Integrated Planning, Resources Allocation, and Evaluation (DRAFT)

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 the 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).

> "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."
>
> *A Practical Guide to Strategic Planning in Higher Education* by Karen E. Hinton, Ph.D.

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 on 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, Resources Allocation, and Evaluation* describes the institution's integrated planning cycle, processes, timelines and 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 published BCC's integrated planning process contains revisions and updates over the last six years, based upon inputs received from campus constituencies during the 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 and objectives, program review, resource allocation, plan implementation, program assessment and 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. Though its integrated planning, research, and evaluation with well-designed process, BCC demonstrates a conscious effort to produce, support and measure institutional effectiveness focusing on student learning, assess how well learning is occurring, and make changes to improve student learning. The College organizes its key processes and allocates its resources to effectively support student learning, uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning. BCC is striving to continuously improve its institutional effectiveness.

BCC regularly completes the process of systematically reviewing and re-evaluating 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 that are available to the general public. Major evaluation mechanisms include, for example, working with all PCCD colleges at the district level to review and refine program review process and forms annually (http://web.peralta.edu/programreview/program-review-task-force/, http://web.peralta.edu/pbi/educational-committee/), conducting focus group discussion during committee meetings (BCC Education Committee, Roundtable, PIE, etc.), President Tea/Brown Begs, Townhall, managers' annual evaluations.

In addition, Dr. Budd, 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 resources planning to achieve SLOs, and SAO7: Effectively reviews and assesses progress in the areas citied above, 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, institutional planning, student learning assessment, resource allocation, and evaluation processes on a regular basis and revise 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/update, resource allocation, implementation, program plan assessment, and process evaluation.

Chapter 2

Integrated College-wide Plans and Resource Allocation Flow and Cross Walk

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/or continuously improving student learning at 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 can be illustrated in Chart 1 and Table 1 below.

While 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 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, implementations and effectiveness of these plans.

