**Education Committee Meeting Minutes**

**2/25/2015**

***BCC Plan Implementation Integration Committee***

**Thursday February 25**

**Meeting Notes**

**Berkeley City College – Fourth Floor**

Attendees: Josefina Baltodano, Joseph Bielanski, Ramona Butler, May Chen, Bob Frost, Allene Hegler, Brenda Johnson, Cleavon Smith, Hermia Yam, Kelly Pernell, Heather Dodge, Jennifer Lowood, Laura Ruberto, Windy Franklin

May**:** Today is start of first attempt to implement plans in integrated fashion. We have various plans; we don’t want to keep on doing one at a time with people not knowing what others are doing. We will meet once a month. Slide—At this time our over-arching focus, the Education Master Plan, seeks elimination of education gap and advancement of student access, equity and success. Slide—We hope we can form implementation teams. Meet, discuss, plan, implement proposed activities on regular basis. As implementation teams do work, once a month they will report to Education Committee and to Roundtable. Slide—Mission Statement not fundamentally changed. But to meet new ACCJC standard we will add a statement (reads). There are three pillars: Basic Skills, CTE, and General Education Transfer.

Josefina**:** It’s going to be fun and exciting, and we need to do it. Why do we need to do it? We are wasting a lot of effort by not having integrated planning. I used to teach strategic planning at JFK; the key to true integrated plan is transparency of collaboration between faculty, staff, students. May has put in incredible time on this document. Several community colleges in CA have fantastic integrated plans—Solano Colleges (so our chancellor will be thrilled when we do this right way!), Glendale CC, College of the Canyons, etc. It will be data-driven. BCC already very data-driven thanks to May’s efforts. We’ll combine all these plans. Example: Student Services has so many programs! Hermia has agreed to put together a master calendar for Student Services to put in all these programs, timelines, deadlines—very helpful. We’ll now discuss how integrated planning will include all of you.

May: I will continue with my portion of this. Slide—We propose four groups/teams. I don’t know if that is too many or not enough. The groups: 1. Access. A lot of overlap here with SSSP. Access team will go through these activities and say, “What can we do by end of this year, next year, etc.” 2. Course Success combined with Basic Skills. Overlap between these two. Everything is part of Course Success. Should this be one group? Team will decide. 3. Program Completion (and maybe CTE). I debated whether to have CTE in this category; I propose we do. There is more and more money and guidance from state and federal in area of workforce education preparation. I have not been able to identify enough information about CTE at our website. I hope someone here will take an interest in that—that’s just a thought. (Further discussion. Input from Cleavon on district CTE information.) May continues: A lot of our information can be found online. I have four computers here for the team. Where to go—as follows: Go to BCC website, click About BCC, and click Institutional Effectiveness. There’s a planning portion there. A lot of published plans. Equity Plan for this year for example. SSSP. BSI Action Plan.

Today our hope is to form several groups. I have printed various things as handouts; I have not printed anything for CTE. These are only first steps in long journey.

Josie:We are in control of this entire process!

Cleavon:Seeks clarity on steps in the process; the tasks prior to the planning.

(Discussion, involving several people, of tasks and outcomes.)

May:First, we’re going to form four working teams. You can self-select team you want to join. Teams will recruit more members later. Access, Course Success, Degrees/Certificates/Transfers, and CTE. And then the teams will get information in handouts—lists of activities to proceed with. In small group meetings today over half-an-hour, please become familiar with activities, discuss timeframes, and discuss who else might be invited to your team. Then we’ll have group report so we can become familiar with one another’s thoughts. You won’t finish going through the material—there’s so much. Please be patient.

(Discussion of the Equity Plan [part of Access sheet].)

Josie: Yes, integration is mandated by state, but it’s better to do this in a timely systematic way rather than “due tomorrow” method. Molding it in such a way that we will have control.

Brenda: Meeting at Merritt tomorrow, they want each of colleges to talk about Equity Plan. Half-day. (Discussion of Equity Plan process last year.)

(Discussion of Education Committee; discussion of how often to meet with their working group—once a month.)

Hermia: SSSP and Equity we talk about as two separate programs. In fact they should be working hand-in-hand. I sought cross-connections between SSSP and Equity. There are a number of these and their cross-connections are an example of the integration we’re talking about today. SSSP—“Access” is a key word and “Student Success” is a key phrase. Equity—trying to close achievement gap in Access and Student Success in under-represented student groups. So we see there are some similarities between the two. Whatever activities we are planning I hope we will have SSSP and Equity as one rather than two.

