



## Chapter 5

### Plan Assessment

#### Alignment between BCC Planning Processes and ACCJC Standards

BCC aligns its planning processes with ACCJC standards using ACCJC rubrics for program review, SLO, and planning as the foundation for processes and evaluation.

Two elements characterize all BCC planning processes:

- a) data-driven decision-making and
- b) broad-based dialogue.

BCC uses data analyses, collected and conducted at the district and college level, to inform institutional planning and improvement. Institutional data are broadly shared and used in both short-term and long-term planning and in resource allocation. Discussion of data is an integral part of annual program updates and the annual institutional planning/budgeting cycle.

The three examples below illustrate how BCC aligns its planning process with ACCJC standards throughout the plan review and assessment process: program review, SLO, and planning.

#### Institutional Effectiveness in Program Review

Table 13  
BCC Applies ACCJC Rubric for Evaluating Program Review

ACCJC Rubric for Evaluating Institutional Effectiveness in Program Review		
	Characteristics of Institutional Effectiveness in Program Review (Sample institutional behaviors)	BCC Meets Criterion
<b>Sustainable Continuous Quality Improvement (SCQI)-Level Criteria</b>	Program review processes are ongoing, systematic and used to assess and improve student learning and achievement.	√
	The institution reviews and refines its program review processes to improve institutional effectiveness.	√
	The results of the program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning.	√

Source: ACCJC Rubric for Evaluating Institutional Effectiveness – Program Review (2014)

BCC meets ACCJC’s criteria for SCQI-level institutional behavior related to program review. The College has a well-established, institution-wide program review process, which is ongoing and systematic and is used



to assess and improve student learning and achievement. A full program review takes place every three years on a pre-set cycle. [Annual program updates \(APUs\)](#) are conducted in the alternate years by all divisions, departments, and units at the College. During the APU process, participants use an established APU format, student performance data, and results of SLO (student learning outcomes) and/or SAO (service area outcomes) assessments; discuss successes and challenges; and make recommendations tying these data to program and budgetary priorities for the coming year.

The institution reviews and refines its program review and annual program update processes on an ongoing basis to improve their effectiveness. This ongoing review takes place within the College’s shared governance structure and as part of the annual planning and budgeting cycle. The program review and APU processes are also formally evaluated and adjusted, as needed, as part of the development of the College’s Education Master Plan.

Institutional Effectiveness in Student Learning Outcomes

Table 14  
BCC Applies ACCJC Rubric for Evaluating SLO

<b>ACCJC Rubric for Evaluating Institutional Effectiveness in Student Learning Outcomes</b>		
	<b>Characteristics of Institutional Effectiveness in Student Learning Outcomes (Sample institutional behaviors)</b>	<b>BCC Meets Criterion</b>
<b>Sustainable Continuous Quality Improvement (SCQI)-Level Criteria</b>	Student learning outcomes and assessment are ongoing, systematic, and used for continuous quality improvement.	√
	Dialogue about student learning is ongoing, pervasive and robust.	√
	Evaluation of student learning outcomes processes is ongoing	√
	Evaluation and fine-tuning of organizational structures to support student learning is ongoing.	√
	Student learning improvement is a visible priority in all practices and structures across the college.	√
	Learning outcomes are specifically linked to program reviews.	√

Source: ACCJC Rubric for Evaluating Institutional Effectiveness – Student Learning Outcomes (2014)

Berkeley City College maintains an ongoing, collegial, and self-reflective dialogue about the continuous improvement of student learning and institutional processes. Ongoing dialogue takes place in three main ways: 1) through integrated institutional planning processes, 2) through the related shared governance structure, and 3) through ongoing efforts to implement, assess, and improve [Student Learning Outcomes \(SLOs\)](#) at the institutional, program, and course level, as overseen by BCC’s [Planning for Institutional Effectiveness \(PIE\) Committee](#).



