

# BAKERSFIELD COLLEGE

## Accreditation and Institutional Quality (AIQ) Committee

College Council Report

Prepared by Jessica Wojtysiak, Faculty Chair

September 21, 2018

The Accreditation & Institutional Quality (AIQ) committee held its most recent meeting of the semester on Tuesday, September 11th, from 3:30 to 5:00 p.m. in Library 160. During the school year, we meet on the second and fourth Tuesday of each month. The charge of AIQ reads:

1. Ensure accreditation is an on-going process by guiding preparation of the self-evaluation, midterm, and follow-up reports.
2. Review and monitor collection of evidence and progress on Actionable Improvement Plans, accreditation recommendations, and institutional effectiveness indicators.
3. Inform, engage, and involve the college community in accreditation and institutional effectiveness.
4. Review and monitor evaluation activities to ensure they result in integrated, meaningful, and sustained college improvement.

The committee continues to revise and will soon distribute the accreditation survey for fall 2018 distribution. This survey is a tool to evaluate the services provided by the BC President's Office and the KCCD District Office as required by ACCJC Standard IV. We have revised our charge and have submitted the revised charge for Senate approval.

Our accreditation site visit will occur during the first week of October (October 1<sup>st</sup> to 4<sup>th</sup>). In preparation for the October visit, the accreditation core team is organizing a series of visits to the campus committees to discuss the ISER and answer questions. The complete ISER is available at <https://www.bakersfieldcollege.edu/accreditation/2018ISER>. Flex week materials, including the bluff notes and the opening day presentation on decision-making, can be found here: <https://www.bakersfieldcollege.edu/accreditation/resources>.

For those of you who are visual learners, we also have video summaries of the accreditation standards available here: <https://www.bakersfieldcollege.edu/accreditation/2018-iser-video-overviews>.

The creation of the ISER was a monumental task. Over 100 people, including almost 20 students, were involved in telling the BC story through this document: writers, editors, researchers, and support. The list of contributors is contained in this report and will be kept as a part of the accreditation website. If you believe anyone has been left off the list in error, please contact Jessica Wojtysiak ([Jessica.wojtysiak@bakersfieldcollege.edu](mailto:Jessica.wojtysiak@bakersfieldcollege.edu)) to facilitate correction.

The Office of Institutional Effectiveness has produced an early analysis of Multiple Measures 4.0 using Summer 2018 data. This research brief is provided as a part of this report and is also available online at the AIQ committee webpage.

Finally, AIQ, in coordination with the Guided Pathways Implementation Taskforce, has worked to prepare a Fall 2018 institutional projects document. This document identifies some of the special projects likely to be presented to our governance groups throughout the fall semester. The document also serves as a reference identifying leads should anyone wish to learn more about the individual projects.

Thank you to all who contributed to the 2018 Institutional Self-Evaluation Report (ISER)!

We Are BC!

Abraham Castillo	James Tompkins (student)
Alisha Loken	Janet Fulks*
Andrea Thorson	Janet Thomas
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Chelsea Esquibias	Jonathan Schultz*
Chris Cruz (student)	Jose Cortez (student)
Chris Glaser	Jose Eduardo Lopez (student)
Cindy Collier	Juan Cantu (student)
Cindy Hubble	Judy Ahl
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Craig Hayward	Katherine Ganster
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Tim Burke  
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Todd Coston\*  
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# An early analysis of MM 4.0 at Bakersfield College

Prepared by Craig Hayward & David Buitron, OIE

8/16/18

# BAKERSFIELD COLLEGE

In spring 2018, Bakersfield College began placing students via a new set of multiple measures decision rules. In particular, the requisite high school cumulative GPA required for placement into transfer-level English B1A was set at 1.90, whereas it had previously been set at 2.60, in accordance with the statewide MMAP placement decision rules. Changing the placement rule to 1.90 was intended to increase throughput. That is, it was expected based on prior research, that students who begin in the transfer-level class, even students with lower range high school GPAs, have a greater chance of successfully completing the transfer-level class than those who begin in developmental coursework. Additionally, this change was an initial step toward compliance with AB 705, which is required by fall 2019. This paper provides early results on whether the placement rule change is having the intended effect of increasing student throughput.

