What is the purpose of accreditation?
The Process

• Self evaluation (ISER-Institution Self Evaluation Report)
• Peer reviewers
• Purpose of the onsite visit
• The peer reviewers report to the commission
• The commission report
• Self evaluation started about 18 months ago
  • College Council updates
  • Workshops to work on the ISER
  • Committee work
  • ISER unveiling to College Council for approval
• Board of Trustees approval
• October 1\textsuperscript{st} – 4\textsuperscript{th} Visiting team onsite
• What is in the Self Evaluation?
  • The Standards
  • It’s all about the evidence
  • Know the language of the document
How did we get here?
• Introduction
• Data Prelude
• Organization of the Self-Evaluation Process
• Organizational Charts
• Functional Maps
• Eligibility Requirements & Federal Regulations
• Institutional Analysis
• Quality Focus Essay
• Changes & Plans Arising Out of the Self-Evaluation Process
Standard I: Mission, Academic Quality, and Institutional Effectiveness and Integrity

Standard II: Student Learning Programs and Support Services

Standard III: Resources

Standard IV: Leadership and Governance

The Details
How Can I Find and Read the ISER?
Mission, Academic Quality, and Institutional Effectiveness and Integrity
Bakersfield College’s mission statement describes its **threefold educational purpose** (college degrees, workplace skills, and transfer preparation), and our commitment to providing the diverse students we serve the intellectual skills they will need to thrive in the 21st century.

Our mission **describes our purpose and informs our decision-making, planning, and resource allocation.** We ensure this alignment through the continual use of data in a guided pathways framework.

Our institutional momentum points, the publicly-accessible 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 which **links resource decision-making to planning.**
Bakersfield College provides opportunities for students from diverse economic, cultural, and educational backgrounds to attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer.

Our rigorous and supportive learning environment fosters students’ abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world.
THINK critically

COMMUNICATE effectively

DEMONSTRATE competency

ENGAGE productively

BC’s ILOs
Our **rigorous and supportive learning environment** fosters students’ abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world.

How do students attain our ILOs?

**Rigorous**
- Completion Rates
- Transfer Rates
- Wage Increases

**Supportive**
- Completion Coaching
- Student Support Services
Our committee structure is designed to ensure we keep student outcomes front and center in our collegial discussions and that we can make the adaptations needed to improve our effectiveness in educating a diverse student body.

Student learning is our first Strategic Direction, and we are fully committed to the assessment of student learning as evidenced by our Assessment and Program Review processes.

We are committed to continual improvement, having established an Accreditation & Institutional Quality (AIQ) Committee and a fully-staffed Office of Institutional Effectiveness. These entities provide oversight in the review and analysis of our Institution-Set Standards. Our formal structure assures we maintain a high academic quality of our programs.

STANDARD I.B: Bluff Notes
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 and 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.
• BC has **designed student engagement** in the membership list for the 12 campus-wide committees and **actively seeks student participation** in public presentations

• **Evidence**: The recent implementation of a smoke and tobacco free campus illustrates the active role of student government in the decision-making process for making this change to KCCD Board Policy.
Student Learning Programs and Support Services
As a guided pathways institution, BC *ensures instructional program offerings, policies, and practices advance our mission* of certificate, associate degree, and baccalaureate degree completion.

We seek to *continuously improve* instructional methods to support student learning through the intentional design of the regular, ongoing work of our committees, the assessment of learning outcomes, curricular redesign and mapping, evolving placement practices, and informed enrollment management.

We involve industry and university partners to *ensure competencies and skills align with students’ goals.*
In order to provide a rigorous and supportive learning environment to meet our mission, 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 certificate, associate, and baccalaureate programs college-wide.

Through ongoing assessment of the sufficiency and effectiveness of services via the Program Review process, BC knows students who utilize these services are more successful than their peers who do not.

STANDARD II.B: Bluff Notes
With 80% of our students coming from families that have no one with a college degree, BC has established a **wide array of access points** to provide quality higher education and a correspondingly wide array of quality student support services to assist our students in entering and staying on their pathways in line with our mission.

Using a **Guided Pathways framework**, all student affairs personnel are responsible for providing clear, accurate, and timely information on admission, matriculation, and pathway requirements.

We evaluate all services through **Strategic Directions, Program Review, and administrator work plans**.
Bakersfield College provides a wide array of co-curricular programs and athletic programs that support our mission and contribute to our Strategic Directions of Student Learning, Student Progression & Completion, and Leadership & Engagement.

