**Berkeley City College Goals and Activities for 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** | **Sample Methods and Activities**  | **Measureable Outcomes (DRAFT)** |
| **Preserve and Nourish Resources to meet BCC resident FTES target (3,671)****PCCD Resident FTES Goal (18,830)** | * Improve Internal/external outreach & partnerships to increase pathways to enrollment and persistence
* Strategic scheduling, including distance ed., and use of existing space, including furniture, equipment, and Annex
* Make accessible and increase understanding of on-campus and off-campus Student Support Services and Learning Resources
 | * Increase participation in outreach events by 50%
* Increase faculty, staff, student, and admin outreach event participation by 30%
* Increase Learning Communities, including FYE, enrollment to 100%
* Increase high school and community partnerships by 15%
* Increase room productivity by 10-20%, including all Annex space
* Database of all rooms, equipment, and furniture by Winter 2013
* Increase signage, in-class announcements, and internal marketing for Student Support Services and Learning resources by 50%
* Increase use of Student Support Services and Learning Resources by 25%
 |
| **Inspire and support students to increase completion of certificates and degrees as well as transfer to 4-year programs** | * Implement BCC academic mentoring and advising program to inspire students and support them through certificate/degree completion as well as transfer
* 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
* Make accessible and increase understanding of on-campus and off-campus Student Support Services and Learning Resources, especially those needed for completion and transfer:
 | * Provide academic mentoring and advising training through PD to all BCC faculty, staff, admin, students
* Increase faculty, student, & staff understanding of ADTs (AAT and AST) by 100%
* Increase signage, in-class announcements, and internal marketing for Student Support Services and Learning resources by 50%
* Maintain a master calendar and up-to-date web information regarding academic deadlines, events, student support, and learning resources
* Increase number of relationships with, and visits by, 4-year programs, specifically mentoring programs, by 25%
* Create 50 BCC job-shadowing opportunities by Fall 2013, 100 by Spring
* Run internship how-to workshops each semester with faculty, staff, and students
* Increase student/faculty/staff attendance at transfer & certificate events by 25%
* Increase successful use of Student Support Services & Learning Resources by 25%
* 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
 |
| **Inspire and support students to increase “transferability” (transfer from basic skills to college-level, CTE to career)**  | * 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
* 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)
 | * Provide academic mentoring and advising training through PD to all BCC faculty, staff, admin, students
* At least one full-time faculty member from each Department and Service Area serve as an academic mentor
* Increase faculty, student, and staff understanding of CTE certificates and degrees, including value in marketplace, by 75%
* Increase professional development opportunities by 25% to learn best practices from CTE programs, especially regarding partnerships, outreach, and applied/service learning
* Complete one BCC-wide integrated assignment in Fall or Spring 2013
* Increase signage, in-class announcements, and internal marketing for Student Support Services and Learning resources by 50%
* Increase use of Student Support Services and Learning Resources by 25%
* Increase hours of availability for computer labs and library to accommodate students who need early morning, evening, and Saturday hours by X% from 12-13 baseline
* 2013 AACJC institutional-set student achievement:
* reach student course completion rate of 64% or higher
* reach student retention percentage of 50% or higher
 |
| **Collaborate to ensure BCC Program and Support Services engage in Sustainable, Continuous Improvement to serve Students and maintain** **Accreditation Status** | * Engage BCC community in understanding Shared Governance, including roles, responsibilities, and information flows
* Conduct effective institutional Self Evaluation with college-wide participation
* Provide cross-college training and support in District, state, and federal data tools
* 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
 | * Have Accreditation Reaffirmed in Spring 2015
* Ensure one member of each Department and Service Area receives training in District, state, and federal data tools
* Complete Assessment work for Service Areas, including Office of Instruction, Special Projects, as well as Student Services, including Veterans’ Services, Campus Life and Student Affairs
* Completed plans for Institutional Learning Outcomes Assessment (based on ACCJC standards) are circulated and posted for our community
* All course, program, and ILO assessments are completed, as scheduled on the published timeline
 |
| **Collaborate to ensure Fiscal Stability** | * Stay within budget, and identify additional revenue streams, i.e. non-resident enrollment, community partnerships, industry relationships, etc.
 | * Fully funded BAM, Increased flexibility of funds due to additional revenue streams.
* Secure grant to continue Student Services-Instruction collaboration begun under Title III
 |

**Roundtable Conversation Map with Votes!**

*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** | **Votes** |
| 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
 | * Votes:8
* Student: 0
* Faculty: 0
* Classified: 3
* Admin: 3
* Ed Committee: 1
* Outreach Committee: 1
 |
|  | * 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?**
 | * Votes: 3
* Student: 0
* Faculty: 1
* Classified: 0
* Admin:2
 |
|  | * **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
 | * Votes:11
* Student: 0
* Faculty: 0
* Classified: 2
* Admin: 4
* Facilities Committee: 5
 |
|  | * 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.
 | * Votes: 3
* Student: 0
* Faculty: 0
* Classified: 1
* Admin: 1
* Tech Committee:1
 |
|  | * **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!
 | * Votes:22
* Student: 1
* Faculty: 6
* Classified: 5
* Admin: 2
* Assessment: 2
* Ed Committee: 4
* PD Committee: 1
* Curriculum Committee: 1
 |

