



Standard I.B – Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing (1) evidence of the achievement of student learning outcomes and (2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

Introduction

As is consistent with its Mission, Vision, and Values, student learning is the primary focus at Berkeley City College (BCC) and, for this reason, the ability to produce and support student learning stands as the primary measure of the institution’s effectiveness. All of the College’s key processes and resource allocation efforts center on producing, supporting, measuring, and/or continuously improving student learning at all levels of the institution, from academic instruction and student support services to planning and budgeting, facilities management, learning resources, and technological infrastructure.

The College makes a conscious effort to organize its key processes and allocate financial, physical, human, and technological resources, as needed, to support the ongoing improvement of student learning for all BCC students, including students in traditional and online classes, students with different levels of college readiness, and students with a wide range of educational and professional goals. BCC also uses ongoing and systematic evaluation and planning, involving all of the College’s various stakeholders, to refine its key processes and improve student learning.

Processes to Improve Student Learning and Institutional Effectiveness

As a publicly funded educational institution, BCC is committed to “sustainable continuous quality improvement,” as defined by the Accrediting Commission for Community and Junior Colleges (ACCJC), in both student learning and institutional effectiveness. To that end, the College has deliberately worked toward and currently operates at the level of Sustainable Continuous Quality Improvement (SCQI), which is the highest identified level outlined on the ACCJC rubrics for the areas of Planning, Program Review, and Student Learning Outcomes – three areas critical to student learning. The following sections describe the College’s key processes related to, as well as its capacity to meet, the ACCJC SCQI-level criteria for institutional behavior in each of these three important areas:



Institutional Effectiveness in Planning

ACCJC Rubric for Evaluating Institutional Effectiveness in Planning		
	Characteristics of Institutional Effectiveness in Planning (Sample institutional behaviors)	BCC Meets Criterion
Sustainable Continuous Quality Improvement (SCQI)-Level Criteria	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; and educational effectiveness is a demonstrable priority in all planning structures and processes.	√

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

The Peralta Community College District (PCCD) and Berkeley City College (BCC) have a comprehensive and mature planning process in place with specific steps and a timeline for annual budget development and planning. This cyclical process integrates collegewide and districtwide planning and budgeting and incorporates four key elements: systematic evaluation of programs and services; improvement planning; implementation; and evaluation.

Planning is a highly collaborative effort between the District and BCC. The College, along with the other three Peralta colleges, participates in the development of the multi-year District strategic plan and the establishment and evaluation of the District’s annual goals. This collaborative approach allows the District to provide strategic districtwide leadership and systems support, while preserving college autonomy and responsibility for college level plan development and implementation, including the setting of baseline data and institutional set standards as measurable outcomes for each of the College’s goals. This also ensures that the college level strategic plans and goals are developed in alignment with the District’s goals and strategic plan. See I.B.2 for a more detailed discussion of the district/college planning process.

At the college level, planning is an ongoing institutional priority and takes place at many levels. At BCC, planning involves multiple integrated planning processes operating on pre-set cycles. (Table 32)



Table 32

Overview of Integrated Planning Processes at the College Level

Planning Process	Cycle	Current Status
BCC Education Master Plan (Education Committee)	Every 10 years	In progress; scheduled to be approved in Spring 2015
BCC Facilities Plan	Every 10 years	In progress; scheduled to be approved spring 2015
ACCJC Self Evaluation and Site Visit	Every 6 years	Scheduled for spring 2015
BCC Equity Plan (aligned with 3-yr program review)	Every 3 years	In progress; scheduled to be approved spring 2015
BCC Technology Plan (with 3-year program review)	Every 3 years	In progress; scheduled to be approved spring 2015
Program Review (comprehensive program review)	Every 3 years	Next Program Review scheduled for 2015/16
Annual Program Updates (yearly program review)	Annual	Annual (in alternate years from Program Review)
Student Support and Success Program (SSSP) Plan	Annual	Submitted to state October 2014
Basic Skills Initiative (BSI)	Annual	Ongoing/annual
BCC Annual Institutional Goals and Objectives	Annual	2014-15 Annual Plan approved

The overarching plan, the [BCC Education Master Plan](#), 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, collegewide, multi-month planning process that includes all constituencies.

For example, 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 (see Chart 12) were held throughout the fall.

While developing the [Education Master Plan](#), as well as the [Facilities Plan](#) and [Technology Plans](#), the College has also been creating the BCC [Student Success and Support Program \(SSSP\) Plan](#). The SSSP Plan is a new report required by the State of California and linked to new sources of state funding (SB 1426) for core SSSP services (orientation, placement assessment, and counseling/advising) provided to first-time, matriculating, credit students.

In anticipation of these new state requirements, first announced in 2012, BCC devoted more than two years to integrating student success initiatives into its collegewide goals and strategic plan. The planning process for the SSSP Plan has therefore drawn upon and complemented other collegewide planning efforts involving the comprehensive Education Master Plan; the Basic Skills Initiative, which focuses on helping students assessed at the



basic skills level; and the Equity Plan, which focuses on closing the achievement or opportunity gap for new and continuing students.

Two elements characterize all BCC planning processes: data-driven decision-making and broad-based dialogue. BCC uses data analyses, collected and conducted at the district and college level, to inform institutional planning and improvement. Institutional data is 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.

Institutional Effectiveness in Program Review

ACCJC Rubric for Evaluating Institutional Effectiveness in Program Review		
	Characteristics of Institutional Effectiveness in Program Review (Sample institutional behaviors)	BCC Meets Criterion
Sustainable Continuous Quality Improvement (SCQI)-Level Criteria	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)

Berkeley City College (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

ACCJC Rubric for Evaluating Institutional Effectiveness in Student Learning Outcomes		
	Characteristics of Institutional Effectiveness in Student Learning Outcomes (Sample institutional behaviors)	BCC Meets Criterion
Sustainable Continuous Quality Improvement (SCQI)-Level Criteria	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.	√
	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 (BCC) meets ACCJC’s criteria for SCQI-level institutional behavior related to [Student Learning Outcomes \(SLOs\)](#).

The [Curriculum Committee](#) ensures that all new academic programs and courses have SLOs at the point of adoption, as developed by faculty, with guidance from their department chairs, and the SLO assessment coordinator. All SLOs are mapped to the College’s seven institutional learning outcomes. Similarly, all Student Services Division departments and units have defined service area outcomes (SAOs) and may also have SLOs.

Student learning outcomes assessment is ongoing, systematic, and used for continuous quality improvement (see Section G of this report). Through the work of the [Planning for Institutional Effectiveness \(PIE\) Committee](#), the College’s department chairs and assessment liaisons, student services leaders, BCC administrators, the Curriculum Committee, the Curriculum and SLO Assessment Specialist, BCC faculty, student services leaders, and BCC administration, the College assesses its programs and courses, as well as its institutional learning outcomes, and uses the results of these assessments to produce action plans that lead to continuous improvement in student learning and success. The Teaching and Learning Center and BCC administration are instrumental in the development and implementation of these action plans. Results of SLO and SAO assessments are incorporated in program reviews and APUs. Ongoing dialogue about SLOs occurs in a number of venues at the College, as articulated in the descriptive summary of I.B.1. Furthermore, the Assessment Committee/ PIE Committee assesses its own processes at the end of each academic year and uses those assessments to make improvements. Please see Section G and Standard I.B.1 for



more on SLO assessment and on the ongoing collegewide dialogue about student learning outcomes and institutional effectiveness at BCC.

I.B.1

The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Descriptive Summary

Introduction

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 addition to these structured opportunities for dialogue, many additional mechanisms exist to elicit and integrate input from key stakeholders on student learning and institutional effectiveness. These include formal and informal avenues for communication and dialogue, including collegewide forums, planning retreats, faculty/staff development days, surveys, suggestion boxes, memos, e-mails, publications, postings on the web site, Brown Bag lunches, President's Teas, etc. Faculty, staff, and students are also welcome to attend and/or bring their concerns to the College's shared governance committee meetings, which are widely publicized and open to all.

Integrated Institutional Planning and Shared Governance: Opportunities for Dialogue

Collegial, self-reflective dialogue occurs throughout the College's ongoing integrated institutional planning processes and its shared governance decision-making structure. As Chart 12 indicates, the College's shared governance committees make recommendations that culminate at the College [Roundtable for Planning and Budgeting](#); this includes widespread participation from key constituents of the College, including the [Associated Students of Berkeley City College \(ASBCC\)](#), the [Academic Senate](#), the [Classified Senate](#), the [Professional Development Committee](#), the [Department Chairs' Council](#), and others. At the beginning of each academic year, the College Roundtable for Planning and Budgeting sets annual goals, which are linked to the [College's Mission, Vision, and Values](#); district goals and data reviews; program reviews and annual program updates; and analyses of assessment and achievement data. At the end of each academic year, the College Roundtable assesses how well these goals have been met, which begins the process of goal planning for the following year.