Chart1.
Flow of Integrated Planning, Resource Allocation, and Evaluation

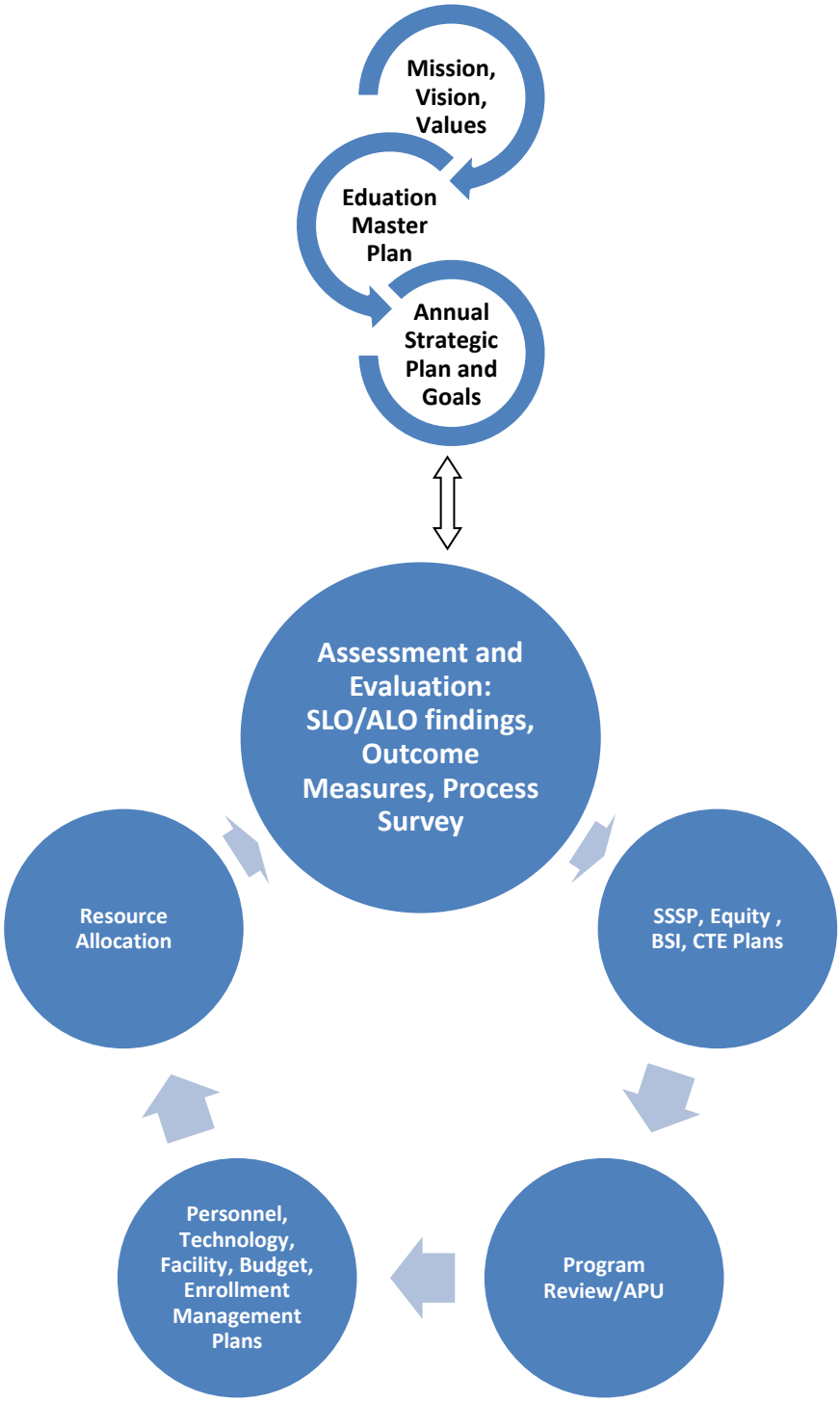


Table 1.
Integrated Planning and Resource Allocation Crosswalk:
Purpose, Goal Indicators, Target Student Populations, Strategic Activities, Plan Length, Responsible Members, Sources of Funding, Plan Assessment, and Process Evaluation

Plan/ Implementation	**Education Master Plan**	**Annual Goal/Strategic Plan**	**Program Review/APU**	**SSSP**	**Equity**
Purpose	Provides the college and its community with direction for evaluation and program development for the next 10 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 provides 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 course, 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.
Primary Goal Indicators	Core Indicators Increase successful course completion to 70% for all students Increase the number of students who receive a certificate, degree and/or transfer by 5% Milestone Indicators for certificate, degree and transfer seeking students. Increase the number of students who: Enter a program of study & complete a comprehensive Student Ed. Plan (SEP) by end of the 2nd semester. Complete a stackable certificate or 20 transferable units by end of the 1st year, including summer Complete college-level math by end of 3rd semester Participate in work-based learning opportunities on and off-campus	Advance Student Access, Equity, and Success Engage and Leverage Partners Build Program of Distinction Strength on Accountability, Innovation, and Collaboration Develop Resources to Advance and Sustain our Mission	Ensure quality and excellence of programs, departments, and support services. Provide a standardized methodology for review of all college areas. 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 at the District level.	All first-time matriculating students receive services: College Orientation Placement Assessment Counseling/Faculty Advisement Student Education Plan (SEP) Follow-up Services All At-Risk Students receive enhanced services to declare academic/career major – program of concentration, on good academic standing, or ESL/Basic Skills Completion	Equitable opportunities for high needs students: Access Course Completion ESL and Basic Skills Completion Degree and Certificate Completion Transfer

	Exemplary Program Indicators Program and Course Learning Outcomes Program and Course Success Demand vs. capacity Student program progression Certificate/Degree Awards Out of the classroom learning opportunities Institutional Performance Indicators Accreditation Status Fiscal Indicators FTES Fund Balance Audit Findings		Inform integrated planning at all levels within the College and the District. Ensure that educational and support programs reflect student needs, encourage student success, and improve teaching, learning, and services.		
Target Student Populations	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
Strategic Activities	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

Plan Length	10-Year	Annual	Program Review: 3-Year APU: In-between Program Review	Annual	6-Year with annual updates
Responsible Members	Lead: President, Administrators, Senate Presidents, AS President Participants: BCC faculty, staff, student leaders, community leaders	Lead: President, Administrators, Senate Presidents, AS President Participants: BCC faculty, staff, student leaders, community leaders	Lead: Instructional and Student Services Administrators, Department Chairs Participants: BCC Director of Business and Administrative Services, faculty, staff, student leaders, community leaders	Lead: VPIE, VPSS, SSSP Coordinators, Area Leads – Orientation, Placement Assessment, Counseling, Faculty Advisors Participants: VPI, Director of Business, faculty, staff, student leaders, K-16 contacts, PCCD, Employment Agencies, community leaders	Lead: Equity Plan Coordinators, VPIE, VPSS, VPI, Area Leaders and Team Members: Access Course Completion ESL/Basic Skills Completion (BSI Committee) Certificate and Degree Transfer Participants: Director of Business, faculty, staff, student leaders, K-16 contacts, PCCD, Employment Agencies, community leaders
Sources of Funding	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
Plan Evaluation	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
Process Evaluation	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

