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General information about the Midterm Report can be found in Section 3.3 of the *Accreditation Handbook.* Your ACCJC staff liaison is available to answer specific questions at any time.

**REPORT DUE DATE**:

Midterm reports are typically due four years after the focused site visit. The exact due date for your Midterm Report can be found in the Commission action letter reaffirming your institution’s accreditation status for the remainder of the accreditation cycle. Your ACCJC staff liaison can confirm the date if needed.

**SUBMISSION PROCESS:**

Unless you receive other guidance from your ACCJC staff liaison, you will submit your final Midterm Report and supporting documentation by uploading your files to ACCJC’s secure online cloud service. Your ACCJC staff liaison will provide additional instructions and a link to the cloud service in advance of your submission due date.

Your submission should include the following:

* a PDF copy of the final certified Midterm Report;
* a folder containing copies of all evidence cited in the Midterm Report.

**REGARDING EVIDENCE FILES:**

As part of the submission process, you will upload folders containing PDF copies of all evidence and documentation cited in your narrative responses. Names of individual files with the folder should be meaningful enough to give a general idea of the file’s contents.

**REGARDING EVIDENCE LINKS:**

Within your report narratives, you will link to evidence and documentation as needed. Your hyperlinks should be descriptive enough to indicate what document will be opened when a reader clicks the link. Hyperlinks may resolve to the individual evidence files that were uploaded to ACCJC as part of your submission (i.e., using relative links within the document) or to PDF files available on a dedicated, online institutional repository.

[insert college logo here]

**Midterm Report**

Submitted by

Berkeley City College (PCCP)

2050 Center Street

Berkeley CA 94704

to

Accrediting Commission for Community and Junior Colleges

[insert date of submission: Month Year]

**Certification**

To: Accrediting Commission for Community and Junior Colleges

From: Dr. Denise Richardson, President

Berkeley City College (PCCP)

2050 Center Street

Berkeley CA 94704

This Midterm Report is submitted to the ACCJC for the purposes of 1) highlighting recent improvements or innovations and 2) providing an update on institutional performance with regard to student outcomes since the last comprehensive peer review. The Midterm Report reflects the nature and substance of this institution, as well as its best efforts to align with ACCJC Standards and policies and was developed with appropriate participation and review by the campus community.

Signatures:

|  |  |
| --- | --- |
| [Chief Executive Officer of Multi-College District, if applicable] | [Date] |
| [Chief Executive Officer] | [Date] |
| [Chairperson, Governing Board] | [Date] |
| [Name, Title, Representing] | [Date] |
| [Name, Title, Representing] | [Date] |
| [Name, Title, Representing] | [Date] |
| [Name, Title, Representing] | [Date] |

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# Reflections on Continuous Improvement Since Last Comprehensive Review

Provide brief responses to the prompts below, referring to the Peer Review Team Report for the last comprehensive peer review. Suggested length for Section A is 3 pages.

**Leads: Stacey Shears and Chris Lewis**

**1.** **Briefly describe major improvements or innovations since the time of the last comprehensive peer review, focusing on areas where your institution is excelling or showing significant improvement with regard to equitable student outcomes, educational quality, and/or mission fulfillment.**

Berkeley City College has been continuously accredited since 1981, and had its accreditation status re-affirmed November 27th, 2023, following a Peer Review Team site visit and follow-up report in 2022. Berkeley City College’s last full report to the ACCJC was submitted in 2020. Since the 2020 Academic Year, we have experienced a dramatic transformation in public education, one that has shifted the environment and culture of our communities in ways that open new opportunities and raise unprecedented new challenges. Among these shifts, BCC is seeing a steep reduction in the number of traditional-age community college students, those in the age range of 20- to 24-year-olds (–30%) and 25- to 29-year-olds (–27%). We have also seen a change in enrollment patterns of students, with fewer students taking a full load of classes, more students preferring online modalities, students attending classes at more than one college. The following narrative highlights the major improvements BCC has made in response to these shifts. A deeper dive into these and other improvements appears in the later sections of this report, with particular emphasis on institution set standards, the assessment of learning outcomes, and the college’s direction forward in preparation for the next comprehensive review.

