



Chapter 4

Development and Evaluation Process of Major BCC Plans

College Mission

Using BCC's governance and decision making process, BCC reviews its mission statement on a regular basis. The current BCC's Mission, Vision, and Values Statements were approved by the PCCD Board in April, 2005 and reapproved on October 7, 2014 - see PCCD Board Meeting Minutes at: <http://web.peralta.edu/trustees/files/2011/04/10-7-14-Board-Meeting-Minutes.pdf>, item 15. Sample meeting minutes on campus supporting BCC's review process can be found at the BCC Leadership Council meeting minutes at: <http://www.berkeleycitycollege.edu/wp/leadership/minutes/>, 9/11/13 page 3, and 5/4/14 page 5; and BCC Roundtable meeting minutes at: <http://www.berkeleycitycollege.edu/wp/roundtable/schedule-of-meetings/roundtableminutes/>, 9/15/14 page 2 and 9/29/14 page 1.

BCC took the task of reviewing and reaffirming the Mission statement earnestly. To start this process, in Fall 2013, BCC administrators reviewed all 112 California community colleges' Mission, Vision, and Value statements thoroughly, compared them with BCC's Mission, and then submitted the 112 Mission Statements to BCC's Accreditation Standard I.A. team members for their review, discussion, and feedback. In January 2014, the Standard I.A. Committee began to meet twice a month to review, and as needed, revise the BCC Mission statement. Minutes of the Standard I.A. meetings were recorded and disseminated to committee team members for review and feedback.

In March 2014, the committee created a graphic representation of the current mission statement to identify what, if anything, was needed to augment or revise the statement. In April 2014, the graphic was submitted to the Academic Senate for review and feedback regarding the mission statement reaffirmation process. In May 2014, the same process took place with the Classified Senate. The student representative on the committee was the ASBCC Vice President and he shared the graphic and the reaffirmation process with ASBCC leadership. A town hall meeting regarding Standard 1.A took place in October 2014.

Several collegewide open forums, which included members of all stakeholder groups, were also held in Fall 2013 and Spring 2014. These groups ultimately agreed that no changes to the College's Mission Statement were necessary, except for the addition of the words, "the following" after "Our values include" to introduce the list of values in the Values Statement. Throughout the review process, BCC considered the needs of its student populations, including traditional face-to-face students and distance education learners. All meeting minutes are posted online and were shared with all constituents at several college-wide meetings to make the college community and general public aware of the process and the 2014 updates.

The District Board reaffirmed the Mission, Vision, and Values on October 7, 2014.



Table 5
Process and Timeline for College Mission Review and Reconfirmation

Timeline	Process and Activity
2008, 2013, and every six years thereafter	Building/Re-Confirming Mission Statement - The President convenes a taskforce and charges the ad hoc committee with gathering state-wide statements of Mission, Vision, and Values, to begin to evaluate BCC's Mission.
Fall 2013-Spring 2014, and every six years thereafter	Feedback – College-wide open forums, BCC administrators, BCC Accreditation Self Evaluation Standard I.A. members.
Spring 2014 and every six years thereafter	Shared Governance – BCC goes through shared governance process, review, input, feedback, and approval for reconfirmation of the College Mission Statements. Committees and/or members included Academic and Classified Senates, the Roundtable for Planning and Budgeting, the Leadership Council, the Curriculum Committee, the Department Chairs' Council, ASBCC, etc.
Fall/October 2014 and every six years thereafter	Board reaffirmation.
October 2014 and every six year thereafter	Publish the College Mission Statement online, and on-paper.
2016	Out-of-cycle review of College Mission Statement commenced in order to comply with new ACCJC standard. This review consisted of the following steps: examining and comparing of accreditation standards before and after the Spring 2014 adoption; determination that Mission statement meets Spring 2014 standards but Vision and Value statements in need of minor revision; communicating with stakeholders in February, 2016; receiving board approval of revised Vision and Value statements in March, 2016; publication.

2016-17 to 2020-21 BCC Education Master Plan Development Processes and Timelines

The overarching plan, the [BCC Education Master Plan \(BCCEMP\)](#), sets long-term goals for the institution in all areas, primarily instruction, student services, facilities, and technology. The [BCC Education Committee](#) oversees the preparation of the plan, which involves a comprehensive, college-wide multi-month planning process that includes all constituencies.