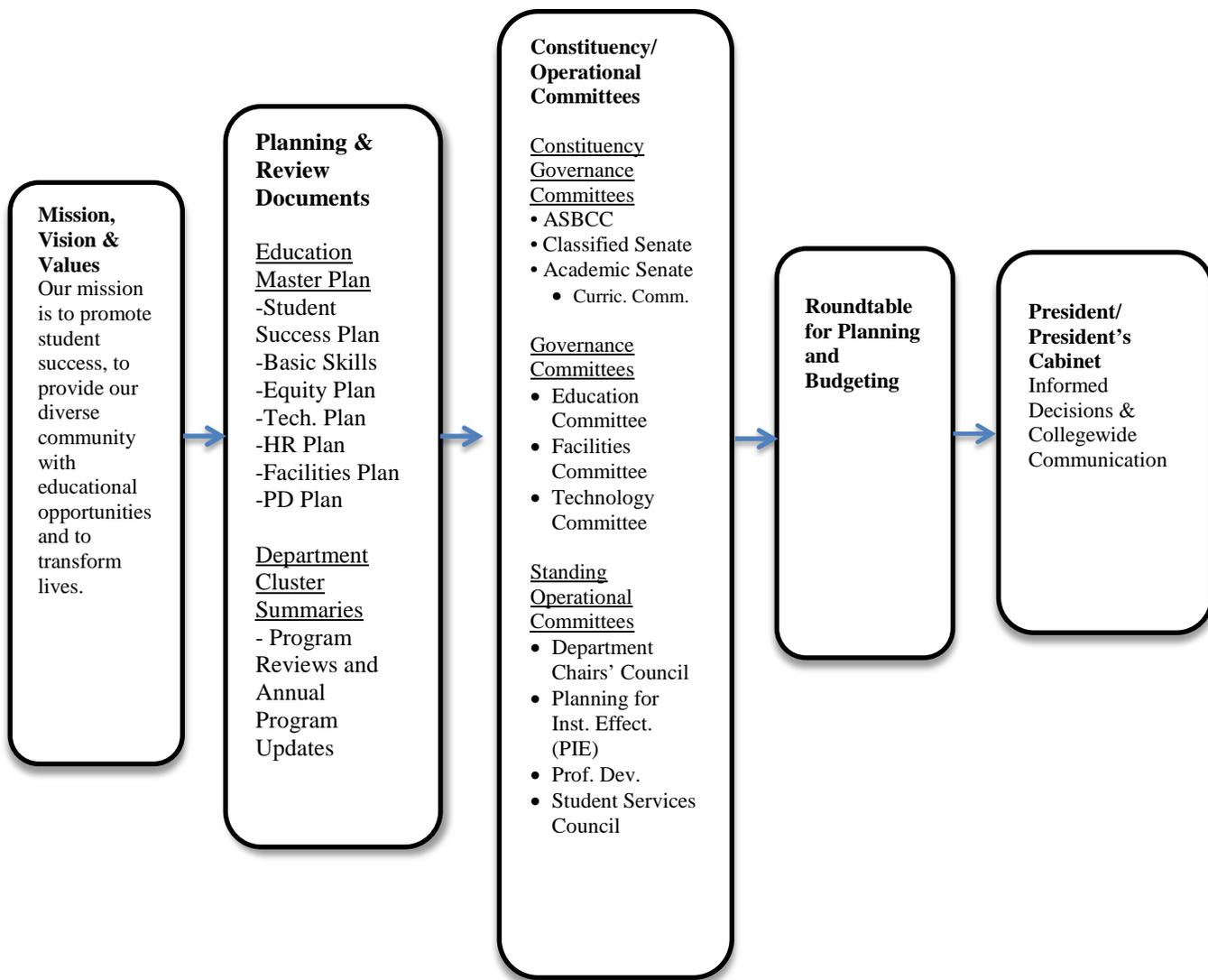
As illustrated in Chart 12, BCC's decision-making processes are closely linked by input and feedback communication channels. Program reviews – which are based on data analysis and student learning outcomes assessment results, as well as the College's Mission, Vision,



Values, and goals – provide an important resource for planning, which drives resource allocations.

Chart 12

BCC Planning and Decision Making Process





While this chart represents the general flow of decision making at the College, it is difficult to capture in a chart the degree to which decisions flow back and forth. For example, the [College Goals](#) – which are informed by [District Strategic Goals](#), as well as the College’s Mission, Vision, and Values, and by related qualitative and quantitative data from program reviews and annual program updates – are developed each year at the Roundtable for Planning and Budgeting. These College Goals then inform program reviews the following year, flowing back from the Roundtable to the beginning of the decision-making flow.

Thus, program reviews, conducted on a three year cycle, and annual program updates (APUs), conducted in alternate years, utilize College goals and objectives in their assessments of their programs and development of action plans, which then inform the College’s institutional planning processes and documents. Similarly, while the Education Master Plan, Technology Plan, and Facilities Plan inform the work of their respective committees – the Education Committee, Technology Committee, and Facilities Committee – these committees constantly conduct relevant research in order to provide information crucial to the ongoing development of the plans.

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 cited above, 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, the Department Chairs’ Council uses a rubric to assess and prioritize requests from program reviews for faculty positions at BCC. The prioritized list generated by the Department Chairs’ Council is then forwarded to the shared governance committees for discussion and recommendation to the President. 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 bodies. Representatives from ASBCC are encouraged to participate on college governance committees, as their feedback from the students’ perspective is invaluable.



The President's Cabinet includes the President, two vice presidents, three deans, the Business and Administrative Services Manager, the Director of Campus and Student Life, and the Director of Special Projects and Grants. These administrators serve on a variety of college committees.

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 programs reviews and annual program updates and recommendations from the College's various committees, and to communicate to the college community regarding the strategic activities of the College.

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.

Student Learning Outcomes Assessment: Opportunities for Dialogue

Collegial, self-reflective dialogue about the continuous improvement of student learning occurs throughout Berkeley City College (BCC). Supporting and improving student learning is the primary focus of the College's integrated institutional planning processes and a regular topic of discussion for BCC's shared governance committees.

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.

[Planning for Institutional Effectiveness Committee](#)

The main coordinating body for assessing student learning at Berkeley City College (BCC) is the Planning for Institutional Effectiveness (PIE) committee (formerly the BCC Assessment Committee). The PIE Committee is a shared governance group that works with department chairs and assessment liaisons representing all instructional departments, as well as selected student service areas, to ensure that learning outcomes assessments are completed in a meaningful way at the course, program, and institutional level, and that they result in meaningful action plans, which are then implemented, and the results assessed.

The co-chairs of the committee are the Student Learning Outcomes Assessment Coordinator (SLOAC) and the Teaching and Learning Center (TLC) Facilitator. This ensures that assessments are tied closely to the development of action plans through activities such as the TLC's "[focused inquiry groups](#)" (FIGs), and result in the implementation of these action



plans through the TLC's "[action plan projects for learning excellence](#)" (APPLEs); both FIGs and APPLEs – which focus on continuous improvement of student learning through collegial, self-reflective dialogue – are overseen through the College's [Teaching and Learning Center](#).

In addition, the Vice President of Student Services and SLOAC work closely with all service area leaders to ensure that all aspects of the assessment cycle are completed in student services. Finally, the Curriculum and SLO Assessment Specialist works with lead faculty and student services area leaders to ensure that work related to student learning outcomes assessment is completed on schedule and is documented in [Taskstream](#), the College's online repository for SLO assessment information.

Dialogue about student learning occurs in department and program meetings, as seen in the 2014 Self Evaluation Survey. Assessment results are an important component of departments' and service areas' program reviews and annual program updates, which drive decisions concerning planning and budgeting at the College.

In 2014, the College Assessment Committee voted to change its name to the Planning for Institutional Effectiveness (PIE) Committee and to modify its charge. As is stated on the PIE Committee's website, its purpose is to

ensure continuous improvement in institutional effectiveness throughout the college, informed by quantitative and qualitative evidence and broad participation in analysis of evidence – including course, program, and institutional student learning outcomes assessment evidence – in order to support the college mission.

The committee membership includes faculty leads from all instructional departments in the College (for each department, either a department chair, or an "assessment liaison"), as well as a number of student services representatives, administrators, classified staff members, and students. All members of the BCC community are encouraged to attend meetings.

Because the PIE Committee includes broad representation, it has facilitated collegial and self-reflective dialogue about assessments involving multiple departments (both as the Assessment Committee and as the PIE Committee), including Institutional Learning Outcomes (ILO) assessments, the [Community College Survey of Student Engagement \(CCSSE\)](#) and the Survey of Entering Student Engagement (SENSE). The Committee may consider achievement data and other evidence related to student learning and success, as well as assessment evidence. Findings, recommendations, and even questions that emerge from this dialogue are forwarded, for further discussion, to the Department Chairs' Council, the Academic Senate, the Professional Development Committee, the College Roundtable for Planning and Budgeting, and/or other appropriate shared governance committees.

As is stated in the Shared Governance Manual, the PIE Committee is intended to

- Serve as a resource for and monitor systematic, authentic assessments of learning outcomes and service area outcomes in all courses and programs (including



- instructional programs and student services areas) and implement meaningful action plans for continuous improvement in promoting student success;
- Implement regular and meaningful Institutional Learning Outcomes (ILO) assessments and implement action plans for continuous improvements for all ILOs;
 - Oversee [Teaching and Learning Center](#) collaborative projects, such as [focused inquiry groups \(FIGs\)](#) and [Action Plan Projects for Learning Excellence \(APPLEs\)](#), [Discuss-Apply-Reflect-Tools \(DART\) Workshops](#), and [Peer Observation Pools \(POPs\)](#);
 - Develop and recommend program review and APU templates to coordinate assessment, data review and analysis, and planning;
 - Analyze student achievement data and implement related research projects (for example, the CCSSE, CCFSE, and SENSE administrations);
 - Integrate assessment work and accreditation in order to support accreditation efforts;
 - Promote transparency and equity in planning and decision-making efforts;
 - Communicate results of institutional effectiveness activities across the College;
 - Serve as a resource for institutional effectiveness activities across the College;
 - Make recommendations, through the shared governance process, regarding resources needed for assessment; and
 - Work with external partners and the District on assessment and other initiatives regarding data collection and analysis to support student success.