**Improvements to Instruction**

To address the post-pandemic shifts, Berkeley City College has continued to provide classes and services remotely, while gradually bringing more students and faculty back in person. Currently, about 35 percent of BCC courses are offered in person. Many students continue to take courses online but often come to campus to access services in person. Accordingly, all student services can be accessed both in person and remotely. Enrollment and website usage data also indicate an increased demand for online courses and services in the evening. Currently, about 37% of all our class sections have start times at 5:00 PM or later. To ensure and improve the quality of our online offerings in alignment of [Vision 2030 Strategic Direction 1, action item 3](https://www.cccco.edu/About-Us/Vision-2030/strategic-directions), BCC continues to promote the badging of courses through Peer Online Course Review (POCR), and since our last report, BCC has been recognized by the California Virtual College Online Education Initiative (CVC-OEI) as a teaching college, with approximately 15 courses currently badged through POCR. To increase the number of courses improved by the POCR this year, BCC has allocated Perkins CTE funding to support increased POCR badging in our CTE programs, as well as some limited General Funds for critical transfer courses in mathematics, English and popular GE requirements.

Another significant improvement around instruction has been the college’s proactive response in addressing systemic barriers that disproportionately impeded students of color, low-income students, and students with disabilities from achieving essential English and math milestones to a degree and transfer, identified in [research](https://rpgroup.org/mmap/AB-705_Equitable_Placement_Support_Completion) and through legislative action via [AB 705/1705](https://www.cccco.edu/-/media/CCCCO-Website/Files/Educational-Services-and-Support/ab-1705-implementation-guide-3-14-23-a11y.pdf). Berkeley City College has successfully added support sections for English 1A and Calculus 1 (MATH-3A). English 1A Plus is an augmented version of our first year English Composition course, English 1A. Students enrolled in In English 1A PLUS receive additional support from the lecture instructor as well as well-trained writing coaches in a supplemental non-credit lab course to maximize their chances of success. The lab portion of the class provides the time and space to start assignments, check learning progress, ask questions, and practice what is taught in the English 1A lecture. For mathematics, BCC has augmented its course outline of record for MATH-16A, Calculus for Business and the Life and Social Sciences by adding an additional 1-unit of preparatory pre-calculus math, eliminating the need for the pre-requisite Pre-Calculus course, MATH-1. In addition, the math faculty has created a new support class for Calculus 1 (MATH-3A). This course, MATH-219A, is recommended to students during their self-placement assessment by multiple measures and may be taken concurrently with any MATH-3A section. The course reviews core pre-requisite skill, competencies, and concepts in-parallel with the instruction framework for MATH-3A. MATH-219A eliminates the need for the MATH-1 Pre-calculus prerequisite, making significant progress to the removal of barriers that lower the chances for students to successfully obtain a degree or transfer. Finally, to support faculty through professional development, BCC elected to offer a training course from Motivate Labs, one of the technical assistance opportunities the Chancellor’s Office has curated and invested in. To date, ten of our faculty members have completed this training, with more expected in the Spring 2025 cohort.

Developed and implemented robust dual enrollment processes, leading to expanded participation across the college. Dual Enrollment up from 33.84 FTES in AY 2020, to 139.2 in AY 2024. DE Handbook for students and parents, DE student club, continued work on DE process for HS administrators and counselors.

**MESA**

In the Spring of 2022, BCC was awarded $1.7 million from the State Chancellor’s Office to implement and administer a Mathematics, Engineering and Science Achievement program (MESA). Operation of this program began in the Fall 2023 semester with the hiring of a MESA Program Director, and the establishment of a MESA Center on campus. The BCC MESA program strives to increase the successful and equitable completion of under-represented students in calculus-based STEM pathways through recruitment, academic support and advising, and career readiness training. Through this program, MESA students receive:

* Access to the MESA Center, with technology access and quiet study areas
* Academic Advising and Tutoring
* Access to STEM-Focused Counselors
* Transfer Support
* Internship and Leadership Training
* Financial Aid and Scholarship Support
* Field Trips and University Visits

As of the writing of this report, participation in MESA has grown to 100 students in only one year. We expect this growth to continue and for measurable outcomes to be identified and reported through the Vision Aligned Reporting program in Fall of 2025.

