Dear Colleagues,

Bakersfield College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), which is one of the six regional accrediting bodies recognized by the U.S. Department of Education and the Council for Higher Educational Accreditation.

Every six years, the college must undertake a comprehensive self-study that culminates with a multi-day visit from a team of evaluators. The team, assigned by ACCJC, evaluates the quality of our institution and how the college meets the various accreditation standards. Have you familiarized yourself with the visiting team yet? You can see their photos and learn a little about each member on the roster on our Accreditation webpage.

In preparation for their visit, let's take a look at the four standards and see how BC meets each one.

**Standard I: Mission, Academic Quality, and Institutional Effectiveness and Integrity**

In this standard, we take a close look at our mission which describes BC’s threefold educational purpose (degree attainment, workforce skills, and transfer preparation), and our commitment to providing our diverse student body with the skills they need to succeed beyond college.

Our mission informs our decision-making, planning, and resource allocation as well. We ensure this alignment through the continual use of data in a guided pathways framework. Our institutional momentum points, the Renegade Scorecard, and annual Program Review data inform our planning in Strategic Directions and the Educational Master Plan. We know our data informs our decision-making as evidenced in the annual 'Closing the Loop' document.

Our Intuitional Learning Outcomes are (1) think critically, (2) communicate effectively, (3) demonstrate competency, and (4) engage productively. We know our students are meeting these goals from a number of ways including completion rates, transfer rates, and workforce wage increases. As a college, we support our students to achieve these outcomes through programs like completion coaching and support services.
We are committed to the continual improvement of the college, having established an Accreditation & Institutional Quality (AIQ) Committee and having a fully staffed Office of Institutional Effectiveness (OIE). These provide oversight, review, and analysis in our goals to maintain high, academic quality of our programs. Everything is intentionally designed to create productive dialogue beginning with the formal committee structure, to the alignment with Strategic Direction #1, to the support and review of data by OIE.

Bakersfield College is committed to providing clear, accurate information to all of our constituents. Our primary tool to deliver information is our publicly-accessible website, where anyone can find information about our mission, learning outcomes, educational programs, support services, policies and procedures, cost of attendance, and accreditation status. Our intentionally-designed formal committee structure ensures timeliness and accuracy of information through systematic review and approval processes for institutional publications.

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

The greatest privilege we have is to serve our students and share in their stories of resilience by offering a commitment to provide holistic education that develops curiosity, inquiry, and empowered learners. In this standard, we highlight that BC is a Guided Pathways institution which ensures instructional program offerings, policies, and practices which advance our mission of certificate, associate degree, transfer degree, and baccalaureate degree completion. We seek to continuously improve instructional methods to support student learning and we involve industry partners to ensure competencies and skills align with students’ goals.

In order to provide a rigorous and supportive learning environment, BC uses a three-pronged approach to learning support services: (1) the library, (2) academic support services, and (3) a Media Services department. These programs contribute to student learning across all programs college-wide. Through our ongoing assessments, including **PARR** (Plan, Assess, Reflect, Refine), we know students who utilize these services are more successful than their peers who do not.
With 80% of BC students being first generation college students, we have established a wide array of access points to provide quality education along with a wide array of support services to assist our students in entering and staying on their pathways.

**Standard III: Resources**

In this standard, we focus on both human and fiscal resources. Bakersfield College is committed to employing the most qualified faculty, classified, and administrative staff to educate and support our students who come from diverse economic, cultural, and educational backgrounds. The Human Resources Department administers all HR functions, with campus-based management support at each college in the district.

BC's annual Full-Time Equivalent Students (FTES) has increased over the past five years, so, too, has the annual Full-Time Equivalent Faculty (FTEF), thanks to large increases in the hiring of contract faculty in the past few years.
In recognition that a supportive learning environment needs safe and sufficient physical resources, BC assures this with around-the-clock public safety service, updating security and safety features of buildings and resources, and getting input from employees and students on maintenance and needs. BC's commitment to physical resources is supported by our community as evidenced in securing two bonds, with the most recent bond bringing over $415 million directly to BC for facilities and infrastructure upgrades. Our Facilities & Sustainability Committee tracks and assesses the ongoing capital plans detailed in our Facilities & Technology Strategic Direction and Facilities Master Plan.

