Institutional Effectiveness Partnership Initiative
Partnership Resource Teams
College Innovation and Effectiveness Plan
7.16.15

PROBLEM STATEMENT: While Berkeley City College has a great transfer rate to UC's, there are still inequities in the students who are transferring. The inequities demonstrate a gap in educational attainment for first generation, low-income students of color. Our theory of action is if we shift our work and lens of analysis to be more aligned to student paths/ programs we will be able to better connect and support students who are not succeeding by making the program pathway more visible and guided and integrating support into programs.

Vision 2024 Education Master Plan Goal: Eliminate the education gap and advance student access, equity and success with exemplary programs.

VISION 2024: EDUCATION MASTER PLAN INITIAL INDICATORS

Student Success Indicators

Core Indicators

- Increase successful course completion to 70% for all students
- Increase the number of students who receive a certificate, degree and/or transfer by 5%

Milestone Indicators for certificate, degree and transfer seeking students.
Increase the number of students who:

- Enter a program of study & complete a comprehensive Student Ed. Plan (SEP) by end of the 2nd semester.
- Complete a stackable certificate or 20 transferable units by end of the 1st year, including summer
- Complete college-level math by end of 3nd semester
- Participate in work-based learning opportunities on and off-campus

Exemplary Program Indicators

- Demand vs. capacity
- Student program progression
- Certificate/Degree Awards
- Work-based learning/ job placements

Institutional Performance Indicators

Accreditation Status
Fiscal Indicators

- FTES
- Fund Balance
- Audit Findings

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status As of Date:
A. Expand discipline/course level of analysis and enhance program level of analysis	1. to provide a more comprehensive lens for program review 2. to create a more student centered level of analysis for program review	VPI, Dean, Chairs, Faculty Senate	1 full cycle of program review Fall 2015-Spring 2018	a. identify and gather data by program b. develop 3-year assessment plan by program – working from program outcome backwards c. create interdisciplinary teams to analyze the following data: schedule/course offerings by program and student achievement and outcome by program	a. development of datasets b. plans developed before Fall, incorporation into program review process, and faculty engagement c. faculty engagement, action plans, and evaluation of action plans	a. b.
B. Integrating/embedding student support into programs	1. To address needs of first generation, low-income students of color by bringing support to them as opposed to relying on their capital to seek services 2. To tailor support services by program to create communities of learners. Using learning communities best practices at scale.	VPSS, VPI, Dean. Chairs	1 full cycle of program review Fall 2015-Spring 2018	a. Identify and gather student information by program b. Assess student need by program c. Implement integrated Counselor/Faculty Advisor Teams to work on Major Declaration Week, Registration Support Week, and Degree Evaluation Week	a. Ability to contact students by program b. Assessment results from evaluation of student needs. Action plan from assessment results c. Number of students who declare major, student understanding at workshops with pre/post evaluations, increased full-time registration	a. b.
C. Enrollment management, Recruitment - Streamline outreach and one-stop entry services leading to academic and CTE pathways	1. To increase the number of well-trained outreach/retention teams consisted of Student Ambassadors, faculty, counselor and staff conducting outreach/online orientation and placement assessment, financial aid application workshops linking with BCC programs of study. 2. Enhance the design and implementation of one-stop entry services year-round, including advisement regarding academic and CTE pathways exploration and declaration.	VPs, Deans, Student Leaders, Instructional and Counseling faculty, and classified staff members.	Fall 2015 and Spring 2016	a. Review and enhance current one-stop entry services and implement revised plan to ensure all new student and potential students receive the comprehensive entry services b. Establish effective student tracking mechanism for concurrent high school students, new college students, and returning students for proactive communication and follow up c. Provide proactive advisement regarding academic/CTE pathway identification	a. Ability to communicate with student contracts via email, SARS call, texting and generate two-way communication with follow-up capacity by hiring an increased number of student ambassadors, offering outreach/inreach related trainings b. An increased number of new students through external outreach events and complete the one-stop entry process on or off-sites c. A decreased number of students with undeclared majors	a. b.
D. Enrollment Management, Retention – create a culture of course success and student persistence on campus	1. To promote the awareness of course success through presentations, data sharing, focus group discussion, strategic innovations, etc. 2. To actively engaging with students in-/outside of classrooms through case management, faculty/student mentoring programs,	College/PCCD Researcher and planner, VPs, faculty advisors, counselors, student leaders	Team end of fall 2015 and Spring 2016	a. Organize faculty conversations and information sharing regarding course success rates at the discipline, program, and college levels and by delivery mode b. Offer retention workshops c. Stimulate discussions and develop strategies to increase course success rates and student persistence d. Develop and implement case management and mentoring programs.	a. Increased course success rates b. Increased fall-to-spring persistence rates	a. b.

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status As of Date:
E.	1. 2.			a. b.	a. b.	a. b.

Request for IEPI Resources to Support College Innovation and Effectiveness Plan

Area(s) of Focus	Objective(s)	Description of Resource Needed	Cost of Resource
Expand discipline/course level of analysis and enhance program level of analysis	Create a structure to support the objectives of program review	Need to fund integrated faculty teams to review the data separately and then holistically as a group.	$50,000
Integrating/embedding student support into programs	Create structure to support the objective	Need funds to integrate faculty teams to develop and implement integrated student support strategies	$25,000
Research	Gather data for both objectives	Need to hire consultant to develop a dashboard of data elements available – may need to be low tech at first but eventually on website	$15,000
Enrollment Management, Recruitment	Increase the number of new students	Hire additional student ambassadors, offer stipend to faculty and staff conducting events, outreach and in-reach activities, overtime, local travel, supplies, and refreshments	$30,000
Enrollment Management, Retention	Increase the number of continuing and returning students	Offer stipend to faculty and staff conducting retention workshops, staff development activities, strategic planning meetings at the departmental levels, and mentoring/case management activities, supplies, local travel, speakers, and refreshments, etc.	$30,000
Total IEPI Resource Request (not to exceed $150,000 per college)			$30,000