Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

Standard I.B.1 – Assuring Academic Quality and Institutional Effectiveness
Academic Quality

Standard I.B.1
The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard
Because Bakersfield College embraces its mission of providing our students, who come from diverse economic, cultural, and educational backgrounds, a rigorous and supportive learning environment for them to attain Associate and Baccalaureate degrees and certificates, workforce skills, and preparation for transfer, we are continually asking ourselves at the course level, program level, department level, committee level, and college-wide level how we are doing and what obstacles are preventing our students from learning and achieving their educational goals and how we can remove any obstacles we have unintentionally created and help our students overcome any obstacles outside the classroom that prevent their success inside the classroom. Bakersfield College has a deeply-rooted culture of dialog that occurs in our formal structure as well as less formally in workshops and in between meetings. Our formal structure ensures that a systematic and regular dialog happens because it is intentionally designed.

This multi-dimensional institutional dialog is demonstrated in the ongoing annual work of the Program Review Committee, Assessment Committee, and the Accreditation & Institutional Quality Committee and the long-term development of the three-year Educational Master Plan and Strategic Directions. In this standard of I.B, we will focus on the dialog process and methods we use and then describe the results of that dialog in the other standards.

Analysis and Evaluation
For nearly two decades, Bakersfield College has been assessing, revising, and improving course, program and institution-level outcomes. For example, the General Biology AS program's assessment showed the need to implement Supplemental Instruction (group tutoring and study skill sessions led by a peer student leader who has passed the course) for several courses. The Biology department will be comparing success rates of students who attend SI vs. those who do not (I.B.1-, IB_PRC_BioAssessRep16_doc).

Student Learning Outcomes (SLOs) are the criteria we use for determining success in courses and programs. In order to ensure that we have a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement, we embed these dialogs in our annual program review and assessment processes as well as the longer-term processes of our Educational Master Plan and Strategic Directions that are developed and implemented over a three-year cycle.

Intentional Design of Multi-Dimensional Dialog

Our committee structure ensures that we keep student outcomes front and center in our collegial discussions and that we can make the adaptations needed to improve our effectiveness of educating a diverse student body (I.B.1-, IB_BCC_Home_web, IB_BC_CommitteList_1617_doc). The Program Review Committee, made of representatives from all programs, facilitates an annual, systematic self-assessment of institutional effectiveness for instructional, student services, administrative and operational areas (I.B.1-, IB_PRC_Homepage_web). As part of the annual program review process, faculty (including those in the baccalaureate program) work together to articulate to the rest of the college how their program's goals advance the institutional goals of Student Learning and Student Progression and Completion. The comprehensive program review done every three years has the faculty analyze changes in student demographics and changes in achievement gap and disproportionate impact. All facility and technology requests must be tied to student success. Our annual program review process includes the administrative levels and all of the student support areas to make sure the dialog about student equity, learning outcomes and student learning & achievement happens throughout the entire institution.

Dialog requires two-way communication. In a peer review process that adds another dimension to the dialog, the Program Review Committee provides feedback to each program and administrative unit (I.B.1-, IB_PRC_2017Compfeedback_doc, IB_PRC_2017AnnUFeedback_doc). The Program Review Committee also looks for common themes in their analysis and forwards resource requests on to the appropriate body (I.B.1-, IB_PRC_AnnSum_12_01_16_doc). The Program Review Committee regularly receives feedback from the college about how well the program review process works in helping programs and administrative units identify what is working well and what needs to be changed. The program review forms are modified accordingly (I.B.1-, IB_PRC_SurveySpr2017_doc).

Yet another dimension to the dialog is the "Closing the Loop" document described above in Standard I.A.3. With the "Closing the Loop", the College President's office explains how it translated the student learning and support needs identified from the program review, and personnel, facility, & technology requests into the allocation of resources and how that allocation of resources enables us to meet our mission (I.B.1-, IB_CL_CTLv13-06Jul17_doc). The annual program review process also includes the collection of each program's assessment of the Program Learning Outcomes (PLOs) and those assessment results are given to the Assessment Committee (I.B.1-, IB_PRC_2017ProgRevHndbk_doc).

The Assessment Committee, made of representatives from all programs, coordinates all processes related to the assessment of Institutional, Program, and Student Learning Outcomes (I.B.1-, IB_AC_AssessCommHome_web). The program assessment form included in the program review process has questions about how the outcomes assessment inform program planning; how the PLOs and Administrative Unit Outcomes (AUOs) align with and are mapped to Institutional Learning Outcomes; how we engage in collegial dialog about SLOs; and what projects or objectives specified in the program review will impact student equity (I.B.1-, IB_PRC_2017ProgRevHndbk_doc). In addition to the program

level assessments, faculty dialog about the assessment of course level SLOs and communicate their analysis to the rest of the college in the Assessment Committee's annual SLO Assessment Worksheet and the Assessment Committee gives feedback about the PLO and SLO assessment process (I.B.1-, IB_AC_CrsSLOAssessWksht_doc, IB_AC_PLO_Checklist_doc, IB_AC_SLO_Checklist_doc).

The Accreditation & Institutional Quality Committee (AIQ), made of faculty, classified staff, and administration representatives, reviews and monitors the collection of evidence and progress on Actionable Improvement Plans and institutional effectiveness indicators, and the evaluation activities to ensure they result in integrated, meaningful, and sustained college improvement (I.B.1-, IB_AIQ_Homepage_web). The faculty committee chairs from the Program Review Committee and the Assessment Committee are members of AIQ to ensure the dialogs about our effectiveness in meeting our goals for student outcomes, student equity, academic quality, and student learning & achievement, have the rich data we need to improve our systems in order to meet our mission.

Intentionally Designed Three-Year Dialog

The AIQ Committee is responsible for the three-year process we use to review and revise our priorities, called Strategic Directions. The Strategic Directions document is discussed above in our response to Standard I.A.2. The AIQ Committee ensures that the Strategic Directions are reviewed with input from all the committees, deans, and vice-presidents each fall and spring and updated as necessary. We are in the second three-year cycle (2015-18) of the Strategic Directions process. Our current version is aligned with the Renegade Scorecard (also discussed above in our response to I.A.2) to enhance our accountability. The AIQ Committee reports to College Council at the end of each semester and posts the results on the Strategic Directions website (I.B.1-, IB_SD_StrategicDirsHome_web).

The other three-year dialog process we engage in is the Educational Master Plan. We have created two Educational Master Plans since our last accreditation self-evaluation report in 2012. The 2014-17 Educational Master Plan was created through a collaborative effort by members of the Bakersfield College community, bringing together key information that guides and informs the College through 2017. The core team was made up of administrators, faculty, and staff who gathered documents that analyzed academic areas of study for all students, including grant proposals and updates, new initiatives, instructional program reviews, and multiple sources of state, county and local data. The college held focus groups with administrators, faculty, and staff who represent the areas of focus: Career and Technical Education, Transfer, and Basic Skills to discuss how to best serve students in alignment with the College's Strategic Focus Plan (I.B.1-, IB_EMP_2014-17_doc).

The latest Educational Master Plan is called "Vision 2020". It will guide and inform us through 2020. The Cambridge West Partnership (CWP) was invited to work with a steering committee of administrators to guide the process of updating the 2014-17 Educational Master Plan.

The steering committee gathered documents that analyze academic areas of study for all students, including grant proposals and updates, new initiatives, instructional program reviews, and multiple sources of national, state, county and local data. To achieve a fully informed document, the CWP staff also held interviews with administrators, faculty, and staff representing the main foci of Career and Technical Education, Transfer, Basic Skills, and Technology. The interviews explored how to best serve students in alignment with the college's Strategic Directions Plan, which is linked to the Program Review process and resource allocation. The entire Vision 2020 is set in the framework of institutional redesign

to create Guided Pathways to promote student success and with an eye to promoting student equity in achievement and learning outcomes.

Draft versions of Vision 2020 were distributed to administrative and governance committees, as well as specialized areas for review. Numerous faculty, staff and administrators invested time to carefully review content, implications and integration of this document during the spring semester 2017 (I.B.1-, IB_EMP_2017-20_doc, IB_EMP_2017-20execsumry_doc, IB_EMP_present-Mar17_doc).

