1. ***ADVANCE STUDENT ACCESS, EQUITY, AND SUCCESS***

**A.1** **Access:** **Focus access on programs and course offerings in the essential areas of basic skills, CTE, and transfer, and stay within range of the state-funded allocation by managing resident enrollment to 17,800 FTES. In addition, enable access to educational opportunities by increased contract education, fee-based instruction, distance learning, and international and out-of-state enrollments.**

Do we want to include **graduate** in that phrase? We not only encourage students to transfer. We also offer Degree and Certificate programs that are important. (Comment)

A.1 Access:  Focus access on programs and course offerings in the essential areas of basic skills, CTE, and transfer, and stay within range of the state-funded allocation by managing resident enrollment to 17,800 FTES. In addition, enable access to educational opportunities by increased contract education, fee-based instruction, distance learning, and international and out-of-state enrollments. (Let’s discuss what “access” means.)

A.1.1 Increase access by adding class sections for spring 2013 that fill gaps in schedules for transfer pathways, CTE pathways, and acceleration of basic skills pathways.

A.1.1  Increase access by adding class sections for spring 2013 that fill gaps in schedules for transfer pathways, CTE pathways, and acceleration of basic skills pathways. {Is this increasing access or increasing student success?} (Comment)

A.1.2 Meet enrollment target and increase productivity.

{Is this too general?} (Comment)

A.1.3 Increase the number of Student Education Plans (Ed Plan-SEP) for BCC first-year students by 50%.

{Is this an access issue or a student success issue?} (Comment)

A.1.4 Increase BCC’s international student population through outreach and support programs.

A.1.5 Increase the frequency and participation in BCC’s one-stop group orientation, placement, counseling, and registration process specifically designed for incoming high school graduates by 50%.

A.1.6 Increase access by augmenting contract education, fee-based and online offerings by 5%. (Comment)

**A.2** **Success: Continue to implement identified institutional, instructional, assessment, and student support changes to significantly improve the successful progress of student through basic skills/foundation course sequences by 2014-2015.**

A.2 "Success:  Continue to implement identified institutional, instructional, assessment, and student support changes to significantly improve the successful progress of **student through** basic skills..." (Comment)

After one year 70% of new incoming students will have completed transfer English and math and received at least an additional 15 units of transfer credit.” (Comment)

A.2.1 Implement effective practices for improving foundational skills and evaluate pedagogy to improve student persistence, retention and transfer.

I would hope that before we evaluated pedagogy, we name professional development goals for pedagogy that we are actually evaluating. (Comment)

A.2.2 Encourage early entry into a program of study to improve student success.

A.2.3 Implement acceleration models to improve course completion, particularly in basic skills.

How about also naming strategic links between pre-transfer English and math and transfer bearing courses to improve completion of transfer credits. (Comment)

A.2.4 Assess pilot acceleration models implemented in spring 2011 and fall 2012, identify successes and make adjustments for identified improvements.

A.2.5 Attain proficiency in the assessment of all learning outcomes by spring 2013.

A.2.6 Seek out possibilities for additional funding sources to support new transfer and CTE pathways.

A.2.7 Increase by 10% the number of graduation and/or transfer applications in a timely fashion.

Unclear whether this is for increasing the response to application or just the number. (Comment)

A.2.8 Increase freshmen retention and persistence by 5% by establishing pathways to guide undecided students. (Comment)

**A.3 Equity: Continue to plan, design and implement structural changes to significantly increase fall to fall persistence among major ethnic groups by 2014-15.**

A.3.1 Pilot innovative programs designed to increase student persistence among educationally disadvantaged groups.

A.3.2 Develop and build partnerships in the community that align with the goal to close the achievement gap.

A.3.2 Increase pathways for success for high school students planning to attend BCC and transfer to UC Berkeley

A.3.3. Procure additional funding to help underrepresented students graduate from BCC and transfer to a four-year institution.

A.3.4 Increase counselor-student contact by assigning BCC first-year students and students with 40 or above college/transferable units with designated counselors and facilitate counseling appointment-making. The number of counseling appointment will increase by 10%.