Table 1. Continues

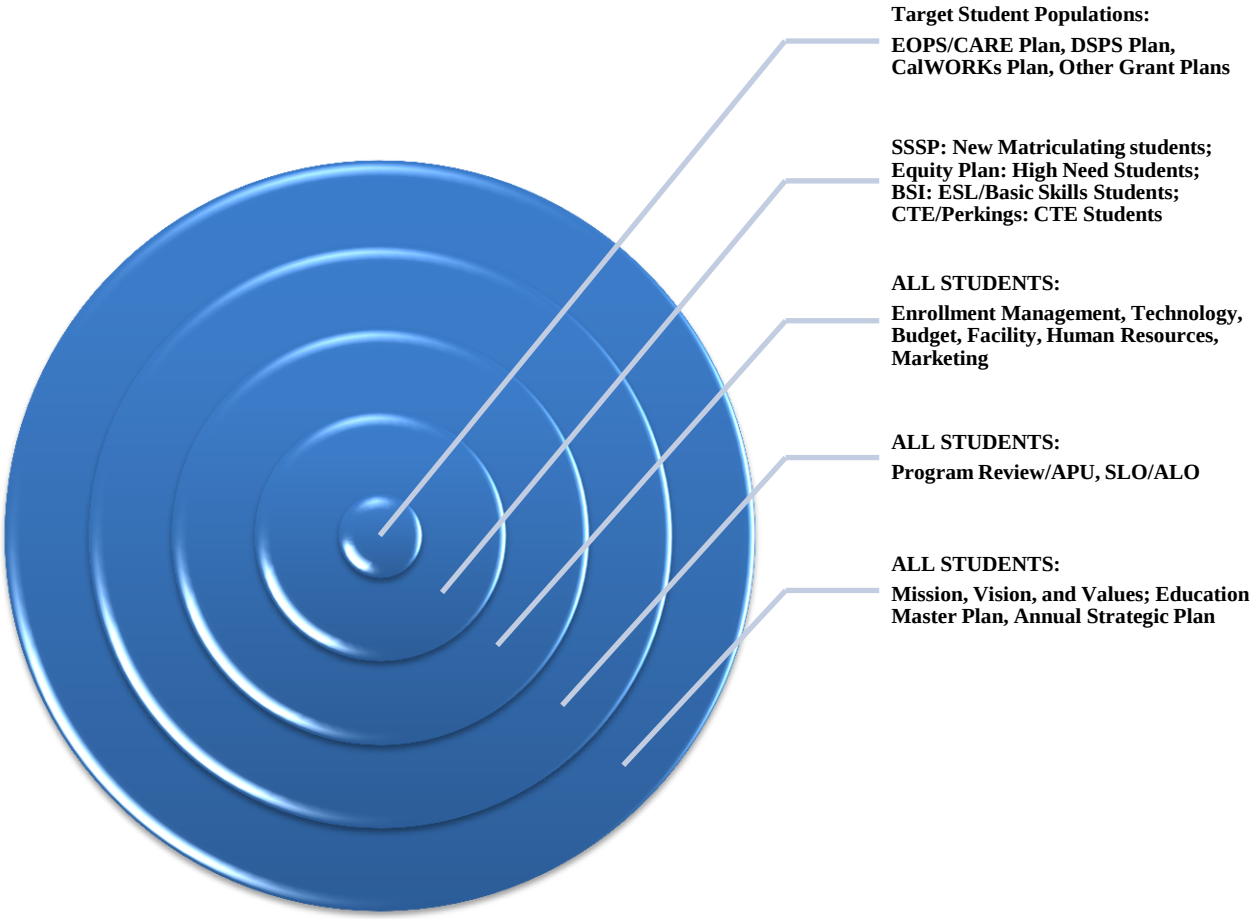
Plan/ Implementation	BSI	EOPS/CARE	DSPS	CalWORKs	CTE/Perkins	Grant funded Plans
Purpose	Assists the underprepared student to attain the pre-transfer skills needed to succeed in college-level work, reviewing pre-transfer student progress, and updates college-wide coordinated effort to better serve students 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 to facilitate 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 post-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
Primary Goal Indicators	ESL and Basic Skills Completion. Progression into transfer-level courses/programs	Persistence Course Success Program Completion Transfer Post-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	CTE course success CTE program completion Job Placement Post-employment	Determined by the granting agency
Target Student Populations	Students in: ESL courses/programs, Pre-transfer level English courses/programs , and/or	EOPS - BOGG students who also deserve equal educational opportunities EOPS/CARE - EOPS students who are single parent with children under 14	Students with one or more verified disabilities: Mobility, visual, hearing, or speech disability Learning disability (LD)	BOGG students who receive CalWORKs/TANF cash aid with children under 14	Students enrolling in CTE programs and courses	Determined by the granting agency

