

Institutional Effectiveness through Integrated Planning and Resource Allocation

1. What method does the college use to review the effectiveness of the program review process in improving institutional effectiveness? Is evidence that this evaluation led to improvement in the process available?

 BCC’s program review processes are ongoing, systematic and used to assess and improve student learning and achievement. The College reviews and refines its program review processes to improve institutional effectiveness and uses the results of program review to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning. In the findings of BCC’s Self Evaluation Survey, 67% responded positively to the question: "BCC's program review planning process (including annual program updates) is broad-based and offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness."

BCC has been working with the District Office and the other three PCCD colleges to evaluate the effectiveness of the program review process and to update the program review template regularly. The district has formed a program review taskforce and that meets regularly. Please see the Taskforce’s November 2014 meeting minutes as an example. (Attachment 1)

The college/district program review is on a three-year cycle. In reviewing program review a few years ago and because PCCD/BCC planned to have program review be fully integrated with educational planning, technology planning, human resource planning, PCCD/BCC instituted Annual Program Updates (APU) in between the 3-year cycle. Through the APUs BCC could apply more up-to-date data in setting goals and prioritizing resource needs. Over the last three years, through the evaluation process, the District Research Office has been providing the colleges with more research data to tie program review and program planning with student achievement data. Please see program review website at PCCD Institutional Research homepage: <http://web.peralta.edu/indev/research-data/documents/>.

The current PCCD Program Review Taskforce is reviewing documents including: The Program Review Handbook for Instruction, Program Review Handbook for Student Services, APU Template for Instruction and for Student Services, Program Review Model, etc. Through this review process, the taskforce has determined to develop a new program review template that will have very clear questions about learning outcomes and tying learning outcome results to resource requests.

1. What method does the college use to evaluate the effectiveness of student learning outcome processes? Is evidence that this evaluation led to improvement in the process available?

 Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement at BCC. The College has been evaluating the effectiveness of SLO processes through various methods, e.g., surveys; and ongoing, pervasive and robust dialogue. SLOs and assessment are a visible priority in all practices and structures across the college.

BCC reviews the effectiveness of student learning outcome assessment processes each year in May at the Assessment Committee/PIE (Planning for Institutional Effectiveness) Committee.  This process led to a retreat at which Assessment/PIE members updated BCC’s ILO assessment processes and, in a subsequent year, to changes in the committee charge and name from the Assessment Committee to Planning for Institutional Effectiveness (PIE). (<http://www.berkeleycitycollege.edu/wp/pie/files/2015/02/assessment-minutes-march-6-2014.pdf>) (<http://www.berkeleycitycollege.edu/wp/pie/files/2013/01/February-5-2015-Meeting-Minutes.pdf>.).

BCC encourages review of the SLO assessment process during our course and program assessments.  This process has led, at times, to changes in the assessment process itself or in the learning outcomes for courses and programs (for example, the Psychology AA-T will change program outcomes as a result of the process of curriculum mapping, and courses in Fine Arts will use a different assessment process than the last one used).

Findings in the college-wide surveys about SLO assessment (Self Evaluation for Faculty) reveal:

       - At BCC, there is dialogue about the continuous improvement of student learning and institutional processes.  (70% strongly agree or agree, 18% somewhat agree, 11% disagree)
       - How are student learning outcomes results shared within your department or service area?  (26% email distribution lists, 56% department meetings, 11% special SLO sessions, 18% only on Taskstream, 33% other)
       - How often does your department/discipline or service area meet to discuss SLOs or SAOs?  (59% more than once per year, 7% once per year, 7% only at special workshops, 22% NA)
       - Participating in Teaching and Learning Center activities has helped me promote student learning (67% strongly agree or agree, 15% somewhat agree, 4% disagree, and 15% don't know)
       - After evaluating and analyzing evidence of student learning, I have made the following changes in my teaching methodologies to improve learning in my classes (88% gave specific responses)
       - In what activities have you participated in the last year (assessment committee/37% of respondents participated, TLC activities/67% of respondents participated, the highest percentage of 23 possible areas of participation)

As another example, Student Services at BCC has been regularly reviewing and assessing its SLO/SAO development, and the assessment process. In 2009-10, Student Services developed its three-year cycle of 2010-2012 SLO/SAO, began to conduct assessment, and included SLO assessment findings in the 2012-13 Program Review documents. Please find Student Services program review at <http://www.berkeleycitycollege.edu/wp/student_service_programs/berkeley-city-college-program-review-summary/>, and SLO information at <http://www.berkeleycitycollege.edu/wp/student_service_programs/student-services-slo-home/>.

