

# BAKERSFIELD COLLEGE

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## Accreditation and Institutional Quality (AIQ) Committee

Report to Academic Senate  
Prepared by Jessica Wojtysiak, AIQ Faculty Co-Chair  
Nov. 14, 2018

The Accreditation & Institutional Quality (AIQ) committee held its most recent meeting of the semester on Tuesday, November 13th, from 3:30 to 5:00 p.m. in Library 160. During the school year, we meet on the second and fourth Tuesday of each month. The charge of AIQ reads:

1. Ensure accreditation is an on-going process by guiding preparation of the self-evaluation, midterm, and follow-up reports.
2. Review and monitor collection of evidence and progress on Actionable Improvement Plans, accreditation recommendations, and institutional effectiveness indicators.
3. Inform, engage, and involve the college community in accreditation and institutional effectiveness.
4. Review and monitor evaluation activities to ensure they result in integrated, meaningful, and sustained college improvement.

### Fall Accreditation Survey

AIQ has closed the fall accreditation survey. We are working to compile the results and will be sharing those results with the college community through Academic Senate and College Council at the end of the semester meetings.

### AB 1809/Funding Formula Compliance

In July, 2018, the governor and the legislature established a new funding formula for community colleges through AB 1809 (Chapter 33, Statutes of 2018). That legislation requires colleges to link financial planning to broader educational planning (See attachments). Specifically, AB 1809 requires districts to adopt college-level performance goals that:

- 1) Are aligned with the system wide goals in the Vision for Success
- 2) Are measurable numerically, and
- 3) Specify the timeline for improvement.

AB 1809 also requires local community college board of trustees to adopt the goals, include within their meeting agenda an explanation of how the goals are consistent and aligned with the system wide goals, and provide the written agenda item and summary of action to the Chancellor's office.

By December 15<sup>th</sup>, BC must certify to the Chancellor's Office that a process is underway to set measurable, aligned goals.

For BC, meeting these new requirements means evaluating and aligning our strategic directions with the Chancellor's Vision for Success Goals. AIQ has developed and adopted on 11/13 a plan to meet the 1809 December 15<sup>th</sup> and May 31<sup>st</sup> deadlines:

1. The Strategic Directions Chair will clarify the process of revising the Strategic Directions
2. The AIQ Faculty Chair will clarify the expectations required by the CO w/Budget committee
3. The AIQ Administrative Chair reached out to the Institutional Researchers at our sister college
4. AIQ will commence the review process at the first Spring semester meeting
5. AIQ will submit the plan to enable first and second reads by Academic Senate and College Council by April 6<sup>th</sup>
6. We will submit to Board Docs by April 12<sup>th</sup> for Board of Trustees Review

This plan may be revised in response to new information provided by the Chancellor's Office.

### Math ISS Update

At College Council in October 2018, President Christian directed the Accreditation and Institutional Quality (AIQ) committee to work with the Office of Institutional Effectiveness (OIE) to produce a plan to increase the college's performance on the Transfer Level Math Achievement Year 1 Institution-Set Standard for presentation at the November 16th College Council meeting. In the development of this report, AIQ and OIE solicited feedback from math faculty, psychology faculty, and administrators. This report makes the following recommendations, which align with the college's Guided Pathways framework:

*Reduce delay in math enrollment.* Take action to avoid math enrollment delay. In addition to involvement by counselors and Ed advisors, Learning and Career Pathway completion teams should be addressing the timely enrollment of students in an appropriate math pathway. (Get Students on the Path)

*Enrollment management.* Ensure that adequate numbers of appropriate, high throughput math sections are available for students to enroll in. The OIE continues to work with the math department chair to provide data to support course scheduling for the fall 2019 semester. (Get Students on the Path)

*Curricular development.* Math is currently developing concurrent support courses for Math B22 as well as innovative two-semester courses that are intended to maximize throughput. This innovation should be supported and evaluated for efficacy in a timely manner to provide formative feedback to these efforts. (Clarify the Path)

*Expand high throughput courses.* Two courses stand out in this report as having high throughput, even among students with lower high school GPAs: Psyc B5 and Math B4A. The college should consider expanding offerings of these courses so that more students are able to take advantage of them (Stay on the Path).