A.3.5 Increase student success in historically underserved students by developing mentor program. (Comment)

A.3.5 Raise awareness of mental health and engage the campus community in a dialogue and action plan to better assist and support individuals in need. (Comment)

**A.4 Support for Quality Instruction: Ensure students can remain enrolled, learn, and achieve by improving the enrollment and financial aid infrastructures in ways that produce measurable and desired outcomes including: Eligible students receive financial aid in a timely manner; on-line enrollment process is user-friendly facilitating efficient processing of application, confirmation of status, and other pertinent feedback.**

Do we want to include something related to Faculty? Quality of Instruction is two-fold; Student learning and Faculty teaching. Some faculty need support, and or additional training because they can directly effect that Quality of Instruction. (Comment)

A.4.1 Facilitate the integration of special programs including TRIO, Title III, EOPS/CARE/CalWORKs, DSPS, Persist, and PACE.

A.4.2 Strengthen Structure: Develop systems that allow BCC to become more effective in the areas of Technology and Communication.

A.4.3 Increase effectiveness by improving enrollment management, creating schedules that accommodate students’ needs, and increased utilization of space. (Comment)

1. ***ENGAGE AND LEVERAGE PARTNERS***

I would like to include Berkeley Adult School.  Many students will not be Financial Aid eligible and therefore not attend community college due to lack of GED or High School Diploma. Not sure if SSA or CFS addresses that... (Comment)

**B.1 Partnerships: Leverage, align, and expand external (i.e., community, business) partnerships to improve student learning and success in core educational functions.**

B.1 Strengthen community partnerships to enhance career pathways.

B.1.1 Ensure CTE Advisory Committees to meet **each semester** in order to maintain currency.

B.1.2 Host a spring semester event with community partners to highlight career pathways related to instructional programs.

B.1.3 Continue work with BCC’s President’s Circle to work with community partnerships and PCCD foundation to bridge pathways to success with possible funding sources for our students and our programs.

B.1.4 Develop and communicate a shared vision for our grants, career technical education, foundational skills, and learning communities that spans the college and helps to achieve our mission.

B.1.5 Enhance community partnerships with feeder agencies including Berkeley Youth Alternatives and Alameda County SSA/CFS service providers.

*B.1.6* Expand partnerships with community and business contacts and public agencies through student leaderships, e.g., Student Ambassadors, Associated Students and clubs, and Federal work study students serving the communities.

***C. BUILD PROGRAMS OF DISTINCTION***

**C.1 Assess SLO’s and SAO’s and ensure their analysis, adjustments and priorities are incorporated in Program Reviews and Annual Program Updates: Complete the assessment cycle at the course, program, and institutional levels, in part, by using program reviews and annual program updates in administrative, instructional, and student services to improve student learning and student success.**

C.1.1 Incorporate learning outcomes assessment into program review and budget allocation processes and plans.

**C.2 Accreditation: Submit the March 15, 2013 ACCJC College Status Reports on Student Learning Outcomes Implementation, documenting that BCC has successfully achieved “Proficiency” level.**

C.2.1 Ensure that BCC’s Response to Recommendation 5 is thorough and effectively addresses the concerns of ACCJC.

(C.1 – C.2.1) When I think of distinction, I think of superior performance and distinctive impact. This sounds like compliance not distinction. (Comment)

*C.2.2* Close the SLO/ASO loops in all student services areas by spring 2013.

**C.3 Create Alternatively Designed Programs:** **Continue to support programs and services that are exemplary and provide alternative and innovative designs to substantially improve student success.**

C.3.1 Initiate and complete instructional and student services Program Reviews by November 1, 2012.

C.3.2 Position BCC as one of the top STEM (Science, Technology, Math and Engineering) Community Colleges in California.

C.3.3 Increase BCC’s transfer rate to UC, and ensure we have the highest transfer rate to UC of under-represented and non-traditional populations. (Comment)

***D. CREATE A CULTURE OF INNOVATION AND COLLABOATION***

**D.1 District-Wide Collaboration and Innovation: 1. Implement ways to make connections and build bridges across the district and colleges that would promote an ethic of care and create a welcoming environment that permeates the colleges and the district; and 2. Continue to improve the Planning-Budgeting Integration Model to a)** **improve coordination and communication between PBI committees, and between district planning and budget integration with the decision-making processes at the colleges and b) ensure PBI committees set and achieve key milestones/goals.**

D.1.1 Select a BCC representative from each PBIM committee to serve as communication liaison with a monthly report at Roundtable.

D.1.2 Promote a focus on student learning and success in all committee activities.

*D.1.3* Expand district-wide coordination and collaboration in all student services areas to increase efficiency and effectiveness in serving students.

