Make it easier to change the text: Use the Selection Pane to temporarily hide the Picture Placeholder. Click the eye icon to hide or show an object.

To change the sample image, select the picture and delete it. Now click the Pictures icon in the placeholder to insert your own image.

The animation is already done for you; just copy and paste the slide into your existing presentation.

Sample picture courtesy of Bill Staples.

Bakersfield College Institutional Scorecard

Dr. Sonya Christian
Dr. Janet Fulks
League of Innovation
March 2014
Creating College Scorecards and Institutional Standards

- How do colleges develop individual scorecards based upon deliberate and intentional processes that are not just compliance oriented or steeped in theory, but rather linked into the vital work, the heart and soul of the institution?

- Bakersfield College has developed a deliberate and intentional process to meaningfully engage faculty, staff and administrators in a responsive and significant set of institutional metrics.

- The involvement was widespread and involved every area of student service and instruction.

- The metrics provide a salient and rigorous quality assurance at both high level data, for external reporting, and close-up data reporting strategic initiatives and program data to move and drive our work, process and plans.

- The metrics represent vital signs!
Overview

- From the 50,000 foot level the rigor of quality assurance is all around us. Required by Federal, State, etc.
- From a lower level we see that the accountability needs to be linked to our individual mission statements and driven by the work of our strategic plan.
- Institutional metrics should be derived from our mission and directed by our strategic plans where the preliminary framework is developed and defined by the admin, faculty and staff of the local institution to embed value and meaning.
- Example of BC’s scorecard and modeling of how it was collaboratively developed.
Overview

• The new ACCJC accreditation standards require individualized college scorecards/standards
  • Driven by the mission
• Providing a target or benchmark for both student achievement and student learning
  • Not prescriptive – but necessary and authentic
• Draft language in Standard I B 3 – Assuring Academic Quality

3. The institution publishes institution-set standards for student achievement, appropriate to its mission, and assesses how well it is achieving them in pursuit of continuous improvement. CW IB intro+, IB, IB2+

4. The institution uses assessment data, organizes its institutional processes and allocates and reallocates resources to support student learning and student achievement. CW IB intro+, IB, IB4
Bakersfield College Mission

PROFESSIONAL DEVELOPMENT
Provide relevant, timely professional growth opportunities to enhance the effectiveness of our employees and institution.

COMMUNICATION
Enhance collaboration, consultation and communication within the college and with external constituents.

FACILITIES, INFRASTRUCTURE, and TECHNOLOGY
Improve maintenance of college facilities and infrastructure.

COLLABORATION and PARTNERSHIPS
A commitment to engage in collegewide and community activities.

FISCAL SUSTAINABILITY
A commitment to incorporate 21st Century technologies and processes to strengthen.

STUDENT PROGRESSION & COMPLETION
A commitment to reduce the time for students to complete educational goals.

SLOs/Assessment
Student Progression & Completion
Operational Data
Perception Surveys/CCSSE

http://www.bakersfieldcollege.edu/reports/
Our thoughts

The metrics and benchmarks must address student learning (SLOs) and student achievement (Degree, Certificate, transfer outcomes)

- The institution must look for gaps and plan strategies for improvement
- Metrics should be meaningful, recognizable and valid for both the college and the community
- These metrics should move – or reflect improvement
- Statewide metrics (ARCC and Scorecard in California) are too aggregated to be responsive but provide available high level metrics; disaggregating brings them closer to home and more responsive to strategic initiatives
- Multiple audiences see improvement differently
- Metrics should be engaging, not just a report or dashboard

How do we think about the district and board level?

How do we think about the college level?

How do we think about the unit level?
Mission Fulfillment through institutionally defined standards

Bakersfield College is committed to providing excellent learning opportunities in basic skills, career and technical education, and transfer courses for our community so that our students can thrive in a rapidly changing world.

Institutionally defined standards appropriate to the mission

Institutional Scorecard
When does a report become a scorecard?

When it causes the entire college to ask “Are we fulfilling our mission?” and “How can we fulfill it better?”
Not a Dashboard

Governors State University

Dashboard Indicators

Academic Excellence

Goal 1 - Academic Excellence: Provide distinctive academic programs that effectively prepare students to become leaders and productive citizens in the global community.