Intentionally-Designed Dialog with the Community and Colleagues in the State and Nation

Bakersfield College also engages in dialog with our community about how best to meet the needs of the various populations of our students. An African American Community luncheon has been held annually since 2014 to share with and listen to key community members including public safety, pastors, business owners, African American fraternities and sororities, educators, NAACP, Black Chamber of Commerce and community philanthropists (I.B.1-, IB_AAI_AfrAmerCommLunch_web). The year 2014 is also when we held our first Latino/Hispanic breakfast to share data and listen to our community members about specific needs and concerns. Attendees include various members of the Hispanic Chamber of Commerce, Hispanic business owners, Hispanic educators Although Bakersfield College is majority Hispanic specific disproportionate impacts have been identified with our Hispanic students. The college has learned a lot from the dialog at these meetings regarding meeting student needs (I.B.1-, IB_BC_LatinoCommBrkfast_web, IB_BC_LatComBrkfst-2016_doc).

Another example of our dialog with the community is Equity TV, a weekly program that hosts local community members, faculty, staff, students, and dignitaries who explore educational and career goals and other opportunities made possible by pursuing higher education. Each hour-long episode of Equity TV provides important information about services that benefit our students as well as local educational success stories—all designed to inspire future and current students and their families to make their dreams of higher education a reality. High schools and churches use Equity TV in their outreach efforts (I.B.1-, IB_BC_EquityTV_web). Our collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement also includes learning from colleagues across the state when we invite college leaders and experts for a day of learning and sharing ideas. The two most recent conferences, Leadership Matters in spring 2017 and Redesigning Community Colleges in spring 2016, focused on Guided Pathways (I.B.1-, IB_BC_LearnAtBC_web, IB_BC_LearnAtBC-history_web).

We are committed to giving *all* of our students the intellectual skills they will need to thrive in the 21st century: thinking critically, communicating effectively, and engaging productively in their communities and the world.

The College meets Standard I.B.1

List of Evidence
IB_BCC_Home_web
IB_BC_CommitteList_1617_doc
IB_PRC_Homepage_web
IB_PRC_2017Compfeedback_doc
IB_PRC_2017AnnUFeedback_doc,
IB_PRC_AnnSum_12_01_16_doc

IB_PRC_SurveySpr2017_doc
IB_CL_CTLv13-06Jul17_doc
IB_PRC_2017ProgRevHndbk_doc
IB_AC_AssessCommHome_web
IB_AC_CrsSLOAssessWksht_doc
IB_AC_PLO_Checklist_doc
IB_AC_SLO_Checklist_doc
IB_AIQ_Homepage_web
IB_SD_StrategicDirsHome_web
IB_EMP_2014-17_doc
IB_EMP_2017-20_doc
IB_EMP_2017-20execsumry_doc
IB_EMP_present-Mar17_doc
IB_AAI_AfrAmerCommLunch_web
IB_BC_LatinoCommBrkfast_web
IB_BC_LatComBrkfst-2016_doc
IB_BC_EquityTV_web
IB_BC_LearnAtBC_web
IB_BC_LearnAtBC-history_web

Standard I.B.2 – Assuring Academic Quality and Institutional Effectiveness

Academic Quality

Standard I.B.2

The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard

Bakersfield College's Assessment Committee is the primary agent responsible for ensuring we have defined and are assessing student learning outcomes for all of our courses, programs, and institutional levels and that our assessment covers all areas of our work in instructional, student service and administration. Assessment data are gathered in our annual program review process (I.B.2-, IB_PRC_Visual-IntRevw_doc) and other activities coordinated by the Assessment Committee (I.B.2-, IB_AC_AssessCommHome_web). Our student learning outcome assessment work was done in CurricUNET (I.B.2-, IB_AC_AUO-cnet-howto_doc) but we are now moving to eLumen to give us the ability to disaggregate outcomes data at all levels and to provide more clarity in reviewing, reporting and archiving reports.
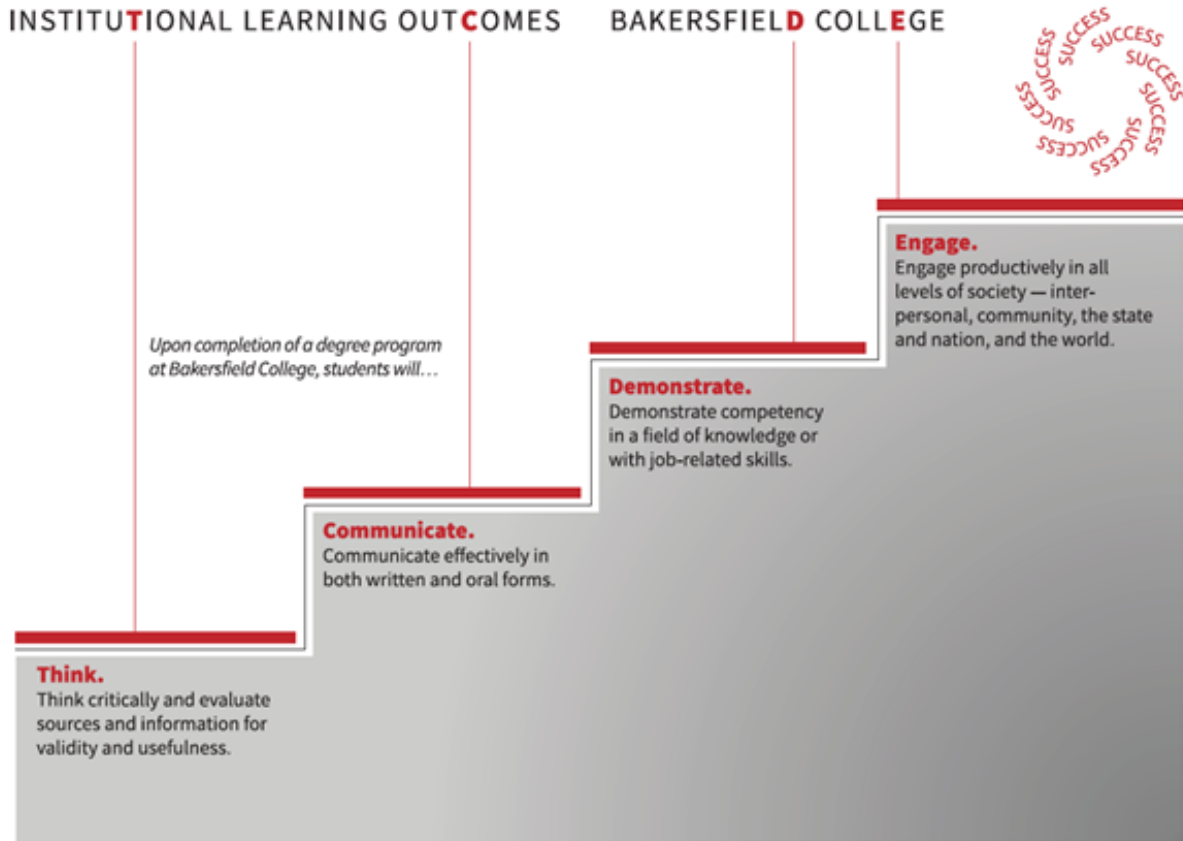
Analysis and Evaluation

Bakersfield College has mapped all of its course level SLOs to its PLOs and the ILOs as well as the General Education SLOs where appropriate (I.B.2-, IB_AC_CSLO2ILO-mapping_doc). Program level student learning assessment data are gathered in the fall as part of the program review process (I.B.2-, IB_PRC_2017ProgRevHndbk_doc, IB_PRC_AssessFrm-2017_doc). Course level student learning outcomes assessment data are gathered regularly such that every SLO in a course is assessed within a six-year cycle. Course level SLOs and PLO assessment data and analysis are posted on the Assessment Committee's website for *all* programs at Bakersfield College (I.B.2-, IB_AC_SLO_Checklist_doc, IB_AC_PLO_Checklist_doc).

All student and learning support services at Bakersfield College have developed Administrative Unit Outcomes (AUOs) and/or goals that align with the ILOs. The assessment of the AUOs is also gathered in the annual program review process and posted on the Assessment Committee's website. As reported in our Annual Reports to ACCJC for at least the past three years, all of our courses, programs and student services and learning support student learning outcomes have been assessed (I.B.2-, IB_AC_2015ACCJC-AnnRep_doc, IB_AC_2016ACCJC-AnnRep_doc, IB_AC_2017ACCJC-Ann-SLO_doc).

