

Mid-Term Report	Standard I.B October 9, 2014
Primary Leads:	Kate Pluta Manny Mourtzanos
Secondary Leads:	Janet Fulks John Carpenter
Team:	Nan Gomez-Heitzeberg, Billie Joe Rice, Michael Self
Committees:	AIQ and Program Review

So far we have focused on responding to the language of the Standard—see the blue responses and notes below. We have not started on the Eligibility Requirements, Recommendation 1, or Improvement Plan 1. (on the table at the end of this document)

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.

Assuring Academic Quality

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.

- Student outcomes—**email request to John Carpenter and Michael Self, 10/9/14**
- Student equity—current Student Equity Plan (draft) **email request to Prima and Bryan Hirayama 10/9/14**
- Academic quality—occurs where? Educational Master Plan, Curriculum Committee, ILO efforts/conference? **Email request to Nan and Billie Jo 10/9/14**
- Institutional effectiveness—from AIQ charge:
 - 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.
- Continuous improvement of student learning and achievement—occurs where? Assessment work and Scorecard?

I.B.2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Bakersfield College identifies and reports ongoing and efforts in effective self-governance and implementing mechanism for continuous improvement, such as the systematic review of College instruction, support services and operations to ensure the effective delivery of programs and services to support student learning and achievement (including non-instructional and/or indirect College services and operations). Evidence of the utilization of sound assessment methodologies and subsequent data for continuous improvement is present. Student learning outcomes for instructional programs are consistently assessed; additionally, institutional efforts are being made to align, or ‘map’, student learning outcomes, program learning outcomes, and institutional learning outcomes. Additional data is required to assess if these practices are incorporated for student and learning support services (I.B.2). [Manny](#)

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)

<https://www.bakersfieldcollege.edu/scorecard>

The Bakersfield College Institutional Scorecard represents a tool for both communication and dialogue about the important work going on at the college. The scorecard communicates metrics that reach into the heart of the work at the college and helps to guide data-informed decision-making. Each metric represents a barometer of our strategic initiatives work derived from our college mission. Interventions and improvements are identified and monitored by this set of metrics which represent a kind of “Vital Signs” of college work.

The work and metrics are organized into four data strands:

1. SLO/Assessment (Student Learning)
2. Student Progression and Completion (Student Achievement)
3. Operational Data
4. Perception Data such as Surveys and CCSSE

The Student Success & Support Program (SSSP) and Student Equity Plan provide the plan and metrics used to achieve student service outcomes addressing specific goals to prepare and follow-up with students as well as mitigating disproportionate impact.

In addition, projects integrating several programs and service across the campus develop strategy plans and evaluative metrics that relate to the program and mission (e.g. Making It Happen (MIH), Achieving the Dream (ATD), Student Equity Plan, and SSSP). [Janet \(excerpted from Standard I.A Mission\)](#)

I.B.4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

[Email request to John Carpenter and Michael Self 10/9/14](#)

Institutional Effectiveness

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.

Institutional, program, and course data (primarily quantitative) are obtained, appropriately disaggregated, and analyzed to assess for effectiveness of programs and services. Additionally, data is utilized to assess student success, progression and completion among various subpopulations. Appropriate interventions are enacted for student populations demonstrating a need of gaps in achievement (e.g., Student Equity Plan and SSSP). **Manny**

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, to mitigate those gaps and evaluates the efficacy of those strategies.

In addition to receiving support from Institutional Research staff at the District Office, Bakersfield College relies on a team of BC Data Coaches under the leadership of a full-time faculty member with 100% reassigned time to collect, analyze and report institutional data. Through these resources, BC continues to disaggregate data related to student success, progression and completion by various subpopulations of students. This disaggregated and analyzed data is evident in various institutional documents including the Student Equity Plan, SSSP, and Achieving the Dream. Adequate institutional resources have been allocated to address and mitigate identified performance gaps. An opportunity for institutional improvement and growth is to ensure the implementation of a similar system to disaggregate and analyze learning outcomes (SLOs, PLOs, and ILOs) by subpopulations of student. **Manny**

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 supporting academic quality and accomplishment of mission.

Bakersfield College regularly evaluates policies just prior to printing the yearly college catalog; instructional programs through the annual updates for instructional programs, student and learning support services, and administrative services; and its governance policies as described in the Decision Making document. The College Council reviews and approves the charges to governance committees each year. The College President provides “Closing the Loop” written updates to the college community on opening days each fall and spring. **Sue**

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.

Bakersfield College prides itself on its transparent communication of assessment and evaluation results by posting documents on committee web sites. The documents include but are not limited to committee minutes, PowerPoint presentations, and reports from invited guests. In addition, assessments of SLOs and PLOs are completed in the appropriate CurricUNET module. Future goals are informed by the assessment and evaluation results of college initiatives. Updates regarding the initiatives are presented at campus meetings to which all employees are invited. **Michele and Jennifer**

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)

Eligibility Requirements	Recommendation	Improvement Plans
<p>#11 Student Learning and Student Achievement The institution defines standards for student achievement and assesses its performance against those standards. The institution publishes for each program the program’s expected student learning and any program-specific achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve the identified outcomes and that the standards for student achievement are met. (Standard I.B.2, I.B.3, and II.A.1)</p> <p>#19 Institutional Planning and Evaluation The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. (Standard I.B.9 and I.C.3)</p>	<p>#1 Develop and Implement Evaluation Processes to Assess Effectiveness of the Full Range of Planning Processes In order to comply with Standards, the team recommends that the College develop and implement effective evaluation processes that can be applied to the full range of planning processes developed by the district and the colleges to assure that:</p> <ul style="list-style-type: none"> • Results of student learning assessments and program reviews are systematically linked and integrated into institution-wide planning for improvement and resource allocation processes • That the data and measures identified in the new strategic plan are used to identify improvements in student learning and institutional goal attainment • The functional map defined and agreed upon in 2011 results in effective services being received by the colleges. (I.B.3, I.B.6, I.B.7) <p>I think the Midterm Report process is an example of effective evaluation processes. However, while this approach may be systematic, it is not sustainable in the sense that we need to develop regular review processes.</p>	<p>#1 Develop a systematic and comprehensive evaluation of the Bakersfield College planning processes as well as of the effectiveness in the improvement of instructional programs and support services</p> <p>AIQ is working on the planning processes now. The improvement of instructional programs and support services would be part of program review, closing the loop, assessment, . . . Educational Master Plan?</p>

From table developed by Kate Pluta, September 3, 2014