College Recommendation 7:

Develop an assessment methodology to evaluate how well technology resources support institutional goals *In order to meet the Standards, the team recommends that the College develop and use an assessment methodology to evaluate how well technology resources support institutional goals and use the result of the evaluation as a basis for improvement. (III.C.2)*

Progress in Addressing Recommendation In order to better evaluate the college technology resources, the college worked with the technology committee, Information Systems and Instructional Technology (ISIT), and developed with three different methods for assessing technology resources. The assessment results guide future technology decisions. The evidence document called "Technology Processes" is a visual representation of how the technology processes work at Bakersfield College. The technology processes document includes the link to Annual Program Review and Assessment and demonstrates visually the link to an ongoing integration of assessment (7.1).

The first assessment method (AM1) provides a very immediate and targeted assessment for new hardware and software technology implementations. For example, if a new smart classroom is implemented, after a period of about six months or one semester, a follow-up survey or focus group is conducted to determine if the new technology meets the needs of the department and if it helps the students, faculty, classified or administrative user of the new technology better meet the institutional goals of the college of becoming an exemplary model of student success by developing and implementing best practices; enhancing collaboration, consultation, and communication within the college and with external constituents; and improving oversight, accountability, sustainability, and transparency in all college processes. ISIT has already administered three surveys to demonstrate the effectiveness of the assessment tool for AM1 (7.2).

The first survey for AM1 was targeted to faculty using nine new smart classrooms that were recently upgraded as part of a STEM grant. After gathering the survey results, those results then go back to the technology team, consisting of the IT Management and the college technology committee (ISIT), to be used as guidance for future technology decisions (7.1,7.2).

The second survey for AM1 was targeted to assess an upgraded and redesigned student orientation room which previously had no technology. The survey was targeted to the Student Services staff that uses the room. Again, the questions asked were to determine if the technology upgrade aligned with institutional goals, especially the student success and communication goals. The results of the survey were forwarded to the technology team to be used as guidance for future technology decisions (7.2).

The third survey for AM1 targeted the assessment of a new software improvement. A need for a consistent location for tracking the various committees, agendas, notes and supporting

documentation was identified by the Accreditation Steering Committee to address the institutional goals of improved communication and oversight and accountability. The committee solicited a technology solution from the technology committee which resulted in a new web site at https://committees.kccd.edu that allows easy uploading of agendas, meeting notes and other supporting documents pertaining to various committee meetings. The results of the survey were then forwarded to the technology team to be used as guidance for future technology decisions (7.2, 7.3).

The second assessment method (AM2) used to determine that campus technology meets the institutional goals is to integrate an assessment section into the Annual Program Review form. Although the College has not gone through a Program Review cycle since the accreditation visit, the technology committee worked with the Program Review Committee to insert language into the program review process for assessing technology as part of program review. The evidence demonstrates the way technology assessment is included in the program review process. By including a technology assessment as part of program review the college is making a deliberate decision to integrate technology assessment as part of the annual college process of program review. The assessment from AM2 will be forwarded to the technology team to be used as guidance for future technology decisions (7.7, 7.8, 7.9).

Finally, the third assessment method (AM3) for technology is a very broad annual survey that will go out to all college stakeholders. The survey is much broader than the targeted questions found in the aforementioned AM1 and AM2. The next annual assessment will happen in mid-Spring semester and questions have already been identified and vetted by the technology committee. Again, the results of the survey will be disseminated to the technology team to be used as guidance for future technology decisions (7.6).

Conclusion In conclusion, the three new assessment methods provide a very well rounded assessment of the college technology allocation and implementations. All assessment results go back to the technology team, consisting of the IT Management and the college technology committee, for review and to guide future technology decisions. The assessment results will also be used to guide the development of the college technology plan. As part of each assessment method, there are also questions asked about training on how to use the technology effectively, including whether further training is needed. Therefore, in addition to going to the technology team, the assessment results for the technology training questions will also go to the staff development committee (SDCC) for review and to guide future staff development decisions.

Future Plans for Sustaining Improvements Upon completing the assessment methods (AM1, AM2, and AM3) the team determined that this three-pronged approach to assessment enables the college to make more effective technology budget-based decisions. Working with those

individuals or departments who are directly using the technology or are using various software applications (by either survey or face-to-face focus groups) the technology team can more effectively prioritize and budget for the campus needs. Incorporating the assessment piece into the Annual Program Review will enable the college to gain a historical perspective on departments' experience with and assessment of technology. This will also be a valuable tool for providing departments with the ability to integrate effective best practices with other areas. The broad annual survey will continuously provide the technology team a barometer of technology effectiveness and the support of the technology at the college. There will be a continual refining of the survey and focus group questions as the technology team learns what questions need to be asked and how they should be asked.

List of Evidence

7.1   TechnologyProcesses.pdf
7.2   ISIT_SurveyResults_2013_Final.pdf
7.3   committees-screenshot-16apr13.pdf
7.4   APR Instructional Form 2012-13 web.pdf
7.5   APR-AssessmentAddition.pdf
7.6   BC Annual Technology Needs Survey_Draft.pdf
7.7   2013 Apr – Annual Update.pdf
7.8   2013-3YearComprehensiveProgramReview.pdf
7.9   Final-TechnologyAssessmentAdditions.pdf