Assessment of the Effectiveness of Key Processes: Additional Opportunities for Dialogue

Berkeley City College (BCC) continuously evaluates the effectiveness of its key processes, including its integrated institutional planning processes, its shared governance processes, and its student learning outcomes assessment processes, and makes adjustments for more effective operations as needed. For example, in 2013-14, the College's administration and shared governance committees engaged in a series of dialogues about the efficiency and effectiveness of the institution's shared governance structure. As a result, the College elected to eliminate the Leadership Council, whose membership and focus overlapped in great part with other shared governance committees. This helped reduce duplicative efforts and avoid unnecessary meetings for the College's faculty, staff, and administrators, who already had many other responsibilities.

It is through collegial discussions of outcomes that plans are made for improvement at BCC. The 2014 Self Evaluation Survey results, for example, were discussed in Spring 2014 collegewide planning forums and also used as part of the planning process for the College's accreditation project. As noted earlier, assessment results are regularly discussed, gaps identified, and action plans determined at department and program meetings and at the PIE Committee. ILO assessment results are discussed collegewide at the college's opening day activities. In addition, through the Teaching and Learning Center, the College has been able to "close the loop" on many of its assessments through FIGs and APPLEs (discussed above), which facilitate the development and implementation of action plans through collegial, self-reflective dialogue about the continuous improvement of student learning. For more information about assessment at the College, please see Section G of this report.



Self Evaluation

The College meets this Standard.

In the 2014 Self Evaluation Survey, participants were asked to respond to the statement, “BCC engages in dialogue about the continuous improvement of student learning and institutional processes.” Seventy percent of respondents (faculty, staff, and administrators) strongly agreed or agreed with this statement, while only eight percent disagreed, and three percent indicated that they didn’t know. In response to the question, “How are student learning outcomes results shared within your department or service area?” 60 percent of faculty cited department meetings, 32 percent e-mail distribution lists, and 17 percent special student learning outcomes sessions.

Among classified staff, whose responses primarily address assessment in student service areas, 59 percent agreed or strongly agreed that “BCC engages in dialogue about the continuous improvement of student learning and institutional processes,” with only five percent disagreeing. In response to the question, “How are student learning outcomes results shared within your department or service area?” 27 percent of classified staff responding indicated “e-mail distribution lists”; 36 percent, department meetings; and 27 percent, “special learning outcomes sessions.”

The College’s integrated institutional planning processes and shared governance committee structures and processes, as well as its student learning outcomes assessment processes, are designed to ensure inclusive, collaborative analysis and discussion, leading to informed decision-making that promotes student success and includes mechanisms for self-reflection and improvement. Dialogue concerning the continuous improvement of student learning and institutional processes is ongoing, collegial, and self-reflective.

Actionable Improvement Plan

None.

I.B.2

The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

Descriptive Summary

Peralta Community College District (PCCD): Districtwide Planning and Goal Setting

In the Peralta Community College District (PCCD), college goal setting is informed by Districtwide strategic planning that occurs in a six-year planning cycle. Every six years the [PCCD Strategic Plan Goals](#) are reviewed and updated. The most recent review, in summer/fall of 2014, resulted in a slight change in wording to one of the five strategic goals. The updated PCCD Strategic Goals are as follows:

- A. Advance Student Access, Equity, and Success
- B. Engage and Leverage Partners
- C. Build Programs of Distinction
- D. Strengthen Accountability, Innovation and Collaboration
- E. Develop and Manage Resources to Advance Our Mission

Additionally, each year measureable institutional objectives are also set as part of the overall strategic planning process. Setting these objectives is a collaborative process involving all constituencies through the [District’s Planning and Budgeting Integrated Model \(PBIM\)](#) participatory governance structure. The District’s strategic goals and institutional objectives are finalized at a yearly [PBIM Summit](#), held at the beginning of each academic year. Previous years’ [institutional objectives](#) can be found online.



District Strategic Goals and Institutional Objectives for 2014-2015

The following are the [Peralta Community College District’s Strategic Goals and Institutional Objectives](#) for the Academic Year 2014-15 (July 1, 2014 - June 30, 2015), which will be assessed in Summer 2015. The District’s strategic focus for 2014-15 will be achieving student success in the core educational areas of basic skills/ESL, transfer, and career technical education (CTE) by encouraging accountability, outcomes assessment, innovation, and collaboration, while spending within an established budget.

Peralta Community College District: 2014-2015 Districtwide Strategic Goals and Institutional Objectives	
Strategic Goals	2014-2015 Institutional Objectives
A: Advance Student Access, Equity, and Success	A.1 Student Access: Increase enrollment for programs and course offerings in the essential areas of basic skills/ESL, CTE and transfer to achieve the District target of 19,510 RES FTES.
	A.2 Student Success: Increase students’ participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans.
	A.3 Student Success: Using baseline data, increase student engagement in activities such as student governance, student life activities, student leadership development, service learning programs, learning communities, student employment, etc.
	A.4 Student Equity Planning: Address the achievement gap through fully developing



	and implementing the student success and equity plans at each campus.
B: Engage and Leverage Partners	<p>B.1 Partnerships: Develop a Districtwide database that represents our current strategic partnerships and relationships.</p> <p>B.2. Partnerships: Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.</p>
C: Build Programs of Distinction	<p>C.1 Student Success: Develop a Districtwide first year experience/student success program.</p> <p>C.2 Student Success: Develop an innovative student success program at each college.</p>
D: Strengthen Accountability, Innovation and Collaboration	<p>D.1 Service Leadership: Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues.</p> <p>D.2 Institutional Leadership and Governance: Evaluate and update policies and administrative procedures and the PBIM participatory governance structure.</p> <p>D.3. Institutional Effectiveness: Update the PCCD Strategic Plan, College Educational Master Plans, Districtwide Technology Plan, Districtwide Facilities Plan, Comprehensive Program Reviews and Annual Program Updates to ensure that outcomes and assessments are aligned with PCCD Strategic Goals and Institutional Objectives.</p> <p>D.4. Expand the Use of Technology: Provide opportunities for training in Moodle, use of library databases, online teaching and learning resources, online student support services, web-based educational software/applications, smart classrooms, and administrative applications.</p>
E: Develop and Manage Resources to Advance Our Mission	<p>E.1 FTES/FTEF Target: Achieve the District target FTES/FTEF within budget.</p> <p>E.2 Budget to Improve Student Success: Increase alternative funding sources including, but not limited to, the Peralta Colleges Foundation, non-RES tuition, grants, etc.</p> <p>E.3 Fiscal Oversight: Enhance communication between the District and the colleges; prudently manage fiscal resources (general fund, bonds, benefits, OPEB, etc.); enhance processes contained in administrative procedures.</p> <p>E.4 Support Quality Instruction: Increase investments in materials, equipment, and teaching and learning resources to enhance student learning outcomes.</p>

The College planning process is integrated with the District planning process. The District supports the colleges through the District Strategic Plan and the integration of the District Strategic Goals and Institutional Objectives with college level goals and objectives. Additionally, the District Goals and Institutional Objectives are integrated with goals of the District Planning and Budgeting Integration Model Committees, which consist of representatives from each of the Peralta colleges and the District Office. This helps to ensure that college level planning and budgeting are aligned with the District model.



At BCC, the institution’s annual goals are developed in relation to the district level strategic goals, which provide a framework for college level planning and budgeting. Each of BCC’s five approved 2014-15 institutional goals is aligned with one of the District’s strategic goals:

Berkeley City College (BCC): Alignment of 2014-2015 Institutional Goals with 2014-2015 District Strategic Goals	
District Strategic Goals	College Institutional Goals
A: Advance Student Access, Equity, and Success	GOAL 1: Preserve and nourish resources to ensure access, equity and success for all students.
B: Engage and Leverage Partners	GOAL 2: Improve career and college-preparation progress and success rates.
C: Build Programs of Distinction	GOAL 3: Increase certificate/degree completion and transfers to 4-year colleges or universities by inspiring and supporting students and maintain high quality educational programs.
D: Strengthen Accountability, Innovation and Collaboration	GOAL 4: Ensure BCC programs and services reach sustainable, continuous quality improvement level.
E: Develop and Manage Resources to Advance Our Mission	GOAL 5: Collaborate to maintain high-quality educational programs and ensure fiscal stability.

Collegewide Planning and Goal Setting

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 stay the same or 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 (see Chart 12), including leaders from ASBCC, the BCC academic and classified senates, and key college committees.

In 2013-14, for example, the College Roundtable for Planning and Budgeting set its annual goals through a “conversation mapping” process described in the College Roundtable minutes of September 9, 2013 as follows:

Conversation mapping emerged from New Guinea to map conversations where everyone’s voice could be heard in the collective community process.... After the exercise is completed, the “maps” will be hung in [a frequently used conference room] to allow others to participate and add their voices. [The results] will be synthesized and brought back to Leadership Council.

As a result of this process, in which College committees and constituents had multiple opportunities to participate, the College set its annual goals, each of which was associated with the College’s Mission, Vision, and Values, as well as statewide student success initiatives.

For the 2013-14 planning cycle, the overall District Strategic Goals were approved on August 23, 2013 at the Peralta Community College District (PCCD) Planning and Budgeting Integration Summit. In October and November 2013, Berkeley City College’s Leadership Council and Roundtable for Planning and Budgeting approved a set of College Goals for 2013-14, linked to the District Goals. Each institutional goal was linked to one or more measurable outcomes so that, at the end of the fiscal year, the College could easily determine whether it had achieved what it had set out to accomplish for that year. Table 33 shows the District-linked institutional goals and outcomes approved by the College’s shared governance committees for 2013-14:

Table 33

Alignment of 2013-14 BCC Institutional Goals and Measurable Outcomes with 2013-14 District Strategic Goals

District Strategic Goals	College Institutional Goals	Related College Level Measureable Outcomes
A: Advance Student Access, Equity and Success	GOAL 1: Meet BCC resident student FTES target (3,691) by preserving and nourishing resources.	<ul style="list-style-type: none"> ▪ Enrollment: Reach BCC resident student FTES target of 3,691 and beyond.
B: Engage and Leverage Partners	GOAL 2: Increase certificate/degree completion and transfers to 4-year colleges or universities by inspiring and supporting students.	2013 ACCJC institutional-set standards for student achievement: <ul style="list-style-type: none"> ▪ Award 130 or more degrees by the end of 2013-14. ▪ Award 56 or more certificates by the end of 2013-14. ▪ Transfer 250 or more students to in- and out-of-state colleges and universities by the end of 2013-14.



