### Strategic Goals & Institutional Outcomes 2013-2014



July, 2013

The following are the Peralta Community College District’s strategic goals and institutional outcomes for the Academic Year 2013-14 (July 1, 2013 – June 30, 2014) that will be evaluated in Summer 2014.

BCC specific activities are in **red (from the spring retreats)** or **green (from flex day).**

Our focus this year will be on student success in the core educational functions of basic skills, transfer, and CTE (Career Technical Education) by encouraging structural innovation, implementation of the IT Strategy, user-friendly student enrollment process, transparency, and communication in the context of spending within an established budget.

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| Strategic Goals | 2013-2014 Institutional Outcomes |
| **A: Advance Student Access, Equity, and Success** | * 1. **Student Access:** Focus access on programs and course offerings in the essential areas of basic skills, CTE (Career Technical Education), and transfer; and stay within range of the state- funded allocation by achieving resident enrollment of 18,830 FTES (Full-Time Equivalent Students). Provide educational opportunities by increasing local student outreach, distance education, and international education. * **Actively use the information from the retreats and customer service training to improve the services/experience of students and employees at BCC.** * **Continue BCCO with enhancements.**   1. **Student Success:** Support Student Success Act of 2012 (SB 1456), including requiring students to complete core matriculation services; to declare a course of study early; and to provide orientation, assessment, counseling, advising and other student education planning services. Increase coordination among colleges and align course offerings to meet student needs. * **Develop Learning Resources Center to increase type of tutoring, centralize and increase etutoring, and develop skills enhancement workshops.**   1. **Student Success:** Continue to implement institutional, instructional, assessment, and student support to improve the successful progress of students through basic skills/foundation course sequences by 2014-2015. Implement new assessment methods to maximize the number of students who can skip basic skills and go directly to college-level courses. * **Provide better services for evening and international students** * **Dedicated counseling•** * **Overall better signage including maps, office and classroom indicators, and banners or other large visual indicators for first floor services. Signs showing important processes and rules (and everyone follow those policies).** * **Improve student understanding of processes via handouts to explain terminology used in each department; use checklists with step by step procedures for students (for example a handout for students on enrollment)** * **Faculty should share non-class info with students about campus life, students services, etc.** * **Have mentoring relationships, buddy system–faculty to faculty, faculty to students, students to students** * **Eliminate classism on campus** * **Do registration post mortem** * **Get information to students visually through monitors, videos** * **Improve orientation to students including information about using Passport; offer different options for orientation including online.** * **Have ongoing workshops throughout the semester and/or “welcome” fair for students** * **Better publicize student services (for example give bookmarks with** **information)** * **Student success handbook and/or planner for all** * **Make Passport more comprehensible (esp. clearly listing which college class will be at)** * **More training for Ambassadors on student services and college programs**   1. **Student Equity:** Implement colleges’ student equity plans and improve completion rates and fall to fall persistence among major ethnic groups by 2014-15. * **ACE training for students for college cultural assimilation** * **Trainings and other activities for students, faculty and staff to develop a stronger appreciation of our diversity, for example: race/ethnicity, gender, disability, deaf culture** * **Diversify the faculty more** * **Review, revise, and disseminate Student Equity Plan** * **Align Program Review with LRC Outcomes**   1. **Quality Student Support Services:** Help ensure that students remain enrolled and succeed by improving the enrollment and financial aid processes in ways that produce measurable and desired outcomes. |
| **Continue BCCOB: Engage and Leverage Partners** | * 1. **Partnerships:** Align and strengthen external partnerships (i.e., community, business, K-12) to improve student learning, transfer, career readiness and job placement. * **Identify leaders to inspire and provide information and change agents/champions currently who “love us or want to love us”** * **Engage in relationship building: Invite CBOs to come on site** * **Keep database on community partners; set targets for number of businesses and CBOs to add to DB** |
| **C: Build Programs of Distinction** | 1. **Uniquely Designed Programs:** Continue to support programs and services that are exemplary, innovative designs to substantially improve student success.  * **Tie targets in this area to B, so relationships are dynamic and include all students** |
