

# Bakersfield College Institution-Set Standards: Fall 2018 update

	ISS Metric	Source	2013 <sup>1</sup>	2014	2015	2016	2017	ISS	Goal
Fall Course Success Rates	Course Completion	Data Mart	68.8%	69.0%	68.8%	69.0%	70.3%	<b>69%</b>	72%
	Online Success	Data Mart	53.8%	52.2%	55.6%	59.4%	63.3%	<b>57%</b>	67%
	CTE Success	Data Mart	76.5%	73.7%	75.5%	77.2%	78.1%	<b>76%</b>	80%
	Basic Skills Success	Data Mart	60.9%	62.1%	55.5%	55.3%	54.4%	<b>55%</b>	60%
Milestones	Transfer level English Achievement Year 1	OIE	22.7%	26.1%	29.2%	29.9%	39.1%	<b>26%</b>	40%
	Transfer level Math Achievement Year 1	OIE	10.3%	9.5%	12.0%	8.6%	10.9%	<b>12%</b>	20%
Outcomes	Associate's completion	KCCD	1,017	1,026	966	1,236	1293	<b>1108</b>	1200
	Certificate completion	KCCD	273	298	299	384	325	<b>316</b>	400
	Bachelor's completion		--	--	--	--	7	<b>7</b>	20
	Transfer Counts	KCCD	976	975	1,132	1,052		<b>850</b>	1200
	Skills Builders <sup>2</sup>	CCCCO Scorecard	NA	17%	19.1%	34.9%	34.3%	<b>14%</b>	TBD
Licensing Pass Rates	NCLEX - RN	Board	98.0%	91.4%	91.2%	92.5%	91.4%	<b>85%</b>	95%
	LVN Licensed Vocational Nursing	Board	94%	100%	50%	89%		<b>85%</b>	95%
	CNA	Board	97.6%	90.2%	93.5%			<b>50%</b>	95%
	Radiologic Technology	Board	81.56%	91.3%	94.1%	85%	91%	<b>85%</b>	95%
	Paramedic	Board	92%	100%	94%	92.3%		<b>85%</b>	100%

<sup>1</sup> The year shown refers to the fall term for the fall metrics and to the spring term (e.g., 2012-**2013**) of the academic year for the annual metrics.

<sup>2</sup> The median percentage change in wages for students who completed higher level CTE coursework and left the system without receiving any type of traditional outcome such as transfer to a four year college or completion of a degree or certificate.

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Employment Rates		2013	2014	2015	Institution-Set Standard	Aspirational Standard	
<b>Job Placement Rates</b>	NCLEX - RN	RN-Web	88%	91%	96%	<b>75%</b>	96%
	LVN Nursing	LVN-Web	70%	89%	95%	<b>75%</b>	96%
	CNA	Perkins/Datamart	62%	68%	81%	<b>60%</b>	80%
	Radiologic Technology	Rad-tech Web	100%	100%	100%	<b>75%</b>	100%
	Paramedic	Web-page	76%	76%	71%	<b>70%</b>	80%
	Accounting	Perkins/ Datamart	53%	71%	80%	<b>60%</b>	80%
	Admin. of Justice	Perkins/ Datamart	74%	71%	86%	<b>60%</b>	90%
	Automotive Technology	Perkins/ Datamart	60%	57%	78%	<b>60%</b>	75%
	Business & Commerce	Perkins/Datamart	43%	61%	75%	<b>60%</b>	80%
	Child Development	Perkins/ Datamart	55%	62%	72%	<b>55%</b>	80%
	Drafting	Perkins/ Datamart	69%	79%	77%	<b>60%</b>	75%
	Electrical	Perkins/ Datamart	100%	100%	n/a	<b>60%</b>	80%
	Electronics/Elec tech	Perkins/ Datamart	n/a	80%	76%	<b>60%</b>	80%
	Emergency Medical Tech	Perkins/ Datamart	68%	84%	82%	<b>60%</b>	80%
	Fire Technology	Perkins/ Datamart	79%	88%	60%	<b>50%</b>	80%
	Human Services	Perkins/ Datamart	59%	68%	73%	<b>50%</b>	75%
	Machine Tool/ Shop	Perkins/ Datamart	71%	61%	89%	<b>60%</b>	85%
Welding and Cutting	Perkins/ Datamart	83%	82%	71%	<b>60%</b>	70%	

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## ISS history

Data Coaches: 2/1/17; 2/28/17; 4/18/17; 2/12/18; 2/15/18

Academic Senate Exec: 3/29/17; 2/15/18

Academic Senate General Session: 4/5/17; 9/1/17; 9/15/17; 2/21/18;

