**DRAFT**

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

*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** | **BCC Strategies and Activities** | **Student Success Initiatives** | **BCC Measureable Outcomes** |
| **Meet BCC resident student FTES target (3,691) by preserving and nourishing resources.**  **PCCD Resident Student FTES Goal (18,830)** | * **Access** - Improve Internal/external outreach and partnerships in order to increase pathways to enrollment, retention and persistence * **Success** – Conduct strategic scheduling, including distance education; provide appropriate 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 | 1. **Increase college and career readiness**    1. Collaborate with K-12 to jointly develop common standards for college and career readiness   **4. Align course offerings to meet student needs**  4.1 Give highest priority for courses advancing student academic progress  **8. Align resources with student success recommendations**  8.3 Encourage innovation and flexibility in the delivery of basic skills instruction | Reach BCC resident student 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 and engage students and support them through certificate/degree completion, as well as transfer * Create job-shadowing opportunities for all 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 (AA-T and AS-T) * Maintain a master calendar and up-to-date web information regarding academic deadlines, events, student support, and learning resources | **2.Strengthen support for entering students**  2.5 Require students to declare a program of student early in their academic careers  **3. Incentivize successful student behavior**   * 1. 3.1 Adopt system-wide enrollment priorities reflecting the core mission of community colleges   2. 3.2 Require students receiving BOGG to meet various conditions and requirements   3. 3.3 Provide students the opportunity to consider full time   **6. Revitalize and re-envision professional development**  6.1 Create a continuum of mandatory professional development opportunities  6.2 Direct professional development resources toward improving basic skills instruction and support services | (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 rates**  **(successfully transition students from basic skills to college-level, as well as CTE/ career)** | **Support Quality Instruction -**   * Provide Professional Development to better prepare all professionals (staff, faculty, student leaders, administration) to help students understand pathways, as well as completion of degrees/certificates in a timely manner * Implement an academic advising program (based on CCSSE results and recommendation from Department Chairs’ Council) * Share and implement contextualized learning, 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 instructors   **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) | **2.Strengthen support for entering students**   * 1. 2.1 Develop and implement common centralized diagnostic assessments   2.2 Require students to participate in diagnostic assessment, orientation and the develop of an education plan   * 1. 2.3 Develop and use technology application to better guide students in education processes   2. 2.4 Require students showing a lack of college readiness to participate in support resources   **3. Incentivize successful student behavior**  3.4 Require students to begin addressing basic skills deficiencies in their first year | (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 quality improvement level** | **Institutional Leadership and Governance –**   * Engage BCC community in understanding Shared Governance, including roles, responsibilities, and information flow * 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, and Student Services, including Veterans’ Services, Campus Life and Student Affairs * Complete and apply ILOs, assessment, CCSSE, and other assessment tools to increase student success | **7. Enable efficient state-/district-college-wide leadership and increase coordination among colleges/departments**  7.1 Develop and support a strong community college system office  7.2 Set local student success goals consistent with statewide/district goals  7.3 Implement a student success scorecard  7.4 Develop and support a longitudinal student record system | * Complete AACJC Institutional 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; increase flexibility of funds due to additional revenue streams. * **Budget to Improve Student Success** - Secure grant to continue Student Services-Instruction collaboration initiated under Title III | **8. Align resources with student success recommendations**  8.1 Encourage categorical program streamlining and cooperation  8.2 Invest in the new Student Support initiative | * Stay within adopted 2013-14 annual budget * Develop and secure additional revenue streams, i.e. non-resident enrollment, community partnerships, industry relationships, etc. |