

College Council -- February 7, 2014

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Facilities Master Plan

People from Cambridge West and the district's Facilities Director, [Eitan Aharoni](#), and Project Manager [Craig Rouse](#) were on campus to get feedback on campus needs and provide information about the college's facilities master plan. BC's facilities director, [Jim Coggins](#), and I.S. director, [Todd Coston](#), have been facilitating previous campus-wide meetings to update the long-range facilities master plan. After meeting with College Council, they were meeting with science and math folks to discuss the proposed new science and math building as well as converting an old Maintenance-Operations building next to Math-Sciences for use by the science disciplines. After that they were meeting with other departments for discussion about plans for Student Services, the Campus Center, and Agriculture. Cambridge West needs information from all of the groups to create an addendum to the facilities master plan. They will be coming back to the campus this semester as they get further along in creating the plan before submitting it to the state. The facilities master plan is a long-term (15-25 years) plan that is a requirement for getting money from the state; to ensure that we are in the facilities funding queue along with the other 70+ community college districts.

Upcoming projects mentioned in presentation:

- Creating a "one-stop shop" for student services to include the "initial contact" sort of services such as admissions, orientation, placement/assessment, and counseling/ academic advising; and the "ongoing services" such as basic skills development, intervention, tutoring, EOP&S/CARE/CalWORKS, DSP&S, and financial aid so students don't have to bounce around from building to building for the student services. Requiring students to go to multiple places before they even start taking classes means multiple ways for students to get lost or off track. The idea of a one-stop shop has been discussed in the Student Services area for a couple of decades at least.
- Campus Center that will include combining the Culinary Arts program with our existing Food Services and nice spaces for conferences + conventions that we could possibly rent out to the general public. The Veterans Center might be housed in here and the BC Executive offices might move to an upper floor of the expanded Campus Center (option discussed in the [Conceptual Foundations document](#)).
- New Science & Math building that would go in the Free Speech area between the Science-Engineering and current Student Services building. The small M&O work building just east of Math-Science will be cleared out for use by STEM.
- Agriculture mentioned in passing but no details about that in either the [Facilities Master Plan](#) (dated April 2012) or the [Facilities Committee](#) notes or the [Conceptual Foundations document](#).
- New Maintenance & Operations building (15,000 sq ft) will be built on the old tennis courts will house M&O along with the graphics center, shipping & receiving, mailroom, and stuff now stored in the basement of the Language Arts. This new building will need to be built early in the sequence of projects so that the basement of Language Arts can be used as swing space for the

other projects. The [idea of using the LA basement as swing space goes back several years at least](#) in various iterations of facilities plans that have been shared at College Council.

- The Language Arts building will be augmented and the people currently in Humanities will move into the expanded Language Arts building and the old Humanities building will be demolished because it is too expensive to upgrade that building. This is in option 1 of the [Facilities Master Plan](#) (dated April 2012).

The fund-raising campaign Memorial Stadium renovation has been put on hold because of the controversy with the athletics sanctions but we do need to start it up again soon. The soonest we can go out for a local bond is 2016. Bonds can only be up for a vote in general elections by state law. Preparation + campaign for a local bond needs to begin *at a minimum* one year in advance. Preparation includes surveying the surrounding community about what projects they would support and by how much they would be willing to be assessed. All of the notes and research from the last time we went out for a local bond (Measure G = SRID in 2002) were kept so we wouldn't have to start from scratch. Unlike Measure G/SRID, we would not go out for the local bond as a district but as a college. For the 2016 bond, each college will proceed on its own rather than going out as a single district.

Facilities Master Plan Balancing/Jig Saw

The district's facilities director, [Eitan Aharoni](#), emphasized the delicate balancing act that goes on with creating and modifying the Facilities Master Plan as state funding and local conditions change. The plan needs to state the overall criteria, including the students' flow through the campus, even though particular buildings may change and switch order. The sequence of projects needs to be worked out very carefully so that we don't jeopardize future projects by violating space criteria specified by state capital funding rules. This includes office to classroom ratio and classroom utilization rates as the 25-year plan progresses.

Institutional Scorecard Update

A [preliminary draft of the Institutional Scorecard metrics](#) was distributed at the meeting. The issue of "student equity" is central to the Achieving the Dream initiative as well as the SSSP and as such we will identify underserved student groups and develop intervention strategies that would have the most effect in improving their academic success. Our Data Teams will continue to build their knowledge base so that they can help the various groups customize the analysis to their particular program. The college will be setting our own benchmarks as we look toward the next accreditation visit. The scorecard will be discussed more fully at the next meeting.