At the beginning of the 2nd 3-year cycle, the entire Student Services division reassessed its SLO/SAO method and process and determined that integration with Instruction would be more effective and necessary. The Student Services Division then invited Jenny Lowood, BCC SLO Coordinator, to provide coaching and mentoring to all Student Services offices/functions to update their SLO/SAO. As a result, Student Services revised and/or updated mission statements and SLOs/SAOs, conducted assessments, and integrated the entire process into Taskstream in 2014-15. BCC’s SLO/SAO is now far more incorporated and making the evaluation of its process more efficient.

Furthermore, BCC created a Curriculum and Student Learning Outcome and Assessment Specialist position and hired Alejandria Tomas, a qualified professional, to assume the responsibilities of connecting curriculum with SLOs/SAOs. Ms. Tomas has been keeping BCC informed about its integrated SLO/SAO process and status in a quality and timely fashion.

1. What subjects/topics are included in college-wide forums, planning retreats, faculty/staff development days, surveys, suggestion boxes, memos, e-mails, publications, postings on the web site, Brown Bag lunches, President’s Teas, etc. To support self-reflective dialogue about the continuous improvement of student learning and institutional processes? Is evidence available?

BCC has an on-going self-reflective dialogue about the continuous improvement of student learning and institutional processes through its college-wide forums, planning retreats, committee meetings, President’s Afternoon Tea sessions <http://www.berkeleycitycollege.edu/wp/president/afternoon-teas/>, Brown Bag sessions <http://www.berkeleycitycollege.edu/wp/president/brown-bags/>, and Town Hall meetings <http://www.berkeleycitycollege.edu/wp/president/town-halls/>. For sample agendas of event/committee meetings for subjects/topics, please see: <http://www.berkeleycitycollege.edu/wp/president/> (see the links on the left).

BCC Roundtable: <http://www.berkeleycitycollege.edu/wp/roundtable/schedule-of-meetings/roundtable-agendas/>. BCC’s Roundtable topics and discussion are centered on the continuous improvement of student learning and institutional processes. For example, major agenda items for the 9/15/14 meeting included: Review of Accomplishments and Measurable Outcomes from 2013-2014, and Setting Goals and Objectives in line with 2014-2015 District Goals and Setting Audacious Goals, etc., while the 1/26/15 agenda items were: Institutional Self-Evaluation, Educational Master Plan Timelines and Table of Contents, Annual Program Update/Faculty Prioritization Rubric, Budget Review, and Equity Plan Highlights and Week’s Activities, etc.

 BCC Education Committee: <http://www.berkeleycitycollege.edu/wp/edcomm/>. As an example, during the August 2014 Education Committee meeting, the discussion was focused on: “the idea of integrating all the smaller committees. Focus of the Ed. Comm. is on the macro data at the college-level. Ed. Comm. is supposed to be a working committee. Round Table is advising on the work we have produced…”

Other examples can be found in BCC Student Services Council minutes: <http://www.berkeleycitycollege.edu/wp/student_service_programs/student-services-department-meeting-minutes/>, and BCC Townhall: <http://www.berkeleycitycollege.edu/wp/president/town-halls/>

1. In what manner does the College evaluate planning processes? Is evidence that this evaluation led to improvement in the process available?

 BCC uses ongoing and systematic evaluation and planning to refine its key processes and improve its planning process through dialogue and surveys; developing and implementing SSSP, Equity, BSI, and various CTE plans. The College is updating its Education Master Plan to incorporate all plans (<http://www.berkeleycitycollege.edu/wp/prm/vision-2024-education-master-plan-development-process/>) to ensure comprehensiveness and integration. These plans and implementation are data-based, and widely distributed and used throughout the institution. There is an ongoing review and adaptation of evaluation and planning processes.

