

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.

| B. Assuring Academic Quality and Institutional Effectiveness | Eligibility Requirements | Recommendation | ACCJC Policies | Improvement Plans |
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| <p>Academic Quality</p> <ol style="list-style-type: none"> The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11) 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) The institution uses assessment data and organizes its institutional processes to support student learning and student achievement. <p>Institutional Effectiveness</p> <ol style="list-style-type: none"> 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. The institution disaggregates and analyzes | <p>#11 Student Learning and Student Achievement</p> <p>The institution defines standards for student achievement and assesses its performance against those standards. The institution publishes for each program the program’s expected student learning and any program-specific achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve the identified outcomes and that the standards for student achievement are met. (Standard I.B.2, I.B.3, and II.A.1)</p> <p>#19 Institutional Planning and Evaluation</p> <p>The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of</p> | <p>#1 Develop and Implement Evaluation Processes to Assess Effectiveness of the Full Range of Planning Processes</p> <p>In order to comply with Standards, the team recommends that the College develop and implement effective evaluation processes that can be applied to the full range of planning processes developed by the district and the colleges to assure that:</p> <ul style="list-style-type: none"> Results of student learning assessments and program reviews are systematically linked and integrated into institution-wide planning for improvement and resource allocation processes That the data and measures identified in the new strategic plan are used to identify improvements in student learning and institutional goal attainment The functional map | <p>N/A</p> | <p>#1</p> <p>Develop a systematic and comprehensive evaluation of the Bakersfield College planning processes as well as of the effectiveness in the improvement of instructional programs and support services</p> |

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| <p>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.</p> <p>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.</p> <p>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.</p> <p>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)</p> | <p>educational goals, and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. (Standard I.B.9 and I.C.3)</p> | <p>defined and agreed upon in 2011 results in effective services being received by the colleges. (I.B.3, I.B.6, I.B.7)</p> | | |
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