* Initiated the Culturally Responsive Pedagogies Project, with updates from Dean Thai, Scott Hoshida, and Heather Dodge.
* Mapped degree and certificate pathways:

BCC offers 93 instructional programs in total, including 38 associate degrees: associate in arts (AA), associate in science (AS), associate in arts degree for transfer (AA-T), and associate in science degree for transfer (AS-T) programs. BCC also offers seven career and technical education (CTE) programs and 55 credit and noncredit certificate programs.

* Advanced ZTC Grant work with contributions from Jenny and Heather.

**Career Education and Workforce Development**

BCC has expanded its Career and Workforce Development programs, particularly in the last few years. In concert with the formation of the Career and Academic Pathways Communities based on Guided Pathways, BCC’s career education programs have created a pipeline from Bay Area high schools and adult schools to BCC. They have also created a pathway to transfer to 4-year institutions and job attainment in high-wage, high-demand jobs. BCC focuses on work-based learning, apprenticeships, and paid internships as effective mechanisms for students to learn practical skills and gain relevant work experiences in the real[1]world job environment. BCC is the recipient of multiple grants that support these programs and pedagogy particularly in the areas of Teacher Education, Health and Human Services, and STEM (including Biotechnology). BCC is also in the process of creating a centralized Career Center Hub where students can attain direct services, resources, career education workshops, and job preparation in the areas of career education and workforce development.

**Facilities and Technology**

* Continued ongoing technology refreshes, including network upgrades funded by Measure G, with support from Vincent Koo and Antoine.
* Launched a website refresh.

**Student Services**

* Revised and augmented the Shared Governance Process.
* Analyzed transfer rates over the past three years.
* Established a Basic Needs Center, providing a food pantry, hot meals, hotspots, and Chromebooks for students.
* Secured a second grant for HSI (Hispanic Serving Institutions).

**ASBCC – Student Senate**

Gianmarco – please add a brief narrative here discussing activities the ASBCC has initiated and/or engaged in that have contributed towards a significant improvement regarding equitable student outcomes, educational quality, and/or mission fulfillment.

Original bullet points

* ~~AB 1705 work completed. With ongoing professional development and support (Motivate Labs)~~
* ~~Developed and implemented robust dual enrollment processes, leading to expanded participation in dual enrollment across the college~~
* ~~Launched a new MESA program (Get data from Armando Franco)~~
* Culturally Relevant Pedagogies Project (Dean Thai, Scott Hoshida, Heather Dodge updates) Equity Task force (Luke Woods)
* Revised and augmented Shared Governance Process
* Transfer rates for the last three years
* Basic Needs Center- food pantry, hot meals, hotspots, chromebooks for students
* HSI- 2nd grant
* Ongoing Tech refresh, including upgrade of network (Vincent Koo, Antoine, Measure G funding)
* Website refresh
* Degree and Certificate mapping
* Teaching College in the CVC-OEI Exchange
* ZTC Grant work (Jenny and Heather)

Evidence:

1. Technology Refresh Plan

2. Shared Governance Handbook

**2. Briefly describe actions taken in response to any recommendations for improving institutional effectiveness or feedback noted in the Peer Review Team Report for the last comprehensive peer review.**

Prior Recommendations (2021):

College Recommendation 1:In order to increase effectiveness, the team recommends that the College ensure that its outcomes assessment practices are consistently comprehensive and regularly include analysis of disaggregated learning outcome data. (I.B.6, II.A.3)

Both the new 2023-2024 Educational Master Plan and Strategic Plan rely heavily on the use of disaggregated data to identify equity gaps and to inform the type, amount, and focus of resource allocation. This year, our assessment team has begun piloting the use of the Canvas LMS to collect and disaggregate student learning outcome data for all mathematics classes at the individual student level. This pilot project has already been shown to be feasible and effective and will be scaled up over the next three years to eventually include all sections. We are also using both student learning outcome and student success and completion data, disaggregated by course modality to better understand the most effective methods for the delivery of instruction.