**Evidence:**
- Intercollegiate athletics: 20 programs
- Office of Student Life
- BC Student Government Association
- Student Organizations (65 orgs)
- Student Assistance Program (Pantry)
Resources
Bakersfield College employs a sufficient number of qualified personnel to support our mission, and has seen a significant increase in hiring over the past five years.

We identify personnel needs through the Program Review process and have an established prioritization process for faculty, staff, and administrators.

We are committed to hiring only the most qualified personnel and use a five-step hiring process led by a Screening Committee to ensure integrity and equity in all recruitment and hiring.

Once personnel are hired, our thorough and systematic evaluation process ensures all personnel receive feedback and ongoing professional development.

STANDARD III.A Bluff Notes
In recognition that a supportive learning environment needs safe and sufficient physical resources, BC assures safe physical resources in support of our mission via several avenues: **around-the-clock public safety service, updating security and safety features of buildings and other physical resources**, and **getting input** from employees and students on maintenance needs.

Bakersfield College’s commitment to the maintenance and upgrade of physical resources could not be clearer: the college has secured 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 short- and long-range capital plans detailed in our Facilities & Technology Strategic Direction and Facilities Master Plan.
Bakersfield College ensures that all of its technology needs are satisfied through a two-pronged approach: a dedicated Technology Support Services department and the Information Services and Instructional Technology (ISIT) committee.

The ISIT committee prioritizes and assesses technology using the College Technology Process.

Technology expenditures have grown substantially over the past five years as requested in the Program Review process and reported in our annual Closing the Loop document.
KCCD 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 with the arrival of our new president. As a result, the college has been able to improve institutional effectiveness, and expand programs and support that enable us to meet our mission.

All instructional programs and student support and administrative service units access funds by submitting budget requests through the *program review process*.

**STANDAR D III.D: Bluff Notes**
The development and evaluation of innovations happens through our *formal structure designed to maximize college-wide engagement*. Board Policy, the BC Decision Making, and the KCCD Elements of Decision-Making documents enable administrators, faculty, classified staff, and students to participate in decision-making processes.

We explicitly detail the scope, membership, and charge of each committee and group in our *Decision Making document* and on publicly-accessible committee websites.

Our president uses a *distributed leadership model* to engage faculty, classified, and administrators alike in advancing the mission of the college.
Policies and procedures in the KCCD Board Policy Manual authorizing broad participation of employees and students in decision-making include:

- **BP2B1A, AP 2B1a**  
  Student Member of Board of Trustees  
  One year term, non-voting

- **B4F2**  
  Associated Student Bodies  
  Advisory bodies to the board of trustees ensuring student voice

- **BP4F6**  
  Student Conduct Hearing Panel

- **AP 4F9**  
  Student Complaint Hearing Panel

**STANDARD IV.A.2: Decision-Making**
As our 10th President, Dr. Sonya Christian has created the conditions for innovation by tapping into and unleashing the talent of faculty, staff, and students to improve student learning and achievement.

In her five-year tenure, 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.
The KCCD service area is divided into five districts for the election of seven trustees who serve staggered terms of four years each.

The **Board Policy Manual** establishes the BOT 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**.

Per Board Policy, the BOT must abide by a **statement of ethics** in their duty to fulfill their responsibilities in the interest of the public.
The KCCD Chancellor, working with the Board of Trustees, provides leadership in *setting and communicating expectations* of educational excellence and integrity throughout the district.

The Chancellor *assures support* for effective operation, integrated planning with the colleges, communicates operational responsibilities and functions, and *delegates administrative authority* through three teams: Chancellor’s Cabinet, Chancellor’s Administrative Council, and the Chancellor’s presidents meeting.

The KCCD District Office offers centralized human, physical, technology, and financial resources with *ancillary services* on the college campuses.
The Site Visit and You
What is a Site Visit?

The Visiting Team:
• 11 members (Admin & Faculty) + ACCJC Liaison
• Read the ISER
• Assign Standards
• Offer a complete and accurate reflection of ISER content
• Issue Recommendations & Commendations
Your Role: October 1\textsuperscript{st} to 4\textsuperscript{th}

- Welcome Forum on Monday (October 1\textsuperscript{st})
- Campus Tour
- Forums and Interviews at the request of team members
- Classroom & Committee Observations
- Exit Report on Thursday (October 4\textsuperscript{th})
How to Prepare?

• Know the College
  • Mission, Institutional Goals, Enrollment/Student Population, Institutional Learning Outcomes (Handout)

• Know the ISER
  • Read the document (note the Bluff Notes 😊)

• Collegial Governance
  • Who decides what and how?
  • How is the student voice included in decision-making?
  • How have you engaged on campus committees?
Site Visit:
October 1-4, 2018