

Bakersfield College

Program Review – Annual Update

Program Name: Bakersfield College Academic Support Services

Program Type: Instructional Student Affairs Administrative Service Other

Bakersfield College Mission: Bakersfield College provides opportunities for students from diverse economic, cultural, and educational backgrounds to attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer. Our rigorous and supportive learning environment fosters students' abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world.

Describe how the program supports the Bakersfield College Mission:

The Office of Institutional Effectiveness (OIE) makes the institutions work makes the institution's work visible by analyzing student progress and completion, disaggregating it by various characteristics including program of study, meta-major, ethnic group, socioeconomic status, high school of origin, gender, veteran status, disability status, and foster youth status. Our office provides timely, accurate information about these subgroups, their academic journeys, their progress on key momentum points, and their completion rates, enabling Academic Support Services, Pathways Completion Coaching Communities, and other support services to identify students in need of additional support and provide support services that will keep those students on their path.

In September 2016 BC established an Institutional Effectiveness department to provide data, evaluate the College's work, and support of effective use of resources. Prior to that date the typical institutional effectiveness tasks were distributed across a variety of leadership areas and the KCCD Institutional Research department. KCCD IR provides essential analysis for Equity, Achieve the Dream (ATD), CCC Scorecard, IEPI, Program Review, and other reporting requirements. KCCD IR prepares a disaggregated cohort report called Elements of Student Success (ESS) that provides important progress and completion trend data on a series of first-time cohorts. This information is used by institutional effectiveness personnel and others for many reporting and decision-making functions. KCCD IR also prepares an annual Program Review dataset that is extensively used by programs for preparation of annual program review, technology, and budget and personnel requests. Data for BC has been reported on the Renegade Scorecard¹ since 2013. The Scorecard (<https://www.bakersfieldcollege.edu/scorecard> Effectiveness) has been updated and improved through two iterative cycles working with Patrick Perry, then CCCCO Vice Chancellor of Technology, Research and Information Services. The Institutional Renegade Scorecard Office supports the Institutional Review Board (IRB) process in conjunction with the Academic Senate to assure that rights and welfare of human research participants are protected.

The OIE also supports grant applications and reporting that provide resources to develop and provide innovative curriculum and support services. We analyze intake data, including placement data and application data, to evaluate student success and identify areas where improvement is being made and where further improvement should be possible. We provide critical business intelligence regarding our own institutional processes and how they are currently functioning and how that functioning could be further improved to help clarify the path for students, getting them into program pathways, and supporting their progress toward the completion of their educational goals.

The OIE provides leadership around data quality and data governance issues, working to develop the College's capacity to know itself. By partnering with District IR and IT to enhance our reporting capabilities, we ensure that the data, research, and information that is being developed is as timely, integrated, and accurate

as possible. The OIE supports effective planning through the collection and dissemination of survey data, census data, and a wide array of economic data. The office provides leadership in goal and standard-setting, connecting our objectives to data and to wider planning frameworks such as student equity planning, SSSP planning, accreditation, and the system’s strategic plan, as outlined in the Chancellor’s *Vision for Success*.

Program Mission Statement:

The Office of Institutional Effectiveness supports the College’s mission by making the work visible through providing the College community with timely access to data, reports, research, and decision support services.

Instructional Programs only:

A. List the degrees and Certificates of Achievement the program offers: N/A

B. If your program offers both an A.A. and an A.S. degree in the same subject, please explain the rationale for offering both and the difference between the two. N/A

C. If your program offers a local degree in addition to the ADT degree, please explain the rationale for offering both. N/A

Progress on Program Goals:

A. List the program’s current goals. For each goal (minimum of 2 goals), discuss progress and changes. If the program is addressing more than two (2) goals, please duplicate this section. Please provide an action plan for each goal that gives the steps to completing the goal and the timeline.