College Recommendation 2: In order to increase effectiveness, the team recommends that the College complete the implementation of its formal cycle of evaluation of governance structures and processes. (I.B.7, IV.A.7)

[Insert narrative response, citing relevant Standards as appropriate.]

Governance manual update, explicitly outlining the process for self-evaluation annually (evidence: survey)

See recommendation 1.B.

Qualtrics survey for all shared governance committees

Summer Governance retreats: May 2021, 2022, 2023

How have we provided disaggregated SLO data to departments and used that data to inform continuous improvement. Phoumy has examples with Adan (EnGL) Kelly (Math)

Evidence:

1. Shared Governance Survey tool

2.

**3**. **How are the actions described above helping your institution deepen its practices for continuous improvement and transformation in relation to the 2024 Accreditation Standards?**

[Insert narrative response, citing 2024 Accreditation Standards as appropriate. Reflect on the team report and feedback]

Evidence:

1.

2.

# Reflections on Institution-Set Standards and Other Metrics of Student Achievement

Provide a brief response to each question below, referring to Standards 1.3 and 2.9 for additional context. You may insert graphs, charts, or other similar visuals as needed to support your narrative. Suggested length for Section B (not counting any visuals) is 3 pages.

**Lead(s): Phoumy Sayavong**

1. **Review the most recent ACCJC Annual Report and other meaningful metrics of student achievement. Has the institution met its floor standards? Exceeded its stretch goals? Describe any patterns or trends you see in performance against your institution-set standards and other metrics of student achievement.**

In the College’s most recent ACCJC Annual Report (see Table 1), we had set reasonable floor standards for all outcome measures based on our actuals from 2020-21 because our actuals were surpassing the floor and stretch goals in some cases. With the uncertainty of how the pandemic will affect student enrollment and outcome measures, we continued to strive for improvements by projecting modest gains of 1% to 2% for all outcome measures. Starting in 2021-22, we started to see declines in all the outcome measures. The decline in our actuals compared to floor standards continued into 2022-23 when our course completion was 7% lower, number of certificates was 22% lower, associate degrees was 20% lower, and transfer was 31% lower.

Table 1. 2023-24 ACCJC Annual Report Outcome Indicators.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **2020-21** | **2021-22** | **2022-23** |
| **Course Completion** | Set Standard | 69% | 71% | 73% |
| Stretch Goal | 71% | 73% | 75% |
| **Actual** | **75%** | **68%** | **68%** |
| **CERTIFICATES** | Set Standard | 372 | 379 | 387 |
| Stretch Goal | 460 | 465 | 469 |
| **Actual** | **485** | **369** | **303** |
| **ASSOCIATE DEGREES** | Set Standard | 406 | 413 | 421 |
| Stretch Goal | 455 | 460 | 464 |
| **Actual** | **455** | **399** | **335** |
| **TRANSFER** | Set Standard | 572 | 601 | 613 |
| Stretch Goal | 611 | 623 | 629 |
| **Actual** | **570** | **575** | **421** |

In light of the declining outcomes for BCC students, we have addressed these challenges in our Educational Master Plan and Strategic Plan for the next five years. We focus on four indicators of success that include increased enrollment, eliminating the achievement gap, increasing the rate of certificate program completion, and providing an inclusive community engagement. After one year of tracking our Strategic Goals, our target outcomes are stabilizing from the effects of the pandemic. We have exceeded some outcome target rates that include full-time equivalent student (FTES) (target of 3,017 vs. Actual of 3,209), course retention (target of 84% vs. Actual of 84%), associate degrees for transfer (target of 216 vs. 232), and student sense of belonging (target of 70% satisfaction vs. Actual of 82%). The College also set targets to eliminate equity gaps for most of the indicators for success by adopting the metrics from the Student Equity and Achievement Plan. We did not meet any of the equity targets across the four Indicators of Success after one-year but our efforts showed that we made progress towards the 50% reduction target.