The population of greatest interest comprises students with a high school GPA from 1.9 to 2.59. This group is highlighted in Tables 1, 2, and 3. In Table 1, new students with HS GPAs in the specified range successfully completed ENGL B1A 33% of the time. This one-semester throughput rate is compared to the throughput rate of students in Table 2 who were placed one-level below under the MM 3.0 decision rules. Only 21% of those students had completed transfer-level English after one full year. Thus, the expectation that direct placement into transfer-level coursework would maximize student throughput was correct; 33% is twelve percentage points higher than 21%, a 57% relative increase in throughput for students in 1.9 to 2.59 high school GPA performance band.

Table 1. English B1A completion of new students who began at transfer-level in summer 2018 by HS GPA

HS GPA	N	Successes in ENGL B1A	Throughput rate	Avg. HS GPA
2.60+	122	83	68%	3.30
<b>1.90-2.59</b>	<b>30</b>	<b>10</b>	<b>33%</b>	<b>2.30</b>
<1.90	0	--	--	--
All w. GPAs	152	93	61%	3.10

Table 2. English B1A completion of new students who began at one-level below in summer 2017 by HS GPA

HS GPA	N	Successes in ENGL B1A*	Throughput rate	Avg. HS GPA
2.60+	30	13	43%	3.12
<b>1.90-2.59</b>	<b>38</b>	<b>8</b>	<b>21%</b>	<b>2.33</b>
<1.90	8	2	25%	1.54
All w. GPAs	76	23	30%	

\*Within one year (i.e., by the end of spring 2018).

Table 3. English B1A completion of new students who began at transfer-level in summer 2017 by HS GPA

HS GPA	N	Successes in ENGL B1A	Throughput rate	Avg. HS GPA
2.60+	77	59	77%	3.28
<b>1.90-2.59</b>	<b>21</b>	<b>13</b>	<b>62%</b>	<b>2.42</b>
<1.90	2	2	100%*	1.52
All w. GPAs	100	74	74%	

\* Sample size too small to draw reliable conclusions.

Also worth noting is that students who were placed directly into ENGL B1A in summer 2017 (see Table 3) enjoyed generally higher success and throughput rates than students in summer 2018, across all high school GPA performance bands (74% vs. 61%, overall). Students in the 1.9 to 2.59 HS GPA performance band, in particular, had higher success/throughput rates in summer 2017 vs. 2018 (62% vs. 33%).

Institutional Projects: Fall, 2018

Project	Scaling Focus	GP Pillars	Team
<b>CAGP Award: Action Plan</b> <i>\$2.2M / 5 years</i>	<b>Student Progression &amp; Completion:</b> Pathways Mapper, Academic Support Services; Transfer Pathways	I, II, III, IV	<b>Prepared by:</b> Lesley Bonds, Jessica Wojtysiak <b>Contributors:</b> GP Implementation Team
<b>Leading from the Middle</b>	<b>Student Progression &amp; Completion:</b> Pathways Mapper, Academic Support Services; Transfer Pathways	I,II	Prepared by: Liz Rozell, Craig Hayward, Mark Osea, Jennifer Johnson, Jonathan Schultz Contributors: GP Implementation Team, Curriculum
<b>2018-2021 Strategic Directions</b>	<b>Leadership and Engagement</b>	I, II, III, IV	Prepared by: Todd Coston Contributors: Strategic Directions Taskforce, AIQ
<b>Data Warehouse</b>	<b>Facilities</b>	I,II,III, IV	Prepared by: Craig Hayward Contributors: Office of Institutional Effectiveness
<b>Chancellor's Student Success Award</b>	<b>Student Learning, Student Progression and Completion</b>	I,II	Prepared by: Lesley Bonds, Jessica Wojtysiak Contributors: GP Implementation Team
<b>Education Grant</b>	<b>Student Learning, Student Progression and Completion</b>	I,II,III, IV	Prepared by: Kimberly Bligh, Erica Menchaca Contributors: Education Pathway
<b>Program Review eLumen Pilot</b>	<b>Student Learning, Student Progression and Completion</b>	IV	Prepared by: Program Review