In 2013, we improved our Institutional Learning Outcomes to better align with our mission. The four ILOs are:
  I.   Think critically and evaluate sources and information for validity and usefulness.
 II.   Communicate effectively in both written and oral forms.
III.   Demonstrate competency in the field of knowledge or with job-related skills.
IV.   Engage productively in all levels of society – interpersonal, community, the state and nation, and the world.

In addition to the course-level SLO and PLO mapping to the ILOs, we also assess the ILOs using various tools for the college as a whole. These tools include surveys and by aggregating actual performance assessments that are then analyzed to find out how to improve the institutional learning process.

INSTITUTIONAL LEARNING OUTCOMES   BAKERSFIELD COLLEGE

Upon completion of a degree program at Bakersfield College, students will…

Engage.
Engage productively in all levels of society — interpersonal, community, the state and nation, and the world.

Demonstrate.
Demonstrate competency in a field of knowledge or with job-related skills.

Communicate.
Communicate effectively in both written and oral forms.

Think.
Think critically and evaluate sources and information for validity and usefulness.

<<would this belong better in another standard?>> Our assessment of Critical Thinking (ILO I) in 2014 led us to reshape the student support services delivery (I.B.2-, IB_AC_InstOutcomPln2014_doc, IB_BC_ILOassess-wksht14_doc, IB_BC_ILOassessEssay14_doc, IB_BC_ILOassessPrompt14_doc, IB_BC_ILOCritThnkRubrc_doc, IB_BC_ILOassessDetail14_doc). Multiple courses were assessed. Over forty faculty normed their expectations and using a rubric scored and discussed the outcomes. As a result of this assessment, supportive services, especially Supplemental Instruction, were expanded to General Education courses. These courses had no prerequisites and therefore contained large numbers of our under-prepared students. Success in these courses was low and this assessment allowed us to conclude that critical thinking was an important missing component that should be addressed as part of the course and part of the studying strategy.

Another example of a college-wide assessment of our ILOs is the survey of student workers in Fall 2016 that incorporated self-reported questions about all four ILOs (I.B.2-, IB_AC_ILOSrvyStudEmpF16_doc). The goal of this survey was to shape peer mentor training and assess how well students meet these outcomes. We used the survey to examine student worker perceptions of improved institutional learning outcomes competencies. The assessment verified the importance of providing opportunities for our students to apply their learning by *engaging* in their community and college through opportunities to work. It also confirmed the importance of these opportunities in helping students to communicate effectively and think critically. In Spring 2017, Professor Keri Wolf used a project assessment to assess student engagement with their community, nation and world in the English B53 course (I.B.2-, IB_ILOAssEngageB53-S17_doc).

The College meets Standard I.B.2

List of Evidence

IB_PRC_Visual-IntRevw_doc
IB_AC_AssessCommHome_web
IB_AC_AUO-cnet-howto_doc
IB_AC_CSLO2ILO-mapping_doc
IB_PRC_2017ProgRevHndbk_doc
IB_PRC_AssessFrm-2017_doc
IB_AC_SLO_Checklist_doc
IB_AC_PLO_Checklist_doc
IB_AC_2015ACCJC-AnnRep_doc
IB_AC_2016ACCJC-AnnRep_doc
IB_AC_2017ACCJC-Ann-SLO_doc
IB_AC_InstOutcomPln2014_doc
IB_BC_ILOassess-wksht14_doc
IB_BC_ILOassessEssay14_doc
IB_BC_ILOassessPrompt14_doc
IB_BC_ILOCritThnkRubrc_doc
IB_BC_ILOassessDetail14_doc
IB_AC_ILOSrvyStudEmpF16_doc
IB_ILOAssEngageB53-S17_doc

Standard I.B.3 – Assuring Academic Quality and Institutional Effectiveness

Academic Quality

Standard I.B.3

The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence of Meeting the Standard

Because of our desire to create the "rigorous and supportive learning environment" described in our mission statement, we need a way of measuring our progress toward enabling our students to "think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world." Bakersfield College has established institution-set standards (ISS) for student achievement that are appropriate to our mission (I.B.3-, IB_BC_InstSetStand2017_doc). These objective, mutually-agreed upon metrics enable all parties in the multi-dimensional dialog described in Standard I.B.1 to have a common frame of reference, so that we all can focus on how to improve student achievement.

We have also established Institutional Effectiveness Program Initiative (IEPI) goals required by the California Community College Chancellor's Office (CCCCO) (I.B.3-, IB_BC_IEPI-Indicators17_doc) and standards reported in the ACCJC Annual Report (I.B.3-, IB_AC_2015ACCJC-AnnRep_doc, IB_AC_2016ACCJC-AnnRep_doc, IB_BC_2017ACCJC-AnnRep_doc). Because we were also gathering data for the metrics in Achieving the Dream and the AACC Pathways Project, it was all too easy to get lost in all the data without having the big picture of how to evaluate and increase student success. Working with KCCD Institutional Research, we developed a matrix to align all of the reporting requirements and standards (I.B.3-, IB_IR_ElementSucMatrix_doc)

We regularly assess how well we are achieving the ISS, looking for ways to improve our metrics and we have published the results of this analysis on the Renegade Scorecard (I.B.3-, IB_RS_ScorecardHome_web). Through the Renegade Scorecard, Bakersfield College provides publicly-accessible institutional data and information pertaining to student enrollment, student achievement, student engagement, student equity outcomes, and other key indicators of institutional effectiveness. We began setting institutional standards in 2013, before they were required, because they give us a reference.

Analysis and Evaluation

Appropriate to Our Mission

Bakersfield College's mission statement says that our students "attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer." Our ISS for student achievement include metrics for course success rates; transfer level milestones of first and second year English and Math; Skills Builders, degree, certificate & transfer outcomes, licensing pass rates in allied health fields, and our job placement rates. Bakersfield College's mission statement also says that we provide "opportunities for students from diverse economic, cultural, and educational backgrounds," so we disaggregate our ISS by socio-economic status, ethnicity, and educational background.

Assessing How Well We're Doing

Important data for Bakersfield College, including the ISS, have been reported in the Renegade Scorecard since 2013. The first standards and metrics were based on the ARCC 2.0 data (CCCCO Scorecard) through college-wide dialog and voting and then have evolved and improved over the following four years (I.B.3-, IB_BC_ISS_histry13to17_doc). The second iteration of the ISS aligned them with our Strategic Directions (discussed above in our response to Standard I.A). The current ISS, developed in Spring 2017, were established through a process of data review by Data Coaches (faculty, staff, administrators trained in how to access and analyze institutional data and effectively present the results—I.B.3-, IB_DC_CoachingHome_web) and management. Three new factors were incorporated into the ISS:

- IEPI (Institutional Effectiveness Initiative) key indicators from the CCCCO
- Guided Pathways metrics for milestones and completion
- CTE and Employment data – CTE success, awards, Skills Builders, award specific employment and gainful employment

Data Coaches and the Office of Institutional Effectiveness validate standards and help determine aspirational goals (I.B.3-, IB_DC_mtg-18apr17_min). Widespread discussion and validation of the metrics were finally approved through governance committee presentations and voting (I.B.3-, IB_CC_ISSpresent17mar17_mtg, IB_CC_ISSdiscuss-07Apr17_min, IB_CC_ISSapproval21Apr17_mtg). The next scheduled review is Spring 2019.

Pursuit of Continuous Improvement

Our ISS create a floor and also an aspirational goal for each standard. The metrics are shown for the past five years, so we can see trends as we pursue continuous improvement. We developed an action plan to improve our processes if we fall below an ISS. At the request of College Council, the Data Coaches developed the plan and it was finally approved through the governance process (I.B.3-, IB_DC_mtg-18apr17_min, IB_DC_DiscussISSnotmet_eml, IB_DC_If-fall-below-ISS_doc, IB_CC_06Oct17_min).

In addition, the CCCCO requires colleges and college districts to set their IEPI standards and aspirational goals each year (I.B.3-, IB_BC_IEPI-GoalSet2017_doc). Our IEPI goals are still evolving as described in the IEPI 2017 College Goal-setting process document (I.B.3-, IB_IR_BCsIEPIgoalset17_doc). We use a standard deviation analysis and an equity analysis to determine future goals. The standard deviation analysis shows how much variability there is in each indicator. The equity analysis shows that we infuse equity into all standard setting processes because we feel the importance of equity goes beyond the Equity reporting required by the CCCCO.