In August 2014, BCC launched the planning process for the new Education Master Plan with a two-day retreat bringing together BCC faculty, staff, and administrators with students and alumni, members of the local business community, educational partners, and local government officials. Participants were presented with an overview of BCC student demographic and student and institutional performance indicators and invited to engage in dialogue about how BCC could best serve its growing and increasingly diverse student body in the future. Similar planning sessions, which included participation by shared governance and operational committees were held throughout the fall of 2014.



Using the Completion by Design framework, BCC faculty, students, and staff engaged with partners to identify the BCC student experience at connection, entry, progress, and completion. Participants at the collaboration and planning events used internal and external scan data. The two days provided the college community an opportunity to create common language and understanding of areas in which students at BCC may encounter challenges. At the end of the two days, participants in the process had acknowledged current practices that support student learning and achievement and identified gaps suggesting how the College could improve in its efforts to support students. Data from the two planning days helped to set the stage for the year’s work on the development of the Education Master Plan. Additional college wide forums were held in October, November, and December to explore the K-12 to community college to work/CSU/UC continuum, current academic pathways, and related gaps in programming.

Throughout the month of September 2014, the Vice President of Instruction, who is charged with leading the efforts to update the Education Master Plan, visited academic and classified senate meetings, along with other committee meetings, to share the information gathered from the collaboration and planning days and to gather additional feedback and information. She shared relevant quantitative and qualitative data throughout these sessions. At the end of September, the draft [Vision 2024](#) was presented collegewide, along with the 2024 Bold Audacious Goals (BAGs). Using the College’s planning and decision-making process, the Vision 2024 and BAGs were vetted by the necessary constituencies and committees in October and forwarded to the College President in November 2014.

In Spring 2015, the College Roundtable and President’s Cabinet used the Vision 2024 and BAGs, along with relevant data and input garnered through the shared governance process, to guide its work addressing access, equity, success, and excellence goals within each of the College’s programs, as consistent with the College Mission.

In Spring 2016, with the technical support from the College Brain Trust (CBT), BCC completed its 5-year update of its Education Master Plan (BCCEMP) by incorporating information from its 2015 Equity Plan and other primary plans, through shared governance. BCCEMP was approved by PCCD Board on July 12, 2016. The College has begun to implement the strategies listed in its updated Education Master Plan in Spring 2016 in an integrated fashion through its Education Committee and related taskforce.

Table 6
Process and Timeline for the Development of the Education Master Plan

PARTICIPATORY PLANNING PROCESS		
DATE	ACTIVITY	DESCRIPTION
August 11 & 12, 2014	BCCEMP Kickoff	<ul style="list-style-type: none"> Environmental Scan, Emerging Trends and the Completion by Design Framework was presented to students, staff, faculty, administrators and community partners.
October 3, 2014	DRAFT 2014-2024 BCCEMP Goals & Programs of Study	<ul style="list-style-type: none"> Students, staff, faculty, and administrators gathered to hear the presentation of the draft vision and goals for the EMP and comments were gathered. In addition an activity to review external needs and current



		programs was conducted to determine areas of growth for new programs.
November 14, 2014	Update of BCCEMP Goals and Faculty Advising	<ul style="list-style-type: none"> • Students, staff, faculty, and administrators came together to review the 2nd draft of the BCCEMP goals. • The focus of the activity for the day was implementation of faculty advising and how it connected to the BCCEMP.
January 15, 2015	Flex Day Presentation of 2014-2024 EMP Goals and Indicators and interconnected plans	<ul style="list-style-type: none"> • A presentation of the final draft of the goals and indicators were presented to the college along with the interconnected plans that were developed in Fall 2014.
February-March 2015	Vetting and approvals from governance committees, campus presentation	<ul style="list-style-type: none"> • The final goals and indicators were presented to the different governance committees for recommendation to roundtable. The draft was then shared with the entire campus.
April 2015	Final Approval of 2014-2024 EMP goals and indicators from shared governance committees	<ul style="list-style-type: none"> • Through shared governance committees discussion and approval to Roundtable and then President
August 2015	Finalization of college activities and goals for 2015-2018 cycle	<ul style="list-style-type: none"> • Retreat • Shared governance committees discussion and approval to Roundtable and then President
January-March 2016	Creation of a framework for the 5-year BCCEMP update	<ul style="list-style-type: none"> • The framework for the 5-year BCCEMP (2015-2020) update was presented to the Roundtable and shared with the entire campus. Revision of the mission statement was completed for the Board of Trustees agenda.
April 2016	Review of updated data scans and final approval of 2015-2020 BCCEMP goals and indicators from Roundtable	<ul style="list-style-type: none"> • Through shared governance committees discussion and approval to Roundtable and then President
May 2016	Finalization of college activities and goals for 2016-2017	<ul style="list-style-type: none"> • Shared governance committees discussion and approval to Roundtable and then President

