Theories of Action Informing BCC Strategic Plan

Overarching Strategic Objectives	Rationale/Theories of Actions
1. Foster continuous improvement with use of analytics/evidence driving all academic, student support and administrative decisions.	▪ High performing institutions engage in the use of measurement and process improvement.[1] ▪ Knowledge management (a best business practice) is associated with effectiveness and efficiency and involves providing actionable data to those who are empowered to act accordingly. [2] ▪ Assessment of student learning outcomes leads to increased student success and deeper student learning.[3]
2. Promote mentoring at all levels to support the learning and development of all members of the campus community.	▪ The multiple benefits of student peer mentoring include: improved grades, increased engagement and retention for new students (mentees); and development of leadership and communication skills for mentors.[4] ▪ Accomplished teachers mentoring new and struggling teachers is associated with improved effectiveness in teaching and learning. [5]
3. Facilitate (and reward) collaboration, integration and alignment of curriculum, student support and administrative processes.	▪ Effective institutions demonstrate functional alignment and emphasize importance of coordinating instruction and student support[6] ▪ Student collaboration associated with improved learning outcomes [7] ▪ Research more likely to inform teaching practice when conducted collaboratively with faculty.[8]

[1] Jenkins, David, "Redesigning Community Colleges for Completion: Lessons from research on high performance organizations." (CCRC Working Paper No 24), 2011.
[2] Bernbom, G (ed.), "Information Alchemy: The Art and Science of Knowledge Management," EDUCAUSE Leadership Strategies. Vol 3. San Francisco. Jossey-Bass, 2000.
[3] Suskie, L/ 2009. *Assessing Student Learning: A Common Sense Guide*. San Francisco: Jossey Bass.
[4] Kuj, G.D., J. Kinzie, J.H. Schuh, E.J. White and Associates. 2005. *Student Success in College: Creating Conditions that Matter*. San Francisco: Jossey-Bass.
[5] Ingersoll, R. and Strong, M (2011). "The Impact of Induction and Mentoring Programs for Beginning Teachers: A Critical Review of the Research." *Review of Education Research.* Vol. 81 (2), 201-233.
[6] Jenkins, D., & Cho, S.W. (2012) *Get with the Program: Accelerating community college students' entry into and complete of programs of study (*CCRC Working Paper No. 32) New York, NY
[7] Hodara, Michelle, *Reforming Mathematics Classroom Pedagogy: Evidence-Based Findings and Recommendations for the Developmental Math Classroom* (CCRC Working Paper No 27), 2011.
[8] Morest, V. & Jenkins D. (2007) Institutional research and the culture of evidence at community colleges (Culture of Evidence Series, Report No. 1) NY,NY: Achieving the Dream and Community College Research Center,