The College meets Standard I.B.3

List of Evidence
IB_BC_InstSetStand2017_doc
IB_BC_IEPI-Indicators17_doc
IB_AC_2015ACCJC-AnnRep_doc
IB_AC_2016ACCJC-AnnRep_doc
IB_BC_2017ACCJC-AnnRep_doc
IB_IR_ElementSucMatrix_doc
IB_RS_ScorecardHome_web
IB_BC_ISS_histry13to17_doc
IB_DC_CoachingHome_web

IB_DC_mtg-18apr17_min
IB_CC_ISSpresent17mar17_mtg
IB_CC_ISSdiscuss-07Apr17_min
IB_CC_ISSapproval21Apr17_mtg
IB_DC_mtg-18apr17_min
IB_DC_DiscussISSnotmet_eml
IB_DC_If-fall-below-ISS_doc
IB_CC_06Oct17_min
IB_BC_IEPI-GoalSet2017_doc
IB_IR_BCsIEPIgoalset17_doc

Academic Quality

Standard I.B.4

The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard

Bakersfield College's committee structure and work along with our strategic planning and monitoring of progress on those strategic plans ensures that data about the assessment of student learning and achievement are always front-and-center in decision-making and that the data are used to effect positive change. The Program Review Committee and Assessment Committee work closely together to collect relevant assessment data at the course, program, and institutional levels and analyze it (I.B.3-, IB_PRC_Homepage_web, IB_AC_AssessCommHome_web, IB_PRC_2017ProgRevHndbk_doc, IB_PRC_AssessFrm-2017_doc). Both of these committees work with the Accreditation and Institutional Quality (AIQ) Committee to get a college-wide view of how we're doing and determine what in our systems need to be changed or added to improve student learning and achievement (I.B.3-, IB_AIQ_Homepage_web). The AIQ Committee is responsible for the three-year process we use to review and revise our institutional priorities, called Strategic Directions.

We determine how effectively we are accomplishing our mission through the use of data organized through four distinct data strands: 1. Student Learning; 2. Student Achievement; 3. Operational data; and 4. Perception data. These strands provide organization to the Strategic Directions (I.B.3-, IB_SD_StrategicDirsHome_web). The Strategic Directions website shows how the other three strategic directions—Facilities, Oversight & Accountability, Leadership & Engagement—all support the primary directions of student learning and student progression & completion. The AIQ Committee monitors our evaluation activities to ensure they are integrated with our Strategic Directions. The faculty chair of the AIQ Committee is a member of both the Academic Senate's Executive Board and College Council to make sure we keep our efforts focused on sustaining our improvement of how we support student learning and student achievement.

Analysis and Evaluation

The four data strands provide a structure in organizing our data and metrics for all of the various initiatives and operations happening at an institution focused on student learning and achievement. Examples of initiatives for each of the strands are the following:

- Student Learning: found in the eLumen SLO Module, Program Reviews (I.B.4, IB_PRC_Homepage_web)
- Student Progression and Achievement: Achieving the Dream, Making It Happen, Habits of the Mind, Equity Plan, and Basic Skills Initiative Plan
- Operational: SSSP, Human Resources, Finance, and local metrics.
- CCSSE/Perception: CCSSE Benchmarks, supplemental questions on Habits of Mind; Bakersfield College Perception Survey and KCCD Climate Survey.

As a result of a variety of efforts flowing from the strategic plan data strands, we created a matrix to help us visualize the integration and collaboration between the various plans related to institutional goals and student learning (I.B.4-, IB_IR_ElementSucMatrix_doc).

What are some of the changes we have made in our institutional processes as a result of the assessment data gathered in all those initiatives and normal ongoing operational work? Here is a sampling of the

broad range of support services Bakersfield College has produced to meet the needs of our students at both the college level and below transfer:

- Extend the classroom for ACDV B72, Math B60 (I.B.4-, IB_BC_ExtendClass_web)
- Supplemental Instruction (I.B.4-, IB_SI_SuppInstruct_web)
- Summer Bridge: Intensive orientation for all incoming freshmen, provide them with the strategies and tools to be successful in college as they enter their learning and career pathways. It is also an intensive professional development activity available to all new and current faculty (I.B.4-, IB_BC_SummerBridge_web).
- Writing Center (I.B.4-, IB_WC_WriteCentr-home_web)
- Student Success and Equity (I.B.4-, IB_BC_StudentSucEquity_web)
- AAMP, ASTEP, Math Tutors (I.B.4-, IB_AAI_AAMP-Home_web, IB_AAI_UmojaASTEP_ web)
- STEM Center, support for higher-level math (I.B.4-, IB_PT_STEM-Tutoring_web)

All of these initiatives and student support systems are part of the Guided Pathways system-wide framework we are implementing at Bakersfield College. We have adopted Guided Pathways as our framework because a very large proportion of our students are First Generation college students, who need additional support to get on the appropriate pathway and stay on that pathway toward completion of their degree, certificate, or transfer goals (I.B.4-, IB_PW_WhyGPSRostrmApr17_doc). Our analysis of and desire to dramatically improve our progression and completion rates led us to restructure our system from the traditional model that served student populations of decades ago well but is confusing and extremely frustrating for today's students.

The Guided Pathways framework also helps the faculty, staff, and administration see the bigger picture and put their work in the context of what Bakersfield College does to fulfill its mission. Our institutional processes can be grouped into the four pillars of Guided Pathways: clarifying the steps of the pathways, helping students enter the appropriate pathway that matches their interests and skills, providing the extra support the students need to stay on their pathway, and all the while ensuring that college-level learning is happening. Currently, we are focused on the middle two pillars: entering the path and staying on the path. For example, looking at the support services listed above, we can group them in the pillars as follows:

- Entering the Path: Summer Bridge, STEM Center.
- Staying on the Path: Extend the classroom, Supplemental Instruction, Writing Center, Student Success and Equity, AAMP, ASTEP, Math Tutors, STEM Center, support for higher-level math.

Determining what the course level student learning outcomes, program level outcomes, and institutional level outcomes need to be and the alignment and mapping work we've done falls under the Clarifying the Path pillar and all of the assessment of the SLOs, PLOs, and ILOs is part of the Ensuring Learning pillar. Our work in the four pillars will be fleshed out more with additional examples given in our responses to rest of Standard IB as well as Standards II and III.

The College meets Standard I.B.4.

List of Evidence
IB_PRC_Homepage_web
IB_AC_AssessCommHome_web
IB_PRC_2017ProgRevHndbk_doc

IB_PRC_AssessFrm-2017_doc
IB_AIQ_Homepage_web
IB_SD_StrategicDirsHome_web
IB_IR_ElementSucMatrix_doc
IB_BC_ExtendClass_web
IB_SI_SuppInstruct_web
IB_BC_SummerBridge_web
IB_WC_WriteCentr-home_web
IB_BC_StudentSucEquity_web
IB_AAI_AAMP-Home_web
IB_AAI_UmojaASTEP_ web
IB_PT_STEM-Tutoring_web
IB_PW_WhyGPSRostrmApr17_doc

Standard I.B.5 – Assuring Academic Quality and Institutional Effectiveness
Institutional Effectiveness
Standard I.B.5

The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard

Bakersfield College's annual Program Review and Strategic Directions updating & monitoring processes are the main ways we assess how well we are accomplishing our mission. We evaluate our goals and objectives, student learning outcomes, and student achievement through these processes. The Kern Community College District (KCCD) Institutional Research Office collaborates with Bakersfield College to organize and analyze the course, program and institutional data appropriately disaggregated.

In 2016, Bakersfield College established an Office of Institutional Effectiveness (OIE) staffed by a dedicated Educational Administrator (Dean), College Researcher, Research Analyst, an Executive Secretary, and Data Coaches. The primary duties of the Office of Institutional Effectiveness include responsibility for institutional research, integrated planning, and assessing critical institutional metrics that include the institutional-set standards. The OIE team is proficient in quantitative and qualitative analysis of data, and is supported by KCCD's Institutional Research Office.

Analysis and Evaluation
Program Review mission assessment & evaluation of SLOs and student achievement

All academic programs (including our baccalaureate program), student support service units, and other administrative units participate in the annual program review process. The annual program review process is designed to assess each program's progress toward achieving institutional goals and making decisions to improve organizational effectiveness and to ensure student achievement (I.B.5-, IB_PRC_2017ProgRevHndbk_doc). Every three years, the program or unit will do a comprehensive review and an annual update in the other years of the cycle.

