



Align Institutional Priorities with Resources



# **Integrated Planning, Resource Allocation, and Evaluation (Working Document)**

**Office of Institutional Effectiveness**

**Berkeley City College**



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## **Berkeley City College Mission, Vision, and Value Statement**

### **Mission**

Berkeley City College's mission is to promote student success, to provide our diverse community with educational opportunities, and to transform lives.

*Adopted by Peralta Board of Trustees October 7, 2014*

### **Vision**

Berkeley City College is a premier, diverse, student-centered learning community, dedicated to academic excellence, collaboration, innovation, and transformation.

### **Values**

Berkeley City College embraces values which allow all members of our college community to grow and thrive. Our values include the following:

- A Focus on Academic Excellence and Student Learning. We value our students' varied educational and experiential backgrounds and learning styles, as well as educational objectives.
- A Commitment to Multiculturalism and Diversity. We value diversity, which fosters appreciation of others, depth of understanding, insight, empathy, innovation and creativity, characteristics our institution seeks in its students, faculty and staff.
- A Commitment to Preparing Students for Citizenship in a Diverse and Complex Changing Global Society. We value the fact that students live and work in an increasingly complex society and world.
- A Commitment to a Quality and a Collegial Workplace. We value the high quality that characterizes everything we do.
- The Importance of Innovation and Flexibility. We value innovation because it encourages our students to question the typical and expand their thinking in a flexible manner that allows them to understand life's dynamic potential.



## 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



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<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.



## Chapter 2

### **Integrated College-Wide Plans and Resource Allocation Flow and Crosswalk**

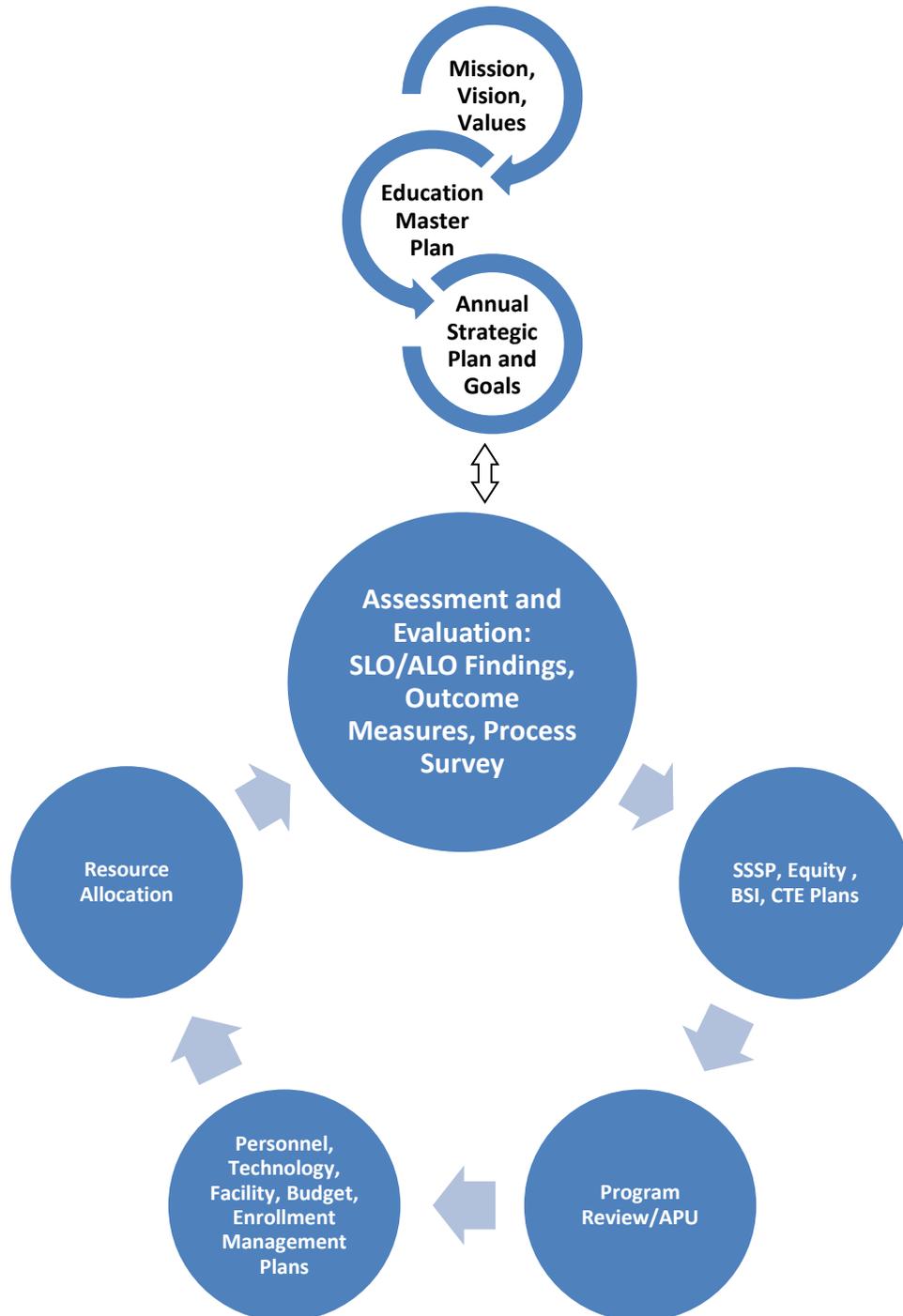
As is consistent with its Mission, Vision, and Values, student learning is the primary focus at BCC and for this reason, the ability to produce and support student learning stands as the primary measure of the institution's effectiveness. All of the College's key processes and resource allocation efforts center on producing, supporting, measuring, and continuously improving student learning. This effort involves all levels of the institution, from academic instruction and student support services to planning and budgeting, facility management, learning resources, and technological infrastructure.

Guided by the College's Mission, BCC's planning, resource allocation, implementation, and evaluation occur on an ongoing basis through its shared governance and operational structures in an integrated and inter-related fashion. This process is illustrated and described in Chart 1 and Table 1 below.

Chart 1 displays the seamless flow of BCC's integrated planning, resource allocation, and evaluation. Table 1 provides a crosswalk showing BCC's major plans, most of which share overall purposes, goal indicators, target student groups, strategic activities, with varied length of the plans and responsible members. These plans are supported and complimented by budget from general funds, categorical funds, and/or grants. Evaluations are built into each and every plan. Moreover, BCC has developed a plan to assess the process of its integrated plans, implementation and effectiveness of these plans.



Chart 1  
Flow of Integrated Planning, Resource Allocation, and Evaluation





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Table 1  
 Integrated Planning and Resource Allocation Crosswalk:  
 Purpose, Goal Indicators, Target Student Populations, Strategic Activities, Plan Length, Responsible Members,  
 Sources of Funding, Plan Assessment, and Process Evaluation

Plan/ Implementation	Education Master Plan	Annual Goal/Strategic Plan	Program Review/APU	SSSP	Equity
<b>Purpose</b>	Provides the college and its community with direction for evaluation and program development for the next five years.	Guides the college as faculty, staff, administrators and students work together to develop annual priorities and initiatives to ensure student success.	Serves as a systematic process, providing programs, departments, and support services accountability by collecting, analyzing, and disseminating information that informs integrated planning, resource allocation, and decision-making.	Ensures that all credit and noncredit students promptly define their education and career goals, complete their courses, persist to the next academic term, and achieve their education objectives in a timely manner.	Offers equal educational opportunities to high-needs students and helps students to achieve equal success outcomes for all students, regardless of race, gender, disability or economic circumstances.
<b>Primary Goal Indicators</b>	<p><b>GOAL ONE: Strengthen Resilience.</b> <i>Strengthen BCC students' abilities to become self-directed, focused and engaged in the pursuit of transformative, life-long learning experiences that result in personal and academic success.</i> <b>Indicators:</b></p> <ul style="list-style-type: none"> <li>Participation: Increase participation by African American students in BCC programs by 20%.</li> <li>SEP: Increase the number of students who complete a Student Educational Plan within their second semester at BCC by 25%.</li> <li>Persistence: Increase the persistence of African American students by 5%.</li> </ul> <p><b>GOAL TWO: Raise College Competence.</b> <i>Raise student skills and competencies, and expand their learning experiences, so that they can successfully complete their college program.</i> <b>Indicators:</b></p> <ul style="list-style-type: none"> <li>Fall Course Success: Increase the fall course success for underprepared African American students to</li> </ul>	<p>Advance Student Access, Equity, and Success</p> <p>Engage and Leverage Partners</p> <p>Build Programs of Distinction</p> <p>Strengthen Accountability, Innovation, and Collaboration</p> <p>Develop Resources to Advance and Sustain our Mission</p>	<p>Ensure quality and excellence of programs, departments, and support services.</p> <p>Provide a standardized methodology for review of all college areas.</p> <p>Provide a mechanism for demonstrating continuous quality improvement, producing a foundation for action.</p> <p>Identify effective and exemplary practices.</p> <p>Strengthen planning and decision-making based upon current data.</p> <p>Identify resource needs.</p> <p>Develop recommendations</p>	<p>All first-time matriculating students receive services:</p> <p>College Orientation</p> <p>Placement Assessment</p> <p>Counseling/Faculty Advisement</p> <p>Student Education Plan (SEP)</p> <p>Follow-up Services</p> <p>All At-Risk Students receive enhanced services to declare academic/career major – program of concentration, on good academic standing, or ESL/Basic Skills Completion</p>	<p>Equitable opportunities for high needs students:</p> <p>Access</p> <p>Course Completion</p> <p>ESL and Basic Skills Completion</p> <p>Degree and Certificate Completion</p> <p>Transfer</p>