<p>C: Build Programs of Distinction</p>	<p>GOAL 3: Improve career and college preparation progress and success rates (e.g., successfully transition students from basic skills to college level, as well as CTE/ career).</p>	<p>2013 ACCJC institutional-set standards for student achievement:</p> <ul style="list-style-type: none"> ▪ Reach student course completion rate of 64% or higher for all courses, especially for basic skills and CTE courses. ▪ Reach student retention percentage of 50% or higher for all courses, especially for basic skills and CTE course. ▪ Implement academic advising program. ▪ Demonstrate increased hours of availability of computer labs and library to accommodate all students.
<p>D: Create a Culture of Innovation and Collaboration</p>	<p>GOAL 4: Ensure BCC programs and services reach sustainable, continuous quality improvement level.</p>	<ul style="list-style-type: none"> ▪ Complete AACJC Institutional Self Evaluation according to timeline. ▪ Reaffirm full Accreditation in spring 2015. ▪ Ensure data-driven program improvement process and integrate planning into resource development and allocation. ▪ Complete all course, program, and ILO assessments, as scheduled on the published timeline.
<p>E: Develop and Manage Resources to Advance Our Mission</p>	<p>GOAL 5: Collaborate to ensure fiscal stability</p>	<ul style="list-style-type: none"> ▪ Stay within adopted 2013-14 annual budget. ▪ Develop and secure additional revenue streams (i.e. non-resident enrollment, community partnerships, industry relationships, etc.).

College Goals, Institution-Set Standards, and Outcome Measures

Each year, BCC evaluates its success in meeting its annual College goals for the previous year as part of the institutional planning and budgeting process for the upcoming year. As part of this planning process, the College reviews the projected versus actual outcomes at shared governance meetings, administrative leadership team meetings, and collegewide forums. The actual results for each year are published on the College website and discussed in detail to identify the factors involved in both successes and challenges and make adjustments in institutional processes and program and service delivery, as necessary.

In 2013, BCC officially established the institution-set standards for satisfactory performance of student achievement, as outlined in the [United States Department of Education Regulations and Guidelines for 34 C.F.R.602.16\(a\)\(1\)\(i\) and 602.19 \(a-e\)](#): “...Standards effectively address success with respect to student achievement in relation to the institution’s mission,... including as appropriate consideration of course completion... [and]... collection and analysis of key data and indicators...measures of student achievement.”



Options for methods of institution-set standard setting were discussed, evaluated, and approved through a participatory process. The College chose to use a standard setting method that entailed using the averages of prior years’ data as the baseline. Data used for the baseline are regularly examined in the context of the standards of satisfactory performance and goals for improvement of student success.

BCC conducts ongoing, robust, and pervasive dialogue at all levels about institutional effectiveness, resulting in annual institution-set goals on student achievement, as required by ACCJC. Data on student learning and institutional effectiveness progress and outcome measures are widely distributed and used throughout the College in the program review process, in the establishment of college goals and measurable outcomes, and in all aspects of strategic planning. In Fall 2014, BCC used its institution-set standards as outcome measures to assess the accomplishments of its 2013-14 college goals two and three, as shown in the table below. (Table 34)

Table 34

BCC Institutional Performance Indicators for 2013-14 (Goals Two and Three)

College Goal	2013 ACCJC institution-Set Standards	BCC Accomplishments
Goal 2	Award 130 or more degrees by the end of 2013-14.	BCC awarded 244 degrees by the end of 2013-14.
Goal 2	Award 56 or more certificates by the end of 2013-14.	BCC awarded 298 certificates by the end of 2013-14.
Goal 2	Transfer 250 or more students to in- and out-of-state colleges and universities by the end of 2013-14.	BCC achieved a total of 288 in-state transfers (171 to UCs and 117 to CSUs) by the end of 2013-14. In addition, BCC had the highest acceptance rate (63%) of California community college applicants admitted to UC Berkeley in 2013-14, surpassing the statewide admission average of 24% for community colleges.
Goal 3	Reach successful student course completion rate of 64% or higher for all courses, especially for basic skills and CTE courses.	BCC achieved a course success rate of 65% for overall BCC courses and 64% for CTE courses in FY 13-14. The success rate for Basic Skills English was 69% and, for Basic Skills math, 35%.
Goal 3	Reach student retention percentage of 44% or higher for all courses, especially for basic skills and CTE courses.	BCC maintained 48% persistence collegewide fall-to-fall (retention rate), with a 65% rate for EOPS and 64% for DSPS students, who receive additional student support services.

Source: PCCD, Institutional Research

The progress on these institution-set standards is tracked annually and communicated and discussed collegewide. Annual assessment of institutional outcomes provides a record of the institution performance based on data, helping the College identify trends, plan for expansion as needed, tailor programs and services to more effectively meet student educational needs, and direct resources accordingly. This assessment also holds the institution accountable for meeting specific targets required by the state and the institution-set standards.



The full description of the College’s 2013-14 accomplishments is available on the College website as “2013-14 Institutional Goals vs. Actual Accomplishments.”

BCC regularly examines its longitudinal data on student achievement at institutional and program levels, identifies concerns, and develops and implements strategic actions for enhancement. For example, along with other quantitative and qualitative data, BCC develops its Education Master Plan based upon student achievement data at the institutional level. Other plans exist to support some aspect of student learning and/or increase student success. While the main purpose of the [Student Success and Support Program \(SSSP\) Plan](#) is to improve student achievement at all levels, the [Basic Skills Initiative \(BSI\)](#) aims at improving student achievement for students in basic skills courses, the Equity Plan is designed to bridge the achievement gap among student groups, and the [Career Technical Education \(CTE\) Plan](#)’s intent is to increase achievement for students in CTE courses, programs, and pathways.

In order to support the development and implementation of various BCC plans, the College publishes a report entitled [Berkeley City College Student Achievement – Access, Equity, and Success](#). In this report, data illustrate support services provided to and needs of BCC’s incoming freshmen, including data related to overall student progress and success, as well as student success data disaggregated by gender, race/ethnicity, and age at both institutional and program levels, when appropriate.

Self Evaluation

The College meets this Standard. Through the collaborative work of the College’s Roundtable for Planning and Budgeting, which includes representation from the various constituent groups at BCC, the College sets goals to improve its effectiveness, as aligned with the College Mission and District goals, statewide student success initiatives, and annual institutionally set standards. These institutional goals are articulated clearly and mapped to measurable objectives. The goals, as well as the actual measurable outcomes from the previous year, are published and made broadly available to the College community. Members of the institution use these goals, for example, in program review documents, which align action plans for College programs and service areas to College and District goals.

Actionable Improvement Plan

None.

I.B.3

The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.



Descriptive Summary

Evaluation of Progress in Meeting District Goals

Peralta Community College District (PCCD) engages in an ongoing cycle of districtwide evaluation, integrated planning, resource allocation, implementation, and reevaluation, based on quantitative and qualitative data. In the past six years, the District Office has led its colleges in strategic and operational planning. The PCCD Strategic Planning process began in 2008 with the development of a [Districtwide Strategic Plan](#). This plan is currently being updated.

The District's Strategic Plan update process began with a review of the PCCD Mission Statement during the Spring 2014. The PCCD Mission Statement review process is described in Standard I.A.2. Internal and external scans were conducted during Summer 2014, with preliminary data shared and discussed at the [District's Planning and Budgeting Integration Model \(PBIM\)](#) Summit in August 2014. The PCCD Strategic Goals were revised during August 2014, and the 2014-15 Institutional Objectives were finalized during the PBIM Summit on August 29, 2014. The final updated Strategic Plan for the next six years is on the agenda for approval by the Board of Trustees before the onset of the Spring 2015 semester.

The Districtwide annual operational planning structure, the PBIM (Planning and Budgeting Integration Model), is evaluated yearly through districtwide surveys. [Results of those surveys](#), accompanied by interviews with committee members, and feedback obtained in an open forum, led to changes in the composition of committee memberships and enhancements in planning processes, which were instituted at the onset of the 2014-15 academic year.

Evaluation of Progress in Meeting College Goals

Berkeley City College (BCC) is committed to the continuous improvement of institutional effectiveness through the analysis of qualitative and quantitative data, dialogue, reflection, and implementation, which drive the College's integrated planning and resource allocation processes. These processes help to establish priorities aligned with the BCC Mission, Vision, and Values and inform decision making and resource allocation.

BCC assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data. BCC uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

In addition to being data-driven, BCC frequently and regularly evaluates its planning process, focusing on improving student learning by analyzing the impacts of its key processes. For example, in 2013-14, BCC refined its key planning processes, first, by merging the Leadership Council with the Roundtable for Planning and Budgeting, and, second, by restructuring the Education Committee so that two of the main shared governance



committees (Education Committee and Roundtable) could streamline discussions, decision-making, and implementation of strategies.

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.

Key College Planning Processes and Planning Documents

Guided by the College's Mission, Vision, Values, and learning outcomes, planning and implementation occur on an ongoing basis throughout the College's current shared governance and operational structures, as illustrated in Chart 12, shown in I.B.1. Planning at BCC is systematic and inclusive and allows for needs and opportunities identified at the programmatic level to integrate into overall institutional planning.

