INTRODUCTION

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, and metamajor (or Learning and Career Pathway). OIE provides timely, accurate information about these subgroups, their academic journeys, their progress on key momentum points, and their completion rates, enabling Academic Support, LCP Completion Teams, Affinity Groups, and others to identify students in need of additional support and provide 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 Scorecard since 2013. The Scorecard (https://www.bakersfieldcollege.edu/scorecard) has been updated and improved through three iterative cycles. OIE also supports the college’s Institutional Review Board (IRB) to assure that rights and welfare of human research participants are protected.

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.

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*.

**MISSION**

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.

**SUPPORTING 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):
    - 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 celebrating important early wins such as the rapid improvement in the rate at which students complete transfer-level English in their first year.
  - 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.
  - Obtaining funding for a research data warehouse, hiring a research data warehouse administrator, and commencing the project.
  - Developing data from the Community College Survey of Student Engagement (CCSSE) that can be used by support services as useful AUOs.
  - Developing enrollment management reports to increase FTES and funding.
  - Supporting enrollment management committee work to increase college FTES.

- **Leadership and Engagement- A commitment to build leadership within the College and engagement with community.**
  - Revision and promotion of the Renegade Scorecard
- Administering the IEPI Leadership Grant to promote leadership professional development opportunities for managers, faculty, and classified staff.
- Developing a process and a curriculum to train a group of data coaches, providing data leadership for each of the ten Learning and Career Pathways.

**SUPPORTING GUIDED PATHWAYS**

- Placement validation – identified and took action on issues related to the acquisition, ingestion, application, and automation of high school performance data for placement including a proof of concept application in which approximately 18,000 students were processed algorithmically for fall 2018 placement and a second, more comprehensive and more streamlined process which loaded 57,000 student placements for Spring 2019, providing students with updated placements that will maximize students’ likelihood of completing transfer-level English.
- AB 705 – Analyzing the impact of new legislation on student placement and providing reports to math and English departments about anticipated course eligibility to help with proactive enrollment management.
- 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
- Momentum point dashboards – using Tableau, OIE has made timely, interactive data available to each LCP.
- Starfish Analytics – assisted the Starfish team to troubleshoot and resolve data issues with the analytics data load.
- Data Coach training – 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. BC’s model of connecting data coaches to Learning & Career Pathways teams has become a model in the state and BC personnel were invited to present on it at three separate IEPI workshop in fall 2018.
- Program Pathways Mapper deployment – after a successful year of development, planning, training, and communication, the BC Leading from the Middle program mapper team, with the assistance of web services, rolled out the program mapper live on the BC website with over 130 programs mapped. Another ten colleges across the state are currently in the process of implementing the program mapper for their respective campuses.
CONCLUSION

The Office of Institutional Effectiveness has continued to evolve and develop in 2018. We filled the College Institutional Researcher position in May and are now fully staffed. As of October, our two new research analysts each have one year of experience and are becoming more proficient with research tasks all the time. We have achieved the goals we set for ourselves in the past year and have once again developed an ambitious set of goals for the office for the coming year.

GOALS AND OBJECTIVES

Goal 1: Develop and deploy a research data warehouse.
• Form planning team and establish buy-in and implementation plan.
• Support College Institutional Researcher Amber Hroch
• Develop staging area for placement data including ACCUPLACER and high school performance data from CCGI, CalPASS Plus, and CCCApply.
• Incorporate MIS data tables and structures
• Deploy reporting portals.

Aligns with:
Strategic Direction #2: Student Progression and Completion
Strategic Directions #3: Facilities
Strategic Directions #4: Leadership and Engagement

Goal 2: Scale up Program Mapper at BC and statewide
• Engage Leading from the Middle project team to scale up Program Mapper at BC by including all program maps.
• Develop and deploy an authoring interface for the Program Mapper.
• Integrate program mapper with program review and institutional processes.
• Expand availability and usage of program mapper across the system; on-board at three other colleges.
• Develop capacity to visualize years three and four of the transfer program maps.
• Develop capacity to include data from Assist, C-ID, and CSU systems.
• Explore inclusion of UC courses and program maps.

Aligns with:
Strategic Direction #2: Student Progression and Completion
Strategic Directions #4 Leadership and Engagement

Goal 3: Support completion coaching teams for Learning and Career Pathways and affinity groups
a. Synchronize data pulls and nudges with GPIT communication plan
b. Develop Starfish functionality that supports regular reporting of Guided Pathways momentum points (15+ units attempted per term; completing math and English in the first year; 30+ units attempted in the first year; 9+ core program units completed).
c. Publish a vetted LCP crosswalk mapping showing relationship of program of study to LCP.

**Aligns with:**
Strategic Direction #2: Student Progression and Completion
Strategic Directions #3: Facilities
Strategic Directions #4: Leadership and Engagement

**Goal 4: Complete two impact analyses with controls for selection bias**
These analyses will provide information on the effectiveness of academic programs and support services such as:
- Tutoring
- Dual Enrollment

**Aligns with:**
Strategic Direction #2: Student Progression and Completion

**Goal 5: Professional development of OIE staff**
Given that institutional research staff are in need of continuous training and updating of skill sets and given that the majority of researchers in the Office of Intuitional Effectiveness are new to BC and/or new to the filed and given that we are bringing online significant new data tracking and analytic systems, it is critical that we prioritize training and professional development of OIE staff in areas such as:
- Starfish
- Cognos
- SQL
- Tableau

**Aligns with:**
Strategic Direction #1: Student Learning
Strategic Direction #2: Student Progression and Completion
Strategic Directions #4: Leadership and Engagement

**Goal 6: Data coaches**
Develop an annual plan for recruiting, training, and supporting data coaches, including:
• Training curriculum for six courses (three to four sessions of each)
• Cross-training
• Starfish access & training

Aligns with:
Strategic Direction #2: Student Progression and Completion
Strategic Directions #4: Leadership and Engagement

Goal 7: OIE website development
Update and enhance the website for the Office of Institutional Effectiveness. The enhancement shall include converting the Renegade Scorecard to run from a data file that can be refreshed by the Research Data Warehouse or other data source as well as the development of a page where research reports, papers, and other resources can be posted.

Aligns with:
Strategic Directions #4: Leadership and Engagement