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	<p>54%.</p> <ul style="list-style-type: none"> <li>• ESL Momentum: Increase the ESL momentum rate for Hispanic students to 32.5%.</li> <li>• Remedial English Momentum: Increase the remedial English momentum rate for African American Students to 37.2%.</li> <li>• Remedial Math Momentum: Increase the remedial math momentum for African American students to 41%.</li> </ul> <p><b>GOAL THREE: Enhance Career-Technical Education Certificates and Degrees.</b>  <i>Enhance BCC's 1- and 2-year career and technical education programs so that they provide current and transferable skills and competencies to earn a living wage in our area, and to maintain competency for advancement in one's career.</i></p> <p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>• CTE Participation: Increase the career-technical education participation rate for Hispanic students by 100%.</li> <li>• CTE Completion: Increase career-technical education completion rates for students 25 and older to 45%.</li> <li>• CTE Certificates: Increase the number of African American students who earn career-technical education certificates by 25%.</li> </ul> <p><b>GOAL FOUR: Increase Transfer and Transfer Degrees.</b> <i>Ensure that all of BCC's programs of study and transfer pathways for degrees prepare students, in a timely manner, for multiple transfer options.</i> <b>Indicators:</b></p> <ul style="list-style-type: none"> <li>• Completion, Overall: Increase the overall completion rate for African American students to 46%.</li> <li>• Transfers: Increase the number of transfers for Hispanic students by 100%.</li> </ul>		<p>and strategies concerning future directions and provide evidence supporting plans for the future, within the department, at the college and at the district level.</p> <p>Inform integrated planning at all levels within the College and the District.</p> <p>Ensure that educational and support programs reflect student needs, encourage student success, and improve teaching, learning, and services.</p>		
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	<ul style="list-style-type: none"> <li>Degrees: Increase the number of African American students earning degrees by 100%.</li> </ul> <p><b>GOAL FIVE: Ensure Institutional Sustainability.</b>  <i>Increase BCC's impact in education through innovation, internal and external collaboration and partnerships, and sufficient resources, both short-term and long term.</i> <b>Indicators:</b></p> <ul style="list-style-type: none"> <li>FTES: Raise the number of full time equivalent students by 12% through increased retention.</li> <li>Clean Audit: Achieve an audited financial statement that has no negative findings for BCC.</li> <li>Working BAM: Achieve full implementation of a budget allocation model that sustains BCC college operations.</li> </ul>				
<b>Target Student Populations</b>	All BCC Students	All BCC Students	All BCC Students	All first-time matriculating students  All at-risk students:  ESL/Basic Skills Probation/Dismissed Academic Major Undeclared	High Need, Disproportionately Impacted Student Groups:  Race/Ethnicity  Gender  Current or Former Foster Youth  Individuals with Disabilities  Low-income Students  Veterans and Active Military
<b>Strategic Activities</b>	Provides Quality, Timely, Effective, and Efficient Instructional and Support Services	Entry service support, supplemental instruction, counseling, financial aid, support services for general and targeted student populations	Based upon data arrived through SLO assessment and/or internal and external environment trends, strategic activities are specifically designed, updated, or upgraded to meet the student and program needs	College Orientation  Placement Assessment  Counseling/Faculty Advising  Student Education Plan (SEP)  Follow-up Services	Outreach  Academic/Career Pathway Building  Counseling/Faculty Advising  Course Development and Offering  Supplemental Instructions  Workshops



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<b>Plan Length</b>	10-Year	Annual	Program Review: 3-Year APU: In-between Program Review	Annual	6-Year with annual updates
<b>Responsible Members</b>	<p>Lead:</p> <p>President, Administrators, Senate Presidents, AS President</p> <p>Participants:</p> <p>BCC faculty, staff, student leaders, community leaders</p>	<p>Lead:</p> <p>President, Administrators, Senate Presidents, AS President</p> <p>Participants:</p> <p>BCC faculty, staff, student leaders, community leaders</p>	<p>Lead:</p> <p>Instructional and Student Services Administrators, Department Chairs</p> <p>Participants:</p> <p>BCC Director of Business and Administrative Services, faculty, staff, student leaders, community leaders</p>	<p>Lead:</p> <p>VPIE, VPSS, SSSP Coordinators, Area Leads – Orientation, Placement Assessment, Counseling, Faculty Advisors</p> <p>Participants:</p> <p>VPI, Director of Business, faculty, staff, student leaders, K-16 contacts, PCCD, Employment Agencies, community leaders</p>	<p>Lead:</p> <p>Equity Plan Coordinators, VPIE, VPSS, VPI, Area Leaders and Team Members:</p> <p>Access Course Completion ESL/Basic Skills Completion (BSI Committee) Certificate and Degree Transfer</p> <p>Participants:</p> <p>Director of Business, faculty, staff, student leaders, K-16 contacts, PCCD, Employment Agencies, community leaders</p>
<b>Sources of Funding</b>	General Fund, Categorical (SSSP-Core Services, Equity, EOPS, DSPS, BSI, CTE/Perkins, BFAP, etc.), Grants, PASS	General Fund, Categorical (SSSP-Core Services, Equity, EOPS, DSPS, BSI, CTE/Perkins, BFAP, etc.), Grants, PASS	General Fund, Categorical (SSSP-Core Services, Equity, EOPS, DSPS, BSI, CTE/Perkins, BFAP, etc.), Grants, PASS	SSSP College Matching Funds (General Fund, Grants, PASS)	Equity Fund General Fund, Categorical (SSSP-Core Services, EOPS, DSPS, BSI, CTE/Perkins, BFAP, etc.), Grants, PASS
<b>Plan Evaluation</b>	10-Year with annual updates	Annual Goals, Accomplishments, and Measurable Outcome Report	1-Yr or 3-Yr review and update	Annual Program Plan and Budget Plan Development/Update and Submission	Annual Program Plan and Budget Plan Development/Update and Submission
<b>Process Evaluation</b>	3-Yr Process Evaluation through Survey and Focus Group	3-Yr Process Evaluation through Survey and Focus Group	3-Yr Process Evaluation through Survey and Focus Group	3-Yr Process Evaluation through Survey and Focus Group	3-Yr Process Evaluation through Survey and Focus Group



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Table 1 continues

<b>Plan/ Implementation</b>	<b>BSI</b>	<b>EOPS/CARE</b>	<b>DSPS</b>	<b>CalWORKs</b>	<b>CTE/Perkins</b>	<b>Grant funded Plans</b>
<b>Purpose</b>	Assists the underprepared student to attain the pre-transfer skills needed to succeed in college-level work, reviewing pre-transfer student progress, and updates college-wide coordinated effort to better serve students with pre-transfer level English, ESL, and mathematics skills.	EOPS encourages the enrollment, retention and transfer of students handicapped by language, social, economic and educational disadvantages, and facilitates the successful completion of their goals and objectives in college.  CARE is a supplemental component of EOPS that specifically assists EOPS students, who are single heads of welfare households with young children, by offering supportive services so they are able to acquire the education, training and marketable skills needed to transition from welfare-dependency to employment and eventual self-sufficiency for their families.	Provides support services, specialized instruction, and educational accommodations to students with disabilities so that they can participate as fully and benefit as equitably from the college experience as their non-disabled peers.	Assists welfare recipient students and those in transition off of welfare to achieve long-term self-sufficiency through coordinated student services offered at BCC including: work study, job placement, child care, coordination, curriculum development and redesign, and, under certain conditions, employment skills training, and instructional services.	Bridges the skills and jobs mismatch and prepares California's workforce for 21st century careers.	Specially designed to meet the purpose of the grants by supporting target student populations
<b>Primary Goal Indicators</b>	ESL and Basic Skills Completion.  Progression into transfer-level courses/programs	Persistence  Course Success  Program Completion  Transfer  Employment	Goal Attainment: A Student Educational Contract (SEC) is developed for each student which links student's goals, curriculum program, and academic accommodations to his/her specific disability-related educational limitation.	Program completion Job placement Post-employment retention	CTE course success  CTE program completion  Job Placement  Post-employment	Determined by the granting agency
<b>Target Student Populations</b>	Students in:  ESL courses/programs,  Pre-transfer level English courses/programs ,	EOPS - BOGG students who also deserve equal educational opportunities  EOPS/CARE - EOPS students who are single parent	Students with one or more verified disabilities:  Mobility, visual, hearing, or speech disability  Learning disability	BOGG students who receive CalWORKs/TANF cash aid with children under 14	Students enrolling in CTE programs and courses	Determined by the granting agency



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	and/or Pre-transfer level math courses/programs	with children under 14	(LD) Acquired brain injury Developmentally delayed Psychological disability Other chronic or health-related limitations that adversely affect educational performance			
<b>Strategic Activities</b>	Enhanced entry-services  Accelerated Curriculum  Embedded, Online/In-Person Tutoring  Counseling/Faculty Advising  BSI Program Team will merge with the ESL/Basic Skills Team and continue their innovative work	Program Orientation  Service contract agreement  Case-management counseling  Book and Learning Material Expenses support  Mid-term Academic Progress Status Review	Services over and above those regularly offered by BCC:  test-taking facilitation, assessment for learning disabilities, specialized counseling, interpreter services for hearing-impaired or deaf students, mobility assistance, note taker services, reader services, speech services, transcription services, transportation, specialized tutoring, access to adaptive equipment, job development/place ment, registration assistance, special parking and specialized instruction.	1) coordination of services for CalWORKs recipient students between the colleges and the counties, 2) academic, career, and personal counseling services to focus goals and develop student education plans, 3) case management to track progress, support persistence, and make appropriate referrals to on-/off-campus services 4) work study employment, 5) job development and placement services, 6) child care, and 7) curriculum development and redesign to accommodate TANF benefit time limits.	Collaborates with employers, organized labor, local communities, and other education parties through programming supported by these funds to close the skills gap and foster successful program completion.	Determined by the granting agency, instruction, student support services, etc.
<b>Plan Length</b>	Five-year Plan with annual review and renewal.	Annual Review and Renewal	Annual Review and Renewal	Annual Review and Renewal	Annual Review and Renewal	Determined by the granting agency
<b>Responsible Members</b>	Lead: VPI, Dean of Special Projects & Grants, BSI Committee, English, ESL, Math Department Chairs  Participants: VPIE, Director of Business, faculty,	Lead: VPSS, Dean of Student Services, EOPS/CARE Coordinator, EOPS/CARE Counselor(s) Instructional Faculty  Participants: Financial Aid, VPI,	Lead: VPSS, Dean of Student Services, DSPS Coordinator, DSPS Counselor(s), LD Specialist, Alt. Media Specialist, Instructional Faculty  Participants: VPI, Instructional	Lead: VPSS, Dean of Student Services, CalWORKs Specialist, CalWORKs Counselor  Participants: VPI, Instructional Deans, Department Chairs, Financial Aid	Lead: VPI, Instruction Deans, CTE Department Chairs, Instructional Faculty, CTE Counselor(s), Transfer and Career Coordinator  Participants: VPSS, Student	Lead: VPI, VPSS, VPIE, Dean of Special Projects, Grant Staff  Participants: BCC College Community



