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| Aligning BCC Goals, Mission, Vision, Values, Measure B, SSSP, and APU Requests with Data Indicators | | |
| Planning document | common components | data indicators |
| ***Goals*** (2013 – 2014 District Strategic Plan)   * **Access** (Focus on: **basic skills, CTE, transfer**; enrollment/productivity; local student outreach, **distance ed**, int’l ed) * **Success** (**SSSP**: core matriculation & planning services- early-declare course of study, orientation, assessment, counseling, advising; align courses to student needs & coordinate across colleges; **Support basic skills-progress and better assessments to place college-course-level students**) * **Equity** (Improve Persistence among ethnic groups—Close the Achievement Gap, **CTAG**) * **Student Support** (Improve enrollment & FinAid processes) * **Partnerships** (K12, business, community) to **improve learning, transfer**, **career readiness, job placement** * Support **Exemplary Programs & Services** * **Service Leadership** (PD) * **Institutional Leadership & Governance** * **Institutional Effectiveness** * Collaborative Program Reviews & APUs * **Expand Ed Tech** (smart classrooms & online resources) * **Budget** : focus on student learning programs and institutional effectiveness; ensure goals and outcomes, program reviews, projects, etc. align with institutional mission; support investments in materials, equipment, teaching & learning innovation   Source: <http://www.berkeleycitycollege.edu/wp/shared-gov-retreat/files/2013/08/Strategic-Goals-Institutional-Outcomes-2013-14-post.pdf> | ***Measure B***   * Support Eng/ Math “core courses” (**basic skills**) * Support **CTE** * Support **Transfer** * **EdTech**   ***SSSP***   * Core matriculation & planning services address **basic skills** deficiencies in Year 1 (better identification & support; implementing best practices from Chancellor’s report) * **Outreach** aligns with K12 Partnerships to improve prospective-student preparation (**finaid processes**) & Remedial-Course Students’ success “at the door” * Align courses to student needs (BOG Best Practices Report, Fall 2014) | **Overall**:   * 18830 FTES * 17.5 FTES per FTEF * **transfer rates** * **wage outcomes** (Scorecard Salary Surfer)   **Among Basic Skills-students** (Eng or Math),   * **progress** (Persistence I, II) * **completion**   + transfer rates   **Among CTE students**   * Persistence (I, II) * Completion * Career-readiness (licensure/certification exam results) * Post-training job placement (alumni survey self-reports and/or EDD) * Skills assessment results * Alignment with work-force demands (?)   **Among** **major ethnic groups**, **Close the Achievement Gap** (***CTAG***): reduce %-point difference between traditionally high-performing groups (White/Asian) & traditionally-underperforming groups (African American/Latino)   * **Persistence** (I, II) * **Completion**   + transfer rates   **Program outcomes** identify exemplary programs & innovative designs to improve student success:   * Persistence (I, II) by program   + **CTAG**   + **Online (Distance Ed)** * Completion by program   + **Transfer rates by program**   + **CTAG**   + **Online (Distance Ed)** * Job placement by program (survey self-reports and/or EDD) * *Qualitative data*: APU’s, Program reviews indicate learning   **Improve Enrollment & FinAid processes**   * See below, *Student feedback* |
| ***BCC Mission, Vision and Values***   * to promote **student success** * to provide our **diverse community** with **educational opportunities** and to **transform lives.** * scheduling and delivery methods are responsive to **students’ needs for access, convenience, different learning styles**. * supports **diversity in learning** and self-expression, and with a curriculum supportive of **multiculturalism**; * **faculty and staff reflect the diversity of its communities and students** * Learning experiences help develop **cultural and global perspectives and understanding**. * review & improvement processes constantly improve **quality** * **diverse student-centered learning community, dedicated to academic excellence, collaboration, innovation, and transformation** * challenges conventional ways of thinking   **Source:** BCC Website | ***Equity/CTAG (Goal)***   * promote student success & **educational opportunity** within **diverse community** * **Faculty & Staff Diversity** can support Equity/***CTAG*** (via self-similar role models), **Access** (via local student outreach), **Partnerships** & ***SSSP*** (e.g. recruit diverse & successful **Community** mentors; deploy diverse & successful BCC grads to recruit/prepare prospective **K12**)   **Expand Ed-Tech (Goal)**   * support **student needs for access, convenience & different learning styles, global perspectives, PD processes**   **Enrollment & FinAid processes** **(Goal)** can support **diverse community & educational opportunity** (e.g. **CTE**)  [Exemplary Programs] can support **multicultural/global perspectives, different learning styles** | **Student feedback (survey self-reports)**   * Satisfaction & Challenges with **Enrollment & FinAid** processes (Likert scale 1 – 7 rating & open-ended) * To what extend do learning experiences support **diversity, multiculturalism, cultural and global understanding**? (Likert scale 1 – 7 rating) * Please provide an example of a learning experience that supported your understanding of multicultural and/or global perspectives. (open-ended) * To what extent do learning experiences at BCC provide support for **different learning styles**? (Likert scale 1-7 rating) * To what extent does BCC provide adequate **technology** to support **diverse learning styles**?(e.g. MeasureB-> Ed-Tech) * Please provide an example of a learning experience at BCC that supported diverse learning styles, if any.   **Faculty & Staff Demographics**   * Compare to Student demographics   **Among Special Populations** (Support Diverse Learning styles)**:**   * Persistence (I, II) * Completion * What programs support Transfer? (MeasureB) |