*Increase application of multiple measures.* Despite BC's early experimentation with multiple measures, the college was only able to successfully apply high school performance information to about 30% of students in the placement process. With recent developments in the use of Calpis Plus and CCCApply high school performance data, the college should be able to at least double and perhaps triple that rate, which will increase the number of students with direct access to transfer-level courses by further reducing underplacement. (Get Students on the Path)

*Expand support services and ensure learning.* Provide targeted academic support services to math classes without embedded support (Math B4A, Math 23, and PSYC B5) via Tutoring and Supplemental Instruction. The SPSS statistical program has been installed in one of the computers in the tutoring center. Additional computers (a total of 6) will have SPSS installed. This is a cost-effective solution because BC has an institutional license for SPSS and no additional fees will be generated by adding the software to these computers. This will increase access to support services for PSYC B5 students because other labs on campus don't have SPSS installed. (Ensure Learning & Keep Students on the Path).

# Process for Local District Goal Setting 2018-19

These are the recommended steps for each California Community College district to take in developing college-level goals that align with the systemwide goals in the Vision for Success, are measurable numerically, and specify a timeline for improvement.





# California Community Colleges

November 5, 2018

AA 18-59 | Via Email

TO: Chief Executive Officers  
Chief Instructional Officers  
Chief Student Services Officers  
Chief Business Officers  
Academic Senate Presidents  
Research and Planning Directors

FROM: Laura L. Hope  
Executive Vice Chancellor, Educational Services and Support

RE: Local Goal-Setting Guidance

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## **BACKGROUND**

In July 2017, the California Community Colleges (CCC) Chancellor's Office released *Vision for Success: Strengthening the California Community Colleges to Meet California's Needs*. Citing the economic and educational needs of California, this document established a vision for improvement, including clear goals and a set of commitments needed to reach those goals.

The *Vision for Success* deliberately included just a handful of concrete student outcome goals in order to establish a clear message about what matters most, and a clear and simple focus for the system as a whole. The ultimate aim of the CCCs is to help students complete their educational goals—whether a degree, certificate, transfer, or good job. The *Vision for Success* goals reflect this ultimate mission, as well as the need to serve the State of California efficiently and equitably.

## **Chancellor's Office, Academic Affairs**

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[www.CaliforniaCommunityColleges.cccco.edu](http://www.CaliforniaCommunityColleges.cccco.edu)

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The goals of the Vision for Success are summarized as follows:

### **GOAL 1: Completion**

Systemwide, increase by at least 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific job skill sets that prepare them for in-demand jobs by 2021-22.

### **GOAL 2: Transfer**

Systemwide, increase by 35 percent the number of CCC students transferring annually to a UC or CSU by 2021-22.

### **GOAL 3: Unit Accumulation**

Systemwide, decrease the number of units accumulated by CCC students earning associate degrees, from an average of approximately 87 total units to an average of 79 total units by 2021-22.

### **GOAL 4: Workforce**

Systemwide, increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69% to 76% by 2021-22.

### **GOAL 5: Equity**

Systemwide, reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent by 2021-22 and fully closing those achievement gaps for good by 2026-27.

In July 2018, the Governor and the Legislature established a new funding formula for the CCCs [[AB 1809](#), Chapter 33, Statutes of 2018]. That legislation also sought to more strongly link financial planning with broader educational planning. Specifically, it established that districts must take certain actions, including the adoption of college-level performance goals that:

- 1) Are aligned with the systemwide goals in the Vision for Success,
- 2) Are measurable numerically, and
- 3) Specify the timeline for improvement.