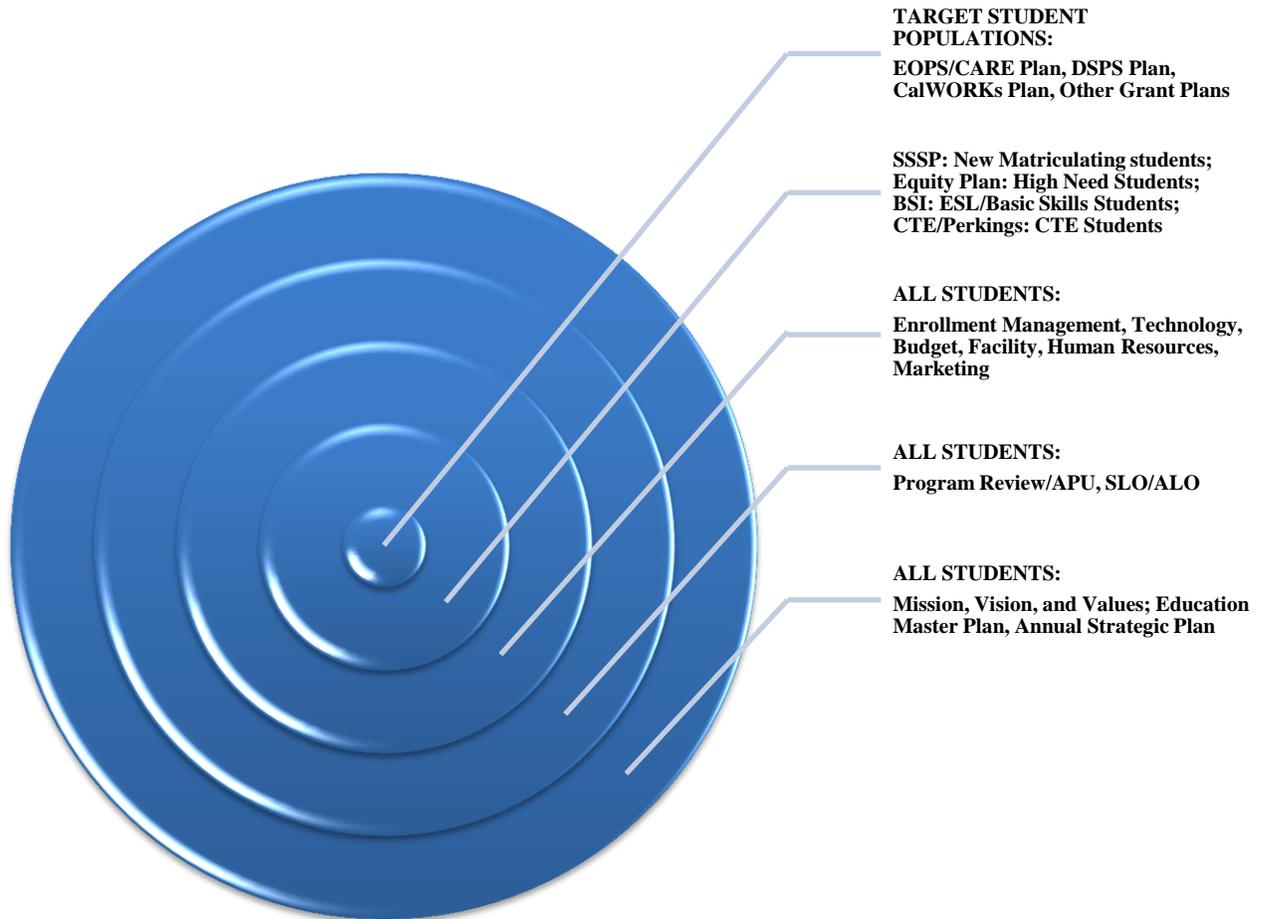
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	staff, student leaders, K-16 contacts, PCCD	Instructional Deans	Deans, Department Chairs, Financial Aid		Services, Financial Aid	
<b>Sources of Funding</b>	BSI  General fund grants	EOPS/CARE  General fund Grants Other categorical funds	DSPS  General fund Grants Other categorical funds	CalWORKs TANF  General fund Grants Other categorical funds	Career Technical Education Pathways Initiative  Perkins  Proposition 98 dollars for Apprenticeship, EWD, and CTE	Grants  General fund Other categorical funds
<b>Program Evaluation</b>	Annual Program Plan and Budget Plan Development/Update and Submission	Annual Program Plan and Budget Plan Development/Update and Submission	Annual Program Plan and Budget Plan Development/Update and Submission	Annual Program Plan and Budget Plan Development/Update and Submission	Annual Program Plan and Budget Plan Development/Update and Submission	Annual Program Plan and Budget Plan Development/Update and Submission
<b>Process Evaluation</b>	3-Yr Evaluation through Survey and Focus Group	3-Yr Evaluation through Survey and Focus Group				



Since the BCC student is the center of all BCC plans, Chart 2 shows how the overall and/or target student populations are served by various plans.

Chart 2  
Target Student Populations Served





## Chapter 3

### Integrated Planning Components, Major College-wide Plans, Planning Cycle, Processes, and Timelines

The College makes a conscious effort to organize its key processes and allocate financial, physical, human, and technological resources, as needed, to support the ongoing improvement of student learning for all BCC students, including students in face-to-face and online classes, students with different levels of college readiness, and students with a wide range of educational and professional goals. BCC also uses ongoing and systematic evaluation and planning, involving all of the College's stakeholders, to refine its key processes and improve student learning.

#### Major Planning Components

Main components of BCC's integrated planning are as follows:

- **College Mission** - six year cycle. BCC's Mission describes the intended student population and the programs and educational services that the College provides to the community as well as its commitment to achieving student learning. The Mission Statement is the benchmark for measuring institutional effectiveness.
- **Education Master Plan** – Six year cycle. BCC relies on research and evaluation to assess its current effectiveness compared to the Mission Statement (internal scans) and to identify future challenges (external scans). Based on this analysis, the College develops its annual and long-term Goals that articulate how the College plans to advance the Mission and meet the identified current and anticipated challenges as well as envisions future adjustments to its programs and services.
- **The Annual College Goals and Strategic Plan**, with Measurable Outcome Indicators – one year cycle. Based upon PCCD's annual strategic goals, Education Master Plan, Equity Plan, SSSP and other State's mandates, and through shared governance, BCC develops its annual college goals and strategic plans, and activities to reach these goals that will be measured by outcome indicators.
- **State Mandated Plans: BSI** (1-year cycle), **SSSP** (1-year cycle), **Equity Plan** (6-year cycle with annual updates). These State Mandated Plans are fully integrated with each other and into BCC's Education Master Plan, Annual College Goals and Strategic Plan, and Program Review/APU. Ever since the first introduction of Student Success Initiatives by the State Chancellor's Office with details published in the [2012 Final Report of Student Success Task Force with Recommendations](#) in January 2012, BCC began to integrate the eight recommendations with 22 strategies into college-wide goals and strategic plans. While SSSP focuses on services for entering students and identifies individuals needing more help by implementing all SSSP Core Services, Equity Plan identifies groups needing more help and focuses on support services and instruction for new and continuing students through completion to address and monitor disparities aiming at bridging the opportunity gap. Through BSI, BCC continues to institutionalize basic skills funded programs and projects to serve students in basic skills courses through connection, entry, interventions, progress, program completion, and transfer.



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- **SLO/ILO** – three year cycle. Student Learning Outcomes (SLO) represent the broad skills and knowledge that students are expected to attain as a result of engaging in specific educational experiences. For each course and program, BCC conducts original research relating to SLO in order to gain insight into how effectively we are teaching and students are learning. The student learning outcomes are assessed regularly and these assessments are used to improve teaching and learning at the college  
<http://www.berkeleycitycollege.edu/wp/slo/>.
- **Program Review/Annual Program Update (APU)** – three-year/one year cycle. Through Program Review/APU, instruction programs, student support services functions, and other administrative areas review their accomplishments, assess area effectiveness, develop new or updated program improvement initiatives describing how the area will contribute to the achievement of the Goals developed through various college-wide plans. Resource requests through program review/APU serve as the foundation for annual resource allocations.
- **Categorical Program Plans** – one-year cycle: **EOPS/CARE, DSPS, CalWORKs**. Following state's guidelines, BCC develops, implements, evaluates, and reports these categorical programs annually. Although each of these programs has its own intended target student population, BCC regularly assesses and enhances the impact of these programs by providing institutional matching funds and institutionalizing effective program plans and strategies.
- **Resource Plans: Enrollment Management, Human Resources** (Personnel Hiring Plan – 1 year), **Facility, Technology, and Budget Plans** - 3-year cycle with annual updates. These 3-year Plans are either vital components of, or closely linked to, BCC's Education Master Plan and the Program Review/APU processes. The measureable goals and strategies developed and implemented through these plans serve as short-term measures for the Education Master Plan's long-term goals.
- **Marketing Plan** – three year cycle. Based upon the Marketing Plan, BCC develops and implements its outreach, recruitment, and retention strategies with timelines, and the evaluation of the Plan.
- **Prioritized College-Wide Annual Actions (hiring, purchasing, equipment update/upgrade, etc.)** – one-year cycle. The Action Plan (e.g., personnel hiring plan, equity and supply purchasing plan) is a summary of the Initiatives arrived at through the Program Review/APU and Annual Strategic Plan. Resource needs are prioritized through shared governance, and final recommendations are made by the Roundtable voting members to the President for action. The Annual Actions have been regularly summarized in the Roundtable meeting minutes.
- **Resource Allocation** – one-year cycle. Resource Allocation includes both budget adjustments and the assignment of personnel to specific tasks. Resource allocation is linked to planning at both the institutional and district levels.
- **Plan Implementation** – regularly and one-year cycle. With adequately prioritized resource allocations, the College implements the plans by completing the strategic activities identified in the Plans and the Initiatives identified in the Prioritized College-wide decision-making and actions.