Annual Goals and Strategic Plan

Berkeley City College’s institutional goals are aligned with the College’s Mission, Vision, and Values, which are aligned closely with the District’s Mission. The College uses the District Goals as a framework for developing its annual institutional goals and related strategies, activities, and measurable outcomes. Due to the District’s focus on strategic planning, both District and College goals tend to change only slightly and are similar from year to year, while annual activities and measurable outcomes vary. The College also takes into consideration other important guidelines and



benchmarks for institutional effectiveness, such as the state's Student Success and Support Program (SSSP) requirements for matriculation services and institution-set standards for student achievement.

Each academic year, the BCC Roundtable for Planning and Budgeting sets goals for the College through a collaborative process, as well as strategies and measurable outcomes for each goal. The goals, strategies, and measurable outcomes, as well as accomplishments related to these goals, are published on the BCC Roundtable for Planning and Budgeting website, dating back to 2008-09. Members of the Roundtable include representatives from all College committees included in the shared governance process: ASBCC, the BCC academic and classified Senates, Education Committee, Roundtable, and other key college committees.



Table 7
Process and Timeline for the Development/Update of Annual Goals and Strategic Plans

Timelines	Process and Activities
August	<p>PCCD develops and finalizes district-wide Annual Strategic Plans, Goals and Objectives</p> <p>BCC updates its Annual Strategic Plans and Goals aligning with PCCD Annual Strategic Plans by:</p> <p>Reviewing, finalizing, and approving the Annual Accomplishments with Measurable Outcomes from the prior year</p> <p>Drafting, reviewing, finalizing, and approving BCC Annual Goals and Strategic Plans for the following new year</p>
September	<p>BCC drafts and finalizes the BCC Annual Strategic Plan by:</p> <p>reviewing data arrived from various processes and plans,</p> <p>identifying activities to reach each and every specific annual strategic goal and objective,</p> <p>determining realistic and measurable outcome indicators for each and every goal and objective, identifying accomplishments based upon the previous Plan’s activities identified through a consultation process</p>
October	<p>BCC finalizes its Annual Goals and Strategic Plan, Activities, and Measurable Outcome Indicators through comprehensive shared governance process.</p> <p>College Wide Committee Meetings are held, consisting of PIE, Education Committee, Student Services Council, Department Chairs, Academic Senate, Classified Senate, ASBCC, and Roundtable</p> <p>BCC integrates its Annual Strategic Plan with Program Review/APU and other plans</p> <p>BCC allocates resources to carry out the activities</p>
October - April	<p>BCC implements activities that are linked with specific Goals and Objectives and reviews the process and progress in reaching the Goals and Objectives regularly</p>
May-July	<p>BCC Summarizes annual accomplishments</p> <p>Assesses accomplishments using pre-determined Measurable Outcome Indicators</p> <p>Evaluates the assessment process</p> <p>Finalizes the Annual Strategic Plan Accomplishments to be reviewed and approved through shared governance in August</p>



SLO/SLO Assessment

At Berkeley City College, our SLO Assessment Cycle is based on the College’s institutional learning outcomes. This cycle is established at the Planning for Institutional Effectiveness (PIE) Committee.

Course assessments may occur as part of the ILO assessments or through other means, including analyses of common test questions, assessments of student work (based on rubrics), or classroom assessment techniques, among others. Each semester, the PIE committee will work with department chairs and assessment liaisons to plan the ILO assessment indicated and to assess courses for which the particular ILO is central. In addition, ongoing assessments will occur in those “high impact” courses which are central to general education components and to the ILOs. At present, these include English 1A (communication and information literacy) and Math 13 (quantitative reasoning). Ongoing assessments are being planned for English 5 and Communication 5 (critical thinking).

