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| **Necessary Conditions** | **Activities (what we’re doing this year 2012 – 13)** | **Objectives to be Measured by Summer 2013** | **Outcomes**  **Essential Institutional Shifts We Can See in**  **2- 5 Years** | **Goals**  **& Impact**  **6 - 10 years and beyond** |
| Transparent decision-making  Campus support & buy-in (leadership, administration, department chairs, etc.)  Sufficient funding for start-up activities | **Institutional Effectiveness**  Assessment   * Implement first 2 cycles (communication & critical thinking) of institutional learning outcome assessment in courses, programs, and service areas; * Engage in triangulated assessment activities, such as the CCSSE and locally implemented surveys, as well as direct assessment, to develop rich sources of information about student learning * Ensure a culture of assessment at the college through dissemination of information and training to faculty, staff, administration, students, and other college stakeholders   Teaching and Learning Center   * Continue 3 high-quality professional development programs:   + 15 Faculty/Staff Inquiry Groups (FIG)   + 15 Action Plan Projects for Learning Excellence (APPLE)   + 15 Discuss. Apple. Research. Tools. (DART) Workshops * Pilot Peer Observation Pool (POP) program (15 participants). * Communicate TLC activities with district and campus community by maintaining an online presence and regularly presenting TLC activities, goals, and vision. * Align TLC activities with assessment. * Coordinate use of TLC, including events offered by other programs or colleges that will benefit faculty and students.: * Academy of College Excellence   Sustainability & Institutionalization: | **Institutional Effectiveness**  Assessment (A.3.2/A.4.1/C.1.1/C.1.2)   * Enhance instruction, curriculum, & services to improve student learning and performance in ILO areas. * Maintain on-going ILO cycle of assessment, analysis of assessment results, and implementation of action plans in all aspects of the college in order to develop specific interventions and changes, which will be assessed to continue the cycle.   Teaching and Learning Center (A.2.1/A.4.1/C.1.1)   * Increase number of total participants in extended projects to 130 faculty/staff * Increase cross-disciplinary collaboration by supporting \_\_\_ interdisciplinary groups. * Implement action plans (through APPLEs) from at least 6 SLO/PLO/ILO assessments * Increase number of faculty/staff who find and use resources from the TLC website * Develop an agreement with at least 1 external program to use the TLC.   Sustainability & Institutionalization (B.1.3/E.3.1)  Develop a plan to sustain and institutionalize core components of project past the length of grant. | **Institutional Effectiveness**  **Create a Culture of Assessment and Inquiry:**   * The college will engage in a continuous cycle of assessment, as a result of which faculty, staff, and administration will continuously participate in problem-solving and making concrete improvements to student learning in our classes and college. | Our mission is to promote student success, to provide our diverse community with educational opportunities, and to transform lives.  **And demonstrate mastery of the following ILOs:**   * Communication * Computational skills * Critical Thinking * Ethics and Personal Responsibility * Global Awareness and Valuing Diversity * Information Competency * Self-Awareness & Interpersonal Skills   **Rates of Success & Equity:**   * The percentage of students who will achieve their intended goals (transfer, certificate, or AA) in 3 years or less will double (baseline: 2009) * African-American and Latino students will achieve rates of success, completion, and transfer equal to those of BCC students as a whole. |

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| (same as above)  Transparent decision-making  Campus support & buy-in (leadership, administration, department chairs, etc.)  Sufficient funding for start-up activities | **Pathways to Success**  First-Year Experience:   * Evaluate impact of 1-Unit Success courses * Coordinate assessment, matriculation, enrollment, and class selection process with student services and counselors; * Institutionalize FYE course in basic skills English.   Learning Communities/Linked Classes   * Establish coordinating body; * Develop formal agreements with off-campus partners; * Recruit high school students; * Host one contextualization workshop; * Hold a learning community retreat in Spring 2013   Basic Skills Acceleration  **Math**   * Pilot accelerated pre-stats and modular math classes.   **ESL**   * Encourage progression and completion of course sequence in multiple skills areas * Implement, assess, and improve accelerated ESL curriculum. * Pilot Common Midterm/SLO Assessments in 3 ESL skill areas. * Develop course outlines and materials for new elective classes * Create ESL certificates of proficiency. * Provide enrichment activities & workshops * Hold orientations/application events for local adult school and high school ESL programs.   **English:**   * Implement new basic skills English class | **Pathways to Success:**  First-Year Experience (A,1.1/A.3.2)   * Create a unified and clear set of processes from recruitment to enrollment for all incoming full-time students. * Be ready to pilot at least 2 new linked counseling classes for Fall 2013   Learning Communities (C.3.3, B.1.1, C.3.2, A.3.2, B.1.2)   * Create a unified and clear set of processes from recruitment to enrollment for all incoming full-time students. * Provide clear pathways to CTE programs and transfer at BCC or within Peralta District. * Increase self-efficacy of students by \_\_ amount.   Basic Skills Acceleration (A.2.1, A.3.1, C.3.1, A.3.2, C.3.2)  **Math**   * Assess accelerated pre-transfer modular classes against lecture based math classes to drive future policy. * Assess accelerated pre-stats math class against elementary & intermediate algebra sequence to drive future policy.   **ESL**   * Increase progression toward transfer; * Provide evidence of English proficiency to employers and academic institutions. * Revise course-outlines and increase alignment of skill areas. * Increase community-building, language proficiency, and retention. * Increase high school and adult school enrollment.   **English:**   * Increase the success of basic skills English students in English 1A by \_\_%. | **Pathways to Success**    **Coordinate student services and academic programs:**   * Students will successfully navigate college system and access support services that enhance andaccelerate their success.   + 70% of matriculating students will complete an SEP;   + 70% of students who attend orientations will achieve transfer, certificate, or AA.   **Accelerate the success of students in basic skills classes:**   * Students who enter math, English, and/or ESL one level below transfer will succeed in **passing** certificate-applicable or transfer-level courses in math and English in two semesters at double the rates of 2009. * Students who enter math, English, and/or ESL two and more levels below transfer will succeed in **passing** certificate-applicable or transfer-level courses in math and English in three semesters at double the rates of 2009. | (same as above)  Our mission is to promote student success, to provide our diverse community with educational opportunities, and to transform lives.  **And demonstrate mastery of the following ILOs:**   * Communication * Computational skills * Critical Thinking * Ethics and Personal Responsibility * Global Awareness and Valuing Diversity * Information Competency * Self-Awareness & Interpersonal Skills   **Rates of Success & Equity:**   * The percentage of students who will achieve their intended goals (transfer, certificate, or AA) in 3 years or less will double (baseline: 2009) * African-American and Latino students will achieve rates of success, completion, and transfer equal to those of BCC students as a whole. |