**Student Success Alignment**

**Linking BCC Goals and Strategic Actions with State-wide Student Success Initiatives**

**Berkeley City College, 2013**

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| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **State-wide initiative** | **BCC 2012-13 goals** | **BCC strategic actions** | **Responsible Committee/**  **Taskforce/**  **Office** | **Progress and Status** | |
| 1. Increase college and career readiness |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | * 1. Collaborate with K-12 to jointly develop common standards for college and career readiness | A.3.1  Develop partnerships with local high schools to create a clear pathway from high school to BCC to 4-year institutions.  Gather data that identifies students from local high schools and increase by 20% the number of historically under-represented students by June 2014.  B.1.1  Strengthen community partnerships to enhance career pathways.  A.3.1 | - High school outreach – college nights  - High school counselors’ breakfast  - High school student focused orientation – BCCO  - Crate a BCC SS database, including freshmen responded to SEP, Career workshop, TRiO, PACE, Persist, Cohort study groups, etc for tracking purposes.  Need:  Establish articulation agreement at program and course level with high schools for transfer and CTE. |  |  | |
| 1. Strengthen support for entering students |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | 2.1 develop and implement common centralized diagnostic assessments | n/a | BCC use ACT COMPASS and multiple measures | Office of Assessment and Orientation |  | | 2.2 Require students to participate in diagnostic assessment, orientation and the develop of an education plan | A.1.1  Increase the number of Student Education Plans (SEP) for Berkeley City College (BCC) first-year students by 30% through one-stop group orientation, placement and counseling, and require students to meet with counselors in group or individual settings before the end of their second semester to create an SEP that aligns with their major and career goals. | Assessment and orientation  -BCC requires all Matriculation, non-exempt students participate in diagnostic assessment and orientation in-person.  -Pilot one-stop entry services (assessment, orientation, counseling, and registration) designed for high school students  - |  |  | | 2.3 Develop and use technology application to better guide students in education processes | A.2.3  Offer online student services for tutoring and counseling.  D.2.1  Analyze existing technological structures for their effectiveness and update as needed in order to become more effective in the areas of Technology and Communication  D.2.2  Ensure that student support and course evaluation in online classes are equivalent to those offered in BCC’s face-to- face classes. |  |  |  | | 2.4 Require students showing a lack of college readiness to participate in support resources | A.2.1  Implement effective practices for improving foundational skills by increasing student persistence, retention and transfer through early entry into a program of study; supporting accelerated, contextualized or integrated instruction; and advocating for additional student support services, such as tutoring and extended library hours.  A.3.2  Pilot and assess innovative programs designed to increase student persistence among historically under represented groups, and assess current learning communities’ fall-to-fall persistence rates. |  |  |  | | 2.5 Require students to declare a program of student early in their academic careers | A.2.1  Implement effective practices for improving foundational skills by increasing student persistence, retention and transfer through early entry into a program of study; supporting accelerated, contextualized or integrated instruction; and advocating for additional student support services, such as tutoring and extended library hours. |  |  |  | |  |  |  |  |  | |
| 1. Incentivize successful student behavior |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | 3.1 Adopt system-wide enrollment priorities reflecting the core mission of community colleges |  |  |  |  | | 3.2 Require students receiving BOGG to meet various conditions and requirements |  |  |  |  | | 3.3 Provide students the opportunity to consider full time |  |  |  |  | | 3.4 Require students to begin addressing basic skills deficiencies in their first year | A.2.4.  Increase BCC’s non-resident student population through outreach and enhance their success through support programs.  A.4.2  Institute a student peer education and mentorship program to assist fellow students. Institute a mentorship program with BCC faculty, staff and administrators each adopting 5-10 students as mentees. |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |
| 1. Align course offerings to meet student needs |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | 4.1 give highest priority for courses advancing student academic progress |  |  |  |  | |
| 1. Improve the education of basic skills students |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | 5.1 support the development of alternative basic skills curriculum | A.2.1  Implement effective practices for improving foundational skills by increasing student persistence, retention and transfer through early entry into a program of study; supporting accelerated, contextualized or integrated instruction; and advocating for additional student support services, such as tutoring and extended library hours. |  |  |  | | 5.2 Develop a comprehensive strategy for addressing basic skills education in CA | A.1.1  Increase the number of Student Education Plans (SEP) for Berkeley City College (BCC) first-year students by 30% through one-stop group orientation, placement and counseling, and require students to meet with counselors in group or individual settings before the end of their second semester to create an SEP that aligns with their major and career goals.  A.2.1  Implement effective practices for improving foundational skills by increasing student persistence, retention and transfer through early entry into a program of study; supporting accelerated, contextualized or integrated instruction; and advocating for additional student support services, such as tutoring and extended library hours.  C.3.1  Position BCC as one of the top STEAM (Science, Technology, Engineering, Applied Arts, and Math) community colleges in California  C.3.2  Increase BCC’s transfer rate to UC, particularly of under-represented, under-served, and non-traditional populations.  C.3.3  Increase the number of Associate Degrees for Transfer (AA-T and AS-T) per SB 1440, and work to increase student completion of these degrees. |  |  |  | |
| 1. Revitalize and re-envision professional development |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | 6.1 create a continuum of mandatory professional development opportunities | A.2.2.  Initiate a faculty advisor program. |  |  |  | | 6.2 direct professional development resources toward improving bask skills instruction and support services | A.4.1  Provide faculty development opportunities on effective teaching techniques, updated instructional information (learned and shared), and shared vision regarding instructional goals and outcomes, in conjunction with the assessment of instruction inside the classroom as a support mechanism to ensure teaching effectiveness. |  |  |  | |
| 1. Enable efficient statewide leadership and increase coordination among colleges |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | 7.1 Develop and support a strong community college system office | D.1.1  Expand district-wide coordination and collaboration in all instruction and student services areas to increase efficiency and effectiveness in serving students. |  |  |  | | 7.2 Set local student success goals consistent with statewide goals | A.  ADVANCE STUDENT ACCESS, EQUITY, AND SUCCESS |  |  |  | | 7.3 implement a student success scorecard |  |  |  |  | | 7.4 Develop and support a longitudinal student record system | A.3.1  Develop partnerships with local high schools to create a clear pathway from high school to BCC to 4-year institutions. Gather data that identifies students from local high schools and increase by 20% the number of historically under-represented students by June 2014. |  |  |  | |
| 1. Align resources with student success recommendations |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | 8.1 Encourage categorical program streamlining and cooperation |  |  |  |  | | 8.2 Invest in the new Student Support initiative | C.1.2  Through program review and annual program updates, incorporate learning outcomes assessment into budget allocation processes and plans.  E.2.1  Advance resource parity for BCC, including transfer of funds or faculty and classified staff as a necessary means for fiscal stability.  E.2.2  Monitor annual program budgets to ensure timely expenditures.  E.2.3  Increase BCC’s President’s Circle to expand community partnerships and funding sources for our students and our programs.  E.3.1  Formulate a process to coordinate and integrate grant projects in order to leverage resources and make significant institutional change. Set up grant budgets to track expenditures more efficiently. |  |  |  | | 8.3 Encourage innovation and flexibility in the delivery of basic skills instruction | A.2.1  Implement effective practices for improving foundational skills by increasing student persistence, retention and transfer through early entry into a program of study; supporting accelerated, contextualized or integrated instruction; and advocating for additional student support services, such as tutoring and extended library hours. |  |  |  | |  |  |  |  |  | |