Student Success Work

First Generation

Reminder about screening of the [film "First Generation"](#) followed by discussion will happen several times in the next couple of weeks. Please try to come to one of the screenings of the film that is about at least 80% of the students in your classrooms. Also, encourage your students to come to one of the screenings, so they can see that many of their fellow students face the same sort of obstacles in learning about and navigating the college culture. Screening times for this 90-minute film are:

- February 18: 5:30-7:00 pm in Fine Arts 30
- February 19: 12:40-2:30 pm in Fine Arts 30 (extra time given)
- February 19: 5:00-6:30 PM in Delano Auditorium (shared with the high school)
- February 20: 1:00-2:30 PM in Forum West

On February 21 from 10:30 AM to 12:00 PM in the Levan Center will be a special work session for the Student Success Stewardship Team and other interested people that will focus on what we learned from the [film "First Generation"](#) and how to respond. There will be Flex credit given for this work session.

Student Success Support Plan

This semester the college will be creating its Student Success Support Plan (SSSP) mandated by the Student Success legislation. Our new dean of Student Success and Development, Sue Granger-Dickson, will lead our efforts on this project. The state chancellor's office is giving colleges some latitude in creating the plan, partly because we are all working on the implementation of this as we go along. The plan must be completed by May and work groups will use the SharePoint document management system like we used for the accreditation self study groups. If you would like to help in creating the SSSP, [contact Sue Granger-Dickson](#). There are four key areas the SSSP has to cover: Orientation, Placement, Counseling/Advising with the student education plan, and Follow-Up Services including interventions and tutoring. One note on the placement section: we have been doing Compass placement assessments at the local high schools so we expect that by the end of the semester, one-third of the high school students will have been placed.

Although the formal written plan needs to be done by May, much of the operational plan needs to be figured out by the end of March because registration for summer/fall gets going in full-swing in April. Along with the SSSP, the college needs to update its Student Equity Plan on how it will address lower success rates and access of certain student demographic groups because the student success funding is tied to that plan as well. The Student Equity Plan will include how we plan to address the requirements of the Adult Education legislation that now requires community colleges to handle Adult Education. The Equal Opportunity Diversity Advisory Committee will be taking lead on creating the Student Equity Plan but there will be very close work with the SSSP groups because all of it needs to mesh together.

Student Education Plans

Most of the templates for the sequence of classes to take for the degrees and certificates have been completed. Each of the templates has the name of the person(s) who can advise the students in the given discipline area. The templates have been uploaded into Curricunet and they will now be part of any review of the programs done by the Curriculum Committee. The templates will also be put in the catalog and eventually will be coded for entry into DegreeWorks.

Affordable Care Act

The Affordable Care Act has some very significant unintended consequences for higher education, especially with what happens to adjuncts and part-time athletics staff. Institutions must provide health care for anyone who works more than 19 hours/week. Depending on how we calculate the time spent by adjuncts (do we include office hours and professional development and travel in those hours or

not?) it may mean that adjuncts cannot teach more than one 3-unit course per four weeks and they cannot teach a five-unit course. The calculation also includes a limit of 130 hours/month including travel. Unfortunately, the IRS has provided very little guidance on how we calculate the time but the penalties are very severe. If we mess up with just one employee, the fine levied would be \$2000/person for ALL employees, e.g., if you employ 1000 people, a mistake in interpreting the rules with one person can cost the district \$2 million. Adjuncts teach the bulk of our summer session classes, so the ACA implementation is screwing up our summer schedule. Student workers will also have to have their hours cut back during the summer break.

Because the fines are so extreme, the district is proposing we plan for a very conservative interpretation of the ACA that would decimate BC's summer offerings, and make it very difficult to meet our FTES targets and meet student needs. While we plan for the worst case scenario, a BC administrative team led by [Liz Rozell](#), [Cindy Collier](#), and [Nan Gomez-Heitzeberg](#) is investigating a possible less conservative interpretation of the ACA rules. One thing stressed at the meeting is that the details about how the ACA will be implemented at the community colleges changes daily, so some of the information in this College Council report may be obsolete by the time you read this.

Baccalaureate Degree

The [idea of community colleges offering a four-year bachelors degree](#) has been around in California since at least 2004 with various bills offered up for it. Twenty-one states already have their community colleges award bachelors degree, so California is sort of late to the game on this. The [proposed legislation SB850](#) has a lot of momentum behind it. One area in particular where there is a critical need for bachelor degrees that BC can easily fill is nursing. Nationally, we will need 80% more baccalaureate degree nurses by 2020 and as the baby boomers age, we will need even more nurses, so there is HUGE unmet need in this area. The current nursing program at BC would need to develop just one more course in order to offer a bachelors degree, so it seems a reasonable first step for BC. The nursing programs at other community colleges were also highlighted in the [Report from the California Community College Baccalaureate Degree Study Group](#) at the state level. [The California Community College Nursing Programs wrote a letter in early January to the state chancellor](#) in support of community colleges offering a bachelors in nursing. [Sonya Christian wrote a letter to the state chancellor](#) at the beginning of February in support of BC's nursing program being one of the pilot sites for the baccalaureate degree at the community college level. Dean Cindy Collier, Academic Senate President Corny Rodriguez, and President Sonya Christian also were in a [video letter to the state chancellor in support of our nursing program](#) being one of the pilot projects.

