

I.B Academic Quality and Institutional Effectiveness September 27, 2014 Status Report

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Meetings: Tuesday, September 16, AIQ, and Tuesday, September 23, team met with PRC

Next Meeting: Thursday, October 2, 9:30-10:30 in L182

Since most of our team members are current or past members of AIQ or PRC or both, we began our discussions at the committee meetings. Manny developed the table below, which shows the responses of both committees so far. This Standard now focuses on Academic Quality and Institutional Effectiveness, incorporating the new focus on the scorecard, the distinction between learning outcomes and student achievement data, and measuring effectiveness. The new committee, AIQ, is charged with developing and monitoring institutional effectiveness indicators, so it will focus its work there. The Program Review process focuses on integrating planning, outcomes assessment, student achievement data, resource allocation, and evaluation of processes. Both Recommendation 1 and Improvement Plan 1 focus on planning and evaluation.

Potential concern: Aside from collecting evidence to document everything we do to meet this standard, we still need to do a better job of integrating evaluation into our work and documenting that evaluation.

Midterm Accreditation Report

Review of Standard I.B

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

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

Standard I.B. Assuring Academic Quality and Institutional Effectiveness

Completed by AIQ, September 16, 2014. We focused on examples and evidence.

Completed by PRC and I.B team members September 23, 2014.

The two efforts are combined in the table below.

Academic Quality

ACCJC Criteria	Bakersfield College Strengths	Evidence and Documentation	BC Areas for Improvement
<p>I.B.1. The institution demonstrates a sustained and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.</p>	<ul style="list-style-type: none"> • We have developed and continue to work on the Institutional Scorecard • We have had the data summits • Program review • The closing the loop document describes the CQI • The recent formation of AIQ from ASC and the change in AIQ’s charge. • Student Equity Plan is mainly developed and in the final stages of completion. • BC worked collegially to lower units in both major and general education courses for ADT implementation. • Additional faculty release time has been allocated to effectively meet the demands of BC’s curricular needs (e.g., campus wide training for the creation and review of curriculum and the use of CurricUNET). 	<ul style="list-style-type: none"> • AIQ charge • Assessment Committee work • Student Equity Plan • EODAC work • Curriculum Committee • Ed Master Plan • ILOs→critical thinking MIH project • Dialogue is captured in the scorecard on one of the tabs for each metric https://www.bakersfieldcollege.edu/scorecard • Data summit webpages and evaluations • The plans that have been submitted which are cyclical records of needs for improvement and resolution of those needs. https://committees.kccd.edu/bc/committee/programreview • Closing the Loop Closing The Loop Year-End 08-15-14.pdf • Demonstrated evidence of closing the achievement gaps among under-represented students (AAMP, AASTEP, MIH, HoM, etc...) • GE pattern can be achieved in 39 units through the lowering of units in key disciplines and by increasing offerings in specific courses • Have established the use of the “High Unit Justification” form for all courses undergoing review that are higher than the standard 3 units • Units lowered: Managerial Accounting from 4 to 3 Expository Composition from 4 to 3 Elementary Spanish I from 5 to 4 Elementary Spanish 2 from 5 to 4 Basic Functions and Calculus for Business from 5 to 4 Mathematics for Elementary School Teachers from 5 to 4 Elementary Probability and Statistics from 5 to 4 • Campus wide training through Curriculum/Assessment Clinics conducted every other week as well as training for committee members and faculty chairs and deans. 	<ul style="list-style-type: none"> • More extensive metrics and targets based upon the SSSP and Equity plan – in the works but can improve • Include areas of admin and services that have not submitted plans (VP office or others) • The data summits are not organized into a single webpage. The current page is future only https://www.bakersfieldcollege.edu/conference
<p>I.B.2. The institution</p>	<ul style="list-style-type: none"> • The SLOs for courses and 	<ul style="list-style-type: none"> • Assessment Committee→CurricUNET 	<ul style="list-style-type: none"> • The SLOCNET component needs