Table 8
Process and Timeline for the Development/Update of SLO/SLO Assessment

**Fall 2015 – Spring 2018
ILO Assessment Cycle**

Semester	Planning	Assessing	Analyzing
Fall 15	Quantitative Reasoning	Self-Awareness & Interpersonal (Teamwork)	Information Competency
Spring 16	Global Awareness/ Ethics & Personal Responsibility	Quantitative Reasoning	Self-Awareness & Interpersonal (Teamwork)
Fall 16	Communication	Global Awareness/ Ethics & Personal Responsibility	Quantitative Reasoning
Spring 17	Critical Thinking	Communication	Global Awareness/ Ethics & Personal Responsibility
Fall 17	Information Competency	Critical Thinking	Communication
Spring 18	Self-Awareness & Interpersonal	Information Competency	Critical Thinking
Fall 18		Self-Awareness & Interpersonal	Information Competency



Program Review/APU

The information gathered during the program review process provides the basis for informed decision making at BCC and in the Peralta Community College District. Comprehensive Instructional and Student Services Program Review is a systematic process for the collection, analysis, and interpretation of data concerning a program or department and its curriculum. It provides program and/or departmental accountability by collecting, analyzing and disseminating information that will inform integrated planning, resource allocation, and decision-making processes.

The primary goals and processes are:

- Ensure quality and excellence of academic programs and support services.
- Provide a standardized methodology for review of instructional areas and support services.
- Provide a mechanism for demonstrating continuous quality improvement, producing a foundation for action.
- Identify effective and exemplary practices.
- Strengthen planning and decision-making based upon current data.
- Identify resource needs.
- Develop recommendations and strategies concerning future directions and provide evidence supporting plans for the future, within the department, at the college and district levels.
- Inform integrated planning at all levels within the College and the District.
- Ensure that BCC programs and support services reflect student needs, encourage student success, and improve teaching and learning.

Table 9
Processes and Timeline for the Development of Program Review/APU

Timeline	Process and Activity
2015 Program Review and every three years thereafter	Update Program Review/APU Template
2016, 2017 Annual Program Update (APU)	
August – September every year	Communication and Feedback
September - October every year	Instruction and Student Support Services Areas conduct Program Review/APU.
November every year	Program Review/APU Completion



State Mandate Plans Development Processes and Timelines

SSSP, Equity Plan, and BSI significantly complement each other. At the state level, while both SSSP and the Equity Plan are administered through the Student Success and Support (SSSP) unit within Student Services at the State Chancellor's Office, BSI is administered by the Academic Affairs Division's sub-unit responsible for Credit and Noncredit Basic Skills courses and English as a Second Language (ESL). At the college level, BCC develops, implements, and monitors the three plans in an integrated fashion.

Student Success and Support Program (SSSP) (formerly Matriculation) is a process that enhances student access to BCC and promotes and sustains the efforts of credit students to be successful in their educational endeavors. The goals of SSSP are to ensure that all students complete their college courses, persist to the next academic term, and achieve their educational objectives through the SSSP process: admissions, orientation, placement assessment, counseling, and student follow-up.

BCC's Equity Plan focuses on increasing access, course completion, ESL and basic skills completion, degrees, certificates and transfer for all students as measured by success indicators linked to the [CCC Student Success Scorecard](#), and other measures developed by BCC and/or the PCCD research office. "Success indicators" are used to identify and measure areas for which disadvantaged populations may be impacted by issues of equal opportunity. Title 5 regulations specify that BCC/PCCD must review and address the following populations when looking at disproportionate impact: American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks, Hispanics, Whites, men, women, and persons with disabilities (§54220(d)). The [State Budget trailer bill, SB 860 \(2014\)](#) added requirements to address foster youth, veterans and low income students. To respond to this mandate, BCC develops specific goals/outcomes and actions to address disparities that are discovered through disaggregating data for indicators by student demographics, in various college-wide planning initiatives, (e.g., program review). BCC's Equity Plan describes the implementation of each indicator, as well as policies, activities and procedures as they relate to improving equity and success at the college.

While BCC's ESL and Basic Skills English and/or Math students receive support services through SSSP and the Equity Plan, BCC's BSI offers staff development, and teaching and learning opportunities above and beyond regular services to these students of high need.

Table 10
Development, Implementation and Evaluation Process (2015-16 Plans)
State Mandate Plans: SSSP, Equity, BSI, etc.