Program Goal	Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)	Progress on goal achievement (choose one)	Status Update – Action Plan
1. Data coaches training	<input type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input checked="" type="checkbox"/> 5: Leadership and Engagement	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing: Initiated 5'17 (Date)	We have held seven trainings for data coaches, so far. Training has covered logging in and access, how to run reports, how to download data, and how to schedule automatic deliver of reports. Future trainings will focus on accessing, downloading, and using a custom Cognos report as well as accessing other data sources such student engagement survey data (CCSSE).

<p>2. Support multiple measures implementation and automation.</p>	<p><input type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input checked="" type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement</p>	<p><input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing: Initiated S'17 (Date)</p>	<p>In spring 2017, OIE staff tested, reviewed, and revised multiple measure placement rules in ACCUPLA. We also engaged District IR in a process of evaluating the logic that was creating placement reports as part of the Elements of Student Success. District IR repeatedly checked their processes, ultimately indicating that there were no errors. However, OIE staff have identified issues in the SQL coding that we believe are creating incorrect reports. Work to improve data quality on these key elements continues</p>
<p>3. Support guided pathways implementation</p>	<p><input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input checked="" type="checkbox"/> 5: Leadership and Engagement</p>	<p><input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing: Initiated S'17 (Date)</p>	<p>In spring 2017, OIE staff supported numerous statewide presentation on guided pathways, explaining the framework, in general, and how BC has progressed, in particular. Completion coaching teams were provided data and requests for specific data were filled. In addition, and analysis of the programs by course allowing mapping pathways, was completed.</p>
<p>4. Support the Institutional Effectiveness Partnership Initiative (IEPI) Professional Resource Team visits and process.</p>	<p><input checked="" type="checkbox"/> 1: Student Learning <input type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input checked="" type="checkbox"/> 5: Leadership and Engagement</p>	<p><input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing: Initiated S'17 (Date)</p>	<p>OIE has coordinated with Bill Moseley, Dianthe Hoffman, and President Christian to develop a focus document for the IEPI PRT visits, which will be concerned with SLO assessment and technology integration of eLumen and Canvas. Our first visit is on 10/4/17 with a follow-up scheduled for 11/29/17. The team will also be</p>

			responsible for developing and institutional effectiveness improvement plan by the end of the academic year.
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B. List new or revised goals (if applicable)

New/Replacement Program Goal	Which institutional goals will be advanced upon completion of this goal? (select all that apply)	Status Update – Action Plan
1. Develop clear and accessible Cognos reports that provide Completion Coaching Communities and others with timely data on key student momentum points, disaggregated by pathway and program of study.	<input type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	In the lead-up to the fall 2017 term, the Office of Institutional Effectiveness (OIE) produced numerous reports detailing unit load and math and English course-taking to the completion coaching communities for each of the ten guided pathway meta-major groups. These reports evolved over time, including additional information and different levels of detail.
2. Develop a data warehouse	<input type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input checked="" type="checkbox"/> 4: Oversight and Accountability <input checked="" type="checkbox"/> 5: Leadership and Engagement	Work with District IT and IR to design and develop a data warehouse that increases speed of querying and that provides trend data and to identify student ed status at different points in their educational career.
3. Develop a research request form	<input type="checkbox"/> 1: Student Learning <input type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input checked="" type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	Build a research request form using either Survey Monkey, JotForm, or a similar technology so that the college community can easily request data and research.
4. Initiate an Institutional Review Board (IRB)	<input type="checkbox"/> 1: Student Learning <input type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input checked="" type="checkbox"/> 4: Oversight and Accountability <input checked="" type="checkbox"/> 5: Leadership and Engagement	An IRB will allow the college to apply for certain grants and to better respond to requests for access to participants and other college data for graduate and other faculty research projects.