Since annual planning is ongoing, the College remains flexible in its ability to allocate resources and to respond to program needs and emerging trends. For example, in Spring 2014, in anticipation of new state funding sources expected to be available during the coming year, BCC held a series of participatory planning meetings, bringing faculty, staff, and administrators together to inform them of the new opportunities and brainstorm about how these new funds might best be applied to support student learning.

Every three years, the College engages in a comprehensive program review process that is used to inform planning and is connected to the [Education Master Plan](#). The process is informed by both quantitative and qualitative data. The District Office of Institutional Research prepares data packets to assist with this process, which leads to the identification of needs in areas which include personnel, equipment, technology, and facilities, and may also include such areas as professional development and additional research needs. In the intervening years, every unit of the College engages in planning through a similar but more streamlined [annual program update \(APU\)](#) process. In addition, a range of student success data is available on the district website and through related survey results. Many BCC faculty

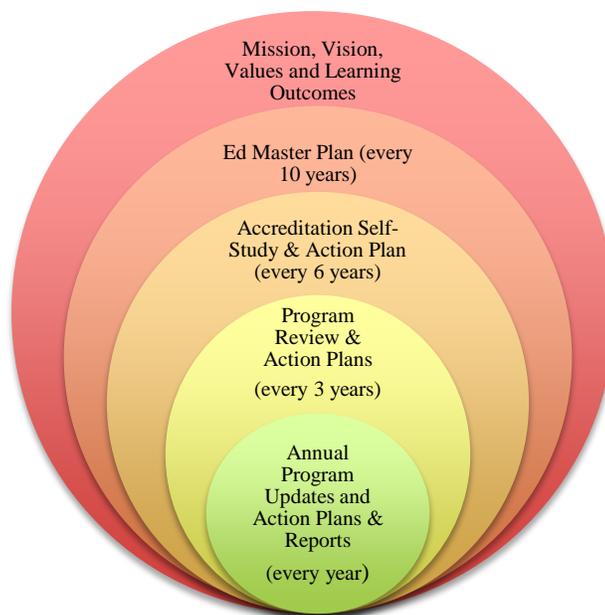
members have also been trained in the online Business Intelligence tool, which they can use to track student academic indicators to evaluate their classes or programs.

This information is used to inform a variety of planning documents, including the Education Master Plan, the Facilities Plan, and the Technology Plan. Through its various planning processes and documents, the College continually reviews, assesses, and updates its plans and monitors its success in meeting mission-based priorities.

All planning processes and related documents are aligned with the BCC Mission, Vision, and Values statements. BCC has a number of different integrated planning documents and processes; the most central are the Education Master Plan, the Facilities Master Plan, and the Technology Master Plan, as well as the program reviews and annual program updates. Chart 13 illustrates how these key planning processes fit together within the framework of the organization's overarching mission.

Chart 13

Mission-Based Planning at BCC: Key Planning Processes and Documents



2015-2024 BCC Education Master Plan

Given that the current Education Master Plan at BCC was written for a period culminating in the 2014-15 school year, the College is currently revisiting this Education Master Plan. In August 2014, the College began the academic year with two collaborative planning days by bringing the BCC community and external partners together to discuss the student experience at the College.



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 needs to 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 collegewide 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, the Vice President of Instruction, who is charged with leading the efforts to develop the new 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.

In Spring 2015, the College will use the Vision 2024 and BAGs, along with relevant data and input garnered through the shared governance process, to guide its work and development of the contents of the Education Master Plan, which will be organized by program and will address access, equity, success and excellence goals within each of the College's programs, as consistent with the College Mission. Programs will identify technology, facilities, human resources, and professional development needs, guided by the Vision 2024 and BAGs, and the newest versions of the Technology Master Plan and Facilities Master Plan will be developed.

Once completed in Spring 2015, the updated Education Master Plan, along with the updated Facilities and Technology Master Plans the SSSP Plan and the Equity Plan, will be the main documents the College will use over the next ten years to align College work with its Mission, Vision, and Values. These documents will frame discussions concerning student and community educational and learning needs, and help to determine what the College does to meet these needs. The organization of the plan by program will also help to align both implementation and evaluation efforts within the next ten years, and will also align the work with program review documents.

Assessment of College Goals

At the beginning of each academic year, the College, through the leadership of the Roundtable for Planning and Budgeting, assesses how well it has met each of its stated



goals for the previous year. For example, in Fall 2014, the College published its accomplishments, in terms of its stated goals, for the previous year.

Self Evaluation

The College meets this Standard. Ongoing processes and planning documents are continually updated and assessed, so that College decisions occur within the context of an ongoing cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation. The College routinely assesses progress in how well it is meeting each of its annual goals and objectives, based on both quantitative and qualitative data.

Actionable Improvement Plan

While the College meets the Standard, BCC will update and implement the Education Master Plan (2015-2024).

I.B.4

The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Descriptive Summary

Berkeley City College (BCC) is able to provide a range of evidence to show that its institutional planning processes are broad-based, offer opportunities for input by appropriate constituencies, allocate necessary resources, and lead to improvement in institutional effectiveness. Evidence includes a well-established shared governance structure and integrated institutional planning framework; documented efforts at including key constituencies in planning, resource allocation, and resource development efforts; progress in improving key processes, such as program review; usage of institutional data; and examples of effective programmatic improvement.

Evidence of Broad-Based Planning and Constituent Involvement

Berkeley City College (BCC) has a broad-based planning process that offers multiple opportunities for input from College constituencies. The primary method for participation in planning is the College's shared governance structure (see Chart 12 in I.B.1). Through the shared governance process, the College offers opportunities for participation from all four of the main campus constituencies – faculty, staff, administrators, and students.

The BCC shared governance process guarantees meaningful participation by faculty through the Academic Senate, Curriculum Committee, and Department Chairs Council; by classified staff through the Classified Senate; and by students through the Associated Students of Berkeley City College. It also includes committees with the broad-based participation of



faculty, classified staff, students, and administrators, most notably the Roundtable for Planning and Budgeting. Other committees with representation from more than one constituency group include the Education Committee, Planning for Institutional Effectiveness Committee, Technology Committee, Facilities Committee, Health and Safety Committee, and Registration Enhancement Committee. Committee meetings at Berkeley City College are open to all members of the college community.

BCC's collaborative planning processes consistently focus on the College's commitment to student success. For the last seven years the District and the College have continued to list "student access, equity, and success" as one of the five strategic goals in their annual plans.

In January 2012, when the California Community Colleges State Chancellor's Office published the [2012 Final Report of the Student Success Task Force with Recommendations](#), BCC immediately began integrating eight of the task force's recommendations, along with 22 strategies, into its collegewide goals and strategic plan. Through the shared governance process, faculty, staff, students, and administrators worked together to develop and implement strategies and activities to improve student success at BCC, creating measurable outcomes by which to gauge the institution's improvements in this critical area.

Since 2012, BCC has continued to integrate and assess student success indicators as part of its annual planning process. These indicators have helped to inform the College's integrated planning processes, in particular the new Student Success and Support Program (SSSP) plan, now required by the state. They also have helped shape the three-year Equity Plan, the Education Master Plan, the Basic Skills Initiative plans, and the collegewide program reviews and annual program updates (APUs) -- all planning processes which are scheduled to be complete by Fall 2014 or Spring 2015.

Each of the above institutional planning processes provides opportunities for constituent participation, as appropriate, such as the development of the BCC Technology Plan or Facilities Plan, development of SSSP plans, or discussions relating to the Basic Skills Initiative. As individual 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. The documents are then used to guide and inform future planning efforts.

Opportunities for broad-based planning also occur outside of the organized shared governance structure and integrated planning framework. Planning in departments and other venues, for example, feeds into and is informed by the work of college committees and planning documents.

One important venue for faculty and staff participation in institutional planning is the BCC Teaching and Learning Center (TLC). The TLC was established in 2010, in response to a recommendation from the College's Basic Skills Committee, based on research cited in the California's well-known "[Poppy Copy](#)," developed through the statewide Basic Skills Initiative. The TLC fosters faculty collaboration on research and analysis, the sharing of effective teaching methods to address student needs, and opportunities for innovative projects that allow instructors from different disciplines to work together on shared goals. Each year,



the TLC sponsors up to ten faculty inquiry groups (FIGs), each of which allows faculty and/or staff to work on a year-long project researching in a specific area of focus. In addition, it sponsors up to ten Action Plan Projects for Learning Excellence (APPLEs), which allow faculty to implement action plans based on FIGs and assessment outcomes. All workshops in the TLC align to the Mission, Vision, and Values of the College. It is worth noting that 70 percent of faculty responding to the 2013 Self Evaluation Survey strongly agreed or agreed that “Participating in the Teaching and Learning Center has helped me promote student learning,” with only two percent disagreeing.

Evidence of Resource Allocation and Development

The College’s program reviews and annual program updates (APUs) and other planning processes result in informed recommendations by the various divisions, departments, and units for the allocation of resources (financial, technological, physical, and human) to maximize institutional effectiveness. These recommendations are then forwarded to the appropriate shared governance committees and, ultimately, reviewed by the College’s Roundtable for Planning and Budgeting, which oversees annual institutional planning and related decision making.

Each fall, department and program leaders work with administrators, as well as faculty and staff in their areas, to conduct program reviews or annual program updates, which lead to comprehensive reviews of their areas, as well as recommendations, including those leading to requests for resources. These are incorporated into college level evaluations of needs for resources. Some equipment and supply needs are partially fulfilled with existing budgets. Major personnel and facility needs, along with supply and technology needs, are further weighted and prioritized through participatory, shared governance processes.

