



BAKERSFIELD COLLEGE PRESIDENT'S REPORT

to the Kern Community College District Board of Trustees
NOVEMBER 6, 2014

Renegade Scorecard Published

The Bakersfield College renegade Scorecard was published in the RP October newsletter. Rating colleges and universities with 'scorecards' is not a new phenomenon; it can be traced as far back as 1911. More recent national efforts include a scorecard put out by the College Affordability and Transparency Center with five indicators (Costs, Graduation Rate, Loan Default Rate, Median Borrowing, and Employment), or the California Community Colleges Chancellor's Office's Scorecard based on Momentum Points (Remedial, Persistence, 30 Units) and Completion Outcomes (Degree/Transfer and CTE).

Bakersfield College's scorecard is closely tied to its mission through institution-set standards and targets developed through campus-wide engagement of faculty and staff.

New standards from the Accrediting Commission for Community and Junior Colleges (ACCJC) are changing how colleges support and evaluate student achievement, and requiring the establishment of institutional standards for student achievement. A scorecard is the perfect map to illustrate how a college is meeting those standards and effecting positive outcomes for its students.

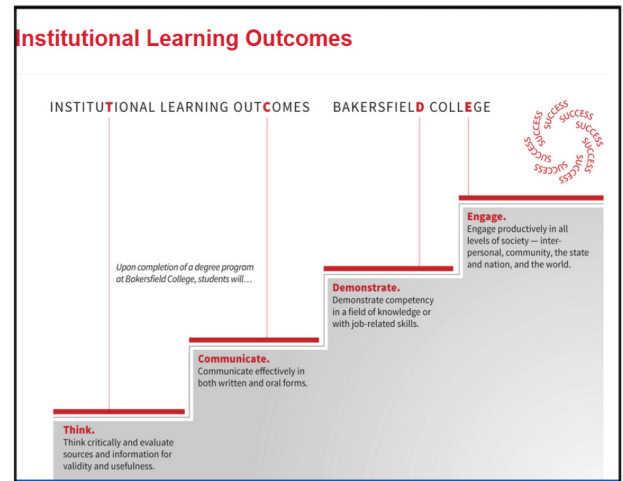
The BC Scorecard includes four data strands: 1) Student Learning - having students learn and become critical thinkers and effective communicators; 2) Student Achievement - momentum points and completion outcomes, 3) Perception Data - CCSSE and Climate surveys, and 4) Operations Data - ensuring a quality learning environment.

Scorecard metrics are layered and derived from policy contexts, where each layer brings increasing specificity: e.g. from overall completion, to disaggregated completion by prepared and remedial students (BSI), to ethnicity and socioeconomic status (SSSP & SEP), to specific course success for MESA students or Veterans. Data is provided in context – longitudinal data, comparative data, association standards, etc. rather than just stand-alone data points.

Setting the institutional standards is an institution-wide iterative and interactive process engaging the college community. Key committees weigh-in on scorecard data through the use of iClickers™ that allow anonymous votes using three simple measures: thumbs up, thumbs down or hang loose. As voting progresses, results are simultaneously graphically displayed and members volunteer their analysis about the data. Even as a majority emerges on the overall evaluation, a rich dialogue ensues. Community members suggest potential standard or "passing grade" goals as well as "stretch" goals based upon referential data such as state averages or trend data. BC's data coaches who are specially trained in the use of data, use these goals to then determine final standards.

Ensuring the achievement of subpopulations is essential to successful interventions and closing achievement gaps, and "equity" data provides a lens to evaluate and improve institutional processes in this area. These equity data are a core component of the BC scorecard.

Creating and using BC's scorecard requires the college community to critically engage in what the data means, assess how the college is doing and offer input to improve. In doing so, the community owns the data, and the scorecard becomes a living document as the college plans, improves and makes critical decisions.



Work with K-12 Counselors

Bakersfield College students are predominantly of low socioeconomic status, largely underprepared for college work, and significantly first-generation college-going and having to navigate a complex higher education system without family support. To meet these challenges and help students succeed requires starting conversations early and in a manner that is familiar to students. Orientation and assessment are key aspects of the process to help students enter college ready to learn, and to understand the elements required to reach their educational goals. To facilitate that conversation, Bakersfield College has partnered to pilot admission workshops, orientation, and onsite assessment at area high schools. High school counselors are trained and certified as test proctors and advisors to help develop first semester abbreviated Student Education Plans. This effort was piloted in Spring 2014, with 1,162 students completing the process at their own high school before entering Bakersfield College for the Fall 2014 semester.

Beyond the local effort to increase numbers attending college, Bakersfield College radically altered its institutional processes regarding testing and placement. Far too many students were placing low on assessment tests, and becoming ensnared in nearly insurmountable basic skills pathways in an attempt to reach

college-level coursework. A new testing platform was selected and developed that could be easily delivered at the high schools. This effort led to higher overall placement test scores and the implementation of “multiple measures” collaboratively designed by discipline faculty. The new test adapts to individual ability level, reducing the time and stress historically associated with placement testing. Multiple measures help to create a more reliable predictor of student abilities and recognize students’ past work. In addition, curricular changes resulted in compressed and accelerated options for pre-collegiate coursework. These institutional changes eliminated 571 student pre-collegiate semesters with a goal to increase institutional effectiveness, student engagement and student progression.