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- **Assessment, Research, and Evaluation** – regularly and one-year cycle. BCC assesses the effectiveness and the impact of the design and the implementation of all of its plans regularly and annually. Based upon qualitative and quantitative data, which BCC collects through various assessment tools, BCC relates the plan effectiveness with the College’s progress in completing the Strategic Activities derived from the Institutional Goals as well as the Initiatives identified in the Prioritized College-wide Annual Action Plan. Assessment also encompasses the evaluation of resource allocations. In addition, BCC evaluates, regularly and on a 3-year cycle, its systematic assessment mechanism in order to ensure its effectiveness college wide.
- **Progress/Annual Reports (ACCJC Annual Report, EOPS/CARE, DSPS, CalWORKs, BSI, SSSP, Equity, etc.)** –regularly and one-year cycle. Reports are prepared to inform the internal and external communities/agencies about the progress toward long-term Goals established in the Education Master Plan and short-term Institutional Goals and Initiatives set for other college wide plans. These reports are used to develop subsequent short-term and long-term plans. The planning processes in this integrated planning cycle are evaluated along with the decision-making processes. This evaluation serves as the basis for improvements to both planning and decision-making processes.
- **Planning and Decision-Making Processes** – regularly and one-year cycle. BCC’s decision-making processes are closely linked through input and feedback communication channels. The [College Goals](#) are informed by [District Strategic Goals](#), as well as by the College’s Mission, Vision, and Values, and by related qualitative and quantitative data arrived from program reviews and annual program updates. These College Goals then inform program reviews the following year, flowing back from the Roundtable to the beginning of the decision-making flow. Program reviews, based on data analysis and student learning outcomes assessment results, as well as on the College’s Mission, Vision, Values, and goals, provide an important resource for planning, which drives resource allocations. Similarly, while the Education Master Plan, Technology Plan, and Facilities Plan inform the work of their respective committees – the Education Committee, Technology Committee, and Facilities Committee – these committees constantly conduct relevant research in order to provide information crucial to the ongoing development of the plans. The College Roundtable for Planning and Budgeting is the ultimate College shared governance body, as it is charged with ensuring that planning is linked to the College Mission, Vision, and Values statements and Goals, to establish linkage between District Goals and College Goals, to prioritize resource allocations based on program reviews/APUs and recommendations from the College’s various committees, and to communicate the strategic activities of the College to the college community. The College President assumes primary responsibility for the quality of programs and services at the College. Working with the administrative team, the President reviews the planning and resource needs recommended by the Roundtable.

## Calendar of the Integrated Planning Cycle, 2014-2025

In order to keep the College operating in a flexible but steady fashion, the plans have different but inter-related cycles for development and evaluation. Please see information in Table 2 below for the ten year calendar of all plans.



Table 2  
Integrated Planning Calendar for Berkeley City College

Plans or Programs	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
BCC Mission Statement (6-Yr cycle)												
Education Master Plan (6-Yr cycle)												
Annual Strategic Goal (1-Yr cycle)												
Enrollment Management Plan (3-Yr cycle)												
College Human Resources Plan (3-Yr cycle)												
Staffing Hiring Plan (1Yr cycle)												
College Facility Plan (10-Yr cycle)												
College Technology Plan (3-Yr cycle)												
Budget Development Plan (3-Yr cycle/annual update)												
Marketing Plan (3-Yr cycle)												
Program Review (PRew) (3-Yr cycle)												
Annual Program Update/APU (in between PRew)												
SLO/ILO Assessment (3-Yr cycle)												
SSSP (1-Yr cycle)												
Equity Plan (6-Yr cycle/annual update)												
BSI (1-Yr cycle)												
Perkins (1-Yr cycle)												
CalWORKs (1-Yr cycle)												
DSPS Program and Budget Plan (1-Yr cycle)												
EOPS/CARE Plan (1-Yr cycle)												

Planning Year

**Integrated Planning and Budget Development Calendar at the College and District Levels**

**BCC Planning Processes and Timelines, 2015-2017.** BCC has developed and implemented processes and timelines for all Plans. Information in Table 3 below shows the integrated two-year timelines on a calendar.



Table 3  
Calendar of BCC Integrated Planning Process and Resource Allocations, 2015-2017

2015-16	15-Jul	15-Aug	15-Sep	15-Oct	15-Nov	15-Dec	16-Jan	16-Feb	16Mar	16-Apr	16May	16-Jun
BCC Mission												
Education Master Plan												
BCC Annual Strategic Goal												
Enrollment Management Plan												
College Human Resources Plan												
College Facility Plan												
College Technology Plan												
Budget Development Plan												
Marketing Plan												
Program Review												
Annual Program Update												
SLO/ILO												
SLO/ILO Assessment												
SSSP												
Equity Plan												
BSI												
Perkins												
DSPS												
EOPS/CARE												
CalWORKs												

KEY:

Development
Shared Governance
Finalize
Program/Budget Plan Due
Planning Process Evaluation
Purchasing due for Fund 01 on Apri
Purchasing due for categorical prog



Align Institutional Priorities with Resources

2016-17	16-Jul	16-Aug	16-Sep	16-Oct	16-Nov	16-Dec	17-Jan	17-Feb	17-Mar	17-Apr	17-May	17-Jun
BCC Mission												
Education Master Plan												
BCC Annual Strategic Goal												
Enrollment Management Plan												
College Human Resources Plan												
College Facility Plan												
College Technology Plan												
Budget Development Plan												
Marketing Plan												
Program Review												
Annual Program Update												
SLO/ILO												
SLO/ILO Assessment												
SSSP												
Equity Plan												
BSI												
Perkins												
DSPS												
EOPS/CARE												
CalWORKs												

KEY:

Development
Shared Governance
Finalize
Program/Budget Plan Due
Planning Process Evaluation
Purchasing due for Fund 01 on April 1
Purchasing due for categorical programs on April 30



**PCCD Integrated Planning and Budget Development Calendar**



Table 4  
Peralta Community College District  
Integrated Planning and Budget Development Calendar

Date	Activity	Responsible
<b>November 2015</b>	<ul style="list-style-type: none"> <li>o Integrated Planning Budget Development Calendar to Board of Trustees for adoption</li> </ul>	Vice Chancellor for Finance & Admin
<b>January 2016</b>	<ul style="list-style-type: none"> <li>o Colleges and District Office divisions complete <b>Program Reviews</b> and associated <b>Program Improvement Objectives (PIOs)/ Resource Requests</b> by January 30</li> <li>o Governor releases his 2016-17 State Budget Proposal</li> <li>o Provide overview of Planning and Budget Timeline, PIOs, AUOs, etc. to colleges and community</li> <li>o Cabinet reviews requests for new faculty hires submitted and prioritized by Colleges and recommends to Chancellor allocation of new faculty hires</li> </ul>	College Presidents; District Office Administrators  Vice Chancellor for Finance & Admin  Cabinet
<b>February 2016</b>	<ul style="list-style-type: none"> <li>o Guidance from Chancellor on annual priorities for fiscal year planning and budgeting including new faculty hires</li> <li>o Colleges prioritize PIOs/Resource Requests, including those requiring additional resources, and submit for consideration by February 28</li> <li>o District Office team prioritizes PIOs/ Resource Requests, including those requiring additional resources, and submit for consideration by February 28</li> <li>o Review impacts of Governor’s January Budget Proposal, the PCCD Strategic Plan and enrollment targets with PBC, Chancellor’s Cabinet and the Board of Trustees</li> <li>o Develop Preliminary Budget Assumptions and review with PBC</li> <li>o Distribute budget and staffing worksheets to Colleges and Managers for their review and planning purposes</li> <li>o Conduct community budget forums to provide preview of State budget and PCCD budget development process</li> </ul>	Chancellor  College Presidents  District Admin  Vice Chancellor for Finance & Admin



Align Institutional Priorities with Resources

<p><b>March 2016</b></p>	<ul style="list-style-type: none"> <li>○ PBIM committees (DEC, DTC, DFC) review prioritized PIOs/ Resource Requests <i>that require additional resources</i> and make recommendations to PBC (by March 30) with respect to priority and funding of each</li> <li>○ Cabinet or Resource Assessment Committee (RAC) reviews all those PIOs/ Resource Requests <i>requiring additional classified staffing</i> that are not under the purview of a PBIM committee. Forwards recommendation to PBC with respect to prioritization by March 30</li> <li>○ College personnel, District Office admin meet with Finance to review 2016-17 Budget Worksheets (late March)</li> </ul>	<p>DEC, DTC, DFC</p> <p>Cabinet or RAC</p> <p>College, Admin &amp; Vice Chancellor for Finance &amp; Admin</p>
<p><b>April 2016</b></p>	<ul style="list-style-type: none"> <li>○ Complete Budget Worksheet reviews</li> <li>○ PBC receives and reviews PIO prioritization from PBIM committees (DEC, DTC, DFC) and from Cabinet/ RAC</li> <li>○ PBC forwards recommendations regarding PIO resource allocation and funding to the Chancellor by April 30</li> </ul>	<p>Vice Chancellor for Finance &amp; Admin</p> <p>PBC</p>
<p><b>May 2016</b></p>	<ul style="list-style-type: none"> <li>○ Governor releases his May Budget Revision</li> <li>○ Shares the Governor’s May Revision and its impacts on PCCD with shared governance committees and Board of Trustees</li> <li>○ Chancellor and Cabinet review PBC recommendations and reconcile against May Revised budget information. Cabinet advises Chancellor who determines final resource allocation in 2016-17 Tentative Budget is published</li> <li>○ Conduct community budget forums on State budget and PCCD budget development process</li> </ul>	<p>Vice Chancellor for Finance &amp; Admin</p> <p>Chancellor &amp; Cabinet</p> <p>Vice Chancellor for Finance &amp; Admin</p>
<p><b>June 2016</b></p>	<ul style="list-style-type: none"> <li>○ 2016-17 Tentative Budget presented to the Board of Trustees for review and discussion</li> <li>○ 2016-16 Tentative Budget presented to the Board of Trustees for approval</li> <li>○ State Legislature adopts final CA State Budget for 2016-17 no later than June 30</li> </ul>	<p>Vice Chancellor for Finance &amp; Admin</p> <p>Vice Chancellor for Finance &amp; Admin</p>
<p><b>July &amp; August 2016</b></p>	<ul style="list-style-type: none"> <li>○ Final changes to District’s budget(s) given Adopted State Budget</li> </ul>	<p>Vice Chancellor for Finance &amp; Admin</p>
<p><b>September 2016</b></p>	<ul style="list-style-type: none"> <li>○ Board of Trustees reviews and approves Peralta Colleges’ final budget(s) for 2016-17</li> </ul>	<p>Vice Chancellor for Finance &amp; Admin</p>