5. Implement project management practices.	<input type="checkbox"/> 1: Student Learning <input type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input checked="" type="checkbox"/> 4: Oversight and Accountability <input checked="" type="checkbox"/> 5: Leadership and Engagement	Acquire SmartSheet or a similar program to allow for the assignment and tracking of all research requests and research projects.
6. Develop the “data prelude” to the Institutional Self-Evaluation Report (ISER)	<input type="checkbox"/> 1: Student Learning <input type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input checked="" type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	Work with District IR to Identify data reports that support the ISER and that can be produced by District IR for all three colleges uniformly. Supplement with local data, as needed.

Best Practices:

Programs often do something particularly well; usually they have learned through assessment – sometimes trial and error – what solves a problem or makes their programs work so well. These are often called Best Practices and can help others. Please share the practices your program has found to be effective.

While the Office of Institutional Effectiveness is a new office, our practice for developing IEPI goals may be useful to others. Goal setting (or target setting) is required for many processes, such as for grants and integrated plans. We developed a process that begins by identifying the equity gaps present in an indicator and then conducting a “what if” analysis that answers the question, “What would the rate be on this indicator, if all existing equity gaps were closed?” This process was hailed at Cabinet and College Council as a breakthrough in terms of finding a meaningful, data-driven way to establish goals that are congruent with our values and our strategic plan.

Over the last three years, although there was no formal Office of Institutional Effectiveness, the following institutional actions have been working as a foundation to build on; each one has equity integrated within the analysis and goals, not as an afterthought:

- Pathways Clarification for Completion & Equity • Multiple Measures Placement & Equity • Remedial Education and Accelerated Coursework & Equity
- Student Services and Matriculation & Equity • Dual Enrollment & Equity • Coordination and Alignment with Transfer Colleges & Equity
- Coordination and Alignment with Career and Industry Outcomes & Equity

Program Analysis:

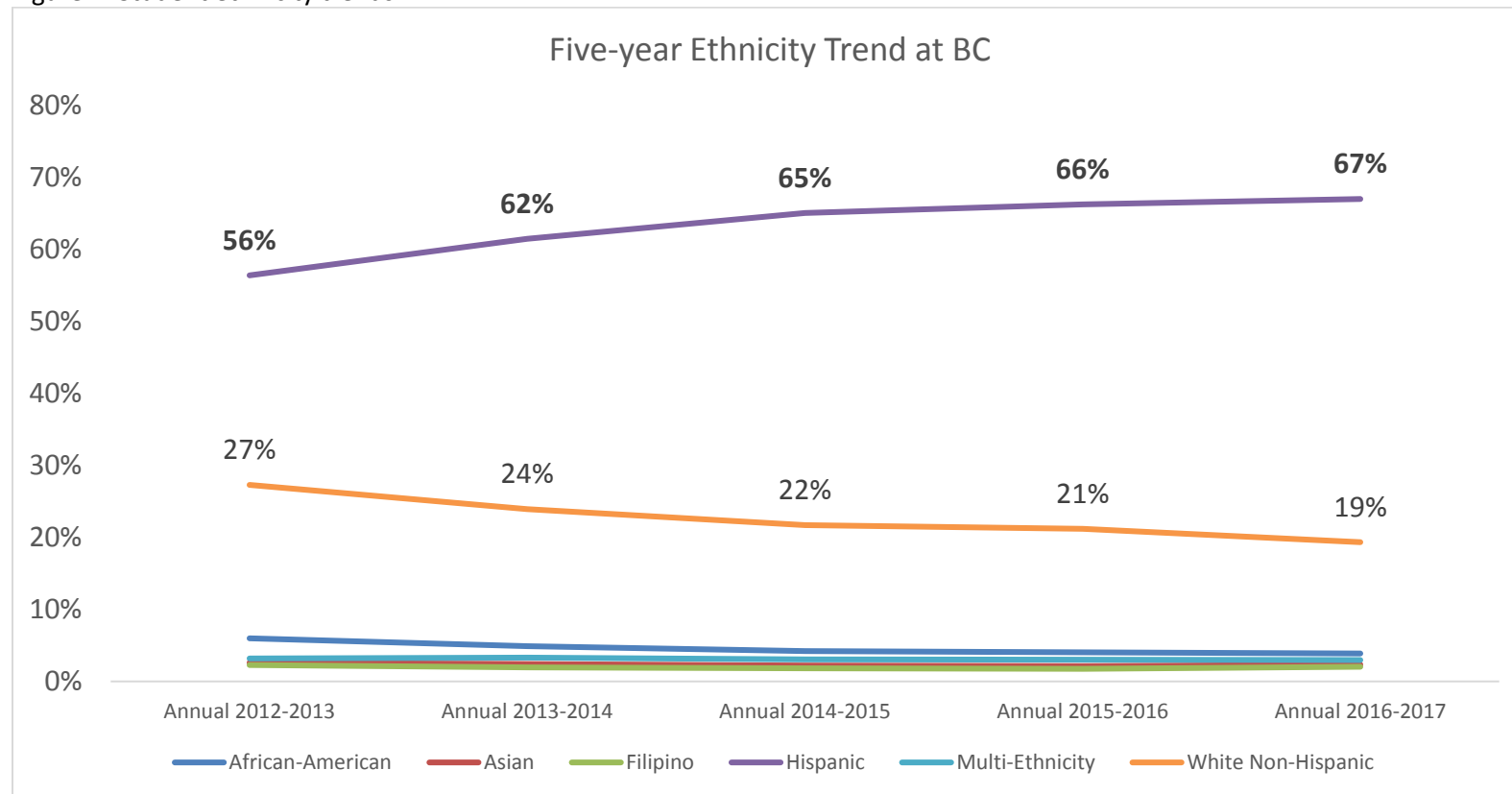
Take a look at your trend data (all programs should have some form of data that is used to look at changes over time).