	Pre-transfer level math courses/programs		Acquired brain injury Developmental delayed learner Psychological disability Other chronic or health-related limitations that adversely affect educational performance			
Strategic Activities	Enhanced entry-services Accelerated Curriculum Embedded, Online/In-Person Tutoring Counseling/Faculty Advising BSI will merge into Equity Plan ESL/Basic Skills Team and continue the 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/placement, 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 student completion.	Determined by the granting agency, instruction, student support services, etc.
Plan Length	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
Responsible Members	Lead: VPI, Dean of Special Projects & Grants, BSI Committee, English, ESL, Math Department Chairs Participants: VPIE, Director of Business, faculty, staff, student leaders, K-16 contacts, PCCD	Lead: VPSS, Dean of Student Services, EOPS/CARE Coordinator, EOPS/CARE counselor(s) Instructional Faculty Participants: Financial Aid, VPI, Instructional Deans	Lead: VPSS, Dean of Student Services, DSPS Coordinator, DSPS Counselor(s), LD Specialist, Alt. Media Specialist, Instructional Faculty Participants: VPI, Instructional Deans, Department Chairs, Financial Aid	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 Services, Financial Aid	Lead: VPI, VPSS, VPIE, Dean of Special Projects, Grant Staff Participants: BCC College Community

Sources of Funding	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
Program Evaluation	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
Process Evaluation	3-Yr Evaluation through Survey and Focus Group	3-Yr Evaluation through Survey and Focus Group	3-Yr Evaluation through Survey and Focus Group	3-Yr Evaluation through Survey and Focus Group	3-Yr Evaluation through Survey and Focus Group	3-Yr Evaluation through Survey and Focus Group

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

Chart 2.
Target Student Population 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** – ten 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 Mandate Plans: BSI** (1-year cycle), **SSSP** (1-year cycle), **Equity Plan** (6-year cycle with annual update). These State Mandate Plans are fully integrated with each other and into BCC 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 and achievement gap. Through BSI, BCC continues to institutionalize basic skills founded programs and projects to

serve students in basic skills courses through connection, entry, interventions, progress, and transfer/completion.

- **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 update program improvement initiatives describing how the area will contribute to the achievement of the Goals developed through various college-wide plans. Resources 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 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.

- **Resources Plans: Enrollment Management, Human Resources** (Personnel Hiring Plan – 1 year**), Facility, Technology, and Budget Plans -** 3-year cycle with annual update. 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.

- The **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 through Program Review/APU and Annual Strategic Plan, resources needs are prioritized through shared governance, while final recommendations made by Roundtable regular voting members to the President for action. The Annual Actions have been regularly summarized in the Roundtable meeting minute

- **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.

- **Assessment, Research, and Evaluation** – regularly and one-year cycle. BCC assesses the effectivenss and the impact of the design and the implementation of all of its plans regularly and annually. Based upon qualitative and quantitative data 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 the effectiveness of the college-wide assessment mechanism.

- **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 Education Master Plan and short-term Institutional Goals and Initiatives set for other college-wide plans. These reports are used to develop the 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 – which are informed by District Strategic Goals, as well as 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 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 its charge 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 programs reviews/APUs and recommendations from the College's various committees, and to communicate to the college community regarding the strategic activities of the College. 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 operate in a flexible but stead 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 (10-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 (3-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	16-Mar	16-Apr	16-May	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												

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
Purchasing due for categorical programs

PCCD Integrated Planning and Budget Development Calendar

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

Date	Activity	Responsible
November 2015	o Integrated Planning Budget Development Calendar to Board of Trustees for adoption	Vice Chancellor for Finance & Admin
January 2016	○ Colleges and District Office divisions complete **Program Reviews** and associated **Program Improvement Objectives (PIOs)/ Resource Requests** by January 30 ○ Governor releases his 2016-17 State Budget Proposal ○ Provide overview of Planning and Budget Timeline, PIOs, AUOs, etc. to colleges/ community ○ Cabinet reviews requests for new faculty hires submitted and prioritized by Colleges and recommends to Chancellor allocation of new faculty hires	College Presidents; District Office Administrators Vice Chancellor for Finance & Admin Cabinet
February 2016	○ Guidance from Chancellor on annual priorities for fiscal year planning and budgeting including new faculty hires ○ Colleges prioritize PIOs/Resource Requests, including those requiring additional resources, and submit for consideration by February 28 ○ District Office team prioritizes PIOs/ Resource Requests, including those requiring additional resources, and submit for consideration by February 28 ○ 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 ○ Develop Preliminary Budget Assumptions and review with PBC ○ Distribute budget and staffing worksheets to Colleges and Managers for their review and planning purposes ○ Conduct community budget forums to provide preview of State budget and PCCD budget development process	Chancellor College Presidents District Admin Vice Chancellor for Finance & Admin Vice Chancellor for Finance & Admin Vice Chancellor for Finance & Admin Vice Chancellor for Finance & Admin