SSSP metrics: Orientation, Assessment, Follow-Up, etc.; definition of At-Risk Students. For Equity there are several indicators we need to work on: Access, Course Completion, Transfer, etc. When we are planning activities we think of all these. Cites work by Allene. Whatever program we are going to plan we need to make sure we cover the mandated topics. Reporting in both areas. Student Education Plans. Follow-up. Course completion.

(Discussion: Importance of Faculty Advising Program. Can be used as Access.)

Brenda: Monthly Equity meeting merging into what we do here?

(Discussion.)

May: At this point almost everything we are saying has something to do with Student Services. We’ll have more questions as we work. Why don’t we proceed with smaller groups. Who is willing to work on Access team? (Ally, Brenda, Ramona). Course Success? (Jenny, xxxxx). Etc. Program Completion (Lisa?)

(Discussion of logistics.)

Team Discussions (30 minutes). Random notes from various groups: Identifying and categorizing activities—which activities belong in which categories? Sorting through materials. Things that have already been done in Access and other areas. Faculty advising pilot. Discussion of many details—for example, using ambassadors for campus tours. How is “recruitment” defined and what does it encompass. Inreach and Outreach services defined; connections to Equity and SSSP. Etc.

Course Success Group (Kelley, Heather, Laura): We’re wrapping our heads around just what the activities are and how this committee would function. I found myself seeing that mathematics is in every pie, but we have agreed as a team to take on specific chunks, and to go out and find out from faculty and staff what types of implementation are going on. Heather has agreed to pursue investigation into development of a Distant Ed survey. There’s a whole math development section, that’s what I’m working on; I’m very familiar with all the activities going on, including district-wide, that have promise of high impact effectiveness. Course re-design; integration of student support services—potential grant. We have to do the latter as a district.

Program Completion (Wendy Franklin, Joseph Bielanski): We reviewed the materials and examined some of the activities that we’ve done. We looked at things BCC has done to improve degree and certificate completion—hiring more counselors, creating more transfer degrees. Reading this brought to mind role of counseling in helping with this especially when it came to helping streamline student petition process for degrees. For substitutions and waivers. Lisa. Office of Instruction. So—we reviewed activities and goals—kind of lofty. We have timelines that have already started. Cultural competency events. We have our target groups. And we reviewed the transfer information. Our question is, what would you, the college, like us to do as a team? Are there other activities that we should be pursuing based on matrices identified here? Should we be identifying people who will be helpful to work with?

May: After listening to both teams I am under impression that college/district has taken on some of proposed activities already. Some activities are ongoing. Unless we feel we have completed all activities identified here, we should avoid identifying new activities. When I was going through Equity plan, some activities are very broad, some are narrow and prescriptive. At this point I feel we should identify what we have taken on, items that are ongoing, or maybe close to being finished. I would hope we could recruit more people to your team.

Access Group (Allene, Brenda, Ramona). Allene: BCC has so many activities in place for access. We identified programs and activities such as EOPS and CalWorks. Etc. These are all designed to provide access. Some of them cross over between Equity and SSSP and some of them are strictly SSSP. EOPS, CalWorks—those are Equity, they’re wrap-around services aimed at Equity in the playing field. And they’re also satisfying SSSP. And we have the faculty advisor group we just launched; it’s more Inreach than Outreach. Multiple measures in Equity. There’s just so many of them! Career Centers. Career classes. One-Stop as resource in our Career Center. So there’s a lot we’re doing with Access that crosses over.

May: Our implementation design is very flexible. We’re open.

Cleavon: Hermia and I were talking about how we saw this fitting together. Distinguishing between execution and planning. A lot of the stuff that’s in the Equity plan, and the SSSP plan, we need to be executing. The planning has happened. At the same time, while we’re executing on last year’s plan, we need to be aligning our Resource Allocation Plan. District and chancellor have published a calendar – Fall Semester more time for planning, spring is more resource allocation semester. Deadlines for articulating resource needs. Also the idea of assigning oversight for different activities. Scheduling; calendaring; when things should get done—thinking about. Limitations of Master Calendar when it comes SSSP and other plans.

May: Summary—importance of sophisticated calendaring related to activity implementation. Different from Master Calendar and college activities.

(Discussion of calendaring. Making sure things dovetail properly. Planning. Evaluation process.)

May: We will create a condensed report for Roundtable. This is first time I’ve seen this college try to integrate all activities together. I seem to see a shape there and gradually we will complete the shape. And next time, no competition with drumming downstairs.

Meeting Notes – B.F.