The first question on the Program Review Form asks how the given program supports the Bakersfield College mission. Another section of the Program Review Form has the program show how each program goal links to one or more of the institutional goals from the Bakersfield College Strategic Plan. Another section of the Program Review Form, the program must analyze the trend data from the last five years to see if there are any unexpected changes or challenges encountered by the program and to explain how the trend data impacted the decision-making process for the program. The Crop Science program review data given as evidence is an example of the data provided to programs from the KCCD Institutional Research Office (I.B.5-, IB_IR_ExamplePRData_1718_doc). Student demographic information is disaggregated by gender, age, ethnicity, and education plan completion (useful for our guided pathways work). Course enrollments, FTES/FTEF productivity, and success & retention rates are disaggregated by mode of delivery. Success & retention rates are also disaggregated by student demographics. The number of awards are disaggregated by program type.

In yet another section of the Program Review Form, the program must justify the effectiveness of their resource request (personnel, technology, equipment, facilities, etc.) for student success. Other forms used in the program review process for requesting personnel have explicit instructions for tying the

position request to the Strategic Directions. The Program Review Committee looks for common themes in their analysis and forwards resource requests on to the appropriate body (I.B.5-, IB_PRC_AnnSum_12_01_16_doc). They also assess the Program Review Annual Update and Comprehensive Program Review process and the validity of their outcomes for the purpose of providing recommendations for future improvement as well as to share best practices. The committee reports its findings to College Council (I.B.5-, IB_CC_minutes-02Dec16_min)

Assessment Committee role in Program Review
The program assessment form included in the program review process includes questions about how the outcomes assessment inform program planning; how the PLOs and Administrative Unit Outcomes align with and are mapped to Institutional Learning Outcomes; how we engage in collegial dialog about SLOs; and what projects or objectives specified in the program review will impact student equity (I.B.5-, IB_PRC_AssessFrm-2017_doc). Course level SLOs and PLO assessment data and analysis are posted on the Assessment Committee's website for *all* programs and student services and learning support at Bakersfield College (I.B.5-, IB_AC_SLO_Checklist_doc, IB_AC_PLO_Checklist_doc). The Assessment Committee reports their summary and analysis of the SLO/PLO/ILO assessments to College Council (I.B.5-, IB_CC_AssUpdt-03nov17_doc, IB_CC_Agenda-03nov17_mtg).

Strategic Directions updating & monitoring
The Accreditation & Institutional Quality (AIQ) Committee monitors our evaluation activities to ensure they are integrated with our Strategic Directions. The faculty chair of the AIQ Committee is a member of both the Academic Senate's Executive Board and College Council to make sure we keep our efforts focused on sustaining our improvement of how we support student learning and student achievement. The AIQ Committee ensures that the Strategic Directions are reviewed with input from all the committees, deans, and vice-presidents each fall and spring and updated as necessary. The evidence provided shows examples of the Strategic Initiative forms filled out by a committee and by a dean (I.B.5-, IB_SD_ExampleComRepF16_doc, IB_SD_ExampleAdminRpF16_doc). Committee and administrator Strategic Direction/Initiative reports are posted on the AIQ website. The AIQ Committee reports to College Council at the end of each semester and also posts the results on the Strategic Directions website (I.B.5-, IB_AIQ_StratDirRepSpr17_doc, IB_CC_minutes-05may17_min, IB_SD_StrategicDirsHome_web).

The College meets Standard I.B.5.

List of Evidence
IB_PRC_2017ProgRevHndbk_doc
IB_IR_ExamplePRData_1718_doc
IB_PRC_AnnSum_12_01_16_doc
IB_CC_minutes-02Dec16_min
IB_PRC_AssessFrm-2017_doc
IB_AC_SLO_Checklist_doc
IB_AC_PLO_Checklist_doc
IB_CC_AssUpdt-03nov17_doc
IB_CC_Agenda-03nov17_mtg
IB_SD_ExampleComRepF16_doc
IB_SD_ExampleAdminRpF16_doc
IB_AIQ_StratDirRepSpr17_doc

IB_CC_minutes-05may17_min
IB_SD_StrategicDirsHome_web

Standard I.B.6 – Assuring Academic Quality and Institutional Effectiveness
Institutional Effectiveness
Standard I.B.6

The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard

Bakersfield College uses support provided by the Kern Community College District's Institutional Research Office as well as its own Office of Institutional Effectiveness and a team of Data Coaches under the leadership of a faculty leader to collect, analyze and report institutional data (I.B.6-, IB_DC_CoachingHome_web). As described in our responses to Standards I.B.3 and I.B.5 above, our student success, progression and completion data are disaggregated by various sub-populations of students, so that we can evaluate how well we are providing "opportunities for students from diverse economic, cultural, and educational backgrounds to attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer." Besides the Program Review data described above, the analyses of disaggregated data are also evident in other institutional documents including the Student Equity Plan (I.B.6-, IB_BC_EquityPlan-15-18_doc), Student Success and Support Program (SSSP), and Achieving the Dream.

In the future we hope to improve our capabilities to educate "students from diverse economic, cultural, and educational backgrounds" by disaggregating and analyzing the learning outcomes (SLOs, PLOs, and ILOs) by sub-populations of students. Our SLO data has been housed in CurricUNET and SLO assessment data has been housed in homegrown databases of Excel spreadsheets. We are in the process of moving the data to eLumen which promises to be able to easily disaggregate SLO assessment data and map it onto the PLOs and ILOs (I.B.6-, IB_BC_eLumenDataMtgs_eml).

Analysis and Evaluation

In Bakersfield College's Program Review process, programs use data to disaggregate student achievement by sub-populations and success by program type and other demographic variables as needed. Faculty and staff address equity questions in the program review process and set goals to address any equity achievement gaps (I.B.6-, IB_PRC_2017ProgRevHndbk_doc). Furthermore, we disaggregate and analyze student access data, completion and transfer rates, and basic skills Math/English learning outcomes by sub-populations. Evaluation of these data has led to institutional changes to reallocate human, fiscal and other resources to create efficiencies and address our strategic directions.

Some examples of resource allocation can be seen with what we did after a specific BC data analysis by Peter Bahr in 2015 revealed that students starting at four levels below transfer had less than a 1% chance of ever getting to the transfer-level math courses (I.B.6-, IB_IR_Bahr-DevEngMath15_doc). Math at every level of remediation has been represented by a large achievement gap for African American, Hispanic and older returning adults. We have reallocated funds and personnel to narrow that gap. Here is some of what we've done:

- We redesigned the curriculum of the lowest level math of the Student Success Lab, ACDV B201c, to remediate students more effectively. Students who complete and master the course material at 80% can be multiple measured into ACDV B72, our Basic Arithmetic & Pre-Algebra course (I.B.6-, IB_SSL_PlatoListatBC_doc, IB_SSL_ACDVB201c-syllab_doc). In Summer 2017, we piloted the EducoSoft online service to see if it could remediate students more effectively for the accelerated ACDV B72 course (I.B.6-, IB_SSL_Educosoft_doc). We hired student mentors to focus on helping students individually to learn specific math skills needed to enter the accelerated basic skills math sequence. In addition, we redesigned the Math Lab and Alex and hired new faculty and classified staff (I.B.6-, IB_ML_SelfPaceSyllab_doc).
- We rewrote the Math curriculum for levels three and four below transfer to accelerate the courses. We moved the pre-algebra math class from the Math department to the Academic Development department, resulting in major personnel changes. This shift of departments was done in order reduce the remediation sequence and accelerate math completion (I.B.6-, IB_BC_ACDVB72-syllab_doc). Further research (Bahr 2016) revealed that this acceleration greatly increased the probability of completing a college level math course (I.B.6-, IB_IR_Bahr-NewEngMath16_doc).
- We converted the ACDV B72 class structure to an Extend the Class (ETC) model (I.B.6-, IB_BC_ExtendClass_web). This model requires students to put in more time outside of class, much like Supplemental Instruction, but the ETC occurs in close proximity to the class and occurs after the class meeting. ETC has increased student success by 18% and student retention by 35% and has inspired an outstanding group of student mentors. Other courses using the ETC model, funded by integrated sources (BSOT, BSI, Title 5) are English B53 and Math B60.
- We added African-American tutors and student mentors to help with Math tutoring.
- We are looking for bilingual peer mentors to help the students in ACDV B72 who are having problems with language. Although the students who have problems with language are able to do the computations, the language barrier makes it difficult to comprehend the content.
- We are now sending more students who need a statistics class to the PSYC B5 course instead of the Math B22 course as a result of a Data Coach analysis. The number of PSYC B5 sections doubled last year and we will continue to increase the number of sections.
- We created the African-American Initiatives (I.B.6-, IB_AAI_homepage_web) that is funded in part by the Student Equity Plan. African American Initiatives are planned interventions and strategies to address the underrepresentation of African American students at Bakersfield College. These initiatives address the student retention, persistence, and success rates. Coordination of these strategies involves the intentional establishment of collaborative partnerships among departments, programs, and in the hiring of faculty and staff committed to this work.
- We created the Latinos Unidos Por Educación (LUPE) program, a first-year experience program for first-generation college students attending BC (I.B.6-, IB_BC_LUPEhome_web). LUPE will greatly enhance students' confidence to succeed and complete their career, vocational and/or transfer goals by implementing proven best practices that champion student success, equity and accessibility. An educational advisor was hired for the LUPE program.
- We increased our outreach to underserved students by a factor of ten from 800 students in 2014 to over 8000 students in mostly rural areas in 2016, offering them the support they needed to complete their matriculation process (I.B.6-, IB_BC_StudentSucEquity_web).