Timelines	SSSP	Equity	BSI
August-September, 2015	<p><u>Team Building</u></p> <p>Establish and/or update 2015-16 Team</p> <p>BCC SSSP Chair: Dr. Diana Bajrami</p>	<p><u>Team Building</u></p> <p>Establish and/or update 2015-16 Team</p> <p>BCC Equity Plan Chairs: Dr. May Kuangchi Chen Brenda Johnson</p>	<p><u>Team Building</u></p> <p>Establish and/or update 2015-16 Team</p> <p>BCC BSI Chair: Theresa Rowland</p>



	<p>Team members: Counselors, Dean of Student Services, VPIE, instructional faculty, student leaders, A&R member, financial aid officers, Transfer and Career Center Coordinator, DSPS, EOPS/CARE, CalWORKs, Assessment and Orientation coordinator, Student Ambassadors, BCC administrators, classified staff representatives.</p> <p style="text-align: center;"><u>Drafting and finalizing the Plan:</u></p> <p>The Chair along with VPIE prepare data and basic draft of the plan working with Counseling faculty and staff, faculty advisors, instruction, Assessment and Orientation coordinator, A&R, etc.</p> <p>SSSP team: identifies activities to reach the short-term and mid-term goals from last Plan or develop new activities for 2015-16, identifies accomplishments over 2014-15, and based on the activities identified through consultation, develops budget lines</p> <p style="text-align: center;"><u>Working Meetings</u></p> <p>Bi-Monthly meeting with SSSP Advisory Committee – BCC Education Committee</p>	<p>5 Goal Team leaders: Access – Diana Bajrami Course Success - Tram Vo-Kumamoto ESL Basic Skills - Theresa Rowland/ Degree/Certificate and Transfer - Antonio Barreiro, Paula Coil</p> <p style="text-align: center;"><u>Drafting and finalizing the Plan:</u></p> <p>VPIE prepares data and basic draft of the plan working with the committees, establishes baseline data through shared governance process using 80% index, and determines short-term (3 year) and mid-term (6-year) goals.</p> <p>College-wide Equity Plan Monthly Meetings: 9/2, 10/7, 11/4, 12/2 and on-going</p> <p>Chairs work with the committee and subcommittees to identify activities to reach the short-term and mid-term goals from last Plan or develop new activities for 2015-16, identify accomplishments over 2014-15, and based on the activities identified by the committee/subcommittees, develops budget lines</p> <p style="text-align: center;"><u>Working Meetings</u></p> <p>BCC Equity Taskforce meets monthly</p> <p>Equity Indicator Committee meetings take place weekly or</p>	<p>Team members: VPI, Deans of Instruction, CTE/BSI Coordinator, ESOL Chair, Bookstore Manager, VPSS, VPIE, Counselors, Instruction Department Chairs, Researcher.</p> <p style="text-align: center;"><u>Drafting and finalizing the Plan:</u></p> <p>BSI team members completed the 2014-15 final expenditure report by 10/1/2015.</p> <p>BSI Team merges with Equity Plan ESOL/Basic Skills Team and continue their innovative work;</p> <p>Completed the draft of the 2015-16 Plan and submit on 10/1/2015. The final plan and budget allocation are integrated into BCC’s 2015-16 Program Review and 2015-16 Equity Plan;</p> <p>Draft the plan by including various innovative strategies, (e.g., support Library by increasing BSI books and reading materials; support math, English, and ESL teaching and learning; provide professional development; implement instruction, and student services innovative projects;</p> <p style="text-align: center;"><u>Working Meetings</u></p> <p>BCC Education Committee, etc.</p>
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Align Institutional Priorities with Resources

<p>October, 2015</p>	<p><u>Shared Governance:</u></p> <p>College-wide SSSP Meetings:</p> <p>PIE, Education Committee, Student Services Council, Roundtable</p> <p>Roundtable first reading for input and feedback, 2nd meeting for approval</p> <p><u>SSSP Plan State Due Date:</u></p> <p>October 30, 2015</p>	<p>bi-monthly</p> <p><u>Drafting and finalizing the Plan continues.</u></p> <p><u>Shared governance and consultation:</u></p> <p>ASBCC, Classified Senate, Academic Senate, Student Services Council, Department Chairs, Institution meeting, Education Committee, Roundtable</p> <p><u>Equity Plan Due Date:</u></p> <p>December 8 to PCCD Board</p> <p>December 18, 2015 to the State</p>	<p><u>BSI Plan State Due Date:</u></p> <p>October 1, 2015</p>
<p>November, 2015</p>	<p><u>Implementation of 2015-16 Plan.</u></p> <p><u>Concluded 2014-15 Plan</u></p>	<p><u>Drafting and finalizing the Plan continues.</u></p> <p><u>Shared governance and consultation:</u></p> <p>ASBCC, Classified Senate, Academic Senate, Student Services Council, Department Chair, Institution meeting, Education Committee, Roundtable</p> <p>Complete Program and Budget Plan by Finalizing BCC 2015-16 Equity Plan on campus,</p> <p>Roundtable - Monday, 11/30/2015</p>	<p><u>Infusing Program Review and Equity Plan into BSI Strategies</u></p> <p><u>2015-16 Budget Allocation</u></p>
<p>December, 2015</p>	<p><u>2014-15 Program and Expenditure Plan due to the State</u></p>	<p>PCCD Board Approval for 2015-16 Plan Date:</p> <p>Tuesday, 12/8/2015</p> <p><u>Submission Date to the State:</u></p> <p>Friday, 12/18/2015</p> <p>2014-15 Program and Expenditure Report due to the State</p>	<p><u>Implementation of 2015-16 Plan</u></p>



