



## Chapter 1

### Introduction

Berkeley City College (BCC) 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 (ACCJC Standard I.B.6). As Karen E. Hinton, Ph.D., points out in *A Practical Guide to Strategic Planning in Higher Education* (2012), “Integrated planning is the linking of [mission], vision, priorities, people, and the physical institution in a flexible system of evaluation, decision-making and action. It shapes and guides the entire organization as it evolves over time and within its community.”

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 in the ACCJC rubrics for the areas of Planning, Program Review, and Student Learning Outcomes—three areas critical to student learning.

This publication, entitled *Integrated Planning, Resource Allocation, and Evaluation*, describes BCC’s integrated planning cycle, processes, timelines, programs, and plans at the college or program levels that are part of college-wide planning. Initially developed in 2009 following District-wide Strategic Summit dialogue, this examination of BCC’s integrated planning process contains revisions and updates over the last six years, based upon input from campus constituencies during regular and annual evaluation activities. The integrated planning cycle is a comprehensive set of planning processes that are linked to one another so that there is an ongoing and systematic progression of assessment, goals, objectives, program review, resource allocation, plan implementation, program assessment, and process evaluation.

At the college level, planning is an ongoing institutional priority and takes place at many levels. Planning involves multiple integrated processes operating on pre-set cycles. Through its well designed process of integrated planning, research, and evaluation, BCC demonstrates a conscious effort to produce, support, and measure institutional effectiveness, focusing on student learning, assessing how well learning is occurring, and making changes to improve student learning. The College organizes its key processes and allocates its resources to effectively support student learning, using ongoing and systematic evaluation and planning to refine its key processes and improve student outcomes. BCC strives to continuously improve its institutional effectiveness.

BCC annually reviews and evaluates all parts of the cycle of planning. The College embeds the review and evaluation of all parts of institutional effectiveness throughout its operational processes and shared governance structure. The process is ongoing; discussions and outcomes are published in meeting minutes available to the general public. Major evaluation mechanisms include, for example, working with all PCCD colleges at the district level to review and refine the program review process and forms annually



## Align Institutional Priorities with Resources

<http://web.peralta.edu/programreview/program-review-task-force/>, <http://web.peralta.edu/pbi/educational-committee/>; conducting focus group discussions during committee meetings, such as BCC Education Committee, Roundtable, PIE, etc.; President Tea and Brown Bag lunches, Town hall meetings, and managers' annual evaluations.

In addition, the College President has been leading the college to systematically assess and evaluate all parts of the planning cycle on an on-going basis. She has included assessing the planning process as two out of her seven President's Service Area Outcomes (SAO); SAO2: Effectively leads BCC in its planning and budgeting process, ensuring that educational planning is integrated with Resource planning to achieve SLOs, and SAO7: Effectively reviews and assesses progress <http://www.berkeleycitycollege.edu/wp/president/service-area-outcomes/>. Continuous planning assessment is also included in the Office of President Program Review 2015, <http://www.berkeleycitycollege.edu/wp/president/wp/president/files/2015/03/Office-of-the-President-program-review-update-3-12-15-2pm.pdf>.

We certify that Berkeley City College, through its governance and decision-making structure, develops and publishes the process that reviews its mission and program review, and its institutional planning, student learning assessment, resource allocation, and evaluation processes on a regular basis and revises as necessary. This publication describes BCC's comprehensive planning processes, with each plan linked to one another, while the entire process follows an ongoing and systematic cycle of development and update, resource allocation, implementation, program plan assessment, and process evaluation.