## Chapter 4

### Development and Evaluation Process of Major BCC Plans

#### College Mission

Using BCC's governance and decision making process, BCC reviews its mission statement on a regular basis. The current BCC's Mission, Vision, and Values Statements were approved by the PCCD Board in April, 2005 and reapproved on October 7, 2014 - see PCCD Board Meeting Minutes at: <http://web.peralta.edu/trustees/files/2011/04/10-7-14-Board-Meeting-Minutes.pdf>, item 15. Sample meeting minutes on campus supporting BCC's review process can be found at the BCC Leadership Council meeting minutes at: <http://www.berkeleycitycollege.edu/wp/leadership/minutes/>, 9/11/13 page 3, and 5/4/14 page 5; and BCC Roundtable meeting minutes at: <http://www.berkeleycitycollege.edu/wp/roundtable/schedule-of-meetings/roundtableminutes/>, 9/15/14 page 2 and 9/29/14 page 1.

BCC took the task of reviewing and reaffirming the Mission statement earnestly. To start this process, in Fall 2013, BCC administrators reviewed all 112 California community colleges' Mission, Vision, and Value statements thoroughly, compared them with BCC's Mission, and then submitted the 112 Mission Statements to BCC's Accreditation Standard I.A. team members for their review, discussion, and feedback. In January 2014, the Standard I.A. Committee began to meet twice a month to review, and as needed, revise the BCC Mission statement. Minutes of the Standard I.A. meetings were recorded and disseminated to committee team members for review and feedback.

In March 2014, the committee created a graphic representation of the current mission statement to identify what, if anything, was needed to augment or revise the statement. In April 2014, the graphic was submitted to the Academic Senate for review and feedback regarding the mission statement reaffirmation process. In May 2014, the same process took place with the Classified Senate. The student representative on the committee was the ASBCC Vice President and he shared the graphic and the reaffirmation process with ASBCC leadership. A town hall meeting regarding Standard 1.A took place in October 2014.

Several collegewide open forums, which included members of all stakeholder groups, were also held in Fall 2013 and Spring 2014. These groups ultimately agreed that no changes to the College's Mission Statement were necessary, except for the addition of the words, "the following" after "Our values include" to introduce the list of values in the Values Statement. Throughout the review process, BCC considered the needs of its student populations, including traditional face-to-face students and distance education learners. All meeting minutes are posted online and were shared with all constituents at several college-wide meetings to make the college community and general public aware of the process and the 2014 updates.

The District Board reaffirmed the Mission, Vision, and Values on October 7, 2014.



Table 5  
Process and Timeline for College Mission Review and Reconfirmation

Timeline	Process and Activity
2008, 2013, and every six years thereafter	<b>Building/Re-Confirming Mission Statement</b> - The President convenes a taskforce and charges the ad hoc committee with gathering state-wide statements of Mission, Vision, and Values, to begin to evaluate BCC's Mission.
Fall 2013-Spring 2014, and every six years thereafter	<b>Feedback</b> – College-wide open forums, BCC administrators, BCC Accreditation Self Evaluation Standard I.A. members.
Spring 2014 and every six years thereafter	<b>Shared Governance</b> – BCC goes through shared governance process, review, input, feedback, and approval for reconfirmation of the College Mission Statements. Committees and/or members included Academic and Classified Senates, the Roundtable for Planning and Budgeting, the Leadership Council, the Curriculum Committee, the Department Chairs' Council, ASBCC, etc.
Fall/October 2014 and every six years thereafter	Board reaffirmation.
October 2014 and every six year thereafter	Publish the College Mission Statement online, and on-paper.
2016	Out-of-cycle review of College Mission Statement commenced in order to comply with new ACCJC standard. This review consisted of the following steps: examining and comparing of accreditation standards before and after the Spring 2014 adoption; determination that Mission statement meets Spring 2014 standards but Vision and Value statements in need of minor revision; communicating with stakeholders in February, 2016; receiving board approval of revised Vision and Value statements in March, 2016; publication.

2016-17 to 2020-21 BCC Education Master Plan Development Processes and Timelines

The overarching plan, the [BCC Education Master Plan \(BCEMP\)](#), sets long-term goals for the institution in all areas, primarily instruction, student services, facilities, and technology. The [BCC Education Committee](#) oversees the preparation of the plan, which involves a comprehensive, college-wide multi-month planning process that includes all constituencies.

In August 2014, BCC launched the planning process for the new Education Master Plan with a two-day retreat bringing together BCC faculty, staff, and administrators with students and alumni, members of the local business community, educational partners, and local government officials. Participants were presented with an overview of BCC student demographic and student and institutional performance indicators and invited to engage in dialogue about how BCC could best serve its growing and increasingly diverse student body in the future. Similar planning sessions, which included participation by shared governance and operational committees were held throughout the fall of 2014.



Using the Completion by Design framework, BCC faculty, students, and staff engaged with partners to identify the BCC student experience at connection, entry, progress, and completion. Participants at the collaboration and planning events used internal and external scan data. The two days provided the college community an opportunity to create common language and understanding of areas in which students at BCC may encounter challenges. At the end of the two days, participants in the process had acknowledged current practices that support student learning and achievement and identified gaps suggesting how the College could improve in its efforts to support students. Data from the two planning days helped to set the stage for the year’s work on the development of the Education Master Plan. Additional college wide forums were held in October, November, and December to explore the K-12 to community college to work/CSU/UC continuum, current academic pathways, and related gaps in programming.

Throughout the month of September 2014, the Vice President of Instruction, who is charged with leading the efforts to update the Education Master Plan, visited academic and classified senate meetings, along with other committee meetings, to share the information gathered from the collaboration and planning days and to gather additional feedback and information. She shared relevant quantitative and qualitative data throughout these sessions. At the end of September, the draft [Vision 2024](#) was presented collegewide, along with the 2024 Bold Audacious Goals (BAGs). Using the College’s planning and decision-making process, the Vision 2024 and BAGs were vetted by the necessary constituencies and committees in October and forwarded to the College President in November 2014.

In Spring 2015, the College Roundtable and President’s Cabinet used the Vision 2024 and BAGs, along with relevant data and input garnered through the shared governance process, to guide its work addressing access, equity, success, and excellence goals within each of the College’s programs, as consistent with the College Mission.

In Spring 2016, with the technical support from the College Brain Trust (CBT), BCC completed its 5-year update of its Education Master Plan (BCCEMP) by incorporating information from its 2015 Equity Plan and other primary plans, through shared governance. BCCEMP was approved by PCCD Board on July 12, 2016. The College has begun to implement the strategies listed in its updated Education Master Plan in Spring 2016 in an integrated fashion through its Education Committee and related taskforce.

Table 6  
Process and Timeline for the Development of the Education Master Plan

<b>PARTICIPATORY PLANNING PROCESS</b>		
<b>DATE</b>	<b>ACTIVITY</b>	<b>DESCRIPTION</b>
August 11 & 12, 2014	<b>BCCEMP Kickoff</b>	<ul style="list-style-type: none"> <li>Environmental Scan, Emerging Trends and the Completion by Design Framework was presented to students, staff, faculty, administrators and community partners.</li> </ul>
October 3, 2014	<b>DRAFT 2014-2024 BCCEMP Goals &amp; Programs of Study</b>	<ul style="list-style-type: none"> <li>Students, staff, faculty, and administrators gathered to hear the presentation of the draft vision and goals for the EMP and comments were gathered. In addition an activity to review external needs and current</li> </ul>



		programs was conducted to determine areas of growth for new programs.
November 14, 2014	<b>Update of BCCEMP Goals and Faculty Advising</b>	<ul style="list-style-type: none"> <li>• Students, staff, faculty, and administrators came together to review the 2<sup>nd</sup> draft of the BCCEMP goals.</li> <li>• The focus of the activity for the day was implementation of faculty advising and how it connected to the BCCEMP.</li> </ul>
January 15, 2015	<b>Flex Day Presentation of 2014-2024 EMP Goals and Indicators and interconnected plans</b>	<ul style="list-style-type: none"> <li>• A presentation of the final draft of the goals and indicators were presented to the college along with the interconnected plans that were developed in Fall 2014.</li> </ul>
February-March 2015	<b>Vetting and approvals from governance committees, campus presentation</b>	<ul style="list-style-type: none"> <li>• The final goals and indicators were presented to the different governance committees for recommendation to roundtable. The draft was then shared with the entire campus.</li> </ul>
April 2015	<b>Final Approval of 2014-2024 EMP goals and indicators from shared governance committees</b>	<ul style="list-style-type: none"> <li>• Through shared governance committees discussion and approval to Roundtable and then President</li> </ul>
August 2015	<b>Finalization of college activities and goals for 2015-2018 cycle</b>	<ul style="list-style-type: none"> <li>• Retreat</li> <li>• Shared governance committees discussion and approval to Roundtable and then President</li> </ul>
January-March 2016	<b>Creation of a framework for the 5-year BCCEMP update</b>	<ul style="list-style-type: none"> <li>• The framework for the 5-year BCCEMP (2015-2020) update was presented to the Roundtable and shared with the entire campus. Revision of the mission statement was completed for the Board of Trustees agenda.</li> </ul>
April 2016	<b>Review of updated data scans and final approval of 2015-2020 BCCEMP goals and indicators from Roundtable</b>	<ul style="list-style-type: none"> <li>• Through shared governance committees discussion and approval to Roundtable and then President</li> </ul>
May 2016	<b>Finalization of college activities and goals for 2016-2017</b>	<ul style="list-style-type: none"> <li>• Shared governance committees discussion and approval to Roundtable and then President</li> </ul>

Annual Goals and Strategic Plan

Berkeley City College’s institutional goals are aligned with the College’s Mission, Vision, and Values, which are aligned closely with the District’s Mission. The College uses the District Goals as a framework for developing its annual institutional goals and related strategies, activities, and measurable outcomes. Due to the District’s focus on strategic planning, both District and College goals tend to change only slightly and are similar from year to year, while annual activities and measurable outcomes vary. The College also takes into consideration other important guidelines and



benchmarks for institutional effectiveness, such as the state's Student Success and Support Program (SSSP) requirements for matriculation services and institution-set standards for student achievement.