<p>January- June, 2016</p>	<p><u>Implementation of 2015-16 Plan</u></p> <p>Two types of evaluation will be employed to assess the progress and impact: Survey and Focus Group.</p> <p>Improvement and revision will be based on feedback.</p>	<p><u>Implementation of 2015-16 Plan</u></p> <p>Two types of evaluation will be employed to assess the progress and impact: Survey and Focus Group.</p> <p>Improvement and revision will be based on feedback.</p>	<p><u>Implementation of 2015-16 Plan</u></p> <p>Two type of evaluation will be employed to assess the progress and impact: Survey and Focus Group.</p> <p>Improvement and revision will be based on feedback.</p>
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Enrollment Management, Human Resources, Technology, Facility, and Budget Development Plans Development Processes and Timelines

Plans driven by Annual Goals and Strategic Plans, Program Review/APU, with their development processes and timelines are summarized in Table 11.



Table 11
 Resource Plans: Enrollment Management, Human Resources, Facility, Technology, Budget, etc.
 Development, Implementation, and Evaluation Process (2015-18 Plans)

Timelines	Enrollment Management, Human Resource, Facility, Technology Plans
January – March 2015	Establish 2015-16 Team Drafting and finalizing the Plan BCC Plan Chairs to: form the team prepare data and basic draft of the plan working with BCC committees identify activities to reach the short-term and mid-term goals from last Plan or develop new activities for 2015-18, summarize accomplishments based upon the previous Plan’s activities identified through consultation finalize the draft and place draft plans online
September – December 2015	Shared Governance: College-wide Committee Meetings: PIE, Education Committee, Student Services Council, Department Chairs, Academic Senate, Classified Senate, ASBCC, Roundtable Roundtable first reading for input and feedback, December 2015
December 2015	Finalize the draft 2015-18 Plans. Allocate campus available resources to fund prioritized items
January- June 2016	Implementation of 2015-18 Plan Submit BCC Plans to PCCD Committees for additional resources Two evaluations will be built into the process to assess the progress and impact. Feedback will be the basis for improvement and revision
July 2016 – June 2018	2016-2018 -BCC Plans continue with annual update and evaluation 2018 – develop the next 3-year plans



Categorical Programs: EOPS/CARE, DSPS, CalWORKs, etc.

Most of, if not all, BCC’s Categorical Programs are administered through the Student Success and Support (SSSP) unit within Student Services at the State Chancellor’s Office. These programs include California Work Opportunity and Responsibility to Kids (CalWORKs), Cooperative Agencies Resources for Education (CARE), Disabled Students Programs & Services (DSPS), Extended Opportunity Programs & Services (EOPS), Foster Youth Success Initiative (FYSI) – BCC has just received a grant to launch additional support to this student population at BCC. The College has been following the state’s guideline in developing, implementing, and monitoring these programs.

Table 12
Process and Timeline for the Development of Categorical Programs

Timelines	Categorical Programs: DSPS, EOPS/CARE, CalWORKs, etc.
July to-September	Establish 2015-16 program Team Drafting and finalizing the Plan BCC Plan Chairs to: form the team prepare data and basic draft of the plan working with BCC committees identify activities to reach the mid-year and annual goals based upon review of prior year’s Plans or develop new activities summarize accomplishments based upon the previous Plan’s activities identified through consultation integrate the Program Plan with other BCC college-wide plans, e.g., Master Plan, Annual Goals and Strategic Plan, SSSP, Program Review/APU, SLO/SLO Assessment, Equity, etc. finalize the Plans
September – November	Annual Plans submission to the State
September – June	Implementation of the annual Program Plans. Allocate available budget to fund prioritized items according to the Program guidelines
December	Prepare and submit mid-year report
May - June	Implementation of annual Program Plans Prepare for PCCD Internal auditing Prepare year-end report
July - September	Prepare for annual year-end report submission Prepare Program Plan and Budget Plan for the upcoming year