**D.2 Use Technology in Redesign of Educational Experiences:** **Enable more efficient and deeper student learning and student success through the creative use of technology, particularly through the increased use of online resources and online learning, and document effective practices used at the colleges.**

Improve the use of online resources and open source resources in the traditional face to face classroom environment. (Comment)

D.2.1 Technology Plan: Continue to lead the development, refinement, and implementation of BCC Tech Plan.

D.2.2 **Provide more online classes for students in a variety of educational pathways.**

1. ***DEVELOP AND MANAGE RESOURCES TO ADVANCE OUR MISSION***

Ensure student success by continuing to lift the morale of Administrators, Classified staff, and faculty, by fostering an atmosphere of collaboration, communication and respect. (Comment)

**E.1 FTES Target:** **Achieve FTES target within the state allocation for the district of 17,800 FTES and attain a productivity level of at least 17.5 FTES/FTEF.**

E.1.1. Achieve enrollment and productivity targets.

E.1.2 Apply for an NSF development grant to prepare an application for a 3-year NSF grant that will support the development of an Engineering program at BCC.

E1.3 Align communication, coordination and implementation of grants to effectively leverage resources and make significant institutional change. Evaluate, sustain and institutionalize (and decommission) projects and activities for maximum impact.   
  
There is a shorter and similar statement under fiscal stability (see below E.3.1). However I think grants management is more aligned with resource management than fiscal stability. (Comment)

**E.2 Focus Budgeting on Improving Student Success through Support for Structural Changes:** **Respond to projected state deficits and budget** **cuts by designing budgets in keeping with the district Budget Allocation Model that a) are based on strategic directions and program review; b) improve student success through support for structural change; c) create efficiencies by sharing of positions, facilities, and other resources within and across the colleges; d) consider the total cost of programs and support activities; e) shift resources to core educational functions; and f) continue to increase alternative funding sources.**

**E.2 Focus Budgeting on Improving Student Success through Support for Structural Changes as Warranted by Assessment Findings and Program Review:** **Respond to projected state deficits and budget** **cuts by designing budgets in keeping with the district Budget Allocation Model that a) are based on strategic directions and program review; b) improve student success through support for structural change; c) create efficiencies by sharing of positions, facilities, and other resources within and across the colleges; d) consider the total cost of programs and support activities; e) shift resources to core educational functions; and f) continue to increase alternative funding sources.**

E.2.1 Advance resource parity for BCC including the transfers of funds or faculty and classified positions as a necessary means of fiscal stability.

Advance resource parity for BCC including the transfers of funds **or faculty** and classified positions as a necessary means of fiscal stability.

Should the Bold portion be **for** faculty? (Comment)

E.2.2 Generate general fund savings and leverage funding from other resources.

E.2.2 Monitor annual program budgets to ensure timely expenditures.

E.2.3 Successfully complete Phase III of the Build out.

**E.3 Fiscal Stability: Continue comprehensive improvements to the financial management systems of the district and make budget and finance information transparent and accessible to internal stakeholders. Ensure expenditures for all cost centers stay within the established budget to maintain a balanced budget.**

E.3.1 Formalize a process to plan, coordinate, assess and integrate grant funded projects. Set up the grant budgets to track expenditures more efficiently

**E.4 Accreditation: That the four colleges in Spring 2013 receive a positive response from the ACCJC Follow-Up Visit based on successfully addressing the four recommendations (March 15, 2013) [(1) resolve all financial audit findings; (2) demonstrate long-term fiscal stability; (3) complete the review of all Board policies and District administrative procedures; and (4) provide college evaluation of the impact of financial** **decisions on the sufficiency of staffing and the quality of educational programs and services] and be removed from “Warning” in June 2013.**

**E.4 Accreditation: Ensure That the four colleges in Spring 2013 receive a positive response from the ACCJC Follow-Up Visit based on successfully addressing the four recommendations (March 15, 2013) [(1) resolve all financial audit findings; (2) demonstrate long-term fiscal stability; (3) complete the review of all Board policies and District administrative procedures; and (4) provide college evaluation of the impact of financial** **decisions on the sufficiency of staffing and the quality of educational programs and services] and be removed from “Warning” in June 2013.**

E.4.1 Ensure that BCC’s Response to Recommendation 5 is thorough and effectively addresses the concerns of ACCJC.

E.4.2 Initiate through governance committees an organizational structure for BCC’s next Self Evaluation.