Each academic year, the BCC Roundtable for Planning and Budgeting sets goals for the College through a collaborative process, as well as strategies and measurable outcomes for each goal. The goals, strategies, and measurable outcomes, as well as accomplishments related to these goals, are published on the BCC Roundtable for Planning and Budgeting website, dating back to 2008-09. Members of the Roundtable include representatives from all College committees included in the shared governance process: ASBCC, the BCC academic and classified Senates, Education Committee, Roundtable, and other key college committees.



Table 7  
Process and Timeline for the Development/Update of Annual Goals and Strategic Plans

Timelines	Process and Activities
August	<p>PCCD develops and finalizes district-wide Annual Strategic Plans, Goals and Objectives</p> <p>BCC updates its Annual Strategic Plans and Goals aligning with PCCD Annual Strategic Plans by:</p> <p>Reviewing, finalizing, and approving the Annual Accomplishments with Measurable Outcomes from the prior year</p> <p>Drafting, reviewing, finalizing, and approving BCC Annual Goals and Strategic Plans for the following new year</p>
September	<p>BCC drafts and finalizes the BCC Annual Strategic Plan by:</p> <p>reviewing data arrived from various processes and plans,</p> <p>identifying activities to reach each and every specific annual strategic goal and objective,</p> <p>determining realistic and measurable outcome indicators for each and every goal and objective, identifying accomplishments based upon the previous Plan’s activities identified through a consultation process</p>
October	<p>BCC finalizes its Annual Goals and Strategic Plan, Activities, and Measurable Outcome Indicators through comprehensive shared governance process.</p> <p>College Wide Committee Meetings are held, consisting of PIE, Education Committee, Student Services Council, Department Chairs, Academic Senate, Classified Senate, ASBCC, and Roundtable</p> <p>BCC integrates its Annual Strategic Plan with Program Review/APU and other plans</p> <p>BCC allocates resources to carry out the activities</p>
October - April	<p>BCC implements activities that are linked with specific Goals and Objectives and reviews the process and progress in reaching the Goals and Objectives regularly</p>
May-July	<p>BCC Summarizes annual accomplishments</p> <p>Assesses accomplishments using pre-determined Measurable Outcome Indicators</p> <p>Evaluates the assessment process</p> <p>Finalizes the Annual Strategic Plan Accomplishments to be reviewed and approved through shared governance in August</p>



SLO/SLO Assessment

At Berkeley City College, our SLO Assessment Cycle is based on the College’s institutional learning outcomes. This cycle is established at the Planning for Institutional Effectiveness (PIE) Committee.

Course assessments may occur as part of the ILO assessments or through other means, including analyses of common test questions, assessments of student work (based on rubrics), or classroom assessment techniques, among others. Each semester, the PIE committee will work with department chairs and assessment liaisons to plan the ILO assessment indicated and to assess courses for which the particular ILO is central. In addition, ongoing assessments will occur in those “high impact” courses which are central to general education components and to the ILOs. At present, these include English 1A (communication and information literacy) and Math 13 (quantitative reasoning). Ongoing assessments are being planned for English 5 and Communication 5 (critical thinking).

Table 8  
Process and Timeline for the Development/Update of SLO/SLO Assessment

**Fall 2015 – Spring 2018  
ILO Assessment Cycle**

Semester	Planning	Assessing	Analyzing
Fall 15	Quantitative Reasoning	Self-Awareness & Interpersonal (Teamwork)	Information Competency
Spring 16	Global Awareness/ Ethics & Personal Responsibility	Quantitative Reasoning	Self-Awareness & Interpersonal (Teamwork)
Fall 16	Communication	Global Awareness/ Ethics & Personal Responsibility	Quantitative Reasoning
Spring 17	Critical Thinking	Communication	Global Awareness/ Ethics & Personal Responsibility
Fall 17	Information Competency	Critical Thinking	Communication
Spring 18	Self-Awareness & Interpersonal	Information Competency	Critical Thinking
Fall 18		Self-Awareness & Interpersonal	Information Competency



Program Review/APU

The information gathered during the program review process provides the basis for informed decision making at BCC and in the Peralta Community College District. Comprehensive Instructional and Student Services Program Review is a systematic process for the collection, analysis, and interpretation of data concerning a program or department and its curriculum. It provides program and/or departmental accountability by collecting, analyzing and disseminating information that will inform integrated planning, resource allocation, and decision-making processes.

The primary goals and processes are:

- Ensure quality and excellence of academic programs and support services.
- Provide a standardized methodology for review of instructional areas and support services.
- Provide a mechanism for demonstrating continuous quality improvement, producing a foundation for action.
- Identify effective and exemplary practices.
- Strengthen planning and decision-making based upon current data.
- Identify resource needs.
- Develop recommendations and strategies concerning future directions and provide evidence supporting plans for the future, within the department, at the college and district levels.
- Inform integrated planning at all levels within the College and the District.
- Ensure that BCC programs and support services reflect student needs, encourage student success, and improve teaching and learning.

Table 9  
Processes and Timeline for the Development of Program Review/APU

<b>Timeline</b>	<b>Process and Activity</b>
2015 Program Review and every three years thereafter	Update Program Review/APU Template
2016, 2017 Annual Program Update (APU)	
August – September every year	Communication and Feedback
September - October every year	Instruction and Student Support Services Areas conduct Program Review/APU.
November every year	Program Review/APU Completion



State Mandate Plans Development Processes and Timelines

SSSP, Equity Plan, and BSI significantly complement each other. At the state level, while both SSSP and the Equity Plan are administered through the Student Success and Support (SSSP) unit within Student Services at the State Chancellor's Office, BSI is administered by the Academic Affairs Division's sub-unit responsible for Credit and Noncredit Basic Skills courses and English as a Second Language (ESL). At the college level, BCC develops, implements, and monitors the three plans in an integrated fashion.

Student Success and Support Program (SSSP) (formerly Matriculation) is a process that enhances student access to BCC and promotes and sustains the efforts of credit students to be successful in their educational endeavors. The goals of SSSP are to ensure that all students complete their college courses, persist to the next academic term, and achieve their educational objectives through the SSSP process: admissions, orientation, placement assessment, counseling, and student follow-up.

BCC's Equity Plan focuses on increasing access, course completion, ESL and basic skills completion, degrees, certificates and transfer for all students as measured by success indicators linked to the [CCC Student Success Scorecard](#), and other measures developed by BCC and/or the PCCD research office. "Success indicators" are used to identify and measure areas for which disadvantaged populations may be impacted by issues of equal opportunity. Title 5 regulations specify that BCC/PCCD must review and address the following populations when looking at disproportionate impact: American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks, Hispanics, Whites, men, women, and persons with disabilities (§54220(d)). The [State Budget trailer bill, SB 860 \(2014\)](#) added requirements to address foster youth, veterans and low income students. To respond to this mandate, BCC develops specific goals/outcomes and actions to address disparities that are discovered through disaggregating data for indicators by student demographics, in various college-wide planning initiatives, (e.g., program review). BCC's Equity Plan describes the implementation of each indicator, as well as policies, activities and procedures as they relate to improving equity and success at the college.

While BCC's ESL and Basic Skills English and/or Math students receive support services through SSSP and the Equity Plan, BCC's BSI offers staff development, and teaching and learning opportunities above and beyond regular services to these students of high need.

Table 10  
Development, Implementation and Evaluation Process (2015-16 Plans)  
State Mandate Plans: SSSP, Equity, BSI, etc.

