**Midterm Accreditation Report**

**Review of Standard I.B**

**Instructions for Completing Form:**

* Carefully read the ACCJC statement for Standard I listed below
* For each of the nine (9) criteria associated with Standard I.B, list responses (bullet format) for each appropriate column (BC Strengths; Evidence to Support Strengths; Areas for Improvement).
* Submit your completed form to Patt Davis ( Patricia.Davis@BakersfieldCollege.edu ) by noon on Monday, September 22, 2014.

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| **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. Assuring Academic Quality and Institutional Effectiveness**

*Academic Quality*

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| ***ACCJC Criteria*** | ***Bakersfield College Strengths*** | ***Evidence and Documentation*** | ***BC Areas for Improvement*** |
| **I.B.1.** The institution demonstrates a sustained and collegial dialog about student outcomes, student equity, academic quality, **institutional effectiveness, and continuous improvement of student learning and achievement.** | * **BC worked collegially to lower units in both major and general education courses for ADT implementation.**
* **Additional faculty release time has been allocated to effectively meet the demands of BC’s curricular needs (e.g., campus wide training for the creation and review of curriculum and the use of CurricUNET).**
 | * **GE pattern can be achieved in 39 units through the lowering of units in key disciplines and by increasing offerings in specific courses**
* **Have established the use of the “High Unit Justification” form for all courses undergoing review that are higher than the standard 3 units**
* **Units lowered:**

**Managerial Accounting from 4 to 3** **Expository Composition from 4 to 3****Elementary Spanish I from 5 to 4****Elementary Spanish 2 from 5 to 4** **Basic Functions and Calculus for Business from 5 to 4****Mathematics for Elementary School Teachers from 5 to 4****Elementary Probability and Statistics from 5 to 4*** **Campus wide training through Curriculum/Assessment Clinics conducted every other week as well as training for committee members and faculty chairs and deans.**
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| **I.B.2.** The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11) | * NA
 | * NA
 | * NA
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| **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) | * **Additional faculty release time and a temporary curriculum technician have been assigned been to work to ensure the accuracy of our curriculum (i.e. courses and programs) to facilitate student registrations and accuracy of catalog.**
 | * **Committee has already started meeting for the production of the 2014-2015 catalog and 2013-2014 spring addendum has been published on the BC website.**
 | * **Consider establishing a 4 year curriculum review cycle to ensure ongoing catalog accuracy.**
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| **I.B.4.** The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.  | * NA
 | * NA
 | * NA
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*Institutional Effectiveness*

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| ***ACCJC Criteria*** | ***Bakersfield College Strengths*** | ***Evidence and Documentation*** | ***BC Areas for Improvement*** |
| **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. | * NA
 | * NA
 | * NA
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| **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. | * NA
 | * NA
 | * NA
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| **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.** | * **Committee sets goals annually.**
* **Curriculum Committee goals are mapped directly to the Academic Senate goals and to the Strategic plan supporting the mission of the college.**
* **Committees report bi-monthly to the Academic Senate representatives.**
 | * **Committee reports on the progress of the goals at the end of each semester (i.e. Co-Chair’s report) located on the Co-Chair’s committee webpage.**
* **Mapped goals are on the Curriculum Committee webpage and listed on each meeting’s agenda.**
* **Documented in Academic Senate meeting minutes.**
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| **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. | * NA
 | * NA
 | * NA
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| **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.** Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19) | * **Curriculum Co-Chair’s serve on the Program Review Committee and have worked collaboratively to close the loop in evaluating program vitality.**
* **Work closely with the Program Review Committee and the Assessment Committee to determine strengths and weaknesses of the curriculum implementation and review process.**
* **Creation of 18 ADTs.**
* **Implementation of procedural policy for all new programs to submit a Student Education Plan Pathway (SEP) to create clear pathways for students when registering.**
 | * **New Program Review form established and encourages consistency between CurricUNET, Catalog and the Chancellor’s office.**
* **The Assessment Committee works closely with curriculum efforts for the approval of PLO and SLO components of curriculum.**
* **Curriculum and assessment training was combined and well attended.**
* **Expanded committee membership on the Curriculum, Assessment, and Program Review committees to reach a wider audience to increase campus-wide awareness and training for improvement and on-going institutional effectiveness.**
* **Currently, there are 17 state approved ADTs that have been published in the spring catalog addendum.**
* **SEPs are submitted with each new program and then forwarded to the Mydegreeworks coordinator for scribing for student use.**
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