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Additionally, the law specified that local community college boards of trustees must:

- 1) Adopt the goals at a board meeting,
- 2) Include in that meeting's agenda an explanation of how the goals are consistent and aligned with the systemwide goals, and
- 3) Provide the written agenda item and summary of action to the Chancellor's Office.

Finally, the law requires that each local board:

- 1) Align its comprehensive plan to its local goals and
- 2) Align its budget with the comprehensive plan.

The remainder of this document explains what districts should do to meet the requirements of the new law and provides guidance on how to take advantage of this unique opportunity to review data, establish or reaffirm college priorities, and set ambitious goals for the future. Consistent with the Vision goals, local goals must be aggressive and aspirational if we are to meet the State's needs.

### **PROCESS AND TIMELINE**

There are two firm deadlines associated with the local goal-setting process:

- By December 15, 2018: Colleges must certify to the Chancellor's Office that a process is underway to set measurable, aligned goals. This will be a simple certification process that can be done online.
- By May 31, 2019: District boards must adopt goals and submit them to the Chancellor's Office. This will be done using the online Local Goals Reporting Form that will be available by the end of 2018 and must be signed by the Board President, Chief Executive Officer, and Academic Senate President.

In order to meet the May 31 deadline, the Chancellor's Office suggests the following approach and timeline:

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### Review of Baseline Data

*Recommended Timing: November-December, 2018*

Every year, districts should review the most recent data on their colleges' performance. From this year forward, districts should specifically use the new Student Success Metrics (formerly known as the Simplified Metrics) available on the Launchboard for this activity. The first version of this dashboard will be available by late October 2018 and will only include high-level data. By February 15, 2019, the dashboard will have the complete set of metrics and all the drill-downs for equity purposes. Compared to the Student Success Scorecard, the Student Success Metrics provide a narrower set of indicators specifically designed to be aligned with the systemwide goals in the Vision for Success. In preparation for setting local goals, districts should especially focus on the following indicators:

#### Completion Indicators:

- Completed associate degrees
- Completed CCCC-approved certificates

#### Transfer Indicators:

- Completed Associate Degrees for Transfer (ADT)
- Transfers to UC/CSU

#### Unit Accumulation indicator:

- Average units earned per completed associate degree

#### Workforce Indicators:

- Median annual earnings of exiting students
- Number of exiting students earning a living wage
- Percent of exiting CTE students who report being employed in their field of study

#### Equity Indicators:

- All of the above indicators disaggregated for those student groups identified as disproportionately impacted in your annual Equity Plan and available in the Student Success Metrics on the Launchboard



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### **Certify to Chancellor's Office that a Goal-Setting Process is Underway**

*Required by December 15, 2018*

College Chief Executive Officers (CEOs) will certify that a goal-setting process is underway or completed at their college using a simple template that the Chancellor's Office will provide in November 2018 through a survey instrument. College CEOs will communicate to the Board President that this certification has occurred.

### **Review of Existing Plans and Priorities**

*Recommended timing: January, 2019*

Districts do not need to start this process with a blank slate. Virtually all colleges will have an existing strategic plan or educational master plan. These plans may also exist at the district level. Working together, district and college leaders should look to these plans to identify current improvement priorities as a starting point for developing local goals that comply with the requirements of the new law.

If existing plans already include numeric goals to improve degree/certificate attainment, transfer attainment, job placement, or wage gains, then district and college leaders should use those as a starting point, but they should review them in light of the most current data and the systemwide Vision for Success goals to evaluate if more ambitious goals are appropriate and necessary.

If existing plans have improvement goals but they are not stated in numeric terms and/or do not specify a timeline for achieving the goals, district and college leaders should use the local goal-setting process to develop those features and incorporate them into their strategic plans or educational master plans moving forward.