Discuss Annual report metrics and add new EMP/Strategic Planning metrics

Headcount and enrollment patterns: general and DE only

Transfer, Course completion, degree/cert attainment (show chart of trends)

CE job placement

Impact on instruction and student support strategic actions

How do we focus on equitable outcomes?

Evidence:

1. 2024 Annual Report
2. 2023-28 Educational Master Plan
3. 2023-28 Strategic Plan

**2. When you disaggregate the data for the institution-set standards and other meaningful metrics of student achievement, what do you see related to equitable student achievement outcomes (i.e., equity gaps)? What patterns or trends excite you? What patterns or trends concern you?**

[Insert narrative response (and visuals, if appropriate).]

Refer to SEA Plan and integration into new Strategic Plan. Show Equity metrics for applicable indicators

What is the process for keeping the college community informed.

President’s Equity Task Force: consultant Luke Wood (SD State), Frank Harris; Gallery Walk of Equity Data

Increased SOS groups: added AAPI Leads

**What patterns or trends excite you?**

**Embedded tutoring**

**What patterns or trends concern you?**

What is our cycle for improvement?

review and revise strategic action plans annually in Strategic Plan

Review of Strategic Plan outcomes at Managers’ Retreat, College Flex

Evidence:

1.

2.

**3. What actions has your institution taken/is your institution taking in response to the patterns and trends discussed above? How will you monitor the results of these actions in order to inform future improvements and innovations in support of equitable student achievement?**

[Insert narrative response (and visuals, if appropriate).]

See strategic action items in Strategic Plan

We monitor Strategic Plan outcomes, SCFF metrics, course scheduling, grants planning, CE internship/apprenticeships, President’s Circle (?), MESA, ZTC, culturally relevant pedagogies, curriculum planning and revision (examine program completers—need to disaggregate the data; outline the process—ask Kelly and Catherine for the structure)

Evidence:

1.

2.

# Reflections on Assessments of Student Learning

Provide a brief response to each question below, referring to Standards 1.3, 2.1, 2.2, and 2.9 for additional context. You may insert graphs, charts, or other similar visuals as needed to support your narrative. Suggested length for Section C (not counting any visuals) is 3 pages.

**Lead: Kelly Pernell**

1. **Review the results of learning outcomes assessment. Describe any patterns or trends related to attainment of learning outcomes observable in these data that may be relevant as you implement improvements and innovations in the design and delivery of academic programs?**

At Berkeley City College review and analysis of course level student learning outcomes (SLOs) and Program level outcomes (PLOs) assessments happens at the department level.

Each department of the college identifies an Assessment Liaison to serve on the college's Assessment Committee and to work with the Department Chair to develop a plan/schedule of course level student learning outcomes assessments. Each department’s Assessment Plan is a 3-year schedule of course assessments that coincides with the college’s 3-year Comprehensive Program Review cycle. The goal of developing a department’s Assessment Plan is for every course to be assessed in time to review and analyze SLOs within the Comprehensive Program Review. Completing assessments for all courses assists in the analysis of outcomes and formulation of a department’s action plans to address learning gaps.

As part of the college’s plan to increase participation in student learning outcomes assessment, as well as to improve collection and analysis of data for course assessments, the Assessment Committee, in early 2022, worked on updating the course level reporting proposal template inside Curricunet. The college launched the new template in Spring 2023. Prior to this time, faculty were required to submit separate proposals for each SLO of a course. For a course with, for example, three SLOs, a faculty member was required to create and submit three separate proposals of SLO results. This was confusing and discouraging for some faculty as it was hard to review and analyze all SLOs for a single course, particularly ones with multiple sections. This system was also too cumbersome for individual faculty and for a department’s Program Review cycle of assessments review and analysis. In the new reporting template, launched in Spring 2023, faculty can now launch and submit just one course proposal that contains all SLO data results in one place. Not only is the process for reporting results less cumbersome, but all assessments for a single course can be viewed and analyzed within one proposal.