Dashboard Measure: Increase Student Credit Hours to 65,376 by Fall 2014

Dashboard Measure: Increase Dually Admitted Undergraduates to 1,000 by Fall 2014

Dashboard Measure: Accreditation Status of Degree Programs

GSU, as a whole, is accredited by the Higher Learning Commission (HLC)

The Professional Education Unit (PEU) is accredited by the National Council for the Accreditation of Teacher Education (NCATE)

100% of programs with appropriate accrediting bodies are accredited

Dashboard Measure: Percent Alumni Passing Licensure/Certification Exams

After completing their education, alumni from the College of Health and Human Services (CHHS), the Professional Counseling program sit for standardized exams that evaluate their competence to practice in their field.
Tufts University Dashboard Fall 2004

**Student Body**

<table>
<thead>
<tr>
<th>Category</th>
<th>Current Value</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduates (Headcount)</td>
<td>4,971</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>4,888</td>
<td>45%</td>
</tr>
<tr>
<td></td>
<td>4,734</td>
<td>33%</td>
</tr>
<tr>
<td>% UGs engaged in research</td>
<td>33%</td>
<td>higher</td>
</tr>
<tr>
<td></td>
<td>95%</td>
<td>green</td>
</tr>
<tr>
<td></td>
<td>27%</td>
<td>lower</td>
</tr>
<tr>
<td>Number of Ph.D Students</td>
<td>733</td>
<td>higher</td>
</tr>
<tr>
<td></td>
<td>696</td>
<td>green</td>
</tr>
<tr>
<td></td>
<td>761</td>
<td>lower</td>
</tr>
<tr>
<td>% Undergrad Satisfaction</td>
<td>92%</td>
<td>neutral</td>
</tr>
<tr>
<td></td>
<td>91%</td>
<td></td>
</tr>
<tr>
<td>All other Grad &amp; Prof students</td>
<td>3,532</td>
<td>higher</td>
</tr>
<tr>
<td></td>
<td>3,629</td>
<td>green</td>
</tr>
<tr>
<td></td>
<td>3,194</td>
<td>lower</td>
</tr>
<tr>
<td>% Undergrad Senior Thesis</td>
<td>79</td>
<td>higher</td>
</tr>
<tr>
<td></td>
<td>51</td>
<td>green</td>
</tr>
<tr>
<td></td>
<td>92</td>
<td></td>
</tr>
</tbody>
</table>

**Undergraduate Admissions**

<table>
<thead>
<tr>
<th>Category</th>
<th>Current Value</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td># Undergraduate applications</td>
<td>14,727</td>
<td>higher</td>
</tr>
<tr>
<td></td>
<td>15,525</td>
<td>green</td>
</tr>
<tr>
<td></td>
<td>13,471</td>
<td>lower</td>
</tr>
<tr>
<td>UG Acceptance Rate</td>
<td>32%</td>
<td>lower</td>
</tr>
<tr>
<td></td>
<td>28%</td>
<td>neutral</td>
</tr>
<tr>
<td></td>
<td>23%</td>
<td></td>
</tr>
<tr>
<td>Undergraduate Yield</td>
<td>37%</td>
<td>higher</td>
</tr>
<tr>
<td></td>
<td>33%</td>
<td>green</td>
</tr>
<tr>
<td></td>
<td>31%</td>
<td>lower</td>
</tr>
<tr>
<td>% Minority entering class</td>
<td>33%</td>
<td>lower</td>
</tr>
<tr>
<td></td>
<td>27%</td>
<td>red</td>
</tr>
<tr>
<td></td>
<td>24%</td>
<td></td>
</tr>
</tbody>
</table>

*Figure 6. New Look of the Tufts University dashboard.*
## 2013 Statewide Student Success Scorecard Metrics

