



## Chapter 6

### Evaluation of the Process for Institutional Effectiveness

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. The process evaluation is comprehensive and has broad participation.

The process evaluation methods mainly include quantitative (surveys, outcome measures, etc.) and qualitative research (focus group discussion, college-wide dialogue, etc.) data gathering.

#### Quantitative Research - College Goals, Institution-Set Standards, and Outcome Measures

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. The College publishes its accomplishments, in terms of its stated goals, annually at <http://www.berkeleycitycollege.edu/wp/roundtable/bcc-goals-accomplishments/>. 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.

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 opportunity 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.

#### Qualitative Research - Dialogue, Focus Group Discussions

Berkeley City College 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. It is through collegial discussions of outcomes that plans are made for improvement at 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.

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.

### Systematic, On-going Process Evaluation

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.

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 Tea, 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.

Collegial, self-reflective dialogue occurs throughout the College's ongoing integrated institutional planning processes and its shared governance decision-making structure. 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.



Chart 3  
Systematic, On-Going Cycle for Evaluating BCC's Institutional Effectiveness Process

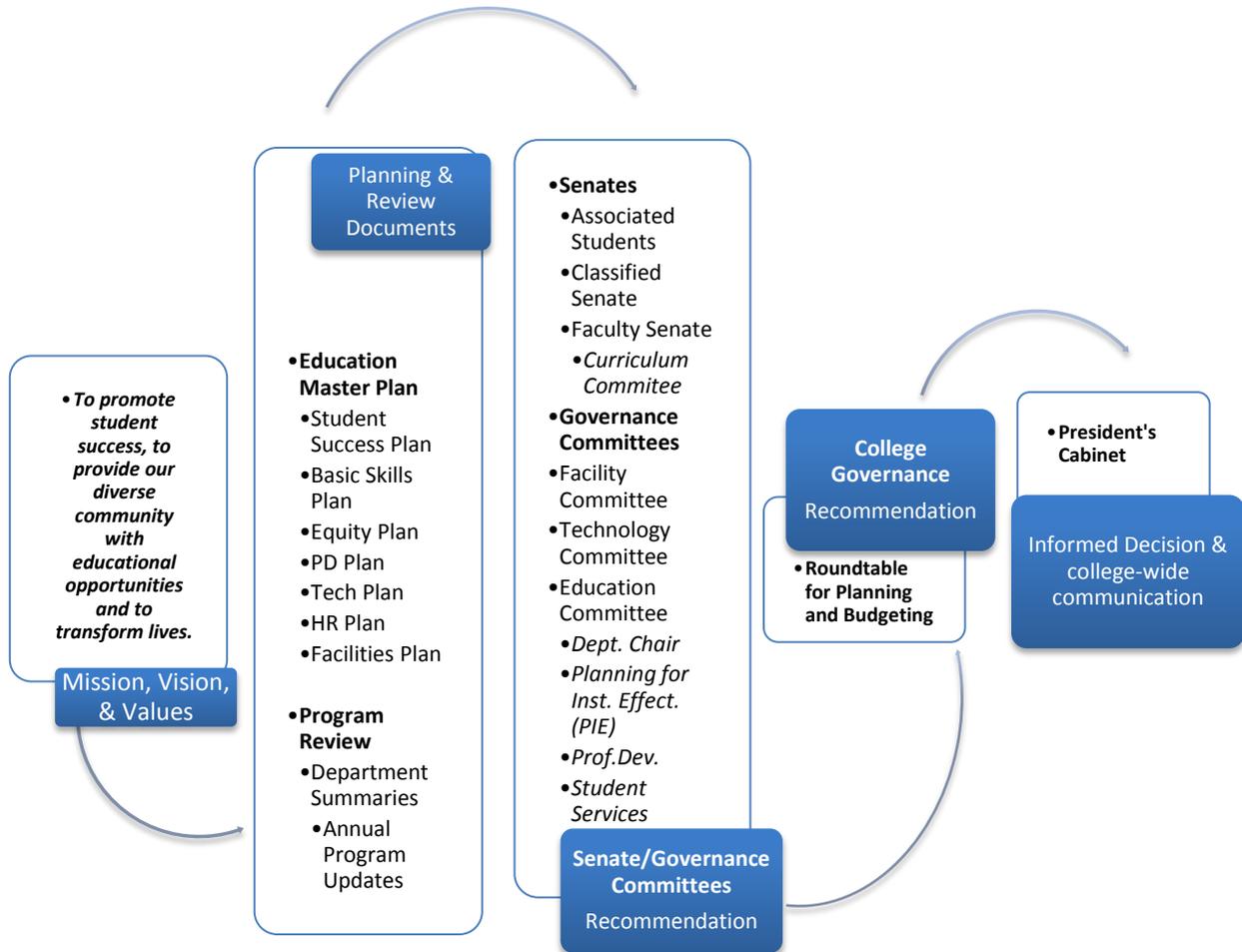




Table 16  
Evaluation Cycle and Timeline for Integrated Planning Process

| Timeline  | Process and Activity   |
|---|--|
| 2012, 2015, and every three years thereafter                | <b>Building/Re-Confirming Foundation</b> - The President convenes a taskforce and charges the ad hoc committee with gathering state-wide models, refining, revising, and developing a process methodology and an implementation plan to evaluate BCC's planning and decision-making processes. |
| September – November 2015, and every three years thereafter | <b>Model Development</b> - Process Evaluation ad hoc Survey Committee recommends to the President the Process Evaluation Plan, including evaluation tools, timelines, and execution.   |
| October – December 2015, and every three years thereafter   | <b>Shared Governance</b> – BCC goes through shared governance process, to review, collect input and feedback, and receive approval for BCC 2015-16 Model, including Process Evaluation Plan and Implementation.  |
| January – February 2016, and every three years thereafter   | <b>Process Evaluation Execution</b> - BCC evaluates its Planning and Decision-Making Processes through survey, focus group discussions, and/or other evaluation methods.   |
| March 2016, and every three years thereafter                | <b>Research Findings Report to the College</b> – BCC reports to its college community the feedback on its Planning and Decision-Making processes.  |
| April 2016 – on-going, and every three years thereafter     | <b>Planning and Decision-Making Process Improvement</b> – Based upon feedback through the Process Evaluation, BCC improves its Planning and Decision-Making Processes.   |

BCC has multiple mechanisms for assessing and modifying its ongoing integrated planning processes, data collection, and research efforts. The shared governance structure remains the main vehicle for the assessment of student learning and evaluation of institutional effectiveness. Shared governance committees, including the Roundtable, conduct regular reviews to effectively improve both instructional programs and student support services.