### **Setting Goals**

*Recommended Timing: February-April, 2019*

The Chancellor's Office strongly encourages colleges to use the process of setting local goals as an opportunity for community dialogue about the priorities and performance of the college. Community forums, student focus groups, and the college's standard consultative practices are all sources of input for determining what the college aims to accomplish over the coming three years. Many colleges already have established processes and forums for identifying goals for the Institutional Effectiveness Partnership

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Initiative or other initiatives. These can be re-purposed for the work of local goal setting as well.

As districts and colleges begin work on setting goals, the following discussion questions can be used to elicit feedback from a variety of stakeholders:

- 1) All CCCs are different. How is this one unique?
- 2) Strengths: Is this college strongest at helping students complete AA degrees and certificates? Transferring to a 4-year college? Reaching a workforce goal? In which of these areas can we build on our previous successes over the next three years? What is an ambitious target for excelling beyond our current performance by the year 2021-22?
- 3) Areas for improvement: Where could we be doing a better job in helping students reach their end goals? What is an ambitious but achievable target for improvement in these areas by the year 2021-22?
- 4) Our students on average take \_\_\_ units to complete a degree or transfer. Why is this? What is the impact on students and our college? How much can we improve in this area by the year 2021-22?
- 5) \_\_\_ percent of our CTE graduates find a job in their field of study. Is this a success story that we can build on or an area that needs improvement? How much could we improve by the year 2021-22?
- 6) Which of our student groups are most in need of support and assistance to reach their degree, transfer, or workforce goals? Where should we particularly focus our efforts to help them? What is an ambitious but achievable target for doing so by the year 2021-22?

Following their activities to gather input, college officials will need to work together with their district leadership to set a handful of specific, measurable goals for the following set of indicators:

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### Completion Indicators:

- Completed associate degrees AND
- Completed CCCC-approved certificates

### Transfer Indicators:

- Completed ADT degrees OR
- Transfers to UC/CSU

### Unit Accumulation Indicator:

- Average units earned per completed associate degree

### Workforce Indicators:

- Median annual earnings of exiting students OR
- Number of exiting students earning a living wage OR
- Percent of exiting CTE students who report being employed in their field of study

### Equity Indicators:

- Each selected indicator from the above list, disaggregated for those student groups identified as disproportionately impacted in your annual Equity Plan and available in the Student Success Metrics on the Launchboard

Choosing from the above set of indicators, as specified, will ensure that districts and colleges are in compliance with the law. Of course, districts and colleges may choose to set more goals than the minimum required (e.g. choosing more than one workforce indicator listed above, or adding additional indicators from the Student Success Metrics, or adding other metrics that are important in the local context of the college). Districts may choose to report these additional metrics to the Chancellor's Office or to simply incorporate their additional goals into local plans and communications. However, since they are not required, additional goals and metrics will not be included in the system's reports on local goals. Ideally, a district's final set of goals will be narrow and targeted enough to help focus the entire college community on a plan of action.

### **Adopting Goals and Role of Local Boards**

Although colleges will lead the process of setting local goals, local boards of trustees will formally adopt each college's goals. To ensure that the goals being set are appropriate and in line with district needs and priorities, trustees should be seriously engaged in the

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entire goal-setting process. Local board members may attend community forums and student groups as well as participate in standard consultative practices with stakeholder groups on campuses. It is the role of the board to balance the interests of many groups and approve goals that are best for students and the community at large. For this reason, boards should ensure that student voice is included in a meaningful way in the goal-setting process. Boards should also strive to approve goals that are equal in ambition to those established for the entire system in the Vision for Success. If there is a change in board leadership during this process, it is the CEO's responsibility to engage the new leadership in the goal-setting process.

Once goals are finalized in collaboration with district and college leadership, boards must include them in a written board meeting agenda and formally adopt them at a public meeting (as required by law). The written agenda item should include an explanation of how the goals are consistent and aligned with the systemwide goals articulated in the Vision for Success. By using the Local Goals Reporting Form that the Chancellor's Office will provide in December and the timeline outlined here, boards can be assured that the colleges are in compliance with this requirement.

