***Recommendation #5 from the ACCJC to be addressed for the March 2013 Follow-up report***

*In reviewing the reports, the Commission noted that the four colleges have not fully evaluated the impact of recent District financial decisions on the colleges’ ability to sustain educational programs and services. The District and Colleges reports did describe the principles and practices around fiscal decisions at the District and the colleges; yet, it was unclear to the Commission what specific impact the reductions or changes had and what the future impact of those reductions and changes would be at each college. The colleges’ responses in the upcoming Follow-Up Reports should include an analysis of staff sufficiency and the quality of educational programs and services before and after budget reductions with sufficient detail and evidence to evaluate the impact of these reductions on the overall educational quality of the colleges. The colleges should describe how they intend to deal with any resulting negative impact.*

**OUTLINE FOR BCC’S RESPONSE**

1. Introduction

* Emphasize the Mission, Vision and Values of BCC and how this is foundational to all planning and resource allocation and has been the basis for addressing budget cuts and yet maintaining quality programs and services and serving an increasing number of students.
* Note that the response will then address institutional effectiveness, fiscal capacity, administrative capacity, instructional programs, student support services programs

1. Institutional Effectiveness- Mission, Vision Values, Annual Goals and how they tie to the Strategic Plan Discussion on how we meet the Proficiency (SLO) and Sustainable level for the rubric on Program Review, Planning.

Here is where we put the demographic data, success and persistence by ethnicity, show how we are closing the achievement gap. APU and program review timeline and cycle

* Address the ACCJC Institutional Planning Rubric and how we meet sustainability; tie in strategic planning; tie in the 2012-2013 institutional goals and outcomes
* Address the ACCJC Program Review Planning Rubric and that we have completed program review in Fall 2012 and indicate a web site where these have all been posted. Provide a resource request summary; comment on the use of annual APUs; note that in the ongoing planning process the college will be hiring 9 new faculty members this year; that Program Review and APUs ensure quality programs and services and contribute to the overall strategic planning of the college
* Address the ACCJC SLO Rubric, that the Proficiency Report is being submitted and should be reviewed, make summary comments about meeting and exceeding Proficiency and that this ensures quality programs and services.
* Provide institutional data and discussion of the data (persistence, retention, graduation rates, etc.)
* Provide a Summary

1. Fiscal Capacity- BAM, Parcel Tax, Grants, Effective intentionality.

* BAM and its value to sound fiscal decision making and budget development
* Parcel Tax
* Prop 30 when it passes
* Amount of funding generated through grants.

1. Administrative Capacity- Org Chart, Oversight, meeting needs, Annex, UC Berkeley

This may be a short section, but to note the number of administrators and that all key functions of the college have administrative oversight and note the areas each administrator is responsible for.

Possibly put in organizational charts here.

1. Instructional Services- Acceleration, contextualized, TAA, CAA, Title III, Math Acceleration, English, etc. Various programs and their success. Multimedia, Bioscience, etc

Instructional Programs

* Again note the importance of program review and APUs to provide direction in Instructional Programs and lead into accomplishments of various programs which are responding to student needs.
* PERSIST
* English and the portfolio project
* ESL and the re-design of the curriculum
* Mathematics and the open entry-open exit course pattern in non-transfer mathematics to move students more quickly through classes; also note the Accelerated Algebra for Statistics
* MMART and the repacking of courses into various Certificate of Proficiency for work skills
* PACE and its continued value to students
* The new Stephanie Sanders Badt programs - Public Health and Human Services - and I would try to state this in a way to say it was a method of taking existing courses and packaging them as a program of study.
* AA-Ts and AS-Ts: Sociology, Psychology, Mathematics, and English currently approved and only needed one course added in Research Methods; currently working on Business Administration, Studio Art, Art History, History, Political Science, Elementary Teacher Education – which for the most part work with existing courses; looking forward to Computer Science, Anthropology, and Philosophy (to name a few) which are in process at the State (in this area also note that BCC has a major focus on transfer curriculum)
* Possible listing of grants and which instructional programs they are tied with.
* Learning Communities, such as in Global Studies
* Does anything need to be said about course scheduling and the process?
* Make a general assertion that BCC meets all of Standard IIA.

1. Student Support Services Successful online counseling, group counseling, how we are addressing the needs even with the increased “mandates”. Academic Advising, Effective Implementation.

Student Support Services Programs

* Will be hiring 2 new counselors
* Hired a new LD Specialist and now hiring a DSPS Counselor/Coordinator
* TRIO
* Online advising
* Group orientation, especially for graduating high school students
* Providing counseling presentations in select courses
* The Tabling for programs that includes counselors
* Some general statements about EOPS, DSPS, CARE, CalWORKS, even PACE counseling
* Concurrent enrollment and TAG agreements (may be able to get data from Tamara Harris Coleman)
* Need input from May Chen
* Make a general assertion that BCC meets all of Standard IIB
* Not sure if some comment about the Library should be made in this section (Standard IIC)

1. Conclusion

**Six Areas to Address in ACCJC Recommendation #5**

(thanks to College of Alameda for this document)

There are six areas of recommendation #5 that BCC must address in our response, and use program reviews to help shape the answers.

1. **BCC will fully evaluate and assess the impact of recent District financial decisions on the college’s ability to sustain educational programs and services.**

Assess how the cuts were made, evaluate the effectiveness of how it has impacted our programs- was it the best way to make reductions (assess, reflect, and plan)?

What were the processes used to make decisions about reductions, eliminations, or changes? Assess what went well with the process and what needs improving-codify the process with improvements.

What services/positions were eliminated or reduced due to the financial decisions that were made.

**(2) Provide Clarity on what specific impact the reductions or changes had on programs and services**

What are the impacts of those reductions to our programs, services at the Department level and institutionally?

What are there any positive aspects to the reductions?

**(3) Describe the future impact of those reductions or changes at each college.**

What are our plans going forward to deal with the reductions?

Identify the opportunities to streamline our curriculum and programs.

**(4) BCC will provide an analysis of staff sufficiency and the quality of educational programs and services before and after budget reductions**.

3 year longitudinal study of student success indicators: degree/certificate completion, success in subsequent courses, students meeting their educational goals.

3 year analysis of staffing levels-faculty, staff, administrators-are we maintaining goals established in our program reviews?

**(5) Provide sufficient detail and evidence to evaluate the impact of these reductions on the overall educational quality of the college.**

We must use data to show the results of our evaluations and assessments are valid**.**

**(6) Describe how we intend to deal with any resulting negative impact.**

Identify the negative impacts and prioritize their importance.

Use this as an opportunity for planning on fulfilling our mission to become a learning college.

**In addition, the college must address Eligibility Requirements #5 and 17.**

5. **Administrative Capacity**: The institution has sufficient staff, with appropriate preparation and experience , to provide the administrative services necessary to support its mission and purpose.

17. **Financial Resources:** The institution documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.