March 2016	○ PBIM committees (DEC, DTC, DFC) review prioritized PIOs/ Resource Requests *that require additional resources* and make recommendations to PBC (by March 30) with respect to priority and funding of each ○ Cabinet or Resource Assessment Committee (RAC) reviews all those PIOs/ Resource Requests *requiring additional classified staffing resources* that are not under the purview of a PBIM committee. Forwards recommendation to PBC with respect to prioritization by March 30 ○ College personnel, District Office admin meet with Finance to review 2016-17 Budget Worksheets (late March)	DEC, DTC, DFC Cabinet or RAC College, Admin & Vice Chancellor for Finance & Admin
April 2016	○ Complete Budget Worksheet reviews ○ PBC receives and reviews PIO prioritization from PBIM committees (DEC, DTC, DFC) and from Cabinet/ RAC ○ PBC forwards recommendations regarding PIO resource allocation and funding to the Chancellor by April 30	Vice Chancellor for Finance & Admin PBC
May 2016	○ Governor releases his May Budget Revision ○ Share the Governor's May Revision and its impacts to PCCD with shared governance committees and Board of Trustees ○ Chancellor and Cabinet review PBC recommendations and reconcile against May Revise budget info. Cabinet advises Chancellor who determines final resource allocation in 2016- 17 Tentative Budget ○ Conduct community budget forums on State budget and PCCD budget development process	Vice Chancellor for Finance & Admin Chancellor & Cabinet Vice Chancellor for Finance & Admin
June 2016	○ 2016-17 Tentative Budget presented to the Board of Trustees for review and discussion ○ 2016-16 Tentative Budget presented to the Board of Trustees for approval ○ State Legislature adopts final CA State Budget for 2016-17 no later than June 30	Vice Chancellor for Finance & Admin Vice Chancellor for Finance & Admin
July & August 2016	o Final changes to District's budget(s) given Adopted State Budget	Vice Chancellor for Finance & Admin
September 2016	o Board of Trustees reviews and approves Peralta Colleges' final budget(s) for 2016-17	Vice Chancellor for Finance & Admin

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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. In January 2014, the Standard 1A Committee began to meet twice a month to review, and as needed, revise the BCC Mission statement. To start this process, in January and February 2014, 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. Minutes of the Standard IA meetings were recorded and disseminated to committee team members for review and feedback.

In March 2014, the committee created a graphic representation of the mission statement to identify what were the aspects of the current mission statement and compare it to 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 1A 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.

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Table 5.
Process and Timeline for College Mission Review and Reconfirmation

Timeline	Process and Activity
2008, 2013, and every six years thereafter	**Building/Re-Confirm Mission Statement** - 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	**Feedback** – college-wide open forums, BCC administrators, BCC Accreditation Self Evaluation Standard I.A. members.
Spring 2014 and every six years thereafter	**Shared Governance** – 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, and 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.

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2015-2024 BCC Education Master Plan Development Processes and Timelines

The overarching plan, the BCC Education Master Plan: Vision of 2014, 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 needs to 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 collegewide 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 develop the new 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 will use the Vision 2024 and BAGs, along with relevant data and input garnered through the shared governance process, to guide its work and development of the contents of the Education Master Plan will be organized by program and will address access, equity, success and excellence goals within each of the College's programs, as consistent with the College Mission.

The College plans to finalize its Education Master Plan by incorporating information to be arrived through 2015 Program Review and through shared governance and begins to implement the strategies in Spring 2016.

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

PARTICIPATORY PLANNING PROCESS		
DATE	**ACTIVITY**	**DESCRIPTION**
August 11 & 12, 2014	**Vision 2024: EMP Kickoff**	• Environmental Scan, Emerging Trends and the Completion by Design Framework were presented to over 50 participants made up of students, staff, faculty, administrators and community partners. • Participants walked through the 4 phases of the loss momentum framework - connection, entry, progress and completion. • **The following top three themes emerged as needs from the conversations: 1 to 1 personal relationships, exploration and interest area goal-setting, and information dissemination**
October 3, 2014	**DRAFT Vision 2024 Goals & Programs of Study**	• Over 20 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 programs was conducted to determine areas of growth for new programs.