<p>defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)</p>	<p>programs are in the CurricUNET documentation.</p> <ul style="list-style-type: none"> • Recently we restated and renewed our ILOs • New ILO Coordinator position • Process underway for ILO, PLO & SLO mapping • ILO conference in November 	<ul style="list-style-type: none"> • CNET http://www.curricunet.com/kccd/ particularly http://www.curricunet.com/kccd/assess/ • The BC scorecard includes some of this data. Method of Classroom intervention to capture data. Look at this page https://www.bakersfieldcollege.edu/scorecard/SLO <p>Also see posting on upcoming Learning summit on ILOs https://www.bakersfieldcollege.edu/conference/ILO2014 ILO conference in November</p>	<p>improvement and submission and review is not well organized and embedded</p> <ul style="list-style-type: none"> • Need to capture data and package data for better reporting in the future. Will have ILO Oct data. Should collect again in Spring. • Need to include the SLO mapping • Need a systematic method of assessing SLOs, PLOs, and ILOs
<p>I.B.3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)</p>	<ul style="list-style-type: none"> • Institutional Scorecard • Data Coaches • Engagement with data to consider how well programs are doing • Each of the four data strands intertwine and affect the work we do and student success. SLO/Assessment (Student Learning) Student Progression and Completion (Student Achievement) Operational Data Perception Data such as Surveys and CCSSE • Additional faculty release time and a temporary curriculum technician have been assigned to work to ensure the accuracy of our curriculum (i.e. courses and programs) to facilitate student registrations and accuracy of catalog. 	<ul style="list-style-type: none"> • Scorecard → Janet, survey, website • The institutional standards are set collaboratively by all faculty, staff, admin and community interactively through iclicker or survey e.g. https://www.bakersfieldcollege.edu/scorecard/completion/prepared • Most meetings and training incorporate data Committee has already started meeting for the production of the 2014-2015 catalog and 2013-2014 spring addendum has been published on the BC website. 	<ul style="list-style-type: none"> • Need to make this a regular agenda item at appropriate committees to increase integration and take less time • Certification for Data coaches (in progress) • Better coordination of data coaches and work • Consider establishing a 4 year curriculum review cycle to ensure ongoing catalog accuracy.
<p>I.B.4. The institution</p>	<ul style="list-style-type: none"> • Some of this is in the 	<ul style="list-style-type: none"> • Data strands 	<ul style="list-style-type: none"> • Need campus-wide training in

<p>uses assessment data and organizes its institutional processes to support student learning and student achievement.</p>	<p>Program review. It should be in CNET but has not been well maintained</p> <ul style="list-style-type: none"> • Making it Happen (MIH) program • Student Equity Plan data • SSSP data and plan 	<ul style="list-style-type: none"> • Program review • AIQ is a standing committee that works on this https://committees.kccd.edu/bc/committee/accreditation • The new SSSP draft https://committees.kccd.edu/sites/committees.kccd.edu/files/SSSP%20Plan%20Template%202014-15%20Sept%2015%202014.pdf • Equity draft plan incorporate this https://committees.kccd.edu/sites/committees.kccd.edu/files/DR AFT_Student%20Equity%20Plan%20IndicatorSumTemp.pdf 	<p>submission of data</p> <ul style="list-style-type: none"> • Increased need for campus-wide training on this integrated approach to support student learning and achievement
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Institutional Effectiveness

<i>ACCJC Criteria</i>	<i>Bakersfield College Strengths</i>	<i>Evidence and Documentation</i>	<i>BC Areas for Improvement</i>
<p>I.B.5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.</p>	<ul style="list-style-type: none"> • The Program Review Committee continues to fine tune the program review process by through more appropriate and well phrased prompts so programs can report out more effectively 	<ul style="list-style-type: none"> • Program Review process AIQ is a standing committee that works on this https://committees.kccd.edu/bc/committee/accreditation 	<ul style="list-style-type: none"> • We do not regular integrate the evaluation and sometimes the evaluations don't= changes or improvements • Need to complete this type of planning and eval for all committees e.g. enrollment mgmt., curriculum etc. • Need for additional qualitative data • Ensure that IR data from District Office contains the content and format of data needed by programs, departments and the college to make accurate inferences (data utility)
<p>I.B.6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources,</p>	<ul style="list-style-type: none"> • Institutional Scorecard • Data Coaches • Engagement with data to consider how well programs are doing • Student Equity Plan • Achieving the Dream 	<ul style="list-style-type: none"> • Student Equity Plan • Achieving the Dream annual report • MIH, AAMP, Odella's and Paula's project • MIH, AAMP, African-American Success Through Excellence and Persistence • The institutional standards are set collaboratively by all faculty, staff, admin and community interactively through iclicker or survey e.g. 	<ul style="list-style-type: none"> • Need to make this a regular agenda item at appropriate committees to increase integration and take less time • Certification for Data coaches (in progress) • Better coordination of data coaches and work

