

Bakersfield College Academic Senate September 2022 Report to the KCCD Board of Trustees

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The enrollment report we get from the district IR shows that Bakersfield College's enrollment has surpassed the Fall 2020 numbers in both FTES and unique headcount. Fall 2020 was in COVID. Looking at last year's report for the same point in time includes the Fall 2019 comparison. BC's unique headcount is about 280 greater than Fall 2019, so we've recovered from COVID! With the current FTES at 7590, our FTES is 222 less than Fall 2019, which means we're just 2.8% down from the 2019 high point. There is just slightly less students going full time from pre-COVID.

The students coming right from high school prefer the face-to-face instruction while the older students 20+ years old prefer the online instruction. With unemployment at historically low levels, more people are working and need the flexibility of online instruction.

The BC Senate had its first meeting yesterday filled with lively debate. With a membership of 37 active, engaged voting members plus governance committee chairs and guests, we continue to meet mostly over Zoom, though we did have some meet together face-to-face.

### **Evaluation of High School Faculty Teaching for Bakersfield College**

I was the editor of our accreditation ISER for 2018, the last full-blown self-evaluation report for which BC received zero recommendations and two commendations. It was a lot of work and now I often look at how we do things from an accreditation lens. In the peer review process of accreditation you have to *prove* what you say you do. You need the *evidence*.

There are a lot of good things we can prove with our Early College program. Early College is an excellent/critical component of the Guided Pathways Pillar 2 (entering the path) and Pillar 3 (staying on the path) and it has a strong equity benefit by focusing on students who would not otherwise even consider college after high school graduation AND it has great student success because of having a "captive audience" of students with less financial and family pressures than our traditional college age students have, as well as, 5 days a week attendance vs. the 2-3 days/week attendance we have at BC.

The weak point to Early College is Pillar 4 (ensuring college-level learning) and being able *prove* the quality of dual enrollment instruction is the same or better than we have at BC. **BC has to be able to document and prove the quality is high for accreditation purposes** and let's say that there has been "less than adequate" transparency and evaluation across all Early College classes by our departments, often through no fault of their own. BC faculty have a number of obstacles in being able to

evaluate Early College instruction in their subject disciplines, particularly the logistics of competing collective bargaining agreements between the high schools and KCCD.

The last slide of the Early College Presentation to the August District Consultation Council listed the five priorities of Early College for 2022-23. The last priority stated “develop a process for evaluating dual enrollment courses at high school locations”. That was the one and only time in the entire presentation given to District Consultation Council it was mentioned. I hope that the next presentation about Early College given to District Consultation will focus on that.

The Vice-Chancellor of HR verified that Early College instructors are NOT part of the FTE calculation used for faculty department chair release time and extra days. This means chairs are not paid to evaluate Early College classes. If we’re “putting our money where our mouth is”, so to speak, then that would show ACCJC that there is no expectation by the institution to evaluate the Early College instructors.

President Dadabhoy gave a presentation at the September 2nd College Council of the College’s detailed work plan for the coming year. There are 284 items listed in the work plan, 14 of which are for Dual Enrollment/Early College. The large majority are focused on the Guided Pathways Pillars 2 and 3. BC does an EXCELLENT job on Pillars 2 and 3!

**However, there are only 4 items in the work plan for Pillar 4 (ensuring college-level learning).** If we’re “putting our money where our mouth is”, then just 4 out of the 284 items in the work plan tells me that we need to pay more attention to proving the quality of learning and instruction. Now, it is true that those 4 are in the Early College area, so perhaps a truer comparison would be 4 out of 14 are Pillar 4 but accreditation focuses much more on Pillar 4 than the other pillars.

There are at least 19 accreditation standards requiring that the institution verify the quality of the courses taught for Early College. Five are of particular importance:

1. IC.3: The institution (BC) uses *documented* assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public.
2. IIA.2: Faculty, including full time, part time, and adjunct faculty, *ensure* that the content and methods of instruction *meet generally accepted academic and professional standards and expectations*. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through *systematic evaluation* to assure currency, improve teaching and learning strategies, and promote student success. (At BC we have so many ways that BC faculty evaluate each other’s instruction and curriculum.)
3. IIA.3: The institution (BC) identifies and *regularly assesses* learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course

syllabus that includes learning outcomes from the institution's officially approved course outline.

4. IIA.9: The institution (BC) awards course credit, degrees and certificates based on *student attainment of learning outcomes*. Units of credit awarded are consistent with institutional policies that reflect *generally accepted norms or equivalencies in higher education*.
5. IIIA.5: The institution (BC) assures the effectiveness of its human resources by *evaluating all personnel systematically* and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

We don't pay the high school teacher salaries but we are getting FTES funding at a higher rate from the state—from the taxpayers, so we need to prove that the college credit truly is college level and accreditation says we have to prove the *quality* of that credit.