**Berkeley City College Institutional Goals, Strategies, and Measureable Outcomes 2013-2014**

**Approved by College Roundtable October 21, 2013**

*PURPOSE: To capture, understand, and apply the goals, methods/activities, and desired outcomes emerging from our collective wisdom to our BCC community.*

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| **BCC Goal** | **Strategies and Activities** | **Measureable Outcomes** |
| **Meet BCC resident FTES target (3,691) by preserving and nourishing resources.**  **PCCD Resident FTES Goal (18,830)** | * **Access** - Improve Internal/external outreach & partnerships to increase pathways to enrollment and persistence * **Success** - Strategic scheduling, including distance education, and use of existing space, including furniture, equipment, and alternative facilities, e.g., UC Berkeley, Annex * **Quality Student Support Services** - Make accessible and increase understanding of on-campus and off-campus Student Support Services and Learning Resources * **Partnership** – Increase high school and community partnerships | Reach BCC resident FTES target of 3,691 and beyond. |
| **Increase certificate/degree completion and transfers to 4-year colleges or universities by inspiring and supporting students.** | **Uniquely Designed Programs –**   * Implement BCC academic mentoring and advising program to inspire students and support them through certificate/degree completion as well as transfer * Create job-shadowing opportunities for students   **Partnerships –**   * Increase In-reach and BCC Community Communication, including degree/certificate pathways and transfer requirements * Improve Internal/External Outreach & Partnerships with 4 year programs, as well as internship and BCC job-shadowing database   **Quality Student Support Services –**   * Make accessible and increase understanding of on-campus and off-campus Student Support Services and Learning Resources, especially those needed for completion and transfer.   **Equity –**   * Facilitate and enhance faculty, student, & staff understanding of ADTs (AAT and AST) * Maintain a master calendar and up-to-date web information regarding academic deadlines, events, student support, and learning resources | (2013 ACCJC institutional-set student achievement)   * Award 130 or more degrees by the end of 2013-14 * Award 56 or more certificates by the end of 2013-14 * Transfer 250 or more students to in- and out-of-state colleges and universities by the end of 2013-14 |
| **Improve career and college preparation progress and success rate**  **(successfully transition from basic skills to college-level, CTE to career)** | **Support Quality Instruction -**   * Professional Development to better prepare all professionals (staff, faculty, student leaders, admin) to help students understand pathways as well as complete degrees/certificates faster * Implement an academic advising program (based on CCSSE results and recommendation from Department Chairs’ Council) * Sharing and implementation of contextualized, applied and service learning, including CTE, soft skills, college and career readiness, and internships * Ensure adequate curriculum, including integrative assignments across classes to connect/support students and teachers   **Quality Student Support Services –**   * Make accessible and increase understanding of on-campus and off-campus Student Support Services and Learning Resources, especially those needed for CTE completion and employment * Increase hours of availability for computer labs and library to accommodate students who need early morning, evening, and Saturday hours (based on CCSSE results and library assessment) | (2013 AACJC institutional-set student achievement)   * Reach student course completion rate of 64% or higher for all courses, especially for basic skills and CTE courses * Reach student retention percentage of 50% or higher for all courses, especially for basic skills and CTE courses |
| **Ensure BCC programs and services reach sustainable, continuous improvement level** | **Institutional Leadership and Governance –**   * Engage BCC community in understanding Shared Governance, including roles, responsibilities, and information flows * Conduct effective institutional Self Evaluation with college-wide participation   **Expand the Use of Educational Technology –**   * Provide cross-college training and support in District, state, and federal data tools   **Institutional Effectiveness –**   * Engage in Assessment work for Service Areas, including Office of Instruction, Special Projects, as well as Student Services, including Veterans’ Services, Campus Life and Student Affairs * Complete and apply ILOs, assessment, CCSSE, and assessment tools to increase student success | * Complete AACJC Self Evaluation according to timeline. * Reaffirm full Accreditation in Spring 2015 * Ensure data-driven program improvement process and integrate planning into resource development and allocation * All course, program, and ILO assessments are completed, as scheduled on the published timeline |
| **Collaborate to ensure Fiscal Stability** | * **Fiscal Oversight** - Implement fully funded BAM, Increased flexibility of funds due to additional revenue streams. * **Budget to Improve Student Success** - Secure grant to continue Student Services-Instruction collaboration begun under Title III | * Stay within given 2013-14 annual budget * Develop and secure additional revenue streams, i.e. non-resident enrollment, community partnerships, industry relationships, etc. |