		• **A strong trend emerging from the programs discussion demonstrated a need to integrate programs as external demands were requiring students to have more than one area of focus.**
November 14, 2014	**Update of Vision 2024 Goals and Faculty Advising**	• Over 20 students, staff, faculty and administrators came together to discuss the 2nd version of the Vision 2024 goals. • It became apparent after the discussion that the Vision that was presented was truly the goal for the EMP and that the goals were indicators to help us figure out if we met our goals. • The focus of the activity for the day was implementation of faculty advising and how it connected to the Vision 2024 EMP. A brief review of the faculty advising work completed kicked off the small group discussions and planning of what faculty advising looked like in the different phases of the completion by design framework.
January 15, 2015	**Flex Day Presentation of Final EMP Goal and Indicators and interconnected plans**	• A presentation of the final draft of the goal and indicators were presented to the college along with the interconnected plans that were developed in Fall 2014.
February-March 2015	**Vetting and approvals from shared governance committees**	• The final goals and indicators were presented to the different governance committees for recommendation to roundtable
March 25, 2015	**Draft of Vision 2024: EMP document presented to campus**	• A draft document presented to campus with highlights and updates.
April 2015	**Final Approval of EMP goals and indicators from shared governance committees**	• Through shared governance committees discussion and approval to Roundtable and then President
May 2015	**Initial college activities and goals setting for the 2015-2016 to 2017-2018 cycle**	• Through shared governance committees discussion and approval to Roundtable and then President
August 2015	**Summarize college activities and goals for 2015-2018 cycle**	• Shared governance committees discussion and approval to Roundtable and then President
September-December 2015	**Link 2015 Program Review with Ed Master Plan**	• Integrate 2015 Program Review with Ed Master Plan • Update internal and external environment scan to review and/or confirm Ed Master Plan goal indicators
January 2016 – January 2024	**Implementation, updates, upgrades, and evaluation**	

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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 stay the same or 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 key college committees.

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

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

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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

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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 at the District level.
- 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

Timeline	Process and Activity
2014 Program Review and every three years thereafter 2015, 2016 Annual Program Update	Update Program Review/APU Template
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

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State Mandate Plans Development Processes and Timelines

SSSP, Equity Plan, and BSI significantly complement each other. While both SSSP and Equity Plan are administered through the Student Success and Support (SSSP) unit within Student Services unit at the State Chancellor's Office, BSI is administered by the Academic Affairs Division's sub-unit responsible for Credit and Noncredit Basic Skills and English as a Second Language (ESL). 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 assistance of the student-direct components of the SSSP process: admissions, orientation, assessment and testing, 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 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.

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

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

Timelines	SSSP	Equity	BSI
August-September, 2015	Team Building Establish and/or update 2015-16 Team	Team Building Establish and/or update 2015-16 Team BCC Equity Plan Chair: Brenda Johnson	Team Building Establish and/or update 2015-16 Team Antonio Barreiro, Dean of Instruction; Maeve Katherine Bergman, Director of Special Projects and CTE/BSI Coordinator; Laurie Brion, ESL

		5 Goal Team leaders: Access – Diana Bajrami Course Success - Tram Vo-Kumamoto ESL Basic Skills - Theresa Rowland/ Degree/Certificate - Antonio Barreiro Transfer - Antonio Barreiro (?) Paula Coil	Chair/Faculty; Lydia Bouzida, BCC Bookstore Manager; Dr. May Chen, Vice President of Student Services; Dr. Loretta Kane, English Faculty, TEACH Coordinator, Learning Resource Center Faculty Advisor; Jennifer Lowood, English Department Chair/Faculty, Chair of Department; Kelly Pernell, Mathematics Department Chair/Faculty; Chris Lebo-Planas, English Faculty and PERSIST/PERSIST to College Learning Communities Coordinator; Christina L. Taing, Learning Community Counselor; Dr. Vanessa Vega, Researcher; Tram Vo-Kumamoto, Vice President of Instruction; Gabe Winer, English Faculty, TLC/PD Coordinator; Hermia Yam, Counseling Faculty and SSSP Lead; Allene Young-Hegler, Counseling Chair/Faculty and Career Counselor
	<u>Drafting and finalizing the Plan:</u> Chairs prepare data and basic draft of the plan working with Counseling faculty and staff, faculty advisors, instruction, Assessment and Orientation coordinator, A&R, etc. 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	<u>Drafting and finalizing the Plan:</u> VPIE prepares data and basic draft of the plan working with the committees, establish baseline data through shared governance process using 80% index. Determine short-term (2 or 3 year?) and mid-term (6-year) goals. College-wide Equity Plan Meetings: 9/2, 10/7, and 11/4 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	<u>Drafting and finalizing the Plan:</u> BSI team members will complete the 2014-15 final expenditure report by 10/1/2015. BSI will: Merge into Equity Plan ESL/Basic Skills Team and continue the innovative work; Complete the draft of the 2015-16 Plan and submit on 10/1/2015, but final plan and budget allocation will be integrated with 2015-16 Program Review and 2015-16 Equity Plan; Draft the plan by including various innovative strategies, e.g., support Library by enlarge BSI books and reading materials, support math, English and ESL teaching and learning, professional development,