BC also ensured that technology needs are satisfied through a two-pronged approach: a dedicated Technology Support Services department and the Information Services and Instructional Technology (ISIT) Committee.

Kern Community College District receives state apportionment funding based primarily upon Full-Time Equivalent Student (FTES) enrollments. Those funds are allocated to BC through the adopted budget procedures according to the Budget Allocation Model. College-wide budgets, categorical funds, and reserves have all increased substantially since 2013. As a result, the college has been able to improve institutional effectiveness, and expand programs and support that enable us to meet our mission.

**Standard IV: Leadership and Governance**

In this standard, we highlight how the formal structure is designed to maximize college-wide engagement. Board Policy, the BC Decision Making, and the KCCD Elements of Decision-Making documents enable administration, faculty, staff, and students to participate in the process. We
explicitly detail the scope, membership, and charge of each committee and group in our Decision Making document and on publicly-accessible committee websites. A distributed leadership model also engages faculty, classified, and administrators alike to advance the mission of BC.

College Council is a collegial, consultative oversight body designed to serve the good of the College. The group facilitates timely, factual, and clear communication between constituents and the President. It provides recommendations to the President on college-wide matters. The Council oversees implementation of the Strategic Directions Plan and ensures institutional quality using ongoing and systematic planning and evaluation to refine key policies and processes, and to improve student learning.

The ISER Bluff Notes, available under Resources on the Accreditation webpage, notes that over the past five years, “BC has grown enrollment by over 35%, grown the budget by 73%, and secured half a billion dollars for facilities and infrastructure upgrades to sustain the college and serve our community’s needs. President Christian is responsible for the institution, administers board policies, delegates responsibility and authority as necessary, and communicates information to internal and external constituencies.”

It goes on to share that the KCCD “Board Policy Manual establishes the Board of Trustees as the controlling body of the district charged with approving and adopting all district-wide policies and procedures. The Board’s emphasis on academic quality, integrity, and effectiveness of the student learning programs and services is reflected in its actions to meet its second strategic goal of improving student success.” Our Chancellor, Tom Burke, working alongside the Board of Trustees, provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district.

You can read the full ISER or ISER Bluff Notes on the Accreditation webpage.
Data Snippet on Ag Business

Inspired by a conversation with Agriculture Department Chair Chris McCraw, OIE conducted an analysis intended to provide insight into which courses might be particularly challenging for those Agriculture Business students who are “near the completion gate” but have not yet completed. The figure below describes the overall completion rate of specific required courses among students pursuing an Agriculture Business Associate degree who had accumulated 45 transferrable units between 2016 and 2018 and who had not yet graduated. The purpose of this analysis is to determine if there are certain required courses that relatively advanced students are less likely to have successfully completed.

In addition to the overall rate of completion—which is influenced by whether a course is ever even attempted—the black line on the graph shows the course success rate for those Agriculture Business students who did enroll in the given class.

![Figure 1](chart.png)

Figure 1. Percentage of cohort successfully completing specific courses required for Agriculture Business AS-T paired with the overall cohort success rate of that course.

This analysis revealed that MATH B22 and AGBS B5 have particularly low completion rates as well as low success rates even when students do attempt them, indicating that these are potentially bottleneck courses that might benefit from additional support to get more students through to completion.

Was delighted to see how our data analysis and Program Review processes are shifting to pathways completion to make visible and address issues like these. Very grateful for engaged faculty, engaged data coaches and an engaged Office of Institutional Effectiveness. We are BC!

Student Employment Lab Opening Soon!

FACE 11 is nearing completion and the new Student Employment Lab is set to open soon. Featuring six student stations, an accessible desk, and a resource center with take away
goodies and information for students to nail their interviews, this new lab is dedicated to helping students find meaningful employment. Stay tuned for more details coming soon!

That’s all for now. 
Until next time.

With much Renegade Pride and Collegiality,
sonya

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