**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
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|  | * 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?**
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|  | * 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 institutionsOur 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 transferMethods* 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**
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|  | 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 requirementsMethods* 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
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|  | 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
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| **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 transferMethods* 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
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