

TABLE OF EVALUATION DIMENSIONS AND INDICATORS FOR TITLE V ACTIVITIES

Activity 1.1: Improve basic skill acquisition in mathematics and reading with self-paced learning tutorials, student tutors, workshops, advisement system and curriculum redesign.		
Dimension	Indicators	Sources of evidence
Learning	Remedial course pass and completion rates, exit math and reading pass rates, student math and reading classroom performance	Institutional Research, Reading and English faculty
Attitudes	Student anxiety levels, student perceptions of learning tutorials, student tutors, workshops, advisement system, tutor perceptions	Students, tutors
Participation	# of students completing tutorials, # of students receiving tutoring, # of students advised, # of students taught using revised curriculum	Math, Reading and English department,
Preparation	Placement exam pass rates in writing, reading and math	Institutional Research
Assessment	Quality of curriculum redesign quality of software application, training program, workshop and advisement system,	English and Reading faculty, Standards from professional associations, peer review, users
Implementation	# of computers with math tutorials, # of tutors hired, # of workshops delivered, # of days advisement system available	Math and Reading department
Activity 1.2: Increase first year retention rates with integrative learning communities		
Dimension	Indicators	Sources of evidence
Implementation	# of integrated curricula developed, # of courses delivered, # of faculty action research projects	CTE
Participation	# of faculty teams and participants, # of LC enrollees	CTE
Assessment	Action research pilot results used to assess LC program	Faculty
Retention	Retention rates	Institutional Research
Attitudes	Faculty perceptions of workshops, student perceptions of learning communities	Faculty, Students
Curricula Integration	Quality of integrated curricula	Peer review, users
Institutionalization	# of LC courses regularly offered by college, funding of LC effort	Registrar, Business office
Activity 1.3: Build capacity to evaluate student needs, deliver and evaluate student support services in order to direct students to appropriate resources/services		
Dimension	Indicators	Sources of evidence
Needs Assessment	Document needs, existing services and audiences	Student Dev., IT Consultant
Planning	Needs assessment drafted, student supports matched with student needs, student messages created	Student Dev.
System	IT consultant hired, equipment needs identified and purchased, pilot and debug	IT consultant, BCC IT Office

Development	system	
Participation	# of students identified and sent messages with system	Student Dev.
Implementation	# of days system is operational	Student Dev.
Attitudes	Student perceptions of system communications, SD personnel perceptions of system	Students, Student Dev.
Timeliness	Needs assessment, planning and electronic system developed according to schedule	Student Dev. Personnel, IT Consultant
Cost	Degree activity within budget	Title V
Referrals	# of students responding to communications	Student Dev.
Activity 1.4: Create an Academic Support Center to improve the management and delivery of academic advisement, counseling and other student support services to special student populations		
Dimension	Indicators	Sources of evidence
Renovation	Cost, speed and quality of Sage Hall renovation	Campus Planning, Title V
Training Program	# of faculty trained, faculty perceptions of training, quality of training materials	Faculty, professional standards, peer review, faculty review
Advisement Program	# of advisement sessions for special population categories, student perceptions of advisement, quality of web-based program, # of advisement appointments scheduled online, # of online advisement sessions	Advisement program,
Cost	Degree activity within budget	Title V
Attitudes	Perceptions of renovated space, training program and advisement program	Students, faculty and advisement personnel
Activity 2.1: Improve freshmen digital literacy skills and information literacy for all students with self-paced modules, curriculum enhancements, standards and classroom activities.		
Dimension	Indicators	Sources of evidence
Assessment	Quality of intake test and self-paced instructional modules, influence of survey results on revision of intake assessment and module redesign, quality of classroom activities, quality and degree of support for intermediate-level and capstone level standards, influence of standards on departmental policy and procedures	Standards from professional associations, faculty/peer review, users
Implementation	# of instructional modules piloted and delivered, # of activities developed, # of intermediate and advanced level literacy activities implemented	TLTR, students and faculty
Participation	# of students completing modules and activities, # of faculty who developed activities, # of student tech supports trained	TLTR
Attitudes	Student perceptions of intake instrument, self-paced modules, literacy activities, tech support training, faculty perceptions of tech support service	Students and faculty

Learning	Quality of student learning after completing module	Students
Cost	Degree activity within budget	Title V
Activity 2.2 Embed BCC general education objectives and proficiencies into core and paracore curriculum in order to ensure that students gain exposure to BCC’s General Education goals.		
Dimension	Indicators	Sources of evidence
Implementation	# faculty development activities delivered, # of curriculums revised or enhanced in specified core and paracore courses, # of redesigned courses	CTE, Gen Ed leaders
Participation	# of departmental leaders, number of faculty trained	CTE
Assessment	Quality of faculty development activities, degree and quality of revisions to curriculum, classroom assessments and teaching methods	CTE, Gen Ed leaders, faculty, professional standards
Attitudes	Faculty perceptions of development program, student perceptions of revised courses	Faculty, students
Learning	Quality of student work	Faculty assessment of student artifacts
Cost	Degree activity within budget	Title V
Activity 2.3 Strengthen freshman introduction to college life with a self-paced student orientation module.		
Dimension	Indicators	Sources of evidence
Implementation	# of targeted students completing module	Counseling office
Assessment	Quality of module, degree and nature of input used to redesign modules	Peer review, professional standards, counseling staff
Attitudes	Student perceptions of module, counseling staff perceptions of module	Students, counseling staff
Learning	Quality of student learning after completing modules	Students
Cost	Degree activity within budget	Title V