In early spring, BCC submits lists of its needs to the Peralta Community College District (PCCD) Planning and Budgeting Council (PBC) through the BCC Education, Technology, and Facilities Committees, for discussion and/or endorsement. The PBC then submits its recommendations for resource needs to the PCCD Chancellor, who reports to the Board. With the approval of the Board, resources to fulfill the needs, including, but not limited to personnel and major technology and facility resources, are put in place for the upcoming year, upon availability.

However, the fiscal resources needed to fulfill plans are not always available. Therefore, BCC, with the support of the District Office, identifies, applies for, and secures alternative funding sources, through grants and fund-raising, for example, to fill the unmet needs. BCC regularly identifies and follows strategies to increase its capacity. Over the last six years, the College has been particularly proactive – and successful – in securing outside funding from the federal government (for example, [TRIO](#) and [Title III funds](#), as well as from state and county agencies. Please see a detailed overview of BCC’s growing number of grants and restricted funds in Standard III.D of this report.



Evidence of Progress in Key Processes

Berkeley City College (BCC) regularly reviews its key planning processes to assess their effectiveness. One important area which is currently being upgraded is the technological infrastructure for collecting and viewing data related to program reviews/APUs.

The College's program review and APU templates require that all requests for resource allocation be tied to relevant data. Each program review includes a program mission statement and program goals, which are connected to the College's Mission, Vision, and Values, as well as the District's and/or College's strategic goals, and a statement of program learning outcomes, followed by a presentation of detailed qualitative and quantitative data related to the program.

Action plans, which emerge out of the Program Review/APU process, are linked to assessment findings, achievement data, and other data from the first part of the report, as well as institutional goals, or other information relevant to the Mission, Vision, and Values and/or the District's or College's strategic goals; these action plans drive resource requests from the departments and programs of the College.

Evidence of Improvement in Student Achievement and Core Academic Indicators

As noted in the introduction to this report, most incoming students at BCC identify their primary goal as transfer to a four-year college or the achievement of a degree or certificate. (Table 7) The goal which is cited most often, as of Fall 2013, is the combination of an associate degree and transfer to a four-year college (27.7 percent), followed by transfer without an associate degree (19.9 percent), with a smaller percentage seeking an associate degree without transfer (4.3 percent). Thus, 51.9 percent of students at BCC identify transfer and/or completion of a degree as a primary goal. Over the past six years, the College has shown clear success in helping students meet these goals.

Student Achievement: Degrees and Certificates

Student achievement is on the rise at BCC and demonstrates that the College's programs of study lead to degrees and certificates, including those in career-technical education. Between 2008-09 and 2013-14, the total number of degrees and certificates awarded by BCC increased from 152 to 445. Awards in associate degrees increased by 99 percent, from 106 to 211. The number of certificate awards grew by almost 400 percent from 46 to 234. The growth of both CTE and non-CTE certificates contributed to the overall certificate growth. (Table 35)



Table 35

BCC Associate Degrees and Certificates
2008-09 to 2013-14

Year	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Total Awards	152	146	172	211	310	445
Associate Degrees	106	110	130	149	179	211
CTE	9	12	30	25	41	54
Non-CTE	97	98	100	124	138	157
Certificates	46	36	42	62	131	234
CTE	29	17	25	20	71	139
Non-CTE	17	19	17	42	60	95

Source: PCCD, Office of Institutional Research.

Student Achievement: Transfers

The total number of transfers from Berkeley City College (BCC) to the University of California (UC), California State Universities (CSU), private colleges, and out-of-state colleges and universities rose from 236 in 2007-08 to 332 in 2012-13. This growth comes primarily from the increase in the number of BCC transfers to both UCs and CSUs, as opposed to out-of-state and private colleges. The number of BCC transfers to the UCs increased by 81 percent, from 89 in 2007-08 to 161 in 2013-14, while CSU transfers increased by 65 percent, from 85 in 2007-08 to 140 in 2013-14.

BCC is less than a mile from the University of California at Berkeley (UCB), which was ranked by [U.S. News and World Report's National University Rankings](#) (September 9, 2014) as the top public university in the country. In 2013-14, BCC had the highest admission rate (63 percent of applicants accepted) to the University of California at Berkeley (UCB) of any community college.

Associate Degrees for Transfer

While BCC transfers to colleges in both the UC and CSU systems have increased steadily from 2007-08 to 2012-13, the College has taken measures to further increase these transfers by adding fourteen associate degrees for transfer (ADTs) to its curriculum, as detailed below:

Associate in Science for Transfer (AS-T) Degrees at BCC –
 Business Administration
 Mathematics

Associate in Arts for Transfer (AA-T) Degrees at BCC –
 Anthropology
 Art History



Communication Studies
Elementary Teacher Education
English
History
Philosophy
Political Science
Psychology
Sociology
Spanish
Studio Arts

ARCC Outcome Measures

Until 2012, BCC used the seven institutional level indicators in [Accountability Reporting for the Community Colleges \(ARCC\)](#) to assess the degree of student progress and/or completion; the ARCC Report was discontinued and replaced by Scorecard in 2012, but it was the primary indicator of success for BCC students during most of the years since 2009. These measures indicated the degree to which the College maintained quality student learning programs and services:

- Student Progress and Achievement Rate
- Percentage of Students Who Earned at Least 30 Units
- Persistence Rate
- Annual Successful Course Completion Rate for Credit Vocational Courses
- Annual Successful Course Completion Rate for Basic Skills Courses
- Improvement Rate for Credit Basic Skills Courses
- Improvement Rate for Credit ESL Courses

The 5-year trend data displayed in the Table 36 reveal that between 2008 and 2012, BCC provided quality student learning programs and services. Rates of three out of seven indicators during the five year period remained steady, with clear improvement in the other four areas. It is noteworthy that the credit basic skills improvement rate increased significantly from 38.2 percent in the 2008 annual report to 50.3 percent in 2009, followed by a one year decline to 41.7 percent in 2010, and then an increase to 50.7 percent in the 2012 report. In addition, BCC's persistence rate, defined as the percentage of first-time students with a minimum of six units earned in a fall term at BCC who returned and enrolled in the subsequent fall term within the California community college system, increased by 7.6 percentage points between 2008 and 2012.

Table 36

BCC ARCC Institutional Level Indicators, Five Year Trend 2008 – 2012

	2008	2009	2010	2011	2012	Change in %
Progress/Achievement Rate	57.1	56.7	55.2	56	56.1	-1
% of Earned 30+ Units	62.4	64.4	69	70.6	65.8	3.4
Persistence Rate	57.9	63.3	49.2	64.7	65.5	7.6
Credit Voc Course Success	66.1	62.3	63.6	59.7	65.5	-0.6
Credit Basic Skills Completion	49.4	46.2	43.3	52	48.5	-0.9
Credit Basic Skills Improvement	38.2	50.3	41.7	44.8	50.7	12.5
Credit ESL Course Improvement			47.3	37.5	51	3.7

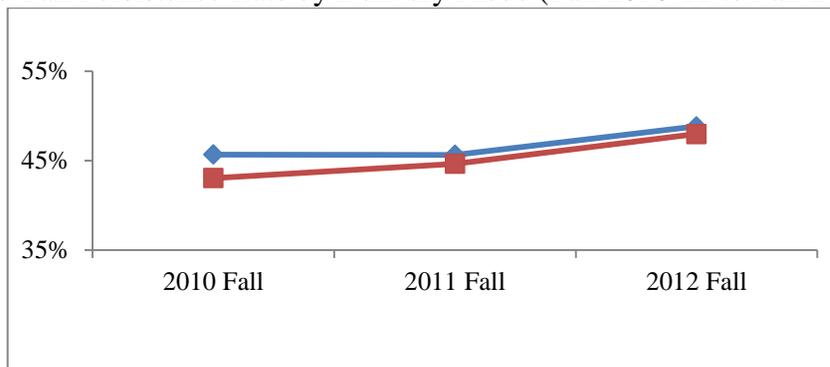
Source: Annual ARCC report published by California Community College Chancellor’s Office.

Persistence in Distance Education

In 2010, while the persistence rate of students in distance education classes was different than the rate in other classes, these rates were almost the same by 2012. Among students in traditional classes, the rate increased from 43 percent to 48 percent, while among students taking distance education classes, the rate increased from 45.7 percent to 48.3 percent, so that the gap between the two groups narrowed from 2.7 to just .3 percentage points. (Chart 14)

Chart 14

Fall-to-Fall Persistence Rate by Delivery Mode (Fall 2010-11 to Fall 2012-13)



blue line = students in distance education classes
 red line = students in face-to-face classes
 Source: PCCD, Office of Institutional Research.

Fall-to-Fall Persistence is defined as the percentage of students who are enrolled on or after first census date in the fall term of the subsequent academic year. That is, the numerator in



Chart 14 is the number of students enrolled in at least one course on or after first census date, while the denominator is the number of students enrolled in at least one course on or after census date in the baseline term. A student is considered a distance education student within a term if that student is enrolled in at least one course offered by the District delivered partially or fully on-line. Data on distance education classes are not available prior to Fall 2010.

Pre-collegiate Instruction and the Student Success Scorecard

The [Student Success Scorecard](#) published by the State Chancellor's Office tracks success of students in "remedial" courses in English, ESL, and mathematics. This information shows the "percentage of students... who started at BCC in 2007-08 below transfer level in English, mathematics, and/or ESL and completed a college level course in the same discipline." As is true across the state, especially for urban colleges, the percentages of students who began at "remedial" level and completed a transfer level course are unacceptably low. For Berkeley City College, according to the Student Success Scorecard, 31.5 percent of students who began in 2007-08 in remedial mathematics eventually completed a transfer level mathematics class; 31.5 percent of those who began in "remedial" English completed a transfer level English class, and 25 percent of those who began in ESL classes completed a transfer level English class.