<b>Timelines</b>	<b>SSSP</b>	<b>Equity</b>	<b>BSI</b>
August-September, 2015	<p><u>Team Building</u></p> <p>Establish and/or update 2015-16 Team</p> <p>BCC SSSP Chair: Dr. Diana Bajrami</p>	<p><u>Team Building</u></p> <p>Establish and/or update 2015-16 Team</p> <p>BCC Equity Plan Chairs: Dr. May Kuangchi Chen Brenda Johnson</p>	<p><u>Team Building</u></p> <p>Establish and/or update 2015-16 Team</p> <p>BCC BSI Chair: Theresa Rowland</p>



	<p>Team members: Counselors, Dean of Student Services, VPIE, instructional faculty, student leaders, A&amp;R member, financial aid officers, Transfer and Career Center Coordinator, DSPS, EOPS/CARE, CalWORKs, Assessment and Orientation coordinator, Student Ambassadors, BCC administrators, classified staff representatives.</p> <p style="text-align: center;"><u>Drafting and finalizing the Plan:</u></p> <p>The Chair along with VPIE prepare data and basic draft of the plan working with Counseling faculty and staff, faculty advisors, instruction, Assessment and Orientation coordinator, A&amp;R, etc.</p> <p>SSSP team: identifies activities to reach the short-term and mid-term goals from last Plan or develop new activities for 2015-16,  identifies accomplishments over 2014-15,  and based on the activities identified through consultation, develops budget lines</p> <p style="text-align: center;"><u>Working Meetings</u></p> <p>Bi-Monthly meeting with SSSP Advisory Committee – BCC Education Committee</p>	<p>5 Goal Team leaders: Access – Diana Bajrami  Course Success - Tram Vo-Kumamoto  ESL Basic Skills - Theresa Rowland/  Degree/Certificate and Transfer - Antonio Barreiro, Paula Coil</p> <p style="text-align: center;"><u>Drafting and finalizing the Plan:</u></p> <p>VPIE prepares data and basic draft of the plan working with the committees, establishes baseline data through shared governance process using 80% index, and determines short-term (3 year) and mid-term (6-year) goals.</p> <p>College-wide Equity Plan Monthly Meetings: 9/2, 10/7, 11/4, 12/2 and on-going</p> <p>Chairs work with the committee and subcommittees to  identify activities to reach the short-term and mid-term goals from last Plan or develop new activities for 2015-16,  identify accomplishments over 2014-15, and  based on the activities identified by the committee/subcommittees, develops budget lines</p> <p style="text-align: center;"><u>Working Meetings</u></p> <p>BCC Equity Taskforce meets monthly</p> <p>Equity Indicator Committee meetings take place weekly or</p>	<p>Team members: VPI, Deans of Instruction, CTE/BSI Coordinator, ESOL Chair, Bookstore Manager, VPSS, VPIE, Counselors, Instruction Department Chairs, Researcher.</p> <p style="text-align: center;"><u>Drafting and finalizing the Plan:</u></p> <p>BSI team members completed the 2014-15 final expenditure report by 10/1/2015.</p> <p>BSI Team merges with Equity Plan ESOL/Basic Skills Team and continue their innovative work;</p> <p>Completed the draft of the 2015-16 Plan and submit on 10/1/2015. The final plan and budget allocation are integrated into BCC’s 2015-16 Program Review and 2015-16 Equity Plan;</p> <p>Draft the plan by including various innovative strategies, (e.g., support Library by increasing BSI books and reading materials; support math, English, and ESL teaching and learning; provide professional development; implement instruction, and student services innovative projects;</p> <p style="text-align: center;"><u>Working Meetings</u></p> <p>BCC Education Committee, etc.</p>
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Align Institutional Priorities with Resources

<p>October, 2015</p>	<p><u>Shared Governance:</u></p> <p>College-wide SSSP Meetings:</p> <p>PIE, Education Committee, Student Services Council, Roundtable</p> <p>Roundtable first reading for input and feedback, 2<sup>nd</sup> meeting for approval</p> <p><u>SSSP Plan State Due Date:</u></p> <p>October 30, 2015</p>	<p>bi-monthly</p> <p><u>Drafting and finalizing the Plan continues.</u></p> <p><u>Shared governance and consultation:</u></p> <p>ASBCC, Classified Senate, Academic Senate, Student Services Council, Department Chairs, Institution meeting, Education Committee, Roundtable</p> <p><u>Equity Plan Due Date:</u></p> <p>December 8 to PCCD Board</p> <p>December 18, 2015 to the State</p>	<p><u>BSI Plan State Due Date:</u></p> <p>October 1, 2015</p>
<p>November, 2015</p>	<p><u>Implementation of 2015-16 Plan.</u></p> <p><u>Concluded 2014-15 Plan</u></p>	<p><u>Drafting and finalizing the Plan continues.</u></p> <p><u>Shared governance and consultation:</u></p> <p>ASBCC, Classified Senate, Academic Senate, Student Services Council, Department Chair, Institution meeting, Education Committee, Roundtable</p> <p>Complete Program and Budget Plan by Finalizing BCC 2015-16 Equity Plan on campus,</p> <p>Roundtable - Monday, 11/30/2015</p>	<p><u>Infusing Program Review and Equity Plan into BSI Strategies</u></p> <p><u>2015-16 Budget Allocation</u></p>
<p>December, 2015</p>	<p><u>2014-15 Program and Expenditure Plan due to the State</u></p>	<p>PCCD Board Approval for 2015-16 Plan Date:</p> <p>Tuesday, 12/8/2015</p> <p><u>Submission Date to the State:</u></p> <p>Friday, 12/18/2015</p> <p>2014-15 Program and Expenditure Report due to the State</p>	<p><u>Implementation of 2015-16 Plan</u></p>



<p>January- June, 2016</p>	<p><u>Implementation of 2015-16 Plan</u></p> <p>Two types of evaluation will be employed to assess the progress and impact: Survey and Focus Group.</p> <p>Improvement and revision will be based on feedback.</p>	<p><u>Implementation of 2015-16 Plan</u></p> <p>Two types of evaluation will be employed to assess the progress and impact: Survey and Focus Group.</p> <p>Improvement and revision will be based on feedback.</p>	<p><u>Implementation of 2015-16 Plan</u></p> <p>Two type of evaluation will be employed to assess the progress and impact: Survey and Focus Group.</p> <p>Improvement and revision will be based on feedback.</p>
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Enrollment Management, Human Resources, Technology, Facility, and Budget Development Plans Development Processes and Timelines

Plans driven by Annual Goals and Strategic Plans, Program Review/APU, with their development processes and timelines are summarized in Table 11.



Table 11  
Resource Plans: Enrollment Management, Human Resources, Facility, Technology, Budget, etc.  
Development, Implementation, and Evaluation Process (2015-18 Plans)

Timelines	Enrollment Management, Human Resource, Facility, Technology Plans
January – March 2015	Establish 2015-16 Team  Drafting and finalizing the Plan  BCC Plan Chairs to:  form the team  prepare data and basic draft of the plan working with BCC committees  identify activities to reach the short-term and mid-term goals from last Plan or develop new activities for 2015-18,  summarize accomplishments based upon the previous Plan’s activities identified through consultation  finalize the draft and place draft plans online
September – December 2015	Shared Governance:  College-wide Committee Meetings:  PIE, Education Committee, Student Services Council, Department Chairs, Academic Senate, Classified Senate, ASBCC, Roundtable  Roundtable first reading for input and feedback, December 2015
December 2015	Finalize the draft 2015-18 Plans.  Allocate campus available resources to fund prioritized items
January- June 2016	Implementation of 2015-18 Plan  Submit BCC Plans to PCCD Committees for additional resources  Two evaluations will be built into the process to assess the progress and impact. Feedback will be the basis for improvement and revision
July 2016 – June 2018	2016-2018 -BCC Plans continue with annual update and evaluation  2018 – develop the next 3-year plans



Categorical Programs: EOPS/CARE, DSPS, CalWORKs, etc.

Most of, if not all, BCC’s Categorical Programs are administered through the Student Success and Support (SSSP) unit within Student Services at the State Chancellor’s Office. These programs include California Work Opportunity and Responsibility to Kids (CalWORKs), Cooperative Agencies Resources for Education (CARE), Disabled Students Programs & Services (DSPS), Extended Opportunity Programs & Services (EOPS), Foster Youth Success Initiative (FYSI) – BCC has just received a grant to launch additional support to this student population at BCC. The College has been following the state’s guideline in developing, implementing, and monitoring these programs.

Table 12  
Process and Timeline for the Development of Categorical Programs

Timelines	Categorical Programs: DSPS, EOPS/CARE, CalWORKs, etc.
July to-September	Establish 2015-16 program Team  Drafting and finalizing the Plan  BCC Plan Chairs to:  form the team  prepare data and basic draft of the plan working with BCC committees  identify activities to reach the mid-year and annual goals based upon review of prior year’s Plans or develop new activities  summarize accomplishments based upon the previous Plan’s activities identified through consultation  integrate the Program Plan with other BCC college-wide plans, e.g., Master Plan, Annual Goals and Strategic Plan, SSSP, Program Review/APU, SLO/SLO Assessment, Equity, etc.  finalize the Plans
September – November	Annual Plans submission to the State
September – June	Implementation of the annual Program Plans.  Allocate available budget to fund prioritized items according to the Program guidelines
December	Prepare and submit mid-year report
May - June	Implementation of annual Program Plans  Prepare for PCCD Internal auditing  Prepare year-end report
July - September	Prepare for annual year-end report submission  Prepare Program Plan and Budget Plan for the upcoming year



## Chapter 5

### Plan Assessment

#### Alignment between BCC Planning Processes and ACCJC Standards

BCC aligns its planning processes with ACCJC standards using ACCJC rubrics for program review, SLO, and planning as the foundation for processes and evaluation.

Two elements characterize all BCC planning processes:

- a) data-driven decision-making and
- b) broad-based dialogue.

BCC uses data analyses, collected and conducted at the district and college level, to inform institutional planning and improvement. Institutional data are broadly shared and used in both short-term and long-term planning and in resource allocation. Discussion of data is an integral part of annual program updates and the annual institutional planning/budgeting cycle.

The three examples below illustrate how BCC aligns its planning process with ACCJC standards throughout the plan review and assessment process: program review, SLO, and planning.

#### Institutional Effectiveness in Program Review

Table 13  
BCC Applies ACCJC Rubric for Evaluating Program Review

ACCJC Rubric for Evaluating Institutional Effectiveness in Program Review		
	Characteristics of Institutional Effectiveness in Program Review (Sample institutional behaviors)	BCC Meets Criterion
<b>Sustainable Continuous Quality Improvement (SCQI)-Level Criteria</b>	Program review processes are ongoing, systematic and used to assess and improve student learning and achievement.	√
	The institution reviews and refines its program review processes to improve institutional effectiveness.	√
	The results of the program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning.	√

Source: ACCJC Rubric for Evaluating Institutional Effectiveness – Program Review (2014)

BCC meets ACCJC’s criteria for SCQI-level institutional behavior related to program review. The College has a well-established, institution-wide program review process, which is ongoing and systematic and is used



to assess and improve student learning and achievement. A full program review takes place every three years on a pre-set cycle. [Annual program updates \(APUs\)](#) are conducted in the alternate years by all divisions, departments, and units at the College. During the APU process, participants use an established APU format, student performance data, and results of SLO (student learning outcomes) and/or SAO (service area outcomes) assessments; discuss successes and challenges; and make recommendations tying these data to program and budgetary priorities for the coming year.