<p>to mitigate those gaps and evaluates the efficacy of those strategies.</p>		<p>https://www.bakersfieldcollege.edu/scorecard/completion/prepared</p> <p>Most meetings and training incorporate data Data Central where disaggregated reports are posted</p> <p>https://www.bakersfieldcollege.edu/reports</p> <p>We have shared our data broadly with the KHSD</p> <ul style="list-style-type: none"> • A FAQ<https://www.kccd.edu/sites/kccd.edu/files/ir_reports/FAQs.pdf> sheet answering some commonly asked questions about the trend data • A version of the trend data sheet at the college level so you can see trends for college wide data<https://www.kccd.edu/sites/kccd.edu/files/ir_reports/2014-15%20APR_Bakersfield_College.pdf> including all Majors, all Awards, etc. • Course Book reports which let you see detail down to the course level • The FAQ and College wide reports are located on the Program Review page in a folder called Supporting Documents. Course Book is located on its own page as listed below. • IR Webpage: https://www.kccd.edu/institutional-research • BC Program Review page: https://www.kccd.edu/institutional-research/reports/bakersfield-college-0 • BC Course Book page: https://www.kccd.edu/institutional-research/reports/bakersfield-college 	
<p>I.B.7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in</p>	<ul style="list-style-type: none"> • Most committees have a strategic plan and do evaluation at the end of the year • Program review has spent considerable time working on the Program review process and continues to make improvements. Program Review piloted the 	<ul style="list-style-type: none"> • Program review • Decision-making document—is it updated regularly? • Achieving the Dream annual report • Committee reports on the progress of the goals at the end of each semester (i.e. Co-Chair’s report) located on the Co-Chair’s committee webpage. 	<ul style="list-style-type: none"> • Are governance processes evaluated regularly? • Consider establishing a 4 year curriculum review cycle to ensure ongoing catalog accuracy.

<p>supporting academic quality and accomplishment of mission.</p>	<p>Administrative units Program Review summer 2014.</p> <ul style="list-style-type: none"> • Achieving the Dream initiative • 	<ul style="list-style-type: none"> • Mapped goals are on the Curriculum Committee webpage and listed on each meeting's agenda. • Documented in Academic Senate meeting minutes. 	
<p>I.B.8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.</p>	<ul style="list-style-type: none"> • Institutional Scorecard • Committees report out on their committees' pages, which are accessible; and committee members are encouraged to report out to their department or areas.' • Closing the Loop document 	<ul style="list-style-type: none"> • Within committees • Committee pages • Committee co-chairs' reports • Assessment→SLO/PLO/ILO • The way reports are college wide – see minutes and power points • The new SSSP draft https://committees.kccd.edu/sites/committees.kccd.edu/files/SSSP%20Plan%20Template%202014-15%20Sept%2015%202014.pdf • Equity draft plan incorporate this https://committees.kccd.edu/sites/committees.kccd.edu/files/DRAFT_Student%20Equity%20Plan%20IndicatorSumTemp.pdf • Closing the Loop Closing The Loop Year-End 08-15-14.pdf 	<ul style="list-style-type: none"> • Explain more broadly where things are available
<p>I.B.9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)</p>	<ul style="list-style-type: none"> • Program Review • AIQ • Closing the loop • Curriculum Co-Chair's serve on the Program Review Committee and have worked collaboratively to close the loop in evaluating program vitality. • Work closely with the Program Review Committee and the Assessment Committee to determine strengths and weaknesses of the curriculum implementation and review process. • Creation of 18 ADTs. • Implementation of procedural policy for all new programs to 	<ul style="list-style-type: none"> • Yes, but→ • Program review • Closing the Loop Closing The Loop Year-End 08-15-14.pdf • New Program Review form established and encourages consistency between CurricUNET, Catalog and the Chancellor's office. • The Assessment Committee works closely with curriculum efforts for the approval of PLO and SLO components of curriculum. • Curriculum and assessment training was combined and well attended. • Expanded committee membership on the Curriculum, Assessment, and Program Review committees to reach a wider audience to increase campus-wide awareness and training for improvement and on-going institutional effectiveness. 	<ul style="list-style-type: none"> • Not systematically • Have we evaluated how well this was implemented?

	<p>submit a Student Education Plan Pathway (SEP) to create clear pathways for students when registering.</p>	<ul style="list-style-type: none">• Currently, there are 17 state approved ADTs that have been published in the spring catalog addendum.• SEPs are submitted with each new program and then forwarded to the Mydegreeworks coordinator for scribing for student use.	
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