Evidence of Recent Programmatic Improvement

In addition to improvements in indicators of student achievement, over the last five years, BCC has made notable improvements in its entry-level programs to increase student access and success. In 2009, the College received a Title III Strengthening Institutions Grant from the U.S. Department of Education, which allowed BCC to pilot new approaches to addressing the needs of students in pre-collegiate classes and to develop a culture of assessment at the College. Because these efforts are not captured in the Student Success Scorecard figures, the College has worked to analyze data concerning the success of these interventions in instruction in English, ESL, and mathematics, as detailed below, and to use those data to continuously improve. The following examples serve as evidence of the College's improvement of institutional effectiveness in two core program areas required for degree attainment and transfer – English and Mathematics.

Improvement of Institutional Effectiveness through Assessment: Pre-collegiate Instruction in English

The work of the BCC English Department, which revamped its pre-collegiate program as a result of findings from ongoing portfolio assessments, serves as an example of the use of data analysis to improve institutional effectiveness at BCC.

As a result of portfolio assessment findings over several semesters (see [Restructuring the Writing Program at Berkeley City College in Assessment Update](#)), it became clear to the English Department at BCC that students who had enrolled in a pre-collegiate class two levels below transfer level performed, on average, almost as well as students enrolled in the



BCC pre-collegiate English class one level below transfer. In a normed-grading process, during which graders did not know the source of students' final portfolios, most of the portfolios written by students in the class two levels below transfer would have received a passing score in the class one level below transfer, and average scores were very close to average scores of portfolios written by students in the course one level below transfer. This pattern prompted BCC to initiate the English basic skills acceleration intervention in Spring 2012 as a pilot course, English 248 UX, which later became English 204AB.

The English department was aware of well-known statewide research which documented that longer basic-skills course sequences correlate with significant increases in student attrition. A recent evaluation of sixteen community colleges participating in the California Acceleration Project found that reducing the length of basic skills sequences increased developmental students' success rates by eight percentage points in transferable English courses, and 26 percentage points in transferable math courses. The English Department decided to pilot a project which assumed that students in "basic skills" English classes could do work at a challenging level, and therefore accelerate, if they were given sufficient time and support to do so.

The accelerated developmental English course combined all students who "tested below" transfer-level English in the BCC placement test into one group and provided increased access to personalized support in the form of instructional assistants and longer classes, as well as a rigorous curriculum, similar to that of the transfer-level course. The pilot course was taught for three semesters, before assuming permanent status as English 204AB and replacing all other pre-collegiate English sequences in Fall 2013. Most developmental students were expected to complete transfer-level coursework in one semester, with some needing two semesters. Learning outcomes assessment findings through portfolios continued to affirm the results of the initial findings and validated the success of the new course curriculum.

[The Peralta Community College District Office of Institutional Research](#) provided data and cohort-level analyses to "track" the progression of developmental English cohorts. Course-level data provided by Institutional Research show the relative completion rates in transfer-level English (English 1A) for students who took basic skills English classes at BCC and then enrolled in English 1A:

- New model – Of the 36 students enrolled in English 204A during Fall 2013, 61 percent completed English 1A successfully. These are the only statistics available for English 204A.
- Old model (two levels below transfer) – Of the 294 students enrolled in English 269A from Fall 2011 to Fall 2012, 19 percent completed English 1A successfully.
- Old model (one level below transfer) – Among the 737 students enrolled in English 201A from Fall 2011 to Fall 2012, 20 percent completed English 1A successfully.

Although students beginning their English studies in the newly developed English basic skills course outperformed students who began in the previous basic skills courses, the amount of attrition from one course to the next is a concern for the College. Though it is consistent



with rates of attrition at other California colleges with similar demographics to that at BCC, the College takes this seriously and is exploring avenues to gain more information about reasons for student attrition in these classes and to support students in order to prevent attrition among students who begin their studies at the pre-collegiate level. The work of the BCC Equity Committee, formed in Fall 2014, is an example of this type of endeavor at the College.

Improvement of Institutional Effectiveness through Assessment:

Pre-collegiate Instruction in Mathematics

The [College's Mathematics Department](#) is committed to addressing the needs of BCC students in pre-collegiate mathematics instruction, as noted in the first few paragraphs of its 2012-13 program review:

The overall mission of the mathematics department is to help ensure that every Berkeley City College student graduates, transfers, or progresses into a career as a disciplined, literate and ethical individual proficient at using mathematics and quantitative reasoning appropriately to analyze and solve problems in the real world. The department takes its role in every student's life seriously... Mathematics is an integral part of every discipline, but data show that students struggle with mathematics and that it is often the subject that prevents them from transferring within two years.

A recent study conducted at the Community College Research Center, Teachers College, Columbia University, with 256,672 students and 57 colleges participating concluded that as many as 75% of students who come to community colleges working three or more levels below transfer level never complete a transfer-level course in mathematics.... In an effort to address the needs of these students, the department [piloted] two new paths [for students in pre-collegiate mathematics courses].

The first of these paths was a self-paced, modularized system of instruction in pre-collegiate mathematics. Unfortunately, this approach did not improve student success because of design problems, including technical problems in enrolling students in multiple courses during the same semester.

The second path proved more successful than the first. In Spring 2012, BCC began offering an alternative pathway to transfer-level statistics for non-STEM developmental mathematics students. This accelerated pathway allows students who have passed pre-algebra or placed into elementary algebra to enroll in a 5-unit pre-statistics course (Math 248UP, later institutionalized as Math 206), and upon passing, immediately qualify to take transfer-level statistics (Math 13). By comparison, in the traditional mathematics pathway, developmental students who begin with a 4-unit elementary algebra course (Math 201) must succeed in that course and then succeed in a 4-unit intermediate algebra course (Math 203) before they can register for transfer-level statistics (Math 13). Analysis of BCC students from 2009 through



2012 (utilizing data from the [CCCCO data mart](#)) indicates that only 20 percent of students who begin with elementary algebra eventually succeed at a transfer-level math course, even allowing for a three-year follow-up, not just at BCC, but statewide. Thus, the pre-statistics program allows students to accelerate through the developmental curriculum, taking one five-unit developmental course in lieu of two sequential four-unit courses.

The curriculum of the pre-statistics course is tailored to prepare non-STEM students for transfer-level statistics. It introduces students to statistical concepts, moving more slowly through about one-fourth to one-third of the curriculum of transfer-level statistics, including an introduction to probability. But it also focuses coverage of algebraic concepts on those that are used in transfer-level statistics. The pre-statistics approach reduces the amount of developmental coursework and tailors and contextualizes it to prepare the non-STEM student for transfer-level statistics. The traditional pathway, by comparison, is more specifically designed to prepare STEM students who will be taking pre-calculus and calculus.

The assessment of this approach examined a cohort of 146 BCC students who registered for pre-statistics during the first two semesters it was offered, Spring and Fall 2012, and charts their progress through the end of 2013 (a 1.5 year follow-up). As of the end of 2013, 40 of the 156, or 27 percent of the cohort, had succeeded at transfer-level statistics. (57 percent of the 156 had passed pre-statistics, 76 percent of these had persisted to transfer-level statistics, and 63 percent of those persisting had succeeded at transfer-level statistics.) During the same period of time, only 17 percent of some 111 students who began remediation in the traditional pathway at the elementary algebra level had succeeded at a transfer-level math course. Thus, the success rate, which had increased from 17 percent to 27 percent, was improved by slightly more than 50 percent.

A number of the students who were successful at statistics were those who had previously attempted and failed at elementary algebra, and for these students in particular, the pre-statistics program was a resounding achievement. They likely would have never had the opportunity to attempt the transfer-level math course, yet they were capable of succeeding at it. Only a small proportion -- five of the 40 students who succeeded at statistics, or 13 percent -- had to attempt statistics more than once in order to pass.

Self Evaluation

The College meets this Standard. Berkeley City College (BCC) has a well-defined shared governance structure and integrated planning framework for both annual and long-term planning. Its planning processes are inclusive, involving a broad base of constituents in the planning process. The participatory planning process is data driven and provides a strong foundation of information to help the College make crucial decisions about the effective allocation of resources.

Survey results show that BCC faculty are aware of and participate in various planning processes. As part of BCC's 2014 Self Evaluation Survey, faculty were asked, "In which of the following activities have you participated at any time in the past year?" Twenty-three percent indicated that they had participated in the College Roundtable, 25 percent that they



had participated in the Assessment Committee, and 61 percent that they had participated in Teaching and Learning Center Activities. In response to the statement, “the BCC Program Review planning process is broad-based and offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement in institutional effectiveness,” 65 percent of faculty, staff, and administrators answering responded positively, with only 12 percent disagreeing.

Through the work of College planning committees and constituency groups, as well as work done within departments and in such venues as the Teaching and Learning Center, the College maintains broad-based planning, offers opportunities for input by appropriate constituencies, allocates necessary resources, and provides evidence of improvements in institutional effectiveness, including notable increases in the numbers of transfers, degree awards, and certificate awards, as well as improvements in key planning process and “basic skills” instruction.

Actionable Improvement Plan

None.

I.B.5

The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Descriptive Summary

Data analysis drives decision-making and planning at BCC. The College regularly uses a variety of qualitative and quantitative evidence to document and assess institutional effectiveness and student learning. These documented assessment results are then used to communicate matters of quality assurance to appropriate constituencies.

Institutional Effectiveness and Student Achievement Assessment Results

All of the College’s planning processes use data generated by the College and the District Office of Institutional Research to inform short-term and long-term institutional and program planning and decision making about resource allocation. Data are regularly collected relating to BCC programs and services, enrollment, student achievement, and various resources (human resources, library resources, technology and equipment, and physical facilities), and data analyses are part of all College plans, from APUs to the Education Master Plan.