AB 86 Adult Education

Our [AB86 lead faculty, Ann Tatum, reported](#) on the status of the work by Bakersfield College and the [Bakersfield Adult School](#) for meeting the requirements of [Assembly Bill 86 that shifts adult education \(high school GED, etc.\) to the community colleges](#). We have done an evaluation of the level and types and needs of adult education programs in our service area and are starting to develop plans to address the gaps in meeting the education needs of all adults in our area. The state allocated \$25 million for community colleges to locate the gaps and make plans. The KCCD portion of that is \$472,166 of which just \$182,00 is what BC has to conduct its research in this two-year period. The college has just two more weeks left to write up a program plan for how to spend that money.

The five areas that AB86 states we must address are (1) elementary and basic skills; (2) classes for immigrants (ESL, citizenship, and workforce preparation); (3) programs for adults with disabilities; (4) short term CTE programs with high employment potential; and (5) programs for apprenticeships. The only area where there is some overlap is in the basic skills instruction but that is okay because of the "tremendous needs" of our community. The gap analysis has revealed that the outlying areas are often underserved and some CTE programs need to offer more courses. Policy issues such as financial aid for students who don't have a GED or diploma or who have too low placement scores might not be able to get the instruction they need.

Additional funding is needed for further research/analysis of the needs of adult education, training of faculty and staff to improve how we transition students from adult education to higher education, and a funded position to liason/coordinate the transition programs we will put in place between adult education and college.

AB 86 items posted on the [College Council site](#) about our AB 86 work include: the [presentation slides](#) and [narrative](#), [list of ESL classes at BAS and BC](#), [list of Basic Skills courses at BAS and BC](#), [list of CTE certificates at BC](#), and [list of CTE courses at BC](#).

District Consultation Council

There appears to be some flexibility from the Board of Trustees on the amount of reserves they'll agree to: one of the more fiscally conservative trustees said he could agree to less than 17% districtwide reserves but no firm number was given. Discussions continue on the Tobacco Free Campus policy. A bit of discussion about the deletion of Board Policy 4D1F = the Wellness graduation requirement for local degrees (not transfer degrees = ADTs), especially with how the vetting process of board policy did not happen with the colleges and even at the District Consultation Council: the item about the Wellness graduation requirement was removed from the January 28th meeting agenda.

A formal recommendation from College Council was made to our District Consultation Council reps (Sonya Christian, Corny Rodriguez, Sue Vaughn, and Tina Johnson) as follows.

College Council remains concerned about the deletion of Board Policy 4D1F, Minimum Graduation Requirements (included below), and the possibility that the district consultative process is not being followed.

As Bakersfield College representatives to District Consultation Council, College Council asks that you forward our concern to the Chancellor. College Council requests the consultative process be followed related to the proposed removal of this Board Policy section or the Chancellor explain why the consultative process will not be followed.

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4D1F Since an understanding of wellness is an important attribute of a generally educated person, and for the general population as well, students must develop an understanding of the human condition as an integrated being regarding health and wellness. This requirement will be met by a minimum three (3) unit combination of health related courses, and/or physical education activity course or courses, as determined by the Colleges.

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Thank you for your representation of Bakersfield College and providing information and updates to College Council regarding items discussed at District Consultation Council.

Whether or not the Wellness Requirement is eventually truly removed, it is clear that the process of vetting policy changes through the colleges and various constituencies has NOT been followed. The Academic Senate should make a formal resolution along the lines of the College Council recommendation---talk to your Academic Senate representative.

Operation 14-15

Financial Aid is sponsoring a three-day event call "["Operation 14-15: Financial Aid Awareness Week"](#)" on February 25th through 27th. Each day will be workshops on: assistance in completing the FAFSA or Dream Act Application; AB 540 Achieve the Dream; Financial Aid Programs (scholarships, EOP&S, CARE, CalWORKS, & Federal Work Study); direct loan - smart borrowing; budgeting wisely; maintaining satisfactory academic progress. On February 25th the focus will be smart borrowing; on Feb 26th the focus will be Achieve the Dream; and on Feb 27th the focus will be financial aid programs.

Students can sign-up through InsideBC and see the [financial aid website \(bakersfieldcollege.edu/finaid\)](#) for more information.

Next meeting

Next College Council meeting will be February 21, 2014.

[Go to new BC College Council website](#) -- [old College Council website](#) (until everything's moved)

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