Comprehensive Program Review for each department and student and administrative service area takes place every three years. The Comprehensive Program Review template contains a section on Assessments where departments reflect on student learning outcomes assessments, identify plans to improve student learning and/or revise curriculum to improve program outcomes, and to describe how their department has made use of data results to further make improvements to programs overall.

In between the 3-year cycle of Comprehensive Program Review, all departments and service areas do an Annual Program Update (APU). The APUs serve as a way for departments and service areas to report an update on progress plans identified in the Comprehensive Program Review. The APU template also has an area for departments and service areas to report updates to student learning outcomes assessments as well. This area of the Annual Program Update (APU) serves an incentive to stay on track to complete all course level assessments as well as to take action on individual courses and programs in a timely manner.

For example, in the college’s Math Department’s APU, it was determined among results of several sections of Math 1 Precalculus and Math 13 Introduction to Statistics, that students would benefit from more active learning and/or time to complete assignments in the classroom/supervised environment. These results contributed to the college assigning tutors to embed within these critical math classrooms where active learning time was scheduled.

The current course level assessment proposal contains prompts for faculty to identify strengths and learning gaps for each SLO. It also prompts faculty to identify specific action plans to take to close the achievement gaps highlighted in the results. For both the Comprehensive Program and Annual Program Updates, the Assessment Committee provides a report containing the Action Plans identified in each course level assessment. This helps improve communication and consensus of action plans to take for a particular course, both at the course level and program level.

**Evidence:**

* New Instr Curriqunet Course Assessment.pdf
* Math APU 22-23.pdf

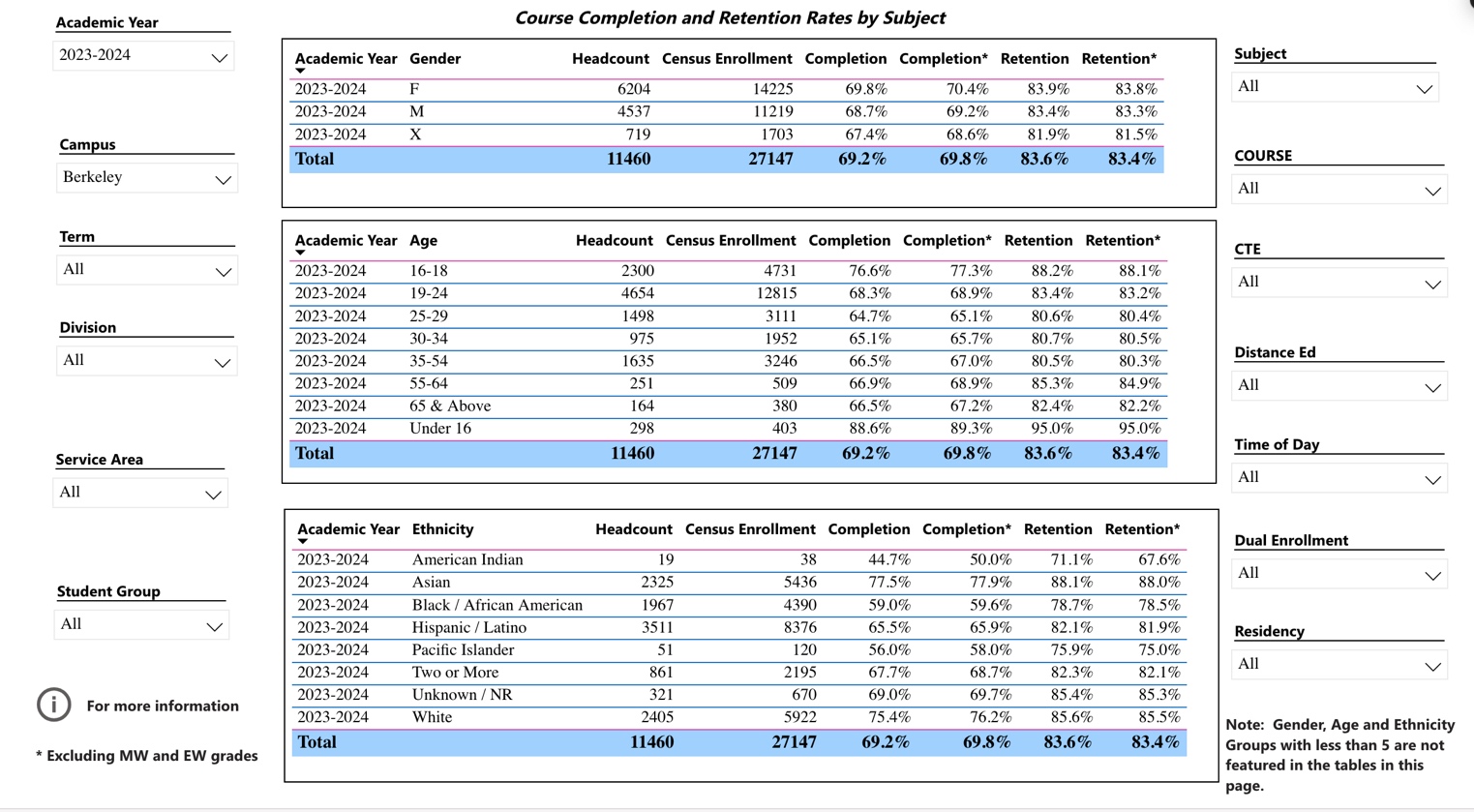
1. **How (i.e., for what subpopulations, modalities, etc.) does your institution disaggregate its assessment results? When you review disaggregated assessment results, what patterns or trends do you see related to equitable attainment of student learning? What patterns or trends excite you? What patterns or trends concern you?**