- We have an inmate education program that provides literacy and general education courses to inmates to remove barriers to employment and re-entry into society (I.B.6-, IB_BC_InmateEducTaskfrc_web, IB_BC_WhyInmateEdPSmith_doc). Sixteen percent of the state's inmates are housed in five state prisons in Kern County (I.B.6-, IB_BC_CA-PrisonPopOct17_doc).
- Our Rural outreach efforts include distance education classes through the Rural Initiative Distance Education project to allow dual enrollment in rural areas where a class is teleconferenced into two of the 43 high schools in the Kern High School District. This enables us to cover for inadequate number of minimum qualified faculty (I.B.6-, IB_DUAL_Homepage_web).
- We increased the number of rental calculators because of increased student need (I.B.6-, IB_BC_CalculatorRental_doc).
- We are also utilizing laptop carts in Supplemental Instruction and in ACDV classes. Students can check out laptops when lab space is full, and they are used in the classroom for group and online work.

Bakersfield College is working toward offering more of the sequential classes that students need to complete their program's pathway in a timely manner, particularly the math classes. The lack of enough classes offered for a program's pathway is one major obstacle we have identified as part of our implementation of Guided Pathways.

The College meets Standard I.B.6.

List of Evidence
IB_DC_CoachingHome_web
IB_BC_EquityPlan-15-18_doc
IB_BC_eLumenDataMtgs_eml
IB_PRC_2017ProgRevHndbk_doc
IB_IR_Bahr-DevEngMath15_doc
IB_SSL_PlatoListatBC_doc
IB_SSL_ACDVB201c-syllab_doc
IB_SSL_Educosoft_doc
IB_ML_SelfPaceSyllab_doc
IB_BC_ACDVB72-syllab_doc
IB_IR_Bahr-NewEngMath16_doc
IB_BC_ExtendClass_web
IB_AAI_homepage_web
IB_BC_LUPEhome_web
IB_BC_StudentSucEquity_web
IB_BC_InmateEducTaskfrc_web
IB_BC_WhyInmateEdPSmith_doc
IB_BC_CA-PrisonPopOct17_doc
IB_DUAL_Homepage_web
IB_BC_CalculatorRental_doc

Standard I.B.7 – Assuring Academic Quality and Institutional Effectiveness

Institutional Effectiveness

Standard I.B.7

The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard

Because Bakersfield College embraces its mission of providing our students, who come from diverse economic, cultural, and educational backgrounds, a rigorous and supportive learning environment for them to attain Associate and Baccalaureate degrees and certificates, workforce skills, and preparation for transfer, we regularly evaluate our policies and practices at the course level, program level, department level, committee level, and college-wide level to see what's working and what obstacles we have unintentionally created are preventing our students from learning and achieving their educational goals. Bakersfield College has a deeply-rooted culture of evaluation dialog that occurs in our formal structure as well as less formally in workshops and in between meetings. Our formal structure ensures that a systematic and regular evaluation dialog happens because it is intentionally designed.

Analysis and Evaluation

As described above in our responses to Standards I.B.1, I.B.2, I.B.4, I.B.5, this multi-dimensional institutional dialog is demonstrated in the ongoing annual work of the Program Review Committee, Assessment Committee, and the Accreditation & Institutional Quality Committee and the long-term development of the three-year Educational Master Plan and Strategic Directions. The annual Program Review process includes the individual program data collection and reflection by the programs in early Fall of what needs to be improved. The Program Review Committee looks for common themes in their analysis of all the individual program reviews. The Program Review Committee regularly receives feedback from the college (I.B.7-, IB_PRC_SurveySpr2017_doc) about how well the program review process works in helping programs and administrative units identify what is working well and what needs to be changed. The program review forms are modified accordingly (I.B.7-, IB_PRC_AnnSum-05Dec14_doc, IB_PRC_AnnSum-04Dec15_doc, IB_PRC_AnnSum_12_01_16_doc). The program review process also includes a sharing of best practices. The committee reports its findings to College Council for further evaluation and feedback (I.B.7-, IB_CC_minutes-05Dec14_min, IB_CC_minutes-04Dec15_min, IB_CC_minutes-02Dec16_min). With the "Closing the Loop", the College President's office explains how it translated the student learning and support needs identified from the program review, and personnel, facility, & technology requests into changes in practice at the college-wide level (if necessary) as well as the allocation of resources and how that allocation of resources enables us to meet our mission (I.B.7-, IB_CL_CTLv13-06Jul17_doc).

At the conclusion of the 2015-16 Program Review cycle, we determined that a few new forms were needed to help facilitate the program review process. Those forms are a new resource request form for "other" instructional equipment and an assessment form. The Other Equipment Form addresses technology that was not directly computer or audio/visual related equipment but was still considered instructional for each program such as welding tools and automotive diagnostic tools (I.B.7-, IB_PRC_OtherEq-forms_doc). The evidence shows the evolution of the form over the past two years and the move from an Excel-based form to a Word-based form to make it easier to fill out. The results of the

request forms are sent to the CTE Advisory Committee which reviews and prioritizes them. Based on funding, this process has assisted areas in realizing their needs and identifying funding sources that can provide them.

The Assessment Form (I.B.7-, IB_PRC_AssessFrm-2017_doc) was requested by the Assessment committee to ease in the facilitation of acquiring the data needed for committee work and reporting. Prior to the 2015-16 PR cycle, the Program Review co-chairs would have to extract the data from the annual update and compile one large report for the assessment committee. Having the form facilitates easier reporting to the committee and allows for more transparency to the campus community.

The College Council develops a work plan every year in the fall and then evaluates its work and decision-making process in the spring in order to improve for the next academic year (I.B.7-, IB_CC_EvalCompr15161617_doc, IB_CC_Workplan-1617_doc, IB_CC_Workplan-1718_doc). The College Council and the Academic Senate review Board Policies and give feedback to our college representatives who sit on the District Consultation Council which is the only participatory governance committee for the three-college Kern Community College District. The Academic Senate and College Council also approve all governance committee charges (I.B.7-, IB_CC_agenda-03Nov17_mtg, IB_AS_Agenda-08Nov17_mtg).

Bakersfield College's longer-term evaluation process is the three-year timeline for the Educational Master Plan and Strategic Directions. We use this evaluation process to determine policy revisions and changes to practices. Section IV of our newest Educational Master Plan "Vision 2020" (pages 12 to 18) describes the major structural shifts we are undertaking to implement Guided Pathways. In our work with our 41 feeder high schools and the local four-year university California State University Bakersfield on high school fourth-year English and Math requirements, Kern High School District adopted the Expository Reading and Writing Curriculum that focuses on non-fiction literature used in college. Similar work in progress for Math. Bakersfield College changed its placement policy in 2014-15 to use Multiple Measures with great success and we have modified it every year as we iterate to a better, more accurate placement process. We also discuss in Vision 2020 the changes in our dual-enrollment work with the high schools (I.B.7-, IB_EMP_2017-20_doc, IB_EMP_2017-20execsumry_doc).