College Council: 3/17/17; 4/7/17; 4/21/17; 9/1/17; 9/15/17; 10/6/17; 2/2/18; 9/7/18; 11/02/18

Presidents' Cabinet: 3/27/18; 4/1/17

AIQ: 9/25/18

## Notes from Data Coach ISS review session (2/13/18)

- Don't change remedial pass rate standard; there is a long-term trend downward and this trend is expected to continue as more students with stronger academic backgrounds are shifted directly into transfer-level classes. This trend will need to be countered by additional academic support, curricular redesign work, etc.
- Set the transfer-level math and English achievement metrics high. We expect to seriously move the needle on these metrics. Need additional research from OIE on what the actual math throughput rates are when PSYC B5 is included in the math metric calculation.
- Check for updates to the Perkins data for employment rates. We have two programs with 50% employment rates as standards.

## Notes from Academic Senate General Session (2/21/18)

- Increase fall course success rate goal by 2% (i.e., to 72%).
- Increase standards for certificate and associate degree awards to equal the five year average.
- Don't change the standard on course success rates for basic skills courses. This is an expected change.
- Get additional information on transfer-math completion metric from OIE.

## AIQ review (9/25/18)

- Added Bachelor's degree ISS with standard set to the size of the first graduating class and goal set to the size of the largest cohort. Added listed increases to Online, Course Completion, CTE.
- Propose deleting two-year completion of transfer-level English and math since this is aligned with neither our GP momentum points nor the student-centered funding formula.
- Recommend evaluating the ISS for Transfer Level Math Achievement in Year 1, perhaps based upon the five-year average.
- Propose shifting from Scorecard to OIE data source for completion of transfer-level English & Math for quicker updates and inclusion of PSYC B5 in transfer math.

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## Developing and using institution-set standards at Bakersfield College

9/25/18

Bakersfield College has a long history of developing institution-set standards (ISS) for metrics and outcomes that highlight various key aspects of student success. In September of 2017, this long-standing practice was formalized in a document titled “Institution-Set Standards History and Process at Bakersfield College”. That document also included the BC Process for Falling Below Institution-Set Standards. This seven-step process calls for the Office of Institutional Effectiveness (OIE) to notify the president “when the college has not met an ISS (by a significant difference)”.

This process has been invoked for two areas of BC’s ISS in the past year: basic skills fall course success rate; and transfer-level math completion. In the case of the basic skills course success rate, the fall 2017 rate was marginally below the standard (i.e., 54.4% vs. 55%). In discussing this finding with BC’s data coaches and with Academic Senate in spring 2018, it was determined that this type of dip was likely due to the scaling up of multiple measures assessment and placement practices which was preventing academically prepared students with stronger high school GPAs from being placed into basic skills. As documented in notes from the data coaches meeting and the Academic Senate meeting, it was decided that the course success standard should remain at 55% and that additional academic support services should be directed to students in basic skills courses in order to support their success. Of course, shortly thereafter, the requirements of AB 705 led to a complete restructuring of how students are supported to maximize their success in transfer-level coursework which is currently requiring a rethinking of the college’s approach to basic skills curriculum and instruction. In the case of the transfer-level math metric, there was a question as to the validity of the data in the CCCCO Scorecard since it did not include students who successfully completed Psychology B5 – Elementary Statistics for the Social and Behavioral Sciences (PSYC B5). PSYC B5 satisfies general transfer-level (and local GE) math requirements, so its inclusion is critical to accurately determine the rate at which incoming students complete transfer-level math in their first year. Both the data coach team and Academic Senate agreed that OIE should calculate the transfer-level math completion rate with PSYC B5 included. Over the summer, OIE developed the improved transfer-level math metric, by replicating the CCCCO Scorecard cohort and tracking transfer-level success in the first year. While transfer-level math completion rates did increase with the inclusion of PSYC B5, the college met the standard in only one of the past five years. This finding means that the process will now advance to the next step in the BC Process for Falling Below Institution-Set Standards. OIE has prepared a report which is being submitted to Educational Administrators Council (EAC) and the Student Services Administrative Leadership Team (SALT) who will consider and document potential solutions. Those potential solutions will be forwarded to the Faculty Chairs and Directors Committee (FCDC), College Council, and Academic Senate for discussion and suggestions for action before the OIE collects input from all groups and communicates the decisions to the president who will direct appropriate resources to the solution. Finally, OIE will prepare a report which details this process including a review of the gap, the timeline, and any decisions or actions taken. This report will be document in the Renegade Scorecard.