Assessment data collected and provided to core constituencies (District and College students, faculty, staff, and administrators), as well as the general public, include, but are not limited to

- Completions of career and vocational certificates
- Completions of degrees and certificates



- Semester enrollment and productivity data
- Success and retention rates
- Transfer data
- Student learning outcomes assessment findings
- State Chancellor’s office data, including the new Student Success Scorecard
- Equity data

The College makes public its data and analyses, as appropriate, to both internal and external audiences. Internally, assessment data are gathered and used by the College’s key shared governance committees for ongoing planning purposes, as documented by committee agendas and minutes on the BCC web site. Faculty, staff, and administrators have access to a wide range of institutional, program, and course-level data on student outcomes, demographics, and other measures through the webpage of the District Office of Institutional Research, Taskstream, CurricUNET, and the Business Intelligence Tool. They may also order special analyses of specific trends and student sub-groups.

Assessment results addressing quality assurance are regularly posted for public review on the College website, presented in collegewide forums and at District governing board meetings, and published in the College’s key planning documents, such as the Education Master Plan, the Student Success and Support Program (SSSP) Plan, and the Equity Plan. Comprehensive assessment results are posted on taskstream.com. The College’s annual institutional goals and targets are also posted online, along with data on measurable outcomes (projected versus actual).

Student Learning Outcomes Assessment Results

Robust SLO assessment work has been completed at BCC in programs and courses. It has also been conducted across the institution – through ILO assessments and other large assessments, such as CCSSE and SENSE surveys, as detailed in Section G of this report. This work has led to meaningful dialogue, identification of gaps, and effective action plans.

It has been difficult at BCC to keep up with recording this extensive work on Taskstream, the College’s official repository for assessment data, particularly since many of the assessments have encompassed multiple courses and, in some cases, multiple departments and/or disciplines. SLOs are recorded in CurricUNET when courses and programs are first institutionalized, then recorded in Taskstream, where complete assessment information is stored. Since the two systems do not communicate with one another, and therefore all data must be manually entered into and removed from Taskstream, and since SLOs can change over time, it has been challenging to keep up with coordinating the systems.

This need to keep assessment records up to date has been addressed in two ways. First, in May 2014, a full-time staff person was hired as a “Curriculum and SLO Assessment Specialist,” whose primary responsibility is accurate tracking and recording of curriculum and assessment information for the College. As a result, the College’s assessment information has been updated and documentation methods improved.



The second method is a districtwide solution. The District is currently working to upgrade [CurricUNET](#) to “CurricUNET Meta,” which will incorporate curriculum records, assessment records, and program reviews, thus eliminating the need to enter overlapping data separately into two systems. This integration should be complete by 2016. In the meantime, a districtwide taskforce convened in Fall 2014 to begin the work of planning an updated program review process. The task force will focus on how program reviews will incorporate assessment information, course and program information, and institutional data, tying this information to planning and budgeting for the colleges. This work will help direct how CurricUNET Meta will store and integrate information about courses and programs, assessment, and program reviews.

Self Evaluation

The College meets this Standard. BCC regularly collects, analyzes, and distributes data on institutional effectiveness and student learning to appropriate constituencies. Taskstream is currently the official repository to communicate SLO assessment results for the College. Although it has been challenging to record assessment data on both Taskstream and CurricUNET, the District is meeting this challenge through careful planning for the upcoming migration of this information to CurricUNET Meta. The new system will allow for integration of course and program records with program reviews and assessment information. Additionally, the new Curriculum and SLO Assessment Specialist at the College is updating information and improving documentation methods.

Actionable Improvement Plan

None.

I.B.6

The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

Berkeley City College (BCC) systematically reviews and modifies, as appropriate, all parts of its ongoing planning and resource allocation processes. This includes regular review of the College’s key processes, plans, and institutional and other research efforts, including the following areas.

- Mission, Vision, and Values (MVV) Statement Review: The College’s integrated planning processes are all conducted within the framework of the institution’s MVV Statement and use this document as a starting point and a guide. For this reason, the MVV statement is reviewed and reapproved at regular intervals. The BCC MVV statement was most recently updated and approved by the College in Spring 2014 and by the District Board on October 7, 2014.



- Annual Review of the Budgeting and Planning Schedule: BCC's annual institutional planning process is conducted according to a set calendar, developed through the College's shared governance process. Review of the effectiveness of the annual planning and budgeting cycle occurs as a regularly scheduled part of the planning activities.
- Annual Review of Program Review Process: BCC's program review process takes place every three years, with APUs taking place in alternate years. Program reviews and APUs are at the heart of BCC's institutional planning and budgeting process, and the efficiency of these processes is evaluated yearly through the shared governance committees. BCC is currently working with the District to upgrade the template for the program review/APU process in order to improve the infrastructure for this yearly planning task.
- Annual Review of Institutional Data and Research Processes: Institutional data analysis is the foundation for BCC's program review/APU process and is used in all of the College's planning initiatives. As part of the annual institutional planning and budgeting process, the shared governance groups and wider college community discuss the effectiveness of the data analysis and research methods used for planning, in terms of generating timely and meaningful data for BCC planning efforts. The College continuously works with the District to improve the processes for documenting and analyzing annual and longitudinal institutional data, as well as identifying future needs for data collection and analysis.
- Cyclical Review of Integrated Planning Efforts: The College's integrated planning framework consists of multiple and often simultaneous short-term and long-term planning initiatives. The College's administration works closely with the shared governance groups to set the timelines for these planning initiatives, coordinate related data collection and research efforts, and evaluate the effectiveness of the individual planning processes and end products.
- Regularly Scheduled Institutional Surveys: BCC conducts internal satisfaction surveys of students, faculty, staff, and administrators to assess the effectiveness of its programs, services, and key processes. In addition, it participates in national surveys designed to provide feedback on student engagement and help BCC compare its performance to those of similar educational institutions with similar student populations.
- Accreditation Self Evaluation and Reports: BCC undergoes a comprehensive Self Evaluation every six years, in preparation for the ACCJC accreditation site visit. It also produces annual reports to the ACCJC, documenting progress in meeting enrollment targets, institutionally set standards, and other ACCJC criteria. This ongoing process of Self Evaluation and monitoring serves as an additional means of engaging the BCC community in a collegewide discussion of institutional effectiveness and student learning.



- **District Level Integrated Planning:** Finally, as a member of a four-college district, BCC participates in a well-established districtwide process for strategic planning and budgeting. This shapes the College's own planning efforts and allows BCC to actively participate in and evaluate shared governance at the district level.

At the college level, BCC's shared governance structure serves as the main vehicle for planning and resource allocation. Every year, at the BCC Roundtable for Planning and Budgeting, the College assesses its ongoing planning and resource allocation processes and makes changes as necessary. At the end of the 2013-14 academic year, for example, this review led to the reconfiguration of certain committees, including the elimination of the Leadership Committee and the renaming and slight change in the charge of the Assessment Committee, which is now the Planning for Institutional Effectiveness (PIE) Committee. These changes were subsequently reflected in the updating of the BCC Shared Governance Manual in 2014.

Similarly, every year, at the PIE Committee, the assessment group evaluates its progress during the past year and makes plans for changes. At the end of the 2013-14 year, a PIE committee retreat led to suggestions concerning changes in the Institutional Learning Outcomes (ILO) assessment schedule, development and revamping of ILO rubrics, a review of past accomplishments of the committee, and suggestions for changes.

Self Evaluation

The College meets this Standard. BCC has multiple mechanisms for assessing and modifying its ongoing planning and resource allocation processes and data collection and research efforts. The College's established shared governance structure remains the main vehicle for the assessment of institutional effectiveness and student learning. Shared governance committees, including the Roundtable for Planning and Budgeting, conduct annual reviews and assessments of their work.

Actionable Improvement Plan

None.

I.B.7

The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Descriptive Summary

Student learning remains the primary measure by which BCC measures its institutional effectiveness. The College systematically reviews the effectiveness of its instructional



programs, student support services, library resources, and other learning support services to ensure that they are effectively supporting student learning and meeting identified student needs. For instructional programs, in addition to analyzing the results of learning outcomes assessments, the College measures effectiveness using indicators such as course success and completion, certificate and degree attainment rates, transfer rates, and results of student satisfaction surveys. For student service areas, staff members review student participation levels in key matriculation processes (for example, orientation or assessment), demand for counseling services, and student satisfaction levels, as reported through student exit surveys and satisfaction surveys.

The College's shared governance groups are responsible for setting, implementing, monitoring, and evaluating College Goals and institutional learning outcomes, and instructional departments are responsible for developing SLOs, while student services departments are responsible for developing SAOs and SLOs where applicable. Divisions, departments, and units all participate in comprehensive, data-based program reviews every three years and prepare APUs in the intervening years. Program reviews and APUs require that departments evaluate their effectiveness in program and service delivery, based on data and outcomes analysis. Committees involved with short-term and long-term planning processes also participate in analysis and planning related to the effectiveness of instruction, support services, and learning resources.

The College has participated in assessments conducted by outside groups, primarily the Community College Survey of Student Engagement and Survey of Entering Student Engagement, as well as ongoing internal assessments, which include all instructional programs, student support services, and library and other learning services, as documented in Taskstream. For more information concerning assessments of instructional programs and student support services, please see Section G of this report.

Self Evaluation

The College meets this Standard. BCC assesses the impact of its evaluation mechanisms in a variety of ways, including analysis of academic performance indicators: ILO, SLO, and SAO assessment results; multi-year institutional trend data, and survey results. Through shared governance committees, such as the Planning for Institutional Effectiveness Committee, the College regularly reviews its effectiveness in improving instructional programs, student support services, and library and other learning support services. Department chairs, student services leaders, and librarians conduct assessments in their areas and assess the effectiveness of improvements in these areas.

Actionable Improvement Plan

None.