correlated to Goals

Identify Benchmarks for Institutional Goals

Campus and Department Planning

Report and Analyze Progress toward Achieving Benchmarks

Use Results for Budgeting, Continued Planning, and Improvement

Collect, Analyze, and Report Assessment Results Publish Reports

Appendix A
Item 3
Appendix A, Item 4

Bakersfield College
Office of Student Learning/Research

Currently Produced Reports Contributing to Student Assessment

Summary of Partnership for Excellence Goal Results

Student Right to Know Disclosure Reporting

Awards Reports:
   By Major Program
   Trend Analysis with Ethnicity

Transfer Reporting by Ethnicity

Grade Distributions with Success & Retention Rates:
   By Department
   By Program
   By Course
   By Ethnicity

Academic Standing Profiles

Placement profiles for First-Time Students & First-time HS Graduates

Selected Student Information Report

Biannual Student Satisfaction Survey
Appendix A, Item 5  
Bakersfield College  
Student Success Linked Courses  
_Results_

Student Success courses were developed to facilitate student success in certain core courses. The Success Course was linked to the core course and offered to students who were concurrently enrolled in the core course. Success and Retention Rates for students taking a Student Success Linked Course were compared to those taking the same discipline area course but not taking the linked course concurrently.

**Fall 2000**

**Student Success in History**  
(Linked to History 17A with Goodwin & Lewis)

- 19% Higher Success Rate than Average  
- 14% Higher Retention Rate than Average

**Spring 2001**

**Student Success in Psychology**  
(Linked to Psychology 1A with Eso & Wright)

- 5.6% Higher Success Rate than Average  
- 29.4% Higher Retention Rate than Average

**Student Success in Math**  
(Linked to Math B50 or Math BA)

- 4% Higher Success Rate than Average  
- 6% Higher Retention Rate than Average
For today's student, learning is more than simply acquiring knowledge. While learning certainly involves mastery of subject matter, it also requires the application of that knowledge, the discovery and utilization of resources, and the solving of problems. Such learning may occur anywhere in the college environment and is not restricted to interactions between students and instructors in a classroom. Instead, the entire campus works together to support student growth and development for life long learning.

Effective student learning, in fact, becomes essential to the social and economic development of multicultural California. Consequently, policy directions for Bakersfield College are based on providing, monitoring and improving student learning through appropriate assessment measures. Outcomes assessment is the process that not only monitors what and how well students learn, but it also measures the effectiveness of the institution in providing effective learning opportunities. These opportunities must include the dissemination and understanding of learning objectives and student support strategies as well as the consistent application of high academic standards.

Overall, such an on-going student outcomes assessment process works to improve institutional effectiveness. This process uses multiple measures of valid, reliable, and relevant assessment procedures, both quantitative and qualitative, to monitor and improve courses, services, and programs. The data collected over time will provide information for curriculum reform, broad-based planning, resource allocation, organizational leadership, institutional governance, and staff and student development. This information is used to improve instruction, student and community services, and to certify academic excellence for the college clientele and constituencies.

In addition to meeting state and accreditation requirements, this ongoing assessment process will provide the campus the following opportunities:

- campus-wide collegiality
- recruitment and outreach strategies
- links to community learning and economic development
- on-going staff development projects
- learning communities and interdisciplinary collaboration

Individual personnel evaluation is addressed in the Kern Community College Board Policy and Procedures Manual and CCA Contract and is separate from this student outcomes assessment process.
Budget Allocation Model Flow Chart
Appendix A, Item 7
Allocation Process for General Unrestricted Funds, PFE, Block Grant and On-going Grant

State Allocation

Porterville College
Base Allocation = Previous Year

Bakersfield College
Base Allocation = Previous Year

Cerro Coso College
Base Allocation = Previous Year

Reserves
Define reserve parameters annually
Chancellor’s Cabinet and Board

Labor Issues:
- New Hires
- Step and Column
- Contract Settlements
- Tax and Benefits Increase

Carryover Funds

Review Impact
50% Law
75/25 Law
PFE

LSC Budget Process
1. Build Budget
2. Chancellor’s Cabinet & DWPG reviews
3. Final budget reflected as charge back to sites
4. Allocation factors for central service & LSC

Learning Centered Cooperative
1. Expenses that are less when centralized
2. Expenses that can not be easily allocated

PC	BC	CC
Base Allocation + labor

PC
Base Allocation + labor + charge back

BC
Base Allocation + labor + charge back

CC
Base Allocation + labor + charge back

LSC Expense

Charge-Back

residual funds (by growth) + carryover added to appropriate campus budgets

residual funds (by growth) + carryover to appropriate campus budgets