The institution reviews and refines its program review and annual program update processes on an ongoing basis to improve their effectiveness. This ongoing review takes place within the College’s shared governance structure and as part of the annual planning and budgeting cycle. The program review and APU processes are also formally evaluated and adjusted, as needed, as part of the development of the College’s Education Master Plan.

Institutional Effectiveness in Student Learning Outcomes

Table 14  
BCC Applies ACCJC Rubric for Evaluating SLO

<b>ACCJC Rubric for Evaluating Institutional Effectiveness in Student Learning Outcomes</b>		
	<b>Characteristics of Institutional Effectiveness in Student Learning Outcomes (Sample institutional behaviors)</b>	<b>BCC Meets Criterion</b>
<b>Sustainable Continuous Quality Improvement (SCQI)-Level Criteria</b>	Student learning outcomes and assessment are ongoing, systematic, and used for continuous quality improvement.	√
	Dialogue about student learning is ongoing, pervasive and robust.	√
	Evaluation of student learning outcomes processes is ongoing	√
	Evaluation and fine-tuning of organizational structures to support student learning is ongoing.	√
	Student learning improvement is a visible priority in all practices and structures across the college.	√
	Learning outcomes are specifically linked to program reviews.	√

Source: ACCJC Rubric for Evaluating Institutional Effectiveness – Student Learning Outcomes (2014)

Berkeley City College maintains an ongoing, collegial, and self-reflective dialogue about the continuous improvement of student learning and institutional processes. Ongoing dialogue takes place in three main ways: 1) through integrated institutional planning processes, 2) through the related shared governance structure, and 3) through ongoing efforts to implement, assess, and improve [Student Learning Outcomes \(SLOs\)](#) at the institutional, program, and course level, as overseen by BCC’s [Planning for Institutional Effectiveness \(PIE\) Committee](#).



In particular, Student Learning Outcomes (SLOs) are of paramount importance to the College, and SLO assessments are among the key measures of the institution’s success in meeting its educational mission. For this reason, the College has developed well-defined systems and processes for assessing and generating dialogue about SLO assessments for its various academic programs, as well as related Service Area Outcome (SAO) assessments for its numerous student support services. These include:

- Analyzing student achievement data and implement related research projects (for example, the CCSSE, CCFSE, and SENSE administrations);
- Integrating assessment work and accreditation in order to support accreditation efforts;
- Promoting transparency and equity in planning and decision-making efforts;
- Communicating results of institutional effectiveness activities across the College;
- Serving as a resource for institutional effectiveness activities across the College;
- Making recommendations, through the shared governance process, regarding Resource needed for assessment; and
- Working with external partners and the District on assessment and other initiatives regarding data collection and analysis to support student success.

Institutional Effectiveness in Planning

Table 15  
BCC Applies ACCJC Rubric for Evaluating Planning

<b>ACCJC Rubric for Evaluating Institutional Effectiveness in Planning</b>		
	<b>Characteristics of Institutional Effectiveness in Planning (Sample institutional behaviors)</b>	<b>BCC Meets Criterion</b>
<b>Sustainable Continuous Quality Improvement (SCQI)-Level Criteria</b>	The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.	√
	There is dialogue about institutional effectiveness that is ongoing, robust and pervasive; data and analyses are widely distributed and used throughout the institution.	√
	There is ongoing review and adaptation of evaluation and planning processes.	√
	There is consistent and continuous commitment to improving student learning	√
	Educational effectiveness is a demonstrable priority in all planning structures and processes	√



Key characteristics of planning at BCC include the following:

- BCC has a multi-faceted integrated planning framework, with linked short-term and long-term planning, according to a pre-set and often overlapping schedule.
- Annual planning takes place within this larger planning framework and reflects the College's Mission, Vision, and Values, which were reapproved by the Board of Trustees in October 2014.
- Annual planning is inclusive and involves all key constituencies; it is also aligned with District strategic goals and statewide student success initiatives.
- The BCC Roundtable for Planning and Budgeting is the primary shared governance body responsible for coordinating, communicating about, and integrating collegewide planning, and implementing the goals and activities agreed upon by the College community.
- Priorities are identified through program review, which informs budgeting and allocation.
- Data from the District Office of Institutional Research is publicly available online.
- Each planning cycle begins with analysis and discussion of prior year institutional outcomes and accomplishment.

As planning documents are created and updated at the College, they are shared widely so as to include as much input from the college community as possible. This includes all relevant committees, as well as President's Teas, Brown Bags, town hall meetings, and forums, which are regularly scheduled in order to share important information about the College with the wider community.

Through program review and APU planning, recommendations for resource needs (human, technological, physical, and financial) at course, program, and division levels are identified for submission to College operational committees. Different committees have the charge of systematically scrutinizing different types of resource requests. For example, Technology requests gleaned from program reviews are forwarded to the Technology Committee for discussion and input from committee members, several of whom serve in technology positions at the College. The Facilities Committee reviews all facility needs. Finally, all issues concerning education at the College are considered by the Education Committee; often these are channeled from other committees.

Constituency governance committees include the Academic and Classified Senates, which serve as the voice for academic and classified staff, as well as the Associated Students of Berkeley City College (ASBCC). The two senates examine collegewide planning and resource requests and make recommendations concerning issues affecting their constituencies to other governance bodies. Representatives from ASBCC are encouraged to participate on college governance committees, as feedback from the students' perspective is invaluable.

The College Roundtable for Planning and Budgeting is the ultimate College shared governance body, as it contains representatives from all of the other constituent groups and committees at the College. The charge of the Roundtable is to ensure that planning is linked to the College Mission, Vision, and Values statements and Goals, to establish linkage between District Goals and College Goals, to prioritize resource allocations based on program reviews and annual program updates and recommendations from the College's various committees, and to communicate the strategic activities of the College to the college community.



## Align Institutional Priorities with Resources

The College President assumes primary responsibility for the quality of programs and services at the College. Working with the administrative team, the President reviews the planning and resource needs recommended by the Roundtable.



## 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

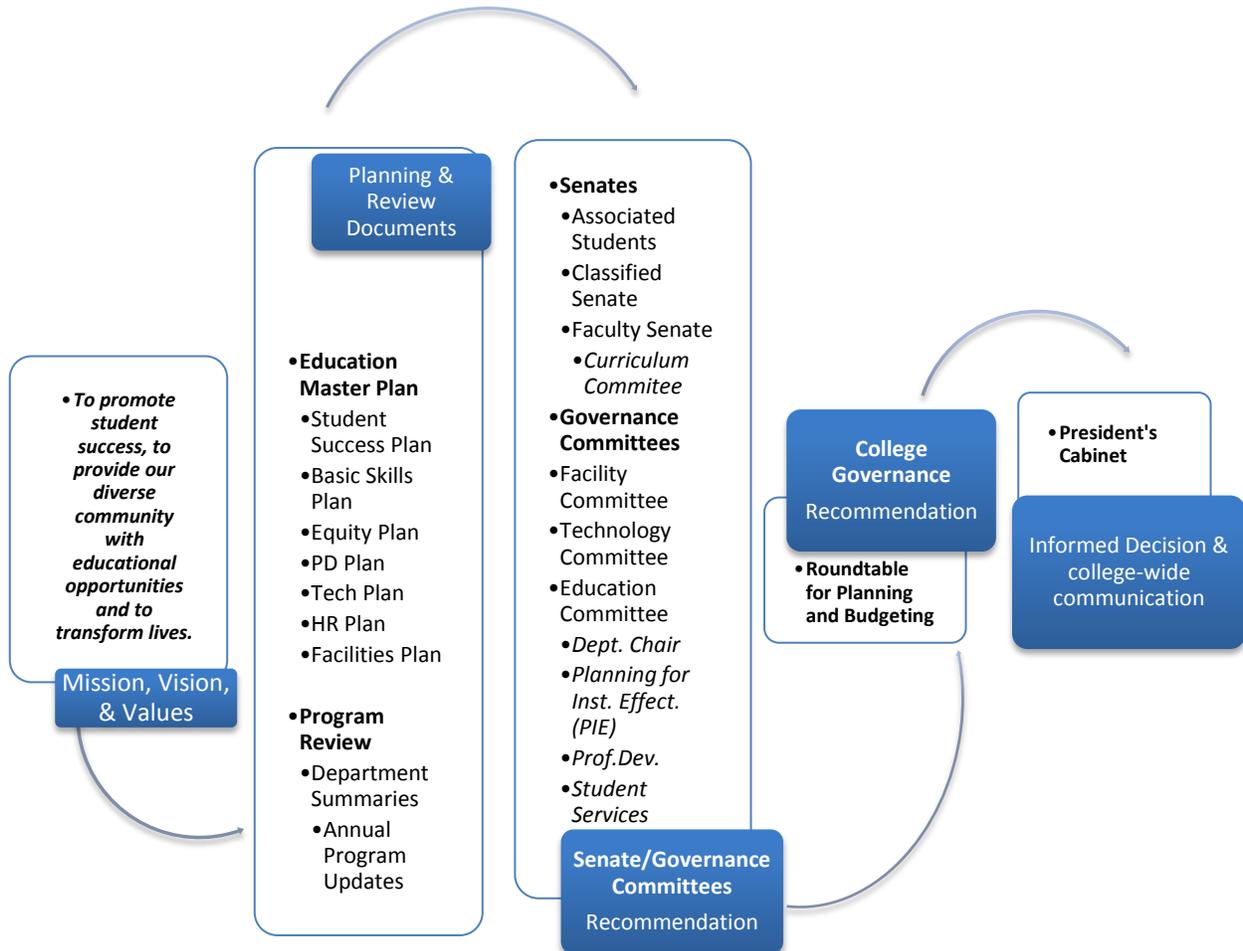




Table 16  
Evaluation Cycle and Timeline for Integrated Planning Process

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.