Overview

The Office of Institutional Effectiveness (OIE) 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 providing the College community with timely access to data, reports, research, and decision support services.

Bakersfield College’s mission to provide educational opportunities to a diverse population is facilitated in the rural communities of Kern County by the Delano Campus-Rural Initiatives staff. In cities like Arvin, McFarland, Wasco, and Shafter a lack of an institution of higher education has contributed to the low degree attainment rates, which ultimately correlates with the high unemployment rates. In recent years, Bakersfield College has been able to collaborate with schools and community agencies in those communities to provide an array of college courses. Through the work in the rural initiatives, Bakersfield College has enhanced its mission not just in Bakersfield, but in other towns in the county.

**Strategic Directions**

Some ways in which the Office of Institutional Effectiveness advances the strategic directions of the college include the following:

- **Student Learning**: A commitment to provide a holistic education that develops curiosity, inquiry, and empowered learners.
  - Identification, clarification, and promotion of four evidence-based guided pathways momentum points (plus completion) both for the college and on the new Guided Pathways tab in the LaunchBoard.
    - Attempting 15+ units in the first term
    - Attempting 30+ units in the first year
    - Completing 9 core pathway units in the first year
    - Completing transfer-level English and math in the first year
- **Student Progression and Completion**: A commitment to eliminate barriers that cause students difficulties in completing their educational goals.
- Identifying and continually celebrating important early wins such as the steady improvement in completion of transfer-level English and math.
- Streamlining the student application experience to facilitate student entry into a meaningful program of study

- **Facilities: A commitment to improve the maintenance of, and secure funding for, college facilities, technology, and infrastructure for the next thirty years.**
  - Assisting Information Technology and Facilities to develop meaningful and useful AUOs
  - Developing enrollment management reports to increase FTES and funding
  - Supporting enrollment management committee work to increase college FTES

- **Oversight and Accountability- A commitment to improve oversight, accountability, sustainability, and transparency in all college processes.**
  - Revision and promotion of the Renegade Scorecard
  - Supporting grant accountability reporting (e.g., Title V, Basic Skills Outcomes Transformation)

- **Leadership and Engagement- A commitment to build leadership within the College and engagement with community.**
  - Administering the IEPI Leadership Grant to promote leadership professional development opportunities for managers, faculty, and classified staff.
  - Training a group of data coaches to provide data leadership for each of the ten Learning and Career Pathways.

**Recent Projects of Note**

- Dual Enrollment - identify and report on number of students, demographics, growth trends, course-taking and post-secondary enrollment patterns
- Inmate Scholars – identify and report on number of inmate scholars, demographics, and enrollment trends
- Placement validation – identify and take action on issues in the ingestion, application and automation of high school performance data for placement
- AB 705 – Analyzing the impact of new legislation on student placement
- IEPI Professional Resource Team support
- Program Pathways Mapper – working with the Chancellor’s Office as well as BC and CSUB faculty, to develop a visualization of a default program path for all BC programs of study
- Data Warehouse – working with district IT to develop a stable, reliable and fast data querying solution for research needs
- Career and completion community support – provide data coaches with data files identifying student progress on key guided pathways momentum points along with contact information to promote proactive intervention and guidance.
Goals and Objectives

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. 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. 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. 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). 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. Professional development. Train new OIE staff to increase their skills, institutional knowledge & connections, and capacity to support the College’s mission and strategic directions.

Conclusion

The Office of Institutional Effectiveness has evolved rapidly in 2017. We are looking forward to continuing to strengthen our skills and our capacity to support the college’s strategic directions and guided pathways transformation. 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