

Ensuring Learning Districtwide Initiative 2022-2025
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Statement of Commitment and Scope of Work

The mission of the Kern Community College District is to provide outstanding educational programs and services that are responsive to our diverse students and communities. In pursuit of this mission, and in alignment with the mission statements of Bakersfield College, Cerro Coso Community College, and Porterville College, we commit to measuring, demonstrating, and improving our efforts to ensure learning. Kern's three colleges have advanced our *completion outcomes with equity* with the intentional work on the first three pillars of Guided Pathways - Clarify the Path, Enter the Path, Stay on the Path. The Ensure Learning 3-year initiative (2022-2025) will focus our work on pillar 4 of the Guided Pathways framework. In 2021-2022, this work had a soft launch with the establishment of the TALE webinar series and the TALE blog.

In the Spirit of Collaboration

At Kern CCD, we commit to supporting each other in our efforts to ensure learning. The work of ensuring learning cannot be accomplished through a 'top-down' approach. Instead, the colleges of Kern CCD will have autonomy providing leadership, direction, and ownership for identifying their own goals and developing local solutions. We collectively recognize the diverse needs, sizes, and types and complexity of issues at each college.

The District will provide a structure for regular reporting and sharing across the district. Currently the colleges update their reports on the Student Success with Equity metrics twice a year - December and June. The Ensure Learning reporting will be added to the regular reporting cycle.

Similar to identifying goals for achieving high quality student success and learning with equity, colleges will identify a project related to Ensure Learning, establish goals, outcomes, deliverables (e.g., ensuring online teaching and learning; dual enrollment; etc...). Colleges can share ideas and the progress of their work with each other.

Naturally occurring meetings and infrastructure (such as District Consultation Council, Districtwide VP meetings, College Councils, Academic Senates, Faculty Chairs Council,, Chancellor/President meetings, etc...), will be utilized to advance this work.

As we undertake these efforts, we demonstrate awareness of, and sensitivity to, the impact on faculty and staff workloads. Our collaborative work on this project will be a 'coalition of the willing.' As a community, we will engage in this work at our own pace and establish a framework that allows for self-pacing.

We seek to promote genuine engagement that allows flexibility for personnel and departments to engage in the work of ensuring learning.

We acknowledge the diversity of readiness among our faculty and staff. Through open dialogue and discussions, we commit to listening, understanding, and responding in a manner that fosters resolution and cohesion among us.

Achieving Our Goal

The colleges of Kern CCD are well poised to deepen our engagement with teaching and learning through currently embedded infrastructure and processes. For example, faculty evaluations, as well as self-reported measures, provide effective tools to assess effective teaching. Similarly, Student Learning Outcomes (SLOs) reported by faculty, in addition to self-reported learning outcomes by students. As with a program review process, aggregated data on factors such as course modality and campus location, can be synthesized to develop an overall assessment of teaching and learning effectiveness. Faculty, departments, and colleges are well-positioned to report strengths and weaknesses, goals for improvement, and establish target metrics for future attainment of teaching and learning outcomes.

Our data provides a basis for producing a college-wide or district-wide summary report on our findings, best-practices, and recommendations for ongoing improvement. Publications, articles, and statewide conferences also provide high-impact opportunities to change system wide policies and practices on institution-driven, self-initiated standards to ensure student learning.

In so doing, the colleges of Kern CCD will emerge as innovators and early adopters of establishing the framework for institutional engagement with teaching and learning.

Process

We recognize that the process of ensuring student learning cannot happen with a singularity of effort, but must be a long-term initiative. We invest in this long-term, 3-year effort without the pressure or expectation of yielding immediate results.

We will focus narrowly, but deeply, on only one or two projects at a time per college, such as face-to-face instruction (lectures, labs, counseling, athletic coaching, etc...), distance education, work-based learning, inmate education, dual enrollment, social capital, sense of belonging, etc.... Over a sustained period of time, the colleges will be positioned to evaluate instructional effectiveness, and thereby provide assessment data and other accountability and reporting measures to empirically demonstrate the quality of instruction and the quantity of learning occurring at each college. To advance this work:

- Each college should identify a project. This will be added to our regular monitoring processes and reporting cycles.
- The plans for assessing and ensuring learning will be included in the December report submission to the Board by the colleges.
- Conference/retreat in April/May to discuss findings.

Districtwide Coordinating Team (potential membership)

The coordination of this work cannot occur without a 'coalition of the willing' among a widely-varied group of individuals from each college and across the District. A coordinating team will support and coordinate the work of the colleges. While the membership of the Ensure Learning Coordinating Team has not been determined, a sample of possible members could include:

- Manny Mourtzanos - lead
- Nick Strobel - co-lead
- Bob Simpkins lead on TALE blog, webinars, and annual festival
- Corey Marvin, Thad Russell, or Billie Jo Rice representing Vice Presidents of Instruction
- Heather Ostash representing Vice Presidents of Student Services
- Classified representative
- Craig Hayward, Institutional Research and Reporting
- Jennifer Johnson, facilitator