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| Aligning BCC Goals, Mission, Vision, Values, Measure B, SSSP, and APU Requests with Data Indicators |
| Planning document | common components | data indicators |
| ***Goals*** (2013 – 2014 District Strategic Plan)* **Access** (Focus on: **basic skills, CTE, transfer**; enrollment/productivity; local student outreach, **distance ed**, int’l ed)
* **Success** (**SSSP**: core matriculation & planning services- early-declare course of study, orientation, assessment, counseling, advising; align courses to student needs & coordinate across colleges; **Support basic skills-progress and better assessments to place college-course-level students**)
* **Equity** (Improve Persistence among ethnic groups—Close the Achievement Gap, **CTAG**)
* **Student Support** (Improve enrollment & FinAid processes)
* **Partnerships** (K12, business, community) to **improve learning, transfer**, **career readiness, job placement**
* Support **Exemplary Programs & Services**
* **Service Leadership** (PD)
* **Institutional Leadership & Governance**
* **Institutional Effectiveness**
* Collaborative Program Reviews & APUs
* **Expand Ed Tech** (smart classrooms & online resources)
* **Budget** : focus on student learning programs and institutional effectiveness; ensure goals and outcomes, program reviews, projects, etc. align with institutional mission; support investments in materials, equipment, teaching & learning innovation

Source: <http://www.berkeleycitycollege.edu/wp/shared-gov-retreat/files/2013/08/Strategic-Goals-Institutional-Outcomes-2013-14-post.pdf> | ***Measure B*** * Support Eng/ Math “core courses” (**basic skills**)
* Support **CTE**
* Support **Transfer**
* **EdTech**

***SSSP**** Core matriculation & planning services address **basic skills** deficiencies in Year 1 (better identification & support; implementing best practices from Chancellor’s report)
* **Outreach** aligns with K12 Partnerships to improve prospective-student preparation (**finaid processes**) & Remedial-Course Students’ success “at the door”
* Align courses to student needs (BOG Best Practices Report, Fall 2014)
 | **Overall**:* 18830 FTES
* 17.5 FTES per FTEF
* **transfer rates**
* **wage outcomes** (Scorecard Salary Surfer)

**Among Basic Skills-students** (Eng or Math), * **progress** (Persistence I, II)
* **completion**
	+ transfer rates

**Among CTE students** * Persistence (I, II)
* Completion
* Career-readiness (licensure/certification exam results)
* Post-training job placement (alumni survey self-reports and/or EDD)
* Skills assessment results
* Alignment with work-force demands (?)

**Among** **major ethnic groups**, **Close the Achievement Gap** (***CTAG***): reduce %-point difference between traditionally high-performing groups (White/Asian) & traditionally-underperforming groups (African American/Latino)* **Persistence** (I, II)
* **Completion**
	+ transfer rates

**Program outcomes** identify exemplary programs & innovative designs to improve student success: * Persistence (I, II) by program
	+ **CTAG**
	+ **Online (Distance Ed)**
* Completion by program
	+ **Transfer rates by program**
	+ **CTAG**
	+ **Online (Distance Ed)**
* Job placement by program (survey self-reports and/or EDD)
* *Qualitative data*: APU’s, Program reviews indicate learning

**Improve Enrollment & FinAid processes** * See below, *Student feedback*
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| ***BCC Mission, Vision and Values**** to promote **student success**
* to provide our **diverse community** with **educational opportunities** and to **transform lives.**
* scheduling and delivery methods are responsive to **students’ needs for access, convenience, different learning styles**.
* supports **diversity in learning** and self-expression, and with a curriculum supportive of **multiculturalism**;
* **faculty and staff reflect the diversity of its communities and students**
* Learning experiences help develop **cultural and global perspectives and understanding**.
* review & improvement processes constantly improve **quality**
* **diverse student-centered learning community, dedicated to academic excellence, collaboration, innovation, and transformation**
* challenges conventional ways of thinking

**Source:** BCC Website | ***Equity/CTAG (Goal)**** promote student success & **educational opportunity** within **diverse community**
* **Faculty & Staff Diversity** can support Equity/***CTAG*** (via self-similar role models), **Access** (via local student outreach), **Partnerships** & ***SSSP*** (e.g. recruit diverse & successful **Community** mentors; deploy diverse & successful BCC grads to recruit/prepare prospective **K12**)

**Expand Ed-Tech (Goal)*** support **student needs for access, convenience & different learning styles, global perspectives, PD processes**

**Enrollment & FinAid processes** **(Goal)** can support **diverse community & educational opportunity** (e.g. **CTE**)[Exemplary Programs] can support **multicultural/global perspectives, different learning styles** | **Student feedback (survey self-reports)** * Satisfaction & Challenges with **Enrollment & FinAid** processes (Likert scale 1 – 7 rating & open-ended)
* To what extend do learning experiences support **diversity, multiculturalism, cultural and global understanding**? (Likert scale 1 – 7 rating)
* Please provide an example of a learning experience that supported your understanding of multicultural and/or global perspectives. (open-ended)
* To what extent do learning experiences at BCC provide support for **different learning styles**? (Likert scale 1-7 rating)
* To what extent does BCC provide adequate **technology** to support **diverse learning styles**?(e.g. MeasureB-> Ed-Tech)
* Please provide an example of a learning experience at BCC that supported diverse learning styles, if any.

