

# BAKERSFIELD COLLEGE

## Accreditation and Institutional Quality (AIQ) Committee

March 14, 2023

3:00 to 4:00 L160

Notes from Meeting

### AIQ Membership:

Role	Member	Participation
Co-Chairs	Commiso, Grace (Faculty Chair)	x
	Wojtysiak, Jessica (Admin Chair)	
Admin Rep	Achan, Jennifer	x
	Arbolante, Kim	x
	Bolton, Reggie	x
	Kim, Sooyeon	x
	Ocampo, Leo	x
Classified Rep	Fuller, Sheila	
	Garcia, Patsy	x
	Hallmark, Dina	x
	*vacant	
	*vacant	
Strategic Directions Co-Chair, or Designee	Rabe, Kristin (Designee)	x
Faculty Rep	Wilmot, Mindy (Liaison, Assessment Committee)	
	Nickell, Kimberly (Program Review)	x
	Keckley, Sondra (Library)	x
	Commiso, Grace (Counselor)	x
	McAllister, Teresa (Education)	x
	Meerdink, Matthew (STEM)	x
	Miller, Laura (Agriculture, Nutrition & Culinary Arts)	x
	Moran, Tom (Arts, Humanities & Communication)	
	Pruett, Talita (Arts, Humanities & Communication)	x
Stratton, Jason (Social & Behavioral Sciences)		
Student Reps	Anguiano, Amanda	x
	Barraj, Shehrazad	x

## Meeting Notes 3/14/2023

<p>Approval of Minutes: Kimberly Nickell/Kristin Rabe Approved/No Abstentions Note Taker: Kristin Rabe Guests: Jacy Hill (Rad Tech Program), Christian Baraceros (student) Selena Gasca</p>	
<p><b>Rad Tech Program Special Presentation to AIQ: Jacy Hall and Students</b> AB 1273: Earn and Learn Bill, Impact on BC Radiologic Technology Program Student Presented a flier for Board of Trustees Meeting in April 2023. The student presenting has concerns about us, as a college, following the statewide bill. If we follow this bill, it could result in a loss of accreditation for the Rad Tech Program which would be devastating to those in the program. The deadline to either accept (go along with AB 1273 or decline it is January 2024.</p> <ul style="list-style-type: none"><li>• Teresa McCallister suggested that they make an appearance in front of the Board of Trustees to voice concerns and recommend that we don't opt in to this bill at Bakersfield College. Also suggested is reaching out to Academic Senate, and College Council to gain their support.</li><li>• Kim Arbolante suggested that this would relate to Strategic Directions 1&amp;2 on impact to our students.</li></ul> <p><b>Chairs Report: Grace</b> College Council Minutes, ISER Standards Update</p> <ul style="list-style-type: none"><li>• Ed Master Plan being conducted and written by 3<sup>rd</sup> Party. Will convene discussion groups prior to the semester end for document to be prepared before September.</li><li>• Leadership Transitions: Zav from President to Deputy Chancellor, Steve Watkin from Vice Chancellor, Outreach to Interim BC President (as of May 15).</li><li>• Mission Statement</li><li>• New ACCJC Standards and ACCJC Social Justice Statement</li></ul> <p>Mission Statement</p> <ul style="list-style-type: none"><li>• Sondra Keckley read the Mission Statement: 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 promotes equity and fosters students' abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world.<p>As part of the new standards – the Mission statement will be impacted. Our current mission statement is not too far off from what the new standard suggests. Suggestions to update the mission statement include: Sondra: Remove the word “fosters” Teresa: Insert learning before opportunities</p></li></ul>	

<p>Kim N: Remove Abilities to think critically and add in order to learn productively</p>	
<p style="text-align: center;"><b>Assessment Report: Teresa filling in for Mindy</b></p> <ul style="list-style-type: none"> <li>Reminder: Programs to update assessment plans through 23/24, reps will report to departments about. Assessing ILO 3, demonstrate. Looking for artifacts/assignments, rubric for grading, due March 24.</li> </ul> <p><a href="#">ILO 3 - Call for Artifacts</a></p>	
<p style="text-align: center;"><b>Program Review Report: Kim</b></p> <ul style="list-style-type: none"> <li>Program Review is busy updating all documents to get ready for the upcoming cycle From Fool to Ghoul (April-October). Look for a much more streamlined Annual Update. PRC met with Assessment Committee and will push through the Assessment on a 3-year comprehensive program review only.</li> <li>Look for more information soon – and emails from Program Review .</li> </ul>	
<p style="text-align: center;"><b>Strategic Directions Report: Kristin</b></p> <ul style="list-style-type: none"> <li>Kristin and Todd Coston met March 21. Kristin will be working to send out the reporting information within the next two weeks (due after Spring Break)</li> </ul>	
<p style="text-align: center;"><b>Tableau:</b></p> <ul style="list-style-type: none"> <li>We have dipped below some of our success standards. AIQ will compile a report outlining what we need to do.</li> <li>Some ideas:  Looking at Non-Dual Enrollment numbers and Dual Enrollment Numbers. Suggests that there are highly motivated students taking Dual Enrollment courses. These are students that are directly supported in high-school versus students who must support their own efforts.  What is the success rate based on a C grade on up and W's count against this rate. A-B-C grades count as success. D's do not pass except for general ed, and Golden 4. Stem major who gets a D in Art can still use that class.  Do we want to separate Dual Enrollment and Non-Dual Enrollment classes?  Teresa suggested that the success rate was based on moving at a different pace, and those who do not do well, don't comprehend the rigor college-work has. Separate concurrent, and early college. Concurrent they attend high school then college.  Dual Enrollment should be reflected in data and by modality.  Talita suggested we disaggregate the data.  Teresa suggested it should be Early College vs. Dual Enrollment, Concurrent.  Reflecting the students who do get support. Disaggregate by success and student grades.  Non-Dual Enrollment Credit (CTE included), remove non-credit courses. Strong workforce additional credits. Recommend to committee to keep it in or not?  Dina – what do we, as a committee, need to do? Invest more resources?  Standards dipped below institutional set standards for 3 years during COVID – we disaggregate data, basic skills was last one (was actually removed AB705) taken out.</li> </ul>	

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