Vision 2020 describes our work in progress to clarify our degree pathways to include not just the course sequence but also the jobs and careers for which the degrees prepare the student and the skill set they will need in those careers. We have created nine degree clusters ("meta-majors", called "Learning and Career Pathways" or "LeCaPa's" for short) and are working on system changes to have our students choose a LeCaPa when they enroll to gain knowledge of their own interests and the necessary skill set for a particular career before they have to choose from seventy-two possible degrees (each which has three possible general education sequences) in a later semester. Each LeCaPa group of students will be surrounded by a "completion coaching community" of ten to twenty faculty and staff to track the students degree progress and provide the nudges and guidance at the right time. We will strengthen our process begun in 2014 of conferring degrees to students who do not apply for graduation but complete the program outcomes (I.B.7-, IB_EMP_2017-20_doc, IB_PW_GuidePathasGPS_doc, IB_PW_GPSatBC-Apr17_doc).

The College meets Standard I.B.7.

List of Evidence

IB_PRC_SurveySpr2017_doc
IB_PRC_AnnSum-05Dec14_doc
IB_PRC_AnnSum-04Dec15_doc
IB_PRC_AnnSum_12_01_16_doc
IB_CC_minutes-05Dec14_min
IB_CC_minutes-04Dec15_min
IB_CC_minutes-02Dec16_min
IB_CL_CTLv13-06Jul17_doc
IB_PRC_OtherEq-forms_doc
IB_PRC_AssessFrm-2017_doc
IB_CC_EvalCompr15161617_doc
IB_CC_Workplan-1617_doc
IB_CC_Workplan-1718_doc
IB_CC_agenda-03Nov17_mtg
IB_AS_Agenda-08Nov17_mtg
IB_EMP_2017-20_doc
IB_EMP_2017-20execsumry_doc
IB_EMP_2017-20_doc
IB_PW_GuidePathasGPS_doc
IB_PW_GPSatBC-Apr17_doc

Institutional Effectiveness

Standard I.B.8

The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard

Because Bakersfield College has a deeply-rooted culture of dialog that occurs in our formal structure, we ensure the sustainability of that dialog by being transparent in our communication of assessment and evaluation results, posting the things we are doing well along with the challenges and shortcomings on the BC website and easily accessible committees' webpages. The broad communication of results enables meaningful dialog to happen also in less formal settings of workshops and in between meetings throughout the college. We have intentionally created the formal structure because we believe that an institution of higher education needs to be a place where employees are also learning and exploring new ideas.

The documents posted on the committees' webpages include, but are not limited to, agendas, committee minutes, presentations, survey results, supporting documents and reports from invited guests (I.B.8-, IB_BCC_Home_web, IB_BC_CommitteList_1617_doc). Many of our committees regularly conduct surveys to collect feedback about the effectiveness our processes from the college beyond what the individual committee members have heard (I.B.8-, IB_ISIT_AllCollSurvSp17_doc, IB_PRC_SurveySpr2017_doc).

We publish various institutional metrics on the Renegade Scorecard I.B.8-, IB_RS_ScorecardHome_web). Through the Renegade Scorecard, Bakersfield College provides publicly-accessible institutional data and information pertaining to student enrollment, student achievement, student engagement, student equity outcomes, and other key indicators of institutional effectiveness. The Renegade Scorecard is a tool for both communication and honest dialogue about our important work at the college to transform our students' lives.

In 2015, a core group of individuals came together to create the Strategic Directions Core Team or Taskforce. The Strategic Directions Team created a process which provides full engagement of the campus to set goals created from college initiative, develop action plans, and assess the achievement of these goals through the Strategic Directions Reports. The Strategic Directions Report process provides the opportunity for dialog and collaboration among college committees and administration.

Analysis and Evaluation

Assessment Committee

Our SLO data has been housed in CurricUNET and course SLO assessment data has been housed in homegrown databases of Excel spreadsheets posted on the Assessment Committee website because we could not get the CurricUNET assessment module to fit our needs (I.B.8-, IB_AC_AssessCommHome_web). Each program's responses to the program assessment form included in the program review process are posted on the Assessment Committee website. The Assessment Committee gives feedback to each program about the PLO and SLO assessment process (I.B.8-, IB_AC_CrsSLOAssessWksht_doc, IB_AC_PLO_Checklist_doc, IB_AC_SLO_Checklist_doc). The Assessment

Committee has created a well-defined timeline for the Learning Outcomes Assessment Cycle (I.B.8-, IB_AC_LOcycle-timeline_doc). We are in the process of moving the data to eLumen to give us the ability to disaggregate outcomes data at all levels and to provide more clarity in reviewing, reporting and archiving reports.

Program Review Committee

Each program's responses to the other parts of the program review are posted on the Program Review Committee website (I.B.8-, IB_PRC_Homepage_web). Through our program review process, individual programs collect and analyze data/information on disproportionately impacted groups to identify strategies and interventions to improve equity, access, and student success. In a peer-review type of dialog, the Program Review Committee provides feedback to each program and administrative unit (I.B.8-, IB_PRC_2017Compfeedback_doc, IB_PRC_2017AnnUFeedback_doc). In this feedback the Program Review Committee gives recommendations or commendations on each section of the program reviews. These recommendations help programs refine their program reviews so that they will be clear and meaningful. Programs can make necessary changes to their program reviews for resubmission or use the information to help during the next program review cycle. The Program Review Committee regularly receives feedback from the college about how well the program review process works in helping programs and administrative units identify what is working well and what needs to be changed. The program review forms are modified accordingly (I.B.8-, IB_PRC_SurveySpr2017_doc).

The Program Review Committee looks for common themes in its analysis of the program review responses and creates a summary that it posts on its website and communicates that summary to the College Council meeting in early December (I.B.8-, IB_CC_minutes-05Dec14_min, IB_CC_minutes-04Dec15_min, IB_CC_minutes-02Dec16_min). With the "Closing the Loop", the College President's office communicates back to the entire College its understanding of the College's strengths and weaknesses to create the mission-appropriate priorities reflected in the allocation of resources (I.B.8-, IB_CL_CTLv13-06Jul17_doc).

The Academic Senate

The Assessment Committee and Program Review Committee report to the Academic Senate at each Senate meeting and their faculty chairs sit on the Senate's Executive Board to keep the Senate leadership and the Senate representatives in the loop of the assessment and evaluation activities. Although the reports are posted in the Academic Senate minutes, we also rely on the senate representatives to communicate results of the assessment and evaluation activities back to their departments. The Academic Senate Secretary officer also emails a brief recap of the recent Senate meeting to all of the faculty (I.B.8-, IB_AS_SenateRecapExampl_eml). The file used as evidence of the Senate recap emails is a sample of three of the "Senate Recap" communications. Besides faculty, the membership of the Assessment Committee and Program Review Committee also includes classified staff and administration to ensure that the dialog happens among all employee groups.

Accreditation and Institutional Quality Committee

Both of these committees work with the Accreditation and Institutional Quality (AIQ) Committee to get a college-wide view of how we're doing and determine what in our systems need to be changed or added to improve student learning and achievement (I.B.8-, IB_AIQ_Homepage_web). The AIQ Committee is also made of faculty, classified staff, and administration representatives. The AIQ Committee reviews and monitors the collection of evidence and progress on Actionable Improvement

Plans and institutional effectiveness indicators, and the evaluation activities to ensure they result in integrated, meaningful, and sustained college improvement. The faculty committee chairs from the Program Review Committee and the Assessment Committee are members of AIQ to ensure the dialogs about our effectiveness in meeting our goals for student outcomes, student equity, academic quality, and student learning & achievement, have the rich data we need to improve our systems in order to meet our mission. The faculty chair of the AIQ Committee is a member of both the Academic Senate's Executive Board and College Council to make sure we keep our efforts focused on sustaining our improvement of how we support student learning and student achievement.

AIQ and Strategic Directions

The AIQ Committee is responsible for the three-year process we use to review and revise our Strategic Directions and for monitoring our evaluation activities to ensure they are integrated with our Strategic Directions in between the three-year revision cycle. The AIQ Committee makes sure that the Strategic Directions are reviewed with input from all the committees, deans, and vice-presidents each fall and spring and updated as necessary. The evidence provided shows examples of the Strategic Initiative forms filled out by a committee and by a dean (I.B.8-, IB_SD_ExampleComRepF16_doc, IB_SD_ExampleAdminRpF16_doc). Committee and administrator Strategic Direction/Initiative reports are posted on the AIQ website. The AIQ Committee reports to College Council at the end of each semester and also posts the results on the Strategic Directions website (I.B.8-, IB_AIQ_StratDirRepSpr17_doc, IB_CC_minutes-05may17_min, IB_SD_StrategicDirsHome_web).

The College meets Standard I.B.8.