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	Working Meetings Bi-Monthly meeting with SSSP Advisory Committee – BCC Education Committee	based on the activities identified by the committee/subcommittees, develops budget lines Working Meetings	instruction and student services innovative projects; Etc. Meetings: BCC Education Committee Etc.
October, 2015	Shared Governance: College-wide SSSP Meetings: PIE, Education Committee, Student Services Council, Roundtable Roundtable first reading for input and feedback, 2nd meeting for approval SSSP Plan State Due Date: October 30, 2015	Drafting and finalizing the Plan continues. Shared governance and consultation: ASBCC, Classified Senate, Academic Senate, Student Services Council, Department Chair, Institution meeting, Education Committee, Roundtable	BSI Plan State Due Date: October 1, 2015
November, 2015	Implementation of 2015-16 Plan. Conclude 2014-15 Plan	Drafting and finalizing the Plan continues. Shared governance and consultation: ASBCC, Classified Senate, Academic Senate, Student Services Council, Department Chair, Institution meeting, Education Committee, Roundtable Complete Program and Budget Plan by Finalizing BCC 2015-16 Equity Plan on campus, Roundtable - Monday, 11/30/2015	Infusing Program Review and Equity Plan into BSI Strategies 2015-16 Budget Allocation

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December, 2015	2014-15 Program and Expenditure Plan due to the State	PCCD Board Approval for 2015-16 Plan Date: Tuesday, 12/8/2015 Submission Date to the State: Friday, 12/18/2015 2014-15 Program and Expenditure Plan due to the State	Implementation of 2015-16 Plan
January-June, 2016	Implementation of 2015-16 Plan Two evaluations will be built in to assess the progress and impact: Survey and Focus Group. Feedbacks will be based upon for improvement and revision	Implementation of 2015-16 Plan Two evaluations will be built in to assess the progress and impact: Survey and Focus Group. Feedbacks will be based upon for improvement and revision	Implementation of 2015-16 Plan Two evaluations will be built in to assess the progress and impact: Survey and Focus Group. Feedbacks will be based upon for improvement and revision

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.

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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, identifies accomplishments based upon the previous Plans activities identified through consultation finalize the draft and place draft plans online
September – November 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, 11/16/2015, and 2nd meeting for approval: 11/30/2015
November 2015	Implementation of 2015-18 Plan. Allocate campus available resources to fund prioritized items
December 2015	Implementation of 2015-18 Plan. 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 built in to assess the progress and impact. Feedbacks will be based upon 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

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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 unit at the State Chancellor's Office. These programs include: 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 identifies accomplishments based upon the previous Plans 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

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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 align 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**
Sustainable Continuous Quality Improvement (SCQI)-Level Criteria	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

ACCJC Rubric for Evaluating Institutional Effectiveness in Student Learning Outcomes		
	Characteristics of Institutional Effectiveness in Student Learning Outcomes (Sample institutional behaviors)	**BCC Meets Criterion**
Sustainable Continuous Quality Improvement (SCQI)-Level Criteria	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.	√
	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.

- Analyze student achievement data and implement related research projects (for example, the CCSSE, CCFSE, and SENSE administrations);
- Integrate assessment work and accreditation in order to support accreditation efforts;
- Promote transparency and equity in planning and decision-making efforts;
- Communicate results of institutional effectiveness activities across the College;
- Serve as a resource for institutional effectiveness activities across the College;
- Make recommendations, through the shared governance process, regarding resources needed for assessment; and
- Work 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

ACCJC Rubric for Evaluating Institutional Effectiveness in Planning		
	Characteristics of Institutional Effectiveness in Planning (Sample institutional behaviors)	**BCC Meets Criterion**
Sustainable Continuous Quality Improvement (SCQI)-Level Criteria	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.

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 bodies. Representatives from ASBCC are encouraged to participate on college governance committees, as their 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 programs reviews and annual program updates and recommendations from the College's various committees, and to communicate to the college community regarding the strategic activities of the College.

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.

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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 broadly participated.

