**Direction #1 Student Learning:** *A commitment to provide a holistic education that develops curiosity inquiry, and empowered learners.*

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|  | **Potential Initiative** | **How will you evaluate the initiative’s success?** | **What documentation would you use for accreditation?** | **What committee or position would be responsible?** |
|  | **Academic Curriculum** |
| 1 | Redesign pre-collegiate courses  |  |  |  |
| 2 | Expand accelerated and compressed curricular offerings. |  |  |  |
| 3 | Implement the Bachelor of Applied Science degree program  |  |  |  |
| 4 | Enhance the Pre-Law program  |  |  |  |
| 5 | Enhance online instruction and services | It exists, is well-publicized and used. | Website, data showing use and participation; survey students who use it | ISIT |
| 6 | Develop course objectives and SLOs for all courses. |  |  | Curriculum Committee |
| 7 | Evaluation of BC General Education pattern in terms of course appropriateness to each category as well as course and overall pattern unit count. | The evaluation has been completed with a regular review cycle in place.Success can be evaluated in terms of benchmarks (i.e. completion of evaluation of various sections) or completion of evaluation of the entire BC GE pattern. | Curriculum committee minutes, college report on process and results.Evidence to include: Curriculum Committee/Task Force agendas and minutes from meetings and final version of BC GE pattern printed in catalog. | Curriculum Committee |
| 8 | Develop a variety of summer bridge options. |  |  |  |
| 9 | Develop and expand Career Technical Education (CTE) programs to meet community needs. |  |  |  |
|  | **Academic Evaluation** |
| 10 | Advance the student learning outcomes work from Proficiency to Sustainable Continuous Quality Improvement on the ACCJC rubric | Using the ACCJC rubric | Program Review, annual Assessment Report | Assessment Committee |
| 11 | Assess and map SLOs, PLOs, AUOs and ILOs. | The assessment occurs regularly and the mapping exists. | Annual Assessment Report; program review. | Assessment Committee |
| 12 | Evaluate equity impact within programs. |  | Data analysis of disproportionate impact | EODAC, Curriculum |
| 13 | Optimize and identify internal and external standards and requirements for each of the four data strands for the Renegade Scorecard: Student Learning; Student Achievement; Perception; Operational.  |  |  |  |
|  | **Potential Initiative** | **How will you evaluate the initiative’s success?** | **What documentation would you use for accreditation?** | **What committee or position would be responsible?** |
|  | **Academic Engagement** |
| 14 | Enhance student participation in campus conferences, workshops and guest lectures such as BCLEARNS, Equity Summit, Social Justice, Pre-Law, Achieving The Dream (ATD)  |  |  |  |
| 15 | Create learning communities by theme and groups using culturally-relevant themes and texts.  |  |  |  |
| 16 | Promote academic, career and Career Technical Education (CTE) pathways. |  |  | CTE Advisors, Outreach Director |
|  | **Academic Support** |
| 17 | Provide timely and individualized interventions to ensure students are aware, accountable, and supported by the most effective services available.  |  |  |  |
| 18 | Develop and implement “study halls” with embedded tutoring to ensure student engagement  | More study spaces available and used. | Facilities documentation | Facilities Committee, SI Coordinator |
| 19 | Enhance participation in academic support services, including Supplemental Instruction; Science, Technology, Engineering and Mathematics (STEM); Mathematics, Engineering, Science Achievement program (MESA); Making It Happen (MIH) mentoring program; Critical Academic Skills (CAS); Habits of Mind (HOM), etc.  |  |  | MESA Director, STEM Program Manager, SI Coordinator |
| 20 | Continue Habits of Mind (HOM) and Making It Happen (MIH) to improve student effort, student faculty interaction and leverage persistence into successful outcomes.  |  |  |  |

April 17, 2015