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| **PCCD Goal** | **BCC Goals/Activities** | **Strengths** | **Weaknesses** | **Concerns** | **Votes** |
| 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**
 | Academic mentoring and advising program* Votes:12
* Student: 1
* Faculty: 3
* Classified: 1
* Admin: 3
* Ed Committee: 1
* Assessment: 2
* Curriculum Committee: 1

Cohorts and Learning Communities * Votes:3
* Student: 0
* Faculty: 1
* Classified: 1
* Admin: 1

Connecting BCC with University programs that support transfer (BCCSC, CAMP, etc.)* Votes:6
* Student: 1
* Faculty: 2
* Classified: 2
* Admin: 0
* Curriculum Committee: 1

Robust access to necessary learning resources and library* Votes:1
* Faculty: 1
 |
|  | 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
 | * Votes:3
* Student: 0
* Faculty: 1
* Classified: 0
* Admin: 1
* Assessment: 1
 |
|  | **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
 | Make students aware of degree pathways and requirements* Votes:3
* Student: 0
* Faculty: 1
* Classified: 0
* Admin: 0
* Assessment: 1
* Outreach Committee: 1

Transfer Center* Votes: 1
* Faculty: 1

Teach students to use assist.org and seek counselor support* Votes:1
* Tech Committee: 1

In-class announcements* Outreach Committee: 1

Internships * Votes:4
* Student: 3
* Admin: 1

On-campus job shadowing* Votes:2
* Student: 2
 |
|  | **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
 | Support degree completion with learning resources for all students (classes, labs, tutoring, etc.)* Votes:5
* Student: 0
* Faculty: 1
* Classified: 1
* Admin: 0
* Facilities: 2
* Tech Committee: 1

Increase needed classes* Votes:2
* Faculty: 1
* Classified: 1

Concurrent enrollment* Votes:2
* Student: 2

Discuss and advertise the importance to students* Votes:4
* Student: 1
* Faculty: 1
* Classified: 1
* Curriculum Committee: 1

Access to needed learning resources for all students* Votes:3
* Faculty: 1
* Admin: 1
* Classified: 1
 |
| **PCCD Goal** | **BCC Goals/Activities** | **Strengths** | **Weaknesses** | **Concerns** | **Votes**  |
| 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?
 | Academic/peer mentoring* Votes:11
* Student: 1
* Faculty: 3
* Classified: 1
* Admin: 2
* Assessment: 1
* PD: 2
* Curriculum: 1

Learning Community Cohorts * Classified: 1

Increase info for students on the value of degrees/certs* Faculty: 2

Review and shorten path to certificate and degree * Faculty: 1

Increase learning resource access (tutoring, library, lab supplemental instruction)* Votes:8
* Student: 2
* Assessment: 1
* Outreach Committee: 1
* Tech: 2
* Facilities: 2

ID and support students close to completion* Votes:3
* Faculty: 1
* Classified: 2

Initiate auto completion * Votes:2
* Admin: 2

More transfer days/schools* Student: 1

More outreach connection to transfer/ career center from start* Votes: 4
* Faculty: 2
* Admin: 1
* Outreach Committee: 1

Outreach about AAT, AST, ADTVotes: 7* Student: 1
* Faculty: 1
* Admin: 2
* Curriculum:1
* PD: 1
* Assessment: 1

Complete and apply ILOs, assessment, CCSSE, and assessment tools to increase student success* Votes:6
* Faculty: 1
* Assessment: 2
* Ed Committee: 3
 |

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| --- | --- | --- | --- | --- | --- |
| **PCCD Goal** | **BCC Goals/Activities** | **Strengths** | **Weaknesses** | **Concerns** | **Votes** |
| 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
 | Mentoring, including staff, peer, and faculty to increase understanding of pathways as well as degrees/certificates * Votes: 5
* Faculty: 2
* Classified: 1
* PD: 1
* Assessment: 1

Contextualized, applied and service learning, including CTE, soft skills, college and career readiness, internships* Votes: 8
* Student: 1
* Faculty: 3
* Classified: 2
* PD: 1
* Assessment: 1

Integrative assignments across classes to connect/support students and teachers * Votes: 3
* Faculty: 1
* Classified: 1
* Admin: 1

Ensure adequate curriculum* Votes: 3
* Faculty: 2
* Tech: 1

Increase access to learning resources (tutors, lab, library)* Votes: 5
* Students: 1
* Classified: 1
* Facilities: 1
* Tech: 2

Professional Development to better prepare all professionals (staff, faculty, student leaders, admin) to help students reach transfer faster.* Votes: 11
* Faculty: 3
* Classified: 1
* Admin: 1
* Facilities: 2
* PD: 2
* Tech: 1
* Outreach: 1
 |