### **Reporting Local Goals**

*Required by May 31, 2019*

The Chancellor's Office will provide a Local Goals Reporting Form—a fillable, online template to assist districts in reporting their goals in compliance with state requirements. This template will ask districts to express their goals using specified indicators from the Student Success Metrics on the Launchboard. For the purpose of uniformity, all goals should be reported with an endpoint of 2021-22.

When reporting their goals to the Chancellor's Office, boards should also submit the written agenda item regarding local goal setting and a summary of the board's action on the item (as required by law).

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### **ASSISTANCE FOR DISTRICTS AND COLLEGES**

In addition to the process certification form and this accompanying guidance, the Chancellor's Office will develop the following resources by November, 2018 in order to assist districts in setting local goals:

- A one-stop shop on the Vision Resource Center that compiles all resources related to local goal setting,
- The Student Success Metrics data on the Launchboard for reviewing baseline data for the specific indicators that will be used in the goal-setting process,
- A Frequently Asked Questions document,
- An infographic and PowerPoint for explaining the goal-setting process to various audiences,
- An example of the Local Goals Reporting Form so colleges can start their work (a fillable, online version of this Form will be available in December).

### **PLAN AND BUDGET ALIGNMENT**

The law establishing the funding formula and local goal-setting process also requires that each district ultimately align its "comprehensive plan" with its adopted local goals and align its budget with the "comprehensive plan."

By May 31, 2019, all CCCs will have established local goals in alignment with the systemwide goals established in the Vision for Success. Districts should consider incorporating their newly adopted local goals into their educational master plans, strategic plans, and other districtwide planning documents. The process of aligning the local goals to plans should be visible to the public and should also align with the district's budget allocation process.

Throughout 2019, the Chancellor's Office will be working to revise and combine reporting requirements for Guided Pathways, Student Equity, and other major reports to assist districts in fully complying with the requirement to align their comprehensive plans with local goals. The Chancellor's Office will also provide guidance around aligning budgets with comprehensive plans. Colleges will not be expected to submit their comprehensive plans and aligned budgets until May 31, 2020.

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### TIMELINE

#### 2018

November: Release of guidance

Goal Process Certification sent to CEOs via survey instrument

Aggregate Student Success Metrics data available on the Launchboard for reviewing baseline data for the specific indicators that will be used in the goal-setting process

Following materials available on the Vision Resource Center:

- Guidance
- Link to the Student Success Metrics (formerly known as the Simplified Metrics) data on the Launchboard
- A Frequently Asked Questions document
- An infographic and PowerPoint for explaining the goal-setting process to various audiences
- An example of the Local Goals Reporting Form so colleges can start their work

December: Online, fillable Local Goals Reporting Form available on Vision Resource Center

December 15: Deadline for CEOs to submit Goal Process Certification to Chancellor's Office

#### 2019

February 15: The Launchboard will have the complete set of Student Success Metrics and all the drill-downs for equity purposes

May 31: Deadline for districts and colleges to submit the completed Local Goals Reporting Form to the Chancellor's Office

Summer: Chancellor's Office releases streamlined reporting requirements

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### **CONCLUSION**

The Chancellor's Office encourages all colleges to treat the new local goal-setting requirement as much more than a compliance exercise. It is an opportunity to bring together college personnel, district leaders, students, and communities to ensure that every college has a clear, shared vision for student success. Once established, this shared vision can provide a foundation for planning, prioritizing, and making decisions, improvements, and adjustments along the way. Beyond these internal benefits, the local goal-setting process is an opportunity for the CCC system to show California that it is committed to their mission of helping all students reach their educational goals. Working together as a system, we can meet our ambitious systemwide goals for improvement.

cc: Sandy Fried, Foundation for California Community Colleges  
Stacy Fisher, Foundation for California Community Colleges  
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