List of Evidence
IB_BCC_Home_web
IB_BC_CommitteeList_1617_doc
IB_ISIT_AllCollSurvSp17_doc
IB_PRC_SurveySpr2017_doc
IB_RS_ScorecardHome_web
IB_AC_AssessCommHome_web
IB_AC_CrsSLOAssessWksht_doc
IB_AC_PLO_Checklist_doc
IB_AC_SLO_Checklist_doc
IB_AC_LOcycle-timeline_doc
IB_PRC_Homepage_web
IB_PRC_2017Compfeedback_doc
IB_PRC_2017AnnUFeedback_doc
IB_PRC_SurveySpr2017_doc
IB_CC_minutes-05Dec14_min
IB_CC_minutes-04Dec15_min
IB_CC_minutes-02Dec16_min
IB_CL_CTLv13-06Jul17_doc
IB_AS_SenateRecapExampl_eml
IB_AIQ_Homepage_web
IB_SD_ExampleComRepF16_doc
IB_SD_ExampleAdminRpF16_doc

IB_AIQ_StratDirRepSpr17_doc
IB_CC_minutes-05may17_min
IB_SD_StrategicDirsHome_web

Standard I.B.9 – Assuring Academic Quality and Institutional Effectiveness

Institutional Effectiveness

Standard I.B.9

The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. (ER 19)

Evidence of Meeting the Standard

Bakersfield College's formal structure is intentionally designed to ensure that we engage in continuous, broad-based, systemic evaluation and planning. The Program Review Committee works in conjunction with other campus committees and departments (ISIT, Assessment, Facilities, Budget, Human Resources and Curriculum) to provide a robust process. Through careful documentation and analysis, the Program Review Committee facilitates the process for instructional and non-instructional programs to reflect on the effectiveness of their programs, to develop goals and action plans, and to work toward enhancing their programs to achieve improved quality (I.B.9-, IB_PRC_2017ProgRevHndbk_doc). The Program Review Committee works with the Accreditation and Institutional Quality (AIQ) Committee to get a college-wide view of how we're doing and determine what in our systems need to be changed or added to improve student learning and achievement (I.B.9-, IB_AIQ_Homepage_web).

Analysis and Evaluation

Every program, whether instructional (including our baccalaureate program), non-instructional, administrative, or grant funded, does program review. In total, 104 Annual and Comprehensive Program Reviews were completed during the 2016-17 cycle and 113 Program Reviews were completed in the 2017-18 cycle. The Comprehensive Program Review is done every three years. This comprehensive evaluation has the faculty analyze changes in student demographics and changes in achievement gap and disproportionate impact along with the annual articulation of how the program's goals advance the institutional goals of Student Learning and Student Progression and Completion and the personnel, facility, technology, equipment, and budget resource requests of the Annual Update. All facility and technology requests must be tied to student success.

Each Program Review Committee member is assigned a group of program reviews to give feedback on. The committee came up with a form to provide feedback to the area that is complete and standardized (I.B.9-, IB_PRC_2017Compfeedback_doc, IB_PRC_2017AnnUFeedback_doc). The feedback is completely anonymous to the program submitting the document. Final feedback is provided after every program review is submitted to assist the areas with the next cycle. The Program Review Committee regularly receives feedback from the College about how well the program review process works in helping programs and administrative units identify what is working well and what needs to be changed. The program review forms are modified accordingly (I.B.9-, IB_PRC_SurveySpr2017_doc).

In culmination of the program review process, the College President's office creates an annual report showing how resource allocation is connected to the strategic goals of the college. Beginning in Spring 2013 with the first "Closing the Loop" document, this document serves as a tool to reflect on the progress of the strategic goals and to calibrate the activities of Bakersfield College. With the "Closing the Loop", the College President's office explains how it translated the student learning and support needs

identified from the program review, and personnel, facility, & technology requests into the allocation of resources and how that allocation of resources enables us to meet our mission (I.B.9-, IB_CL_CTLv13-06Jul17_doc).

Below is a figure that summarizes much of our responses to the nine standards of I.B above and also how we integrate our three-year planning process of the Educational Master Plan and Strategic Directions with annual processes of Program Review, assessment, and other institutional plans.
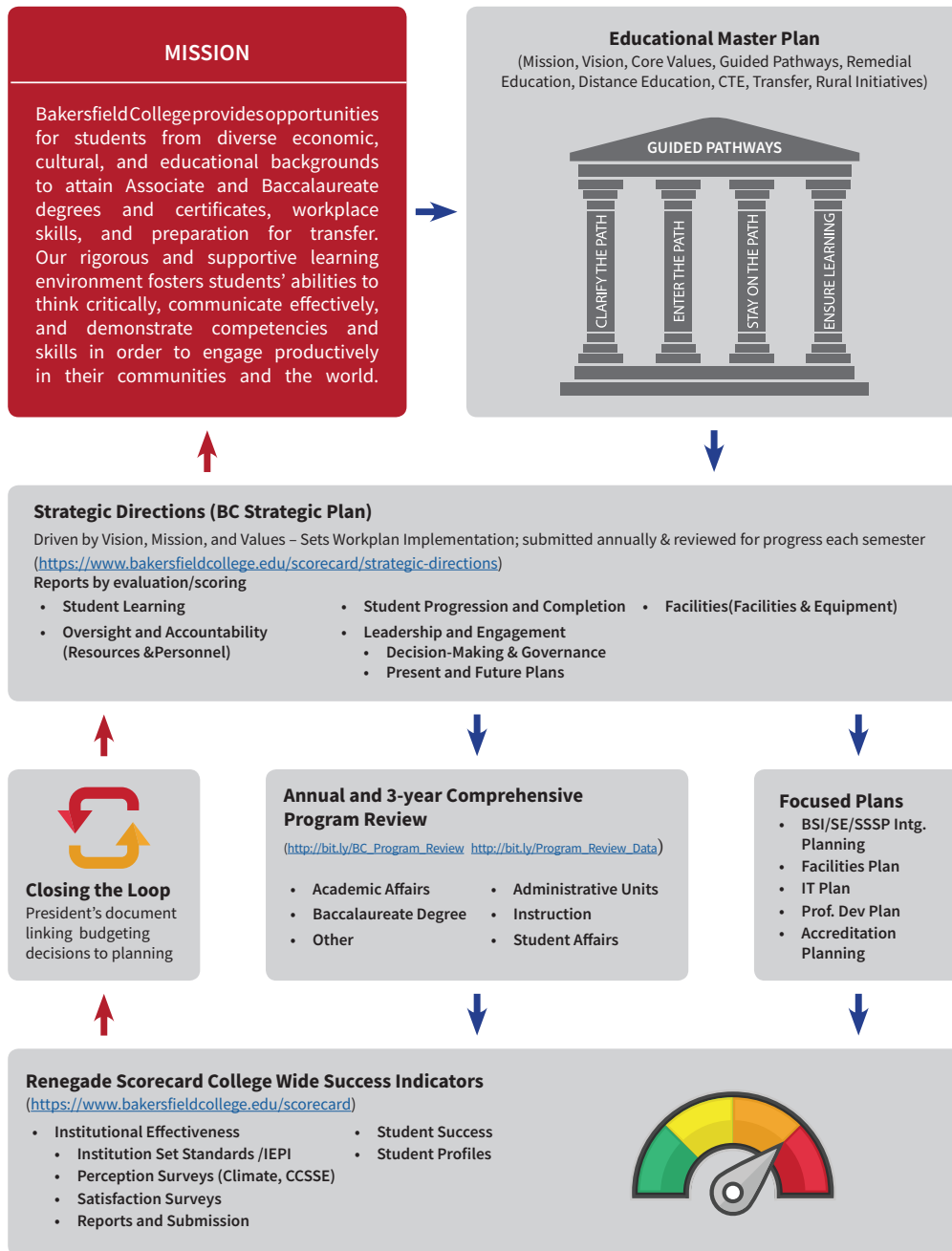
The College meets Standard I.B.9.

Eligibility Requirements

#11 Student Learning and Student Achievement The institution defines standards for student achievement and assesses its performance against those standards. The institution publishes for each program the program's expected student learning and any program-specific achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve the identified outcomes and that the standards for student achievement are met. (Standard I.B.2, I.B.3, and II.A.1)

#19 Institutional Planning and Evaluation The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. (Standard I.B.9 and I.C.3)

Standard I.B Team

Janet Fulks

Kim Nickell

Others <<need the list!>>