### Cohort Tracked for Six Years Through 2011–12

<table>
<thead>
<tr>
<th></th>
<th>Completion</th>
<th>Persistence</th>
<th>30 Units</th>
<th>Remedial</th>
<th>Career Development &amp; College Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Prepared</td>
<td>Unprepared</td>
<td>Overall</td>
<td>Prepared</td>
<td>Unprepared</td>
</tr>
<tr>
<td>Cohort</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>73.7%</td>
<td>42.0%</td>
<td>50.1%</td>
<td>61.5%</td>
<td>67.3%</td>
</tr>
<tr>
<td>Male</td>
<td>68.5%</td>
<td>39.9%</td>
<td>48.1%</td>
<td>63.3%</td>
<td>67.3%</td>
</tr>
<tr>
<td>Under 20 years old</td>
<td>73.1%</td>
<td>43.3%</td>
<td>52.0%</td>
<td>62.1%</td>
<td>67.8%</td>
</tr>
<tr>
<td>20 to 24 years old</td>
<td>61.7%</td>
<td>32.8%</td>
<td>38.5%</td>
<td>62.9%</td>
<td>61.1%</td>
</tr>
<tr>
<td>25 to 49 years old</td>
<td>50.8%</td>
<td>31.7%</td>
<td>34.5%</td>
<td>63.7%</td>
<td>67.6%</td>
</tr>
<tr>
<td>50 or more years old</td>
<td>44.8%</td>
<td>28.0%</td>
<td>30.3%</td>
<td>60.1%</td>
<td>76.1%</td>
</tr>
<tr>
<td>African-American</td>
<td>65.9%</td>
<td>35.0%</td>
<td>39.0%</td>
<td>52.3%</td>
<td>61.4%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>59.5%</td>
<td>31.6%</td>
<td>38.5%</td>
<td>66.2%</td>
<td>64.2%</td>
</tr>
<tr>
<td>Asian</td>
<td>82.2%</td>
<td>57.9%</td>
<td>66.7%</td>
<td>57.0%</td>
<td>71.8%</td>
</tr>
<tr>
<td>Filipino</td>
<td>71.4%</td>
<td>43.1%</td>
<td>50.6%</td>
<td>62.6%</td>
<td>69.4%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>64.7%</td>
<td>34.8%</td>
<td>39.5%</td>
<td>62.7%</td>
<td>66.6%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>58.3%</td>
<td>35.8%</td>
<td>40.9%</td>
<td>57.0%</td>
<td>64.9%</td>
</tr>
<tr>
<td>White</td>
<td>70.5%</td>
<td>44.0%</td>
<td>53.5%</td>
<td>64.9%</td>
<td>68.1%</td>
</tr>
</tbody>
</table>
Creating Metrics

- Talked with Key Committees
- Strategic Initiatives
- Required Reporting
  - Draft List of Metrics

Student Achievement: Transfer Rate; Course Completion; Student Retention; Degree and Certificate Completion; CTE Success;

Success for special populations

- Online
- MESA
- STEM
Developing institutional standards appropriate to the mission

Bakersfield College is committed to providing excellent learning opportunities in basic skills, career and technical education, and transfer courses for our community so that our students can thrive in a rapidly changing world.
STRATEGIC GOALS

STUDENT SUCCESS
Become an exemplary model of student success by developing and implementing best practices

PROFESSIONAL DEVELOPMENT
Provide relevant, timely professional growth opportunities to enhance the effectiveness of our employees and institution

COMMUNICATION
Enhance collaboration, consultation, and communication within the college and with external constituents.

FACILITIES, INFRASTRUCTURE & TECHNOLOGY
Improve maintenance of college facilities and infrastructure

OVERSIGHT & ACCOUNTABILITY
Improve oversight, accountability, sustainability, and transparency in all college processes

INTEGRATION
Implement and evaluate existing major planning processes

STRATEGIC INITIATIVES

Student Learning
A commitment to provide a holistic education that develops curiosity, inquiry and empowered learners

Student Progression and Completion
A commitment to reduce the time for students to complete educational goals

Collaboration and Partnerships
A commitment to engage in collegewide and community activities.

Fiscal Sustainability
A commitment to incorporate 21st century technologies and processes to strengthen the long-term fiscal sustainability.

Engagement, Peer Learning and Study Series
A commitment to creating a learning organization dedicated to advancing out individual and institutional knowledge and creativity

BENCHMARKS DATA STRANDS

SLOs/Assessment
ARCC
Operational Data
Perception Surveys/CCSSE
Institutional Scorecard

• Bakersfield College Scorecard -
  http://prod.cms.bakersfieldcollege.edu/scorecard
AIRE document [http://www.airweb.org/EducationAndEvents/Publications/Documents/123.pdf](http://www.airweb.org/EducationAndEvents/Publications/Documents/123.pdf)

GSU Dashboard

Tuft’s

RP – Creating a Factbook
[http://www.rpgroup.org/sites/default/files/CreatingaFactbook-Resources_0.pdf](http://www.rpgroup.org/sites/default/files/CreatingaFactbook-Resources_0.pdf)

Skyline College Balanced Scorecard
[http://www.skylinecollege.edu/institutionalplanning/balancedscorecard.php](http://www.skylinecollege.edu/institutionalplanning/balancedscorecard.php)