| ***Measure B***   * Protect core programs (math, science, English) * Help students get into classes they need (access and assessment) * High quality teachers and faculty & support staff to ensure student access to classes & services * Prepare students for successful careers * Programs to support transfer * Update **computer & instructional technology**   Source: <http://web.peralta.edu/business/files/2013/01/18-Measure-B_Eng.pdf> | * Aligns with **improved matriculation services and Math-Sci-Eng basic skills offerings/support (Goal, SSSP)** * **CTE (goal)** aligns with preparing students for careers * **Ed tech** cansupport **diverse learning styles** and/or **distance ed**/Access and/or student **convenience** | **Access to English, Math, Science, & supports**:   * Student survey/self-reports: To what extent does BCC provide adequate **access to courses you need** to prepare for college and a future career? (Likert scale 1 – 7 rating). * What courses, if any, were you **unable to access**? (open-ended)   Programs that prepare students for college & career:   * To what extent does BCC provide adequate access to the **programs** that you need to prepare for college and/or your future career? (Likert scale 1 – 7 rating). * What programs, if any, were you unable to access? * Please describe the **programs or supports** at BCC which helped you to prepare for college and/or your future career. (Open ended) * Please describe the **programs or supports** that BCC should improve upon in order to help students better prepare for college and/or future careers. (Open ended survey response)   **Computer & Instructional Tech Needs:**   * **Shared Governance Report: BCC Technology Plan aligns with ACCJC standards** (<http://www.berkeleycitycollege.edu/wp/accreditation/files/2012/04/BCCTechnologyPlan2011_4_10.pdf>) * Student and/or Faculty survey: To what extent does BCC provide adequate access to **computers and/or instructional technology**? (Likert scale 1 – 7 rating). * Please provide an example of how the available **computers and/or instructional technology** at BCC have helped you to advance your learning, college-transfer and/or career goals. (Open-ended) * How should BCC improve upon computer equipment and/or instructional technology in order to help students to better prepare for college and/or future careers? (Open ended)   **CTE**   * *See above: Goals->CTE indicators*   **Programs that support transfer**   * *See above: Goals->program outcomes-> programs that support transfer* |
| SSSP   1. **Improve prospective-Community College-student preparation in K12** (develop understanding of new college readiness assessments, “indicator” and Common Core standards).    1. Common Centralized Assessments ready in September 2015 (11th grade Common Core-- standards-based assessment may be used for college-course placement) 2. **Strengthen Support for Entering Students**     1. Students must declare a course of study by the time they complete their 3rd semester or 15-degree applicable units.    2. Priority enrollment for students who’ve completed assessment, orientation, educational plan    3. Better identify & Assist students lacking college-readiness (based on new K12 college-readiness indicators) 3. **Incentivize Successful Behaviors** (Promote full time attendance; Students lose enrollment priority if >100 degree applicable units, or academic/progress probation for 2 consecutive terms) 4. **Align Course Offering with Student Needs** 5. Improve Education of Basic Skills Students (Develop practices to address Basic Skills deficiencies in Year 1; Support new Adult Education model, Spr. ‘15) 6. Revitalize & Re-envision PD (statewide programs; disseminate effective Basic Skills practices) 7. Enable statewide leadership & increase coordination among colleges 8. Align resources with student success recommendations   Source: <http://californiacommunitycolleges.cccco.edu/Portals/0/StudentSuccessInitiative/SSTF_IMPLEMENTATIONCHART_013114.pdf> | Address & support **Basic Skills Deficiencies** in Year 1 (via **core-matriculation and planning services**, best practices in Basic Skills Completion, per Report, available at: <http://3csn.org/files/2014/05/BSI_E-Resource_10-18-13.pdf>) | * Validate Placement Assessments * [tentative] Review Best Practices for Basic Skills Completion to design further assessments and analyses of supports for students in Basic-Skills courses. |
| APU Needs Priority Matrix–  Organized by department and priority of need.  Source:  <http://www.berkeleycitycollege.edu/wp/roundtable/schedule-of-meetings/roundtable-documents/>  Also see: <http://www.berkeleycitycollege.edu/wp/prm/> | Measure B, Goals, & SSSP align with APU-requests that:   * Improve Basic Skills-students’ success (placement, access to courses & supports) * Increase access to courses & supports needed for transfer (Math, Eng, Sci) * Promote career success (e.g. CTE, advising) * Promote diverse students’ success (e.g. CTAG) * Promote multicultural & global Perspectives (CTAG) * Promote Educational Goal-Planning (e.g. Advising, counseling, matriculation services)   Computer & Instructional Tech Requests align with:   * Measure B * BCC Mission Vision & Values: support access, convenience, diverse learning styles * BCC Goals | |