**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 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** | 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 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? | 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, ADT  Votes: 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 |