**Faculty & Staff Demographics*** Compare to Student demographics

**Among Special Populations** (Support Diverse Learning styles)**:*** Persistence (I, II)
* Completion
* What programs support Transfer? (MeasureB)
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| ***Measure B**** Protect core programs (math, science, English)
* Help students get into classes they need (access and assessment)
* High quality teachers and faculty & support staff to ensure student access to classes & services
* Prepare students for successful careers
* Programs to support transfer
* Update **computer & instructional technology**

Source: <http://web.peralta.edu/business/files/2013/01/18-Measure-B_Eng.pdf> | * Aligns with **improved matriculation services and Math-Sci-Eng basic skills offerings/support (Goal, SSSP)**
* **CTE (goal)** aligns with preparing students for careers
* **Ed tech** cansupport **diverse learning styles** and/or **distance ed**/Access and/or student **convenience**
 | **Access to English, Math, Science, & supports**: * Student survey/self-reports: To what extent does BCC provide adequate **access to courses you need** to prepare for college and a future career? (Likert scale 1 – 7 rating).
* What courses, if any, were you **unable to access**? (open-ended)

Programs that prepare students for college & career:* To what extent does BCC provide adequate access to the **programs** that you need to prepare for college and/or your future career? (Likert scale 1 – 7 rating).
* What programs, if any, were you unable to access?
* Please describe the **programs or supports** at BCC which helped you to prepare for college and/or your future career. (Open ended)
* Please describe the **programs or supports** that BCC should improve upon in order to help students better prepare for college and/or future careers. (Open ended survey response)

**Computer & Instructional Tech Needs:*** **Shared Governance Report: BCC Technology Plan aligns with ACCJC standards** (<http://www.berkeleycitycollege.edu/wp/accreditation/files/2012/04/BCCTechnologyPlan2011_4_10.pdf>)
* Student and/or Faculty survey: To what extent does BCC provide adequate access to **computers and/or instructional technology**? (Likert scale 1 – 7 rating).
* Please provide an example of how the available **computers and/or instructional technology** at BCC have helped you to advance your learning, college-transfer and/or career goals. (Open-ended)
* How should BCC improve upon computer equipment and/or instructional technology in order to help students to better prepare for college and/or future careers? (Open ended)

**CTE*** *See above: Goals->CTE indicators*

**Programs that support transfer** * *See above: Goals->program outcomes-> programs that support transfer*
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| SSSP1. **Improve prospective-Community College-student preparation in K12** (develop understanding of new college readiness assessments, “indicator” and Common Core standards).
	1. Common Centralized Assessments ready in September 2015 (11th grade Common Core-- standards-based assessment may be used for college-course placement)
2. **Strengthen Support for Entering Students**
	1. Students must declare a course of study by the time they complete their 3rd semester or 15-degree applicable units.
	2. Priority enrollment for students who’ve completed assessment, orientation, educational plan
	3. Better identify & Assist students lacking college-readiness (based on new K12 college-readiness indicators)
3. **Incentivize Successful Behaviors** (Promote full time attendance; Students lose enrollment priority if >100 degree applicable units, or academic/progress probation for 2 consecutive terms)
4. **Align Course Offering with Student Needs**
5. Improve Education of Basic Skills Students (Develop practices to address Basic Skills deficiencies in Year 1; Support new Adult Education model, Spr. ‘15)
6. Revitalize & Re-envision PD (statewide programs; disseminate effective Basic Skills practices)
7. Enable statewide leadership & increase coordination among colleges
8. Align resources with student success recommendations

Source: <http://californiacommunitycolleges.cccco.edu/Portals/0/StudentSuccessInitiative/SSTF_IMPLEMENTATIONCHART_013114.pdf> | Address & support **Basic Skills Deficiencies** in Year 1 (via **core-matriculation and planning services**, best practices in Basic Skills Completion, per Report, available at: <http://3csn.org/files/2014/05/BSI_E-Resource_10-18-13.pdf>) | * Validate Placement Assessments
* [tentative] Review Best Practices for Basic Skills Completion to design further assessments and analyses of supports for students in Basic-Skills courses.
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| APU Needs Priority Matrix– Organized by department and priority of need.Source: <http://www.berkeleycitycollege.edu/wp/roundtable/schedule-of-meetings/roundtable-documents/>Also see: <http://www.berkeleycitycollege.edu/wp/prm/> | Measure B, Goals, & SSSP align with APU-requests that:* Improve Basic Skills-students’ success (placement, access to courses & supports)
* Increase access to courses & supports needed for transfer (Math, Eng, Sci)
* Promote career success (e.g. CTE, advising)
* Promote diverse students’ success (e.g. CTAG)
* Promote multicultural & global Perspectives (CTAG)
* Promote Educational Goal-Planning (e.g. Advising, counseling, matriculation services)

Computer & Instructional Tech Requests align with: * Measure B
* BCC Mission Vision & Values: support access, convenience, diverse learning styles
* BCC Goals
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