The Abbreviated Student Education Plan provides for a first-semester schedule that focuses on a full load with English, Math, and Student Development. Data indicates that this pattern of course taking is associated with higher student success. To further support success, upon completion of 15 units the students create a Comprehensive Student Education Plan addressing completion of their ultimate educational goals.

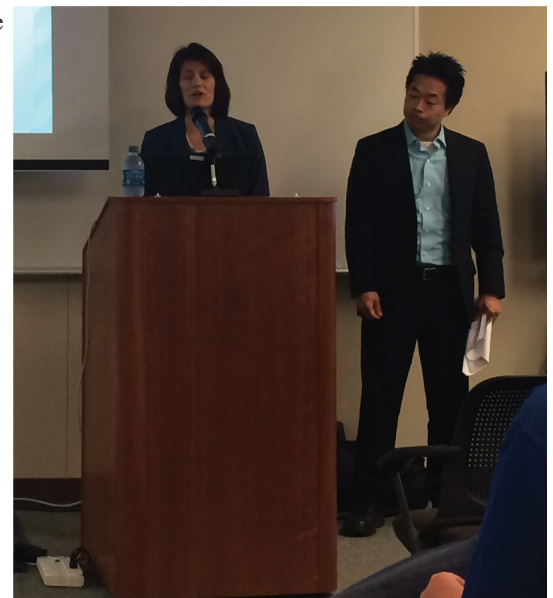
Tackling Title IX and Clery Act in Symposium

LEARN@BC!

With changing regulations and increasing penalties for non-compliance, Bakersfield College focused on the Clery Act and Title IX in the latest Learn@BC conference in mid-October.

Our resident Emergency Notification Team, made up of Public Safety Chief Chris Counts and Director of Marketing and Public Relations Amber Chiang, helped employees better understand the Clery Act, particularly as relates to crime reporting and the college’s emergency notification process. Then the team led discussions on the Violence Against Women Act, which boosted the reporting requirements for crimes of a certain nature on college campuses.

These presentations and discussions were followed by two guests from the Office of Civil Rights: attorney Michael Chang and law investigator Ava DeAlmeida, who discussed Title IX in depth for our audience. They detailed what constitutes sexual harassment, explaining recent changes so that attendees could better understand how the “yes means yes” expectation is to be handled on a college campus. Chang and DeAlmeida went on to discuss the college’s role in preventing future sexual harassment, and the efforts the college can make to keep students safe when they are on campus. As with each of the Learn@BC events, the Clery Act and Title IX Symposium was live streamed for anyone who could not join us in person, and supported the presentations with a Twitter feed and blog managed through the Cover It Live software. Each of these Web 2.0 tools helps Bakersfield College to better reach constituents anywhere, anytime.



Prepping for a Four-Year Degree at BC

Bakersfield College is continuing the conversation regarding the development of a Baccalaureate degree to support growing industries in the Kern County area. After legislation eliminated the possibility of selecting Nursing as a four-year degree, the College turned to considering Industrial Automation. Developing a four-year degree in Industrial Automation will help Bakersfield College students seek higher-level employment in automation fields much sought after by industry, agriculture, and burgeoning areas such as the Tejon Industrial Complex and new distribution center.

For many of these disciplines, a Bachelor's degree option either doesn't exist in our local public universities, or existing institutions simply do not have the capacity to enroll and educate the numbers of students who need this entry-level education. For example, California State University, Bakersfield and its sister universities throughout California do not offer an Industrial Automation bachelor's degree. Such a degree, so necessary to qualify for Kern County job openings, would support technical management, industrial safety, quality assurance and other industry positions requiring more than an associate degree or two-year certificate of achievement. Typically there are over 200 openings annually in Kern County's oil, agriculture, manufacturing and logistics industries for these types of positions, with a median income of \$85,000.

Offering an Industrial Automation degree will motivate students to complete the degree to qualify for a management or technical specialist position at a much higher salary potential than if they completed the coursework just for a practitioner or technician position. In addition, with our focused technical areas, including job skills certificates and certificates of achievement, students will be well prepared for entry-level technical employment they can maintain as they continue their education.

PLEASE JOIN US!

November 17
Learning Outcomes Conference
Indoor Theater

January 14 @ 11:30 a.m.-4:30 p.m.
Spring Opening Day
Delano Campus

April 23
Student Equity Conference
Indoor Theater

Facilities Needs and Potential Bond

Bakersfield College has significant facility needs totaling \$330 million. With the state choosing not to support a state-wide bond for facilities renewal and upgrade, Bakersfield College would like the Chancellor and Board to consider a potential local bond for BC, the Weill Institute, and the Delano Campus in November 2016. We are pleased to announce that the Bakersfield College foundation Board of Directors unanimously and enthusiastically voted at their November 6, 2014 meeting to provide the leadership and oversight for such a bond campaign. The BC team working

with Eitan Ahroni and Tom Burke has reviewed the Facilities Master Plan and the materials from the last bond. We believe that it is in the best interest of the college to launch the preliminary assessment process with a public research firm in February 2015. This would require the Board's favorable consideration of the proposal no later than January 2015. The BC Foundation, the BC faculty, staff and students stand ready to mobilize this work once the Board gives approval.

