**Roundtable Conversation Map**

*PURPOSE: To gather Rountable’s perspective on our Strength, Weaknesses, and Concerns as we determine BCC’s Goals and Activities for 2013-2014*

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| **PCCD Goal** | **BCC Goals/Activities** | **Strengths** | **Weaknesses** | **Concerns** |
| Manage BCC FTES to meet PCCD goal (18,830)  Our Purpose:  This is how we are funded to sustain our BCC community and serve our students in securing education and careers. | * Outreach * Marketing * Branding   Targets:   * Community * High Schools * International Students   Methods:   * Learning Communities * Internet | * Current and potential talent pools (Shirley and Faculty) * Able to express our differences | * BCC not currently doing coordinated or strategic marketing * depending on inadequate and old fashioned PCCD methods * More than just fliers and catalog * Ignoring chance to promote programs together | * Insufficient and inefficiently utilized marketing resources (people and money) * **We do not have anyone coordinating marketing and outreach** * FTES does not reflect the whole picture, especially regarding equity |
|  | * Manage enrollment via new students and increased persistence | * Our strong international reputation and body of students bring diversity and should increase funding | * Are our alums referring? Not all Departments know. * Are we protecting these resources earned? | * We must manage our enrollment, has a cap! * **Do we have/do we sustain the infrastructure needed to support enrollment?** |
|  | * Strategic scheduling and use of space | * We can do better! | * Not efficiently using space * Not always offering what students need | * Literally not enough chairs-- chairs are moved! * We need new building |
|  | * Distance Education: More online and hybrid courses | * Addresses complex circumstances of our students | * When is online appropriate and not appropriate? | * Retention and success rates vary. |
|  | * Increase access for all students, especially overcoming economic barriers and academic barriers created by the need to attend/ work part time | * We can support students by hiring them on campus | * Process to support students are not clear--convoluted * Students facing financial constraints are discouraged from taking more courses | * Parking options are too expensive! |

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| **PCCD Goal** | **BCC Goals/Activities** | **Strengths** | **Weaknesses** | **Concerns** |
| Increase Transfers to 4-year institutions  Our purpose:  Core to our institutional mission as a community college preparing our community for higher education on the pathway to sustainable employment and social stability, as well as a goal of our local and state Chancellors. | Inspire and support students to transfer  Methods   * Academic mentoring and advising program * BCC Service Communities from all institutions including CSUs * Cohorts and Learning Communities * Connecting BCC with University programs that support transfer (BCCSC, CAMP, etc.) * Robust access to necessary learning resources and library | * Huge success with transfer to UCB for some students * BCCSC | * Very low transfers to the CSUs * Not closing the loop on the ILO and assessment process by utilizing all of the data to drive projects that improve student learning * Academic mentoring and advising program is stuck | * Lack of resources * **Worries about respect for Counseling sovereignty** * **Inadequate evening and weekend learning resources and library access** |
|  | Get accurate transfer data | * Anecdotally, students transfer out of state | * We do not have access to the National Clearinghouse | * We do not have all the data, especially about out of state transfers |
|  | Make students aware of degree pathways and requirements  Methods   * Transfer Center * More Transfer Fairs * Teach students to use assist.org and seek counselor support * In-class announcements * Internships * On-campus job shadowing | * Successful Learning Communities * Creation of AA-T and AS-T | * Need more gov, industry and business support for student internships (local, NASA, etc.) * Not closing the loop on the ILO and assessment process by utilizing all of the data to drive projects that improve student learning | * **Critical information is not reaching students!** * Especially regarding: * AAT and AST are not understood by all students, faculty, and staff * Internships * Limited 4 year on campus recruitment |
|  | Support degree completion with learning resources for all students (classes, labs, tutoring, etc.)  Methods   * Increase needed classes * Concurrent enrollment * Discuss and advertise the importance to students * Access to needed learning resources for all students | * We have good data from Assessment and Learning Communities on what works to support degree completion | * Not enough courses need to transfer are available * Not closing the loop on ILO/assessment process by using data to drive projects that improve learning | * Not meeting ACCJC requirement to use data to drive decision making * Many students do not complete because of the fear of losing financial aid |
| **PCCD Goal** | **BCC Goals/Activities** | **Strengths** | **Weaknesses** | **Concerns** |
| Increase degree and certificate completion.  Our purpose:  Provide high-quality, affordable, and flexible educational programs that prepare our students for career and/or continued education of their choice. | Inspire and support students to transfer  Methods   * Academic/peer mentoring * Learning Community Cohorts * Increase info for students on the value of degrees/certs * Review and shorten path to certificate and degree * Increase learning resource access (tutoring, library, lab supplemental instruction) * ID and support students close to completion * Initiate auto completion * More transfer days/schools * More outreach connection to transfer/ career center from start * Early ID of major | * We provide value to students that can afford (time or cost) of 4 year * Completion success with small learning communities * BCCSC as well as ad hoc mentoring is active * Exceptionally successful tutoring and supplemental instruction at BCC * FYE experience is working | * Do we know and express the value of our degrees and certificates? * Learning communities are small and costly, as well as often siloed * Academic mentoring and advising program is stuck * Data reveals students, especially part-time do not have access to sufficient learning resources, labs, and libraries * Degree/certificate ends financial aid eligibility | * Lack of resources * Worries about respect for Counseling sovereignty * How do we scale and institutionalize peer mentoring? * Reduce exit points * Are we using data to understand the path of the students from entry to exit? Potential to motivate and retain? * Faculty and students services are not connecting * Can we scale up Learning Communities best practices? * Will FYE continue? |

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| **PCCD Goal** | **BCC Goals/Activities** | **Strengths** | **Weaknesses** | **Concerns** |
| Increase transferability (Basic Skills, CTE, etc.).  Our Purpose:  Meet our mission to serve all students, including those facing unjust barriers, to continue successfully upon their path to employment and/or additional education. | Inspire and support all students to overcome barriers/succeed in chosen field or educational path  Methods   * Mentoring, including staff, peer, and faculty to increase understanding of pathways as well as degrees/certificates * Contextualized, applied and service learning, including CTE, soft skills, college and career readiness, internships * Integrative assignments across classes to connect/support students and teachers * Ensure adequate curriculum * Increase access to learning resources (tutors, lab, library) | * Marked success with small cohort-based Learning Communities * Peer mentoring, including BCCSC, ESL-Global Buddies * Very successful application of Academy for College Excellence (ACE) to BCC English 204 course * Professional Development focused on serving students facing barriers | * Academic mentoring and advising program is stuck * Ad hoc mentoring is happening but not defined organized, supported, or institutionalized * Learning Communities are small and expensive * Student Success Taskforce data do not reflect reality * Need for increase community and industry advisory | * Worries about respect for Counseling sovereignty, how do we set up boundaries to ease these concerns? * How do we scale up the successful Learning Communities? Expanding learning community model? As well as covering cost * Counseling and LRNE resource course are not always selected because of transferability issues/value * Lack of understanding of articulation |