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 published 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 achievement 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 Discussion

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

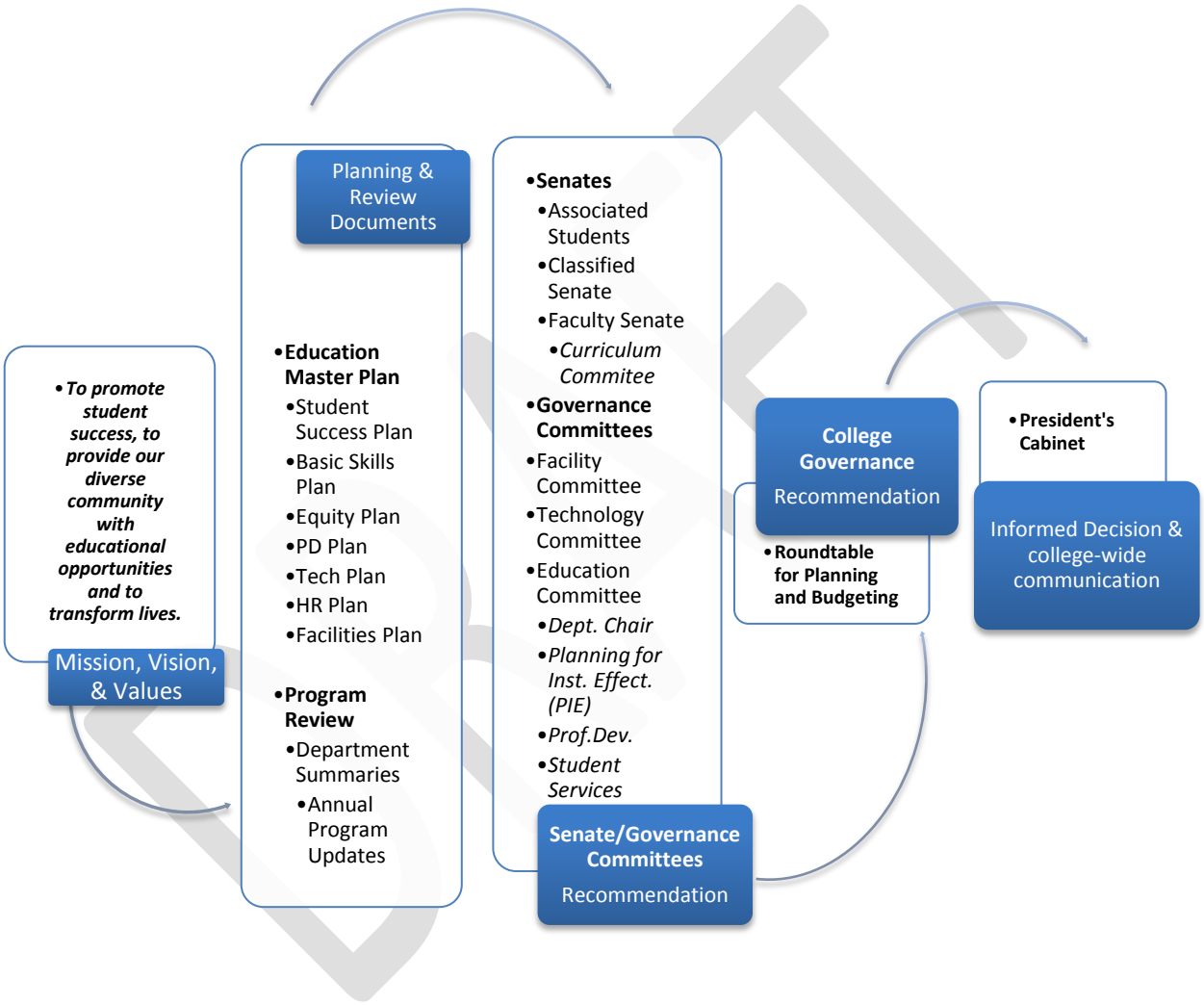

Table 16.
Evaluation Cycle and Timeline for Integrated Planning Process

Timeline	Process and Activity
2012, 2015, and every three years thereafter	**Building/Re-Confirm Foundation** - The President convenes a taskforce and charges the ad hoc committee with gathering state-wide models, refining, revising, and developing a process, methodology, implementation plan to evaluate BCC's planning and decision-making processes.
September – November 2015, and every three years thereafter	**Model Development** - 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	**Shared Governance** – BCC goes through shared governance process, to review, collect inputs and feedback, and receive approval for BCC 2015-16 Model, including Process Evaluation Plan and Execution.
January – February 2016, and every three years thereafter	**Process Evaluation Execution** - BCC evaluates its Planning and Decision-Making Processes through survey, focus group discussion, and/or other evaluation methods.
March 2016, and every three years thereafter	**Research Findings Report to the College** – BCC reports to its community regarding feedbacks to BCC's Planning and Decision-Making processes.
April 2016 – on-going, and every three years thereafter	**Planning and Decision-Making Process Improvement** – Based upon feedbacks through the Evaluation, BCC improves its Planning and Decision-Making Processes.

BCC has multiple mechanisms for assessing and modifying its ongoing integrated planning processes and data collection and research efforts. The shared governance structure remainds the main vehicle for the assessment of student learning and evaluation of institutional effectiveness. Shared governance committees, including the Roundtable, conduct regularly reviews to effectively improve its instructional progrmas, student support services, and other learning support services.

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