1. Please report on any unexpected changes or challenges that your program encountered this cycle:

As a new office we have not established trend data. While we regularly develop trend data for various uses (e.g., enrollment trends, guided pathways momentum points), we have only just begun to track our own data. We have a number of goals, particularly our project management goal, which will result in the development of trend data for our area. We plan to track the number of requests, the strategic goal that they are connected to, the time it takes to complete, and client satisfaction.

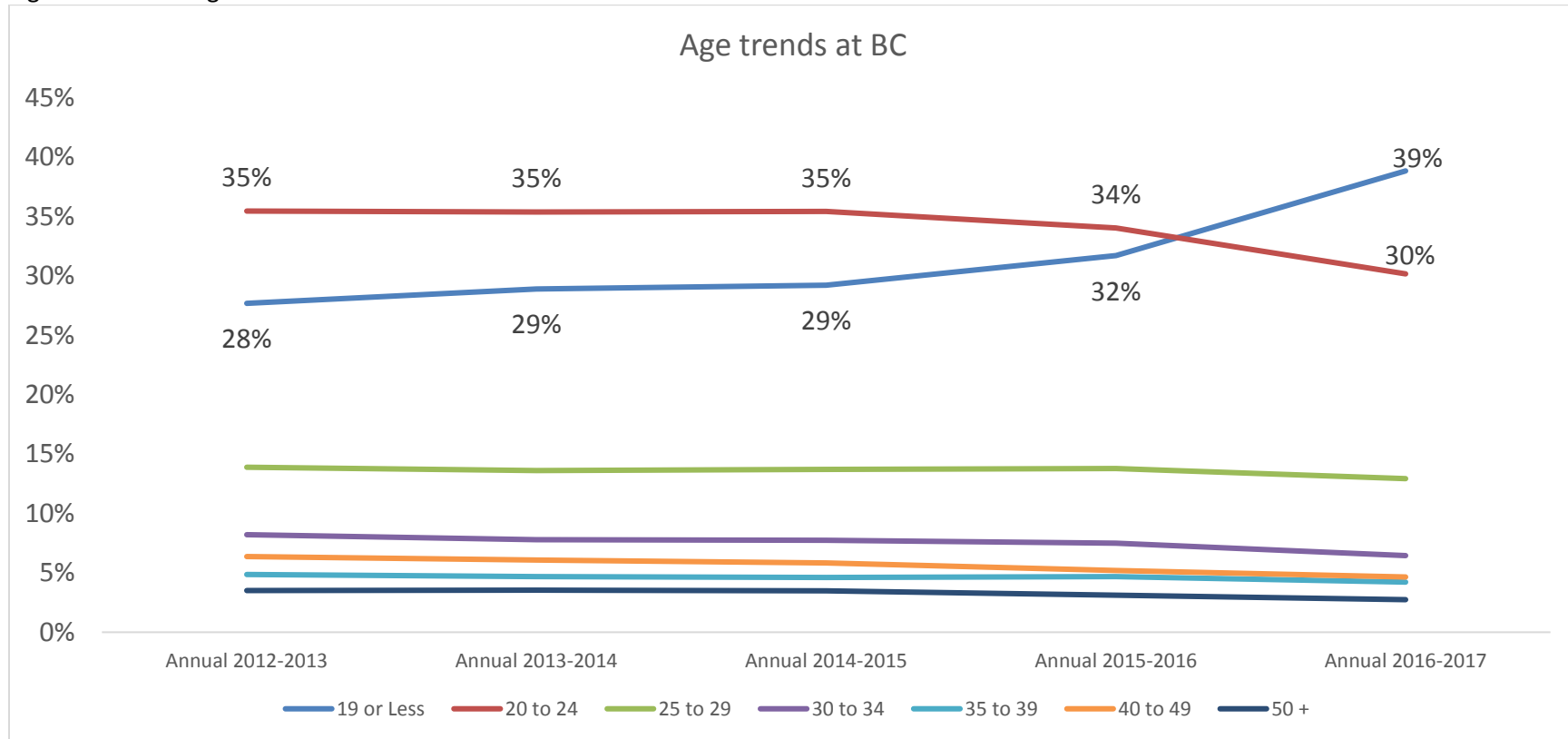
That being said, there are some notable trends in the student population at BC that may affect our grants and services. The first is significant growth, both in relative and absolute terms, in our Latino/Hispanic student population, as shown in Figure 1 below.

Figure 1. Student ethnicity trends



The second noteworthy trend is a recent surge in the number of younger students, most likely due to the tremendous growth in dual enrollment, as shown in Figure 2 below.

Figure 2. Student age trends



2. How does your trend data impact your decision making process for your program?

Once we have data on our office processes and client satisfaction, we will be able to use it to reflect upon how to improve our office’s services and capabilities.

3. Were there any changes to student success and retention for face-to-face, as well as online/distance courses? N/A

4. Were there any changes to student demographics (age, gender, or ethnicity) for the past cycle?

We work primarily with faculty, staff, and administration.

Resource Request and Analysis:

Resource Request		If Fulfilled, Discuss How Previous Year's Requests Impact Program Effectiveness?
<p>Positions: <i>Discuss the impact new and/or replacement faculty and/or staff had on your program's effectiveness.</i></p>	<input checked="" type="checkbox"/> 1: Classified Staff <input type="checkbox"/> 2: Faculty	<p>Two new institutional research analysts are in the process of being hired and onboarded. They will make a huge difference in the office's capacity to access, analyze, and communicate data, to maintain our growing information and data needs, and to conduct more sophisticated research projects, such as propensity score matching and other quasi-experimental designs, that are needed to assess the impact of programs like dual enrollment and supplemental instruction.</p>
<p>Professional Development: <i>Describe briefly, the effectiveness of the professional development your program has been engaged in (either providing or attending) during the last cycle</i></p>	<input checked="" type="checkbox"/> 1: Provided Professional Development <input checked="" type="checkbox"/> 2: Attended Professional Development	<p>Since July 2017, the current Dean of IE has been involved in a number of professional development opportunities including: testifying on behalf of AB 705 (Irwin)—a bill that mandates the use of high school transcript data in placement processes; testifying at the Board of Governors on behalf of disaggregation of API and other ethnic groups; and conducting a workshop that spanned five geographically remote sites featuring the tools of the data disaggregation applied solution kit. In October, he will also be attending and presenting at the Strengthening Student Success Conference and the AACC Guided Pathways Institute #6. Research Analyst Karen Snow attended a census workshop in August and will be attending the RP Conference in Spring 2018.</p>
<p>Facilities: <i>If your program received a building remodel or renovation, additional furniture or beyond routine maintenance, please explain how this request or requests impacts your program and helps contribute to student success.</i></p>	<input checked="" type="checkbox"/> 1: Space Allocation <input type="checkbox"/> 2: Renovation <input type="checkbox"/> 3: Furniture <input type="checkbox"/> 4: Other <input type="checkbox"/> 5: Beyond Routine Maintenance	<p>The Office of Institutional Effectiveness just moved from A-16, where it had room for three people, to A-17, where it now has room for six people.</p>

<p>Technology: <i>If your program received technology (audio/visual – projectors, TV’s, document cameras) and computers, how does the technology impact your program and help contribute to student success?</i></p>	<p><input type="checkbox"/> 1: Replacement Technology <input checked="" type="checkbox"/> 2: New Technology <input type="checkbox"/> 3: Software <input type="checkbox"/> 4: Other _____</p>	<p>We have received new computers for our new staff. These are essential tools that allow us to fulfill our job duties. We have successfully completed a long and difficulty process of ordering three software packages that will allow the office to conduct advanced data and geographic analysis (SPSS, Stata, and ESRI).</p>
Resource Request		Discuss How Effective Request is for Student Success?
<p>Other Equipment: <i>If your program received equipment that is not considered audio/visual or computer equipment technology, please explain how these resources impact your program and help contribute to student success.</i></p>	<p><input type="checkbox"/> 1: Replacement <input type="checkbox"/> 2: New <input type="checkbox"/> 3: Other _____</p>	<p>N/A</p>
<p>Budget: <i>Explain how your budget justifications will contribute to increased student success for your program. (Fiscal requests will be submitted by the faculty chair and/or area administrator.)</i></p>		<p>Our budget requests reflect the growth of the office and the need to increase our supply, books, professional development, and other budget areas to allow for an adequate level of support for office personnel to be effective. Mobility and the ability to access data from any meeting or location is particularly powerful and effective, which is why we are requesting secure laptops and a tablet.</p>

Conclusions & Snapshot:

Present any conclusions and findings about the program. This is an opportunity to provide a brief abstract or synopsis of your program's current circumstances and needs. Consider this a snapshot of your program, if someone were to only read this portion of your annual program review.

Overview:

The Office of Institutional Effectiveness is involved in a wide array of projects and its services are very much in demand for grant applications, decision support, enrollment management, accreditation, planning, advocacy, program review, reporting, guided pathways leadership, and more. The office took a giant step forward in 2017 in terms of its capacity to serve the college and meet its mission. It has grown the number of staff from one to six. Most of the new staff will need training and professional development. Fortunately, the office still has Janet Fulks as a faculty research liaison to assist with the data coach project, the Bakersfield transfer pipeline project, and with general advice. Additionally, Institutional Research Analyst Karen Snow is a veteran of the ODS database and the old Discoverer reports. The Office will be shifting to Cognos and SQL-based data querying in the coming year, requiring a reworking of all of the old Discoverer (aka ODS) reports. The office will also be implementing a project management framework and a client satisfaction survey to help generate data about its own effectiveness. We expect that by next year, the office will be fully staffed, fully trained, and operating at a whole new level of effectiveness.