In particular, Student Learning Outcomes (SLOs) are of paramount importance to the College, and SLO assessments are among the key measures of the institution’s success in meeting its educational mission. For this reason, the College has developed well-defined systems and processes for assessing and generating dialogue about SLO assessments for its various academic programs, as well as related Service Area Outcome (SAO) assessments for its numerous student support services. These include:

- Analyzing student achievement data and implement related research projects (for example, the CCSSE, CCFSE, and SENSE administrations);
- Integrating assessment work and accreditation in order to support accreditation efforts;
- Promoting transparency and equity in planning and decision-making efforts;
- Communicating results of institutional effectiveness activities across the College;
- Serving as a resource for institutional effectiveness activities across the College;
- Making recommendations, through the shared governance process, regarding Resource needed for assessment; and
- Working with external partners and the District on assessment and other initiatives regarding data collection and analysis to support student success.

Institutional Effectiveness in Planning

Table 15  
BCC Applies ACCJC Rubric for Evaluating Planning

<b>ACCJC Rubric for Evaluating Institutional Effectiveness in Planning</b>		
	<b>Characteristics of Institutional Effectiveness in Planning (Sample institutional behaviors)</b>	<b>BCC Meets Criterion</b>
<b>Sustainable Continuous Quality Improvement (SCQI)-Level Criteria</b>	The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.	√
	There is dialogue about institutional effectiveness that is ongoing, robust and pervasive; data and analyses are widely distributed and used throughout the institution.	√
	There is ongoing review and adaptation of evaluation and planning processes.	√
	There is consistent and continuous commitment to improving student learning	√
	Educational effectiveness is a demonstrable priority in all planning structures and processes	√



Key characteristics of planning at BCC include the following:

- BCC has a multi-faceted integrated planning framework, with linked short-term and long-term planning, according to a pre-set and often overlapping schedule.
- Annual planning takes place within this larger planning framework and reflects the College's Mission, Vision, and Values, which were reapproved by the Board of Trustees in October 2014.
- Annual planning is inclusive and involves all key constituencies; it is also aligned with District strategic goals and statewide student success initiatives.
- The BCC Roundtable for Planning and Budgeting is the primary shared governance body responsible for coordinating, communicating about, and integrating collegewide planning, and implementing the goals and activities agreed upon by the College community.
- Priorities are identified through program review, which informs budgeting and allocation.
- Data from the District Office of Institutional Research is publicly available online.
- Each planning cycle begins with analysis and discussion of prior year institutional outcomes and accomplishment.

As planning documents are created and updated at the College, they are shared widely so as to include as much input from the college community as possible. This includes all relevant committees, as well as President's Teas, Brown Bags, town hall meetings, and forums, which are regularly scheduled in order to share important information about the College with the wider community.

Through program review and APU planning, recommendations for resource needs (human, technological, physical, and financial) at course, program, and division levels are identified for submission to College operational committees. Different committees have the charge of systematically scrutinizing different types of resource requests. For example, Technology requests gleaned from program reviews are forwarded to the Technology Committee for discussion and input from committee members, several of whom serve in technology positions at the College. The Facilities Committee reviews all facility needs. Finally, all issues concerning education at the College are considered by the Education Committee; often these are channeled from other committees.

Constituency governance committees include the Academic and Classified Senates, which serve as the voice for academic and classified staff, as well as the Associated Students of Berkeley City College (ASBCC). The two senates examine collegewide planning and resource requests and make recommendations concerning issues affecting their constituencies to other governance bodies. Representatives from ASBCC are encouraged to participate on college governance committees, as feedback from the students' perspective is invaluable.

The College Roundtable for Planning and Budgeting is the ultimate College shared governance body, as it contains representatives from all of the other constituent groups and committees at the College. The charge of the Roundtable is to ensure that planning is linked to the College Mission, Vision, and Values statements and Goals, to establish linkage between District Goals and College Goals, to prioritize resource allocations based on program reviews and annual program updates and recommendations from the College's various committees, and to communicate the strategic activities of the College to the college community.



## Align Institutional Priorities with Resources

The College President assumes primary responsibility for the quality of programs and services at the College. Working with the administrative team, the President reviews the planning and resource needs recommended by the Roundtable.