 These evaluation processes have led to the improvement for college-wide effectiveness and efficiency. Sample evidence includes the creation of BCC Education Committee to enable college-wide dialogue regarding all education related issues during the Committee meetings (<http://www.berkeleycitycollege.edu/wp/edcomm/>) before major recommendations are made to the Roundtable (<http://www.berkeleycitycollege.edu/wp/roundtable/>.)

 The merging of the BCC Leadership and Roundtable could serve as evidence supporting BCC’s effort in evaluating its planning process. Through discussions at both meetings in 2013, BCC members jointly agreed that the membership and discussion topics were often redundant at these two committees, and therefore passed the motion of merging the two committees.

BCC’s evaluation and fine-tuning of organizational structures to support student learning is ongoing. In BCC’s Self Evaluation Survey, 71% responded positively to: "BCC reviews and modifies its ongoing planning and resource allocation processes."

1. In what manner does the College evaluate budget/resource allocation processes? Is evidence that this evaluation led to improvement in the process available?

BCC systematically evaluates its budget/resource allocation processes to ensure its effectiveness. Evaluation methods include, for example, annual review of the Program Review process, annual review of institutional data and research processes, prioritization of program needs based upon Program Review/APU for budget/personnel allocation, etc. For details, please see BCC 2015 Self Evaluation Report page 168-170, and 397-401 at <http://www.berkeleycitycollege.edu/wp/accreditation/2015-self-evaluation-report/>.

BCC’s evaluation of its prioritization rubrics and process at the 1/26/15 Roundtable meeting (<http://www.berkeleycitycollege.edu/wp/roundtable/schedule-of-meetings/roundtable-agendas/>) could serve as an example that BCC’s continuous evaluation improves its planning and operation process.

Attachment 1

Program Review Task Force

November 19, 2014 Meeting Notes

The following items were discussed and finalized.

1. Timeline for Review and Enhancement of Comprehensive Program Review Processes:

 *December – February* : Comprehensive Instructional Program Review and Annual

 Program Updates

 *March* – Library Services and Counseling

 *April* – Student Services

 *May* – Service Centers, Validation Process and Validation Rubrics, Assessment of

 Program Review Action Plans

 *June* – Task Stream Models

2. Revised the Core Data Elements (page 4 in existing manual): see attached document

3. Revised Definitions (page 9 in existing manual): see attached document

4. Next Meeting: Wednesday, December 3, 2014

Topics include:

* Purpose and Goals (page 1 in existing manual)
* Components in the Process (page 2 in existing manual)
* The Instructional Program Review Team (page 3 in existing manual)
* Narrative Report (page 5 in existing manual) *note\* we shall see how far we get with this section and continue the work after the first of the year.*

Core Data Elements

I. The **PCC District Office of Institutional Research** will provide the following data to the

 College departments.

* Total enrollment data for each department (unduplicated) for the last three years disaggregated by age, gender, ethnicity and special populations.
* Enrollment data for individual courses, by time of day, fall, spring and summer sessions, for the last three years.
* FTES per FTEF (productivity) by course and department/program for the last three years.
* College productivity rate for the last three years.
* Degrees and certificates awarded, by discipline, disaggregated by age, sex and ethnicity for the last three years.
* Total degrees and certificates awarded by the college, for the last three years.
* Transfer rates by discipline, if applicable, for the last three years.
* College transfer rate for the last three years.
* Retention rates by course and discipline for the last three years.
* Overall college retention rate.
* Persistence rates, Fall to Fall, by course and department/program for the last three years.
* Persistence rates, Fall to Spring, by course and department/program for the last three years.
* Completion (student success) rates, by course and department/program for the last three years.
* College completion rates for the last three years

II. The **Office of Instruction and/or the Curriculum Specialist** at the college will provide

 the following to each department or program.

* A list of active courses in the department or program and the date they were last updated/approved.

III. The **Office of Instruction and/or SLO Coordinators** at the college will provide the

 following to each department or program.

* A list of courses and programs that depicts the current status of assessments at the course and program levels.