[Insert narrative response (and visuals, if appropriate).]

* Ask Department Chairs to share exciting and/or concerning patterns and trends to use as examples.

As previously mentioned, disaggregated data analysis of course level student learning outcomes happens at the department level and is reported through the college’s Comprehensive Program Review Process. For now, student learning outcomes assessment data must be submitted to the college’s Researcher to obtain results broken down by ethnicity, age, gender, modality, etc. The college is currently working on how best to improve/more easily collect this data for more robust data analysis.

In general, the college provides disaggregated data for completion, success, retention, persistence, degrees and certificates awards, and transfer (among others such as enrollment trends). The Peralta District provides a searchable dashboard of data that is disaggregated by ethnicity, gender, age, modality, residency, time of day, dual enrollment, and career education vs academic. This data provides instructional departments with a critical set of program level assessment data, for they can identify what subpopulations can successfully complete programs and can identify what courses specifically are holding back certain subpopulations.



At the Institutional level, BCC follows a 3-year assessment plan for Institutional Learning Outcomes (ILO) assessment. In the college's 3-year ILO Assessment Cycle, the Assessment Committee coordinates and performs an ILO assessment each fall and each spring semester. Each semester, the committee will plan for the next semester's ILO assessment, coordinate and collect data for ILO to be assessed that semester, and review results of the last term's ILO assessment.

Within Curricunet, the college’s repository for Course Outlines of Record, Certificate, AS, and AS-T programs, and outcomes assessment, all course’s individual student learning outcomes are mapped/aligned with one or more of the college’s Institutional Learning Outcomes. When an ILO is up for assessment, the Assessment reaches out to all faculty and staff with outcomes that are mapped/aligned with the ILO and asks them to participate in the assessment that semester. The Assessment Committee provides the ILO scoring rubric and a reporting template that includes Student IDs. The Assessment Coordinator collects all data into one document and submits it to the college Researcher to disaggregate. Once disaggregated, the Assessment Coordinator creates a report for the Assessment Committee to analyze and propose an action plan. The ILO data is disaggregated by ethnicity.

