Evaluation: Process Improvement through Ongoing Evaluation

BC has systemic on-going evaluation through the Renegade Scorecard process, data coach analysis, robust annual program review process and strategic goals evaluation. The specific long-term goals cited will be externally evaluated by Dr. Peter Riley Bahr, Associate Professor of Education in the Center for the Study of Higher and Postsecondary Education (University of Michigan), who has served as a lead researcher for the CCC Chancellor’s Office WestEd, EdSource and other organizations nationwide (Appendix H, p. 81).

Evaluation for Goal 1 - Before BC
Quantitative 1) Decrease the number of students enrolled in courses three and four levels below transfer by 20%. 2) Increase the first-time student course success (18-19 year old) rate in Basic Skills to 62.5%, just beyond the overall average of 62.36% by 2018.

Evaluation for Goal 2 - Skilling Up
Quantitative 1) Decrease time to college-level English and Math for students placed below college level by 5% annually. 2) Scale-up the number of students participating in interventions by 5% annually for an overall increase of 20%. Use a regression analysis framework to examine the quantitative relationship between participation in each of these activities and student course success, net of other differences between participants and non-participants.

Qualitative 1) Analyze student survey and focus group data on effectiveness of interventions to determine improvements. 2) Increase 2014 CCSSE benchmark components for student effort and student-faculty interaction.

Evaluation for Goal 3 - Transfer and Completion
Quantitative 1) Increase Student Progression and Achievement Rates known as SPAR for six-year underprepared cohort by 10% and overall BC SPAR rate by 8%. 2) Acquire final approval of and make available a four-year track Bachelor of Applied Science degree in Industrial Automation. 3) Proportionally increase CID (transfer approved courses) and ADT (transfer degrees) as the state completes templates.

Evaluation for Goal 4 - Equity
Quantitative 1) Increase the number of students with comprehensive student education plans, specifically African American and Native American students. 2) Increase course success, particularly for African American students. 3) Increase 30-unit milestone for all students but especially for Hispanic students.

Evaluation for Goal 5 - Engaged and Distributed Leadership
Qualitative 1) Determine baseline and targets for the Achieving the Dream self-evaluation tool for measuring institutional capacity. 2) Determine baseline and targets for the Distributed Leadership Inventory (DLI) Analysis. 3) Increase participation and improve evaluations from BCLearns and Learn@BC! summits and conferences.

16 Habits of the Mind (HoM), Critical Academic Skills (CAS) workshops, Supplemental Instruction (SI), tutoring, summer bridge, writing center, and math lab.
17 SPAR rate is completion of certificates, degree, transfer-ready students, and transfers.