

Accreditation & Institutional Quality (AIQ) Report

10/29/25

Charge of the Committee:

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 policies and institutional effectiveness practices.
4. Review and monitor evaluation activities to ensure they result in integrated, meaningful, and sustained college improvement.

Announcements:

- AIQ Survey for Fall 2025 is live and will close on Tuesday, November 18th. Please complete the survey; it is used as evidence in our accreditation processes.

Completed Items:

- Pilot Review Process for an RSI rubric: The committee was charged with creating a process to review RSI in accordance with ACCJC standards, as BC did not meet standards during the recent ACCJC peer review. The first step is the creation and testing of a potential rubric. To be clear, the committee is not evaluating online course environments. To test the rubric's validity, the committee will seek volunteers to share their online course shells. See the attached appendix DE Pilot Review Process for more details, the timeline, and the workflow.

Upcoming Items:

- RSI rubric norming.
- Proposal for continuous review processes.
- AIQ Survey for Fall 2025: once closed, review results.
- Review Institution Set Standards (ISS).

Respectfully submitted,

Grace Commiso, Faculty Chair
Ximena Ortega, Classified Chair
Jessica Wojtysiak, Admin Chair



BAKERSFIELD COLLEGE

Accreditation and Institution Quality (AIQ) DE Pilot Review Process

This document outlines the pilot process for creating and testing a rubric for reviewing online learning experiences at Bakersfield College in accordance with ACCJC standards. The rubric aims to evaluate key dimensions of online course quality, including instructor presence, student engagement, and alignment with RSI expectations. This pilot will inform future implementation for broader quality assurance and professional development purposes. It is important to note that this process is not part of faculty evaluations; rather, it is intended solely to inform the development of a rubric that provides clear guidelines for how faculty can meet RSI standards in alignment with institutional accreditation requirements. Findings from the pilot will inform revisions to the rubric and guide the development of professional learning resources to support faculty in meeting RSI standards.

To ensure compliance with ACCJC standards, it is important to understand the definitions and expectations related to Regular and Substantive Interaction (RSI) in distance education.

- Regular interaction must happen on a predictable and consistent basis and include proactive monitoring of students' academic engagement and success.
- Substantive interaction involves instructors engaging students through at least two of the following activities: direct instruction, feedback on coursework, responses to content-related inquiries, facilitation of group discussions, or other approved instructional methods.

Together, these elements create the foundation for meaningful and effective online learning experiences that meet accreditation standards.

Course Sampling & Evaluation Process

Selection Process:

1. Seek volunteers from all faculty assigned to teach online Fall 2025 term.
 - a. Seeking a minimum of 20 faculty to participate in this rubric test.
 - b. An email will be sent to all faculty with instructions for how to volunteer.
 - c. Volunteers must have been assigned an online course Fall 2025 (completed or currently active through the end of the term).

Evaluation Tool:

1. ACCJC Rubric as baseline, including the following:

- a. Specific examples for meeting standards
- b. Alignment to the DE OPI Checklists

Pilot Review Team

1. Pilot reviewers will consist of:
 - a. AIQ members (educational administrators excluded and non-faculty members will be paired with faculty members)
 - b. Academic Technology Faculty
 - c. Discipline Faculty from the DE taskforce
2. Pilot reviewers will be randomly assigned courses from the list of faculty volunteers for performing the pilot review to test the rubric.
3. Academic Technology will grant the necessary permissions for the pilot reviewers to the assigned course(s) according to the timeline below.

Timeline & Workflow

Date	Activity	Details & Notes
09/23/2025	AIQ Committee Meeting	First read of the draft pilot review process. Initial feedback gathered.
09/24 – 10/13/2025	Office Hours	AIQ Faculty Chair held open office hours to collect feedback and revise the draft. Participants included AIQ members, Academic Technology Faculty, and DE Taskforce Discipline Faculty.
10/14/25	AIQ Committee Meeting	Second read of the revised process. Vote postponed to allow for further revisions.
10/28/2025	AIQ Committee Meeting:	Final revisions to the pilot process and timeline approved. Committee agreed to conduct vote virtually.
10/29/2025	AIQ Committee Virtual Vote	Formal vote on the finalized Pilot Review Process and timeline.
10/29/2025	Academic Senate	AIQ report presented as an information item.
10/30/2025	Volunteers Invitation Sent	Academic Technology will email all online faculty seeking volunteers for the pilot review. Minimum of 20 faculty needed. Volunteers must have taught a Fall 2025 online course.
11/04/2025	AIQ Special Meeting	Pilot reviewers will be trained and normed using a shared course shell. Reviewers will compare evaluations to ensure rubric validity and consistency.
11/05 - 11/17/2025	Pilot Review Period	Assigned reviewers will evaluate volunteer course shells. AIQ Faculty Chair will host drop-in hours for support and troubleshooting.

Date	Activity	Details & Notes
11/18/2025	AIQ Committee Meeting	Time allocated for remaining reviews and process check-in. Educational Administrators will be excused during review discussions.
11/19 – 12/1/2025	Office Hours & Post-Pilot Debrief	AIQ Faculty Chair will host office hours to gather additional feedback on the pilot review process and rubric. A structured post-pilot survey will be distributed to all reviewers and participating faculty to assess the rubric's clarity, usefulness, and alignment with RSI standards. Feedback will inform recommendations for rubric refinement and continuous review practices.
12/2/2025	AIQ Committee Meeting	Final feedback presented to the Vice President of Instruction (VPI), including recommendations for next steps and continuous improvement.

This is a living document and may be updated as the pilot process evolves and new insights emerge.

Resources:

ACCJC Distance Education Resources

- a. Quality Continuum Rubric for DE
- b. Protocol for Distance Education Review
- c. Addendum to the Protocol for Distance Education Review: A tool for Peer Reviewers During the Evaluation Process
- d. DE Assessment Tool for Peer Reviewers