As an example, in Fall 2023, the college administered an assessment of its ILO for Computational Skills/Quantitative Reasoning. What excited us about this assessment was that our Black/African American population of students performed at or above standards in all three categories of the scoring rubric and also above the overall college average. We noted, though, the relatively low turnout in participation in the ILO assessment with a +/- 4.76% confidence interval for the results as well as a 12% vs 16.9% representation difference in the assessment vs college demographics. However, even with the confidence interval disparity we were pleased that this population of students showed equitable success in this ILO.

Concerning to us was, again, the low turnout in participation of the ILO assessment. As well, results of this assessment showed that students in our Hispanic/Latinx population performed below the overall college average and at the “approaching standards” or “below standards” in all three of the scoring rubric categories.

**Evidence:**

* 2024-2027 ILO Assessment Rotation Updated 9\_4\_24.docx
* 23 Fall - ILO - Quantitative Reasoning - Results.pdf
* 23 Fall – ILO- Quantitative Reasoning – Results Charts.pdf

1. **What actions has your institution taken/is your institution taking in response to the patterns and trends discussed above? How will you monitor the results of these actions in order to inform future improvements and innovations in support of equitable student learning?**

[Insert narrative response (and visuals, if appropriate).]

Exploring using Canvas to collect SLO assessment data at the student level by section

Math, Arts and Cultural Studies are piloting this

Need district support to facilitate data management

The college consistently wants to increase participation in student learning outcomes assessments from the course level to the program level to the institutional learning outcomes level. Since the last Comprehensive Institutional Self Evaluation Report (ISER) in 2020, the Assessment Committee, in collaboration with the college’s Professional Development Committee and Teaching and Learning Center, has offered workshops to faculty and staff on administering student learning outcomes assessments, developing rubrics for SLO assessments, and using Canvas to administer SLO assessments. In Spring 2024, the Assessment Committee began working with the Teaching and Learning Center to develop a template application for faculty to apply for a small stipend to establish an SLO assessment and rubric for their course(s).

As a result of the low turnout on two or more ILO assessments, the college’s Assessment Committee endorsed and launched a college-wide review and update of our Institutional Learning Outcomes. A college-wide activity was done at Flex Day in Spring 2024 and a survey was sent out to collect input. The Assessment Committee is still in the process of managing this review and update in collaboration with the college President and Academic and Classified Senates. We hope to complete our update by the end of Spring 2025.

To improve the college’s collection of disaggregated data for SLO assessments as well as increase participation in ILO assessments, the college is exploring the use of Canvas as an assessment tool. The Math and Arts and Cultural Studies departments have established a system to share outcomes and rubrics created in Canvas with other members of the department. The college is exploring the possibility of automatically adding the ILOs and rubrics to all course Canvas templates to allow easy assessment of them via several assignments/projects. The college will work with the administrator of BCC’s Canvas site to generate ILO Outcomes reports for all the Canvas shells. Canvas is connected to our student enrollment system, meaning student IDs can be linked/included in the Outcomes reports, thereby making it easier to generate disaggregated data.

The college will continue to work with faculty and departments and provide training in the use of Canvas to administer SLO assessments because doing so will be the most efficient, cost-effective way of increasing outcomes assessments and obtaining disaggregated outcomes data.

Evidence:

1.

2.

# Looking Ahead to the Next Self-Evaluation and Comprehensive Review

Provide a brief response to the question below. Suggested length for Section D is 2 pages.

**Leads: President Richardson, Stacey Shears and Chris Lewis**

**Your institution will begin its next comprehensive self-evaluation in 1-2 years. What opportunities, changes, or other internal or external factors do you see on the horizon that are likely to affect the context of your self-evaluation and/or comprehensive peer review?**

[Insert narrative response.]

* Revised Shared Governance
* Updated EMP and Strategic Plan
* AB 926/1111 CA has recently passed AB 928 and AB 1111. Implementation of each bill will possibly improve student outcomes for degree completion and transfer. The college should have more data due to auto awarding of certificates and degrees and a revised general education pattern for California State Universities and University of California campuses.
* Guided Pathways – Program Mapping and the ACCs
* Budget impact (hold harmless and SCFF) and cost-cutting & fundraising ideas

Evidence:

1.

2.