| **D: Create a Culture Innovation and Collaboration** | * 1. **Service Leadership:** To establish professional development initiatives leading faculty, administrators, and staff towards quality services to our students, the community, and each other.   2. **Institutional Leadership and Governance:** Governance roles are designed to facilitate decisions that support student learning programs and services, and improve institutional effectiveness, while acknowledging designated responsibilities of Board and Chancellor. Adhere to, evaluate and continue to develop Board Policies and Administrative Procedures.   3. **Institutional Effectiveness:** Evaluate and validate accreditation standards, strategic planning process, and all master planning documents and continue to improve the Planning and Budgeting Integration Model.   **Contribute to institutional effectiveness at BCC by:**   1. **Improving College functionality**    * **Regular follow up status given to campus community on projects**    * **Hire more faculty, administration, and staff based on real assessment of needs** 2. **Improving Communication**    * **Members of the college use consistent modes of communication**    * **All members of the college follow the rules and policies**    * **Better communication about what projects are going on so that effort isn’t duplicated**    * **Clear and accurate communication–from the district office as well as all members of the college–in multiple formats**    * **Listening before speaking/acting**   **III. Creating a Collaborative environment**   * + **Need more places and opportunities where all members of the college can socialize, includes celebrations and events**   + **Use atrium much more for collective activities, maybe a coffee and snack wagon once a week, student services and departments at tables the beginning of the semester**   + **Create a more friendly environment by having art, posters etc, and plants throughout the college**   + **Welcome all newcomers**   + **Foster an environment that encourages students to be independent and take initiative**   + **People from different areas in regular operational meetings together, for example meetings between student services and instruction**   **IV. Sharing Information •Post a master calendar and announce monthly events at Roundtable**   * + **Orientations for all new faculty and staff and tours of the building**   + **Campus-wide pre-semester meeting on Saturday before the semester begins to include all employees**   + **Faculty and staff handbook**   **V. Improving Technology**   * + **Greater awareness and access to technology that the college has (i.e. online conferencing)**   + **Transparency in how technology decisions are made – why do we have high tech classrooms for teaching but not enough computer labs and printers for students**   + **Sufficient access to information to be able to serve students**   **VI. Implementing Training**   * + **Regular training for all staff and faculty, including customer service, cultural competence, team building, methods for catching academically at risk students before they end upon probation and dismissal, and eberkeley.org and Moodle**   + **More faculty workshops, talks, videos**   + **More retreats**   **VII. Creating Transparency**   * + **Review all processes and set goals for improvement**   + **Publish list of who serves on committees**   + **Publish list of who gets release time and for what**   + **Make clear how grant monies are spent, how decisions are made, and share the assessment of the effectiveness of funded projects**   + **Discuss and review the impact of stipends and who gets them**   + **Evaluate the pros and cons of online education**   + **All services and opportunities should be visible to everyone**   + **Increase transparency in college decision making and functioning of college structures**   **VIII. Celebrating achievements**   * + **Plan and have big 40th anniversary birthday party**   1. **Collaboratively Complete Program Reviews and Annual Program Updates:** Ensure outcomes and assessment are ongoing, systematic and used for continuous quality improvement at the course, program and institutional levels in a collaborative manner by using program reviews and annual program updates in administrative, instructional and student services to improve student learning and student success. * **Create alignment between data and resource requests, including SLOs, Enrollment, persistence, and student success**   1. **Expand the Use of Educational Technology:** Enhance student learning and success through the creative use of technology, particularly smart classrooms and the use of online resources. * **Provide equal resources for online students, i.e., orientation, counseling, tutoring, etc.** |
| **E: Develop and Manage Resources to Advance Our Mission** | * 1. **FTES Target**: Achieve resident FTES (Full-Time Equivalent Students) enrollment target within the state-funded allocation for the District of 18,830 FTES and attain a productivity level of at least 17.5 FTES per FTEF as part of a specified FTEF allocation. * **Educate faculty to adhere to roster deadlines to claim funding that is otherwise lost** * **Schedule offerings strategically in summer and short term**   1. **Budget To Improve Student Success:** Utilizing the Budget Allocation Model, financial resources are allocated to colleges and service centers with a focus on maximizing support and development of student learning programs and institutional effectiveness. Annual assessments of completion of institutional goals and outcomes, program reviews, mission critical projects, and the Budget Allocation Model are evaluated to insure alignment of the institutional mission. |
|  | * 1. **Fiscal Oversight**: Continue to adhere to proper fiscal oversight, prudently manage financial resources (oversight, bonds, benefits, OPEB, etc.), and adhere to or continue to develop proper Administrative Procedures and process improvement on procedures.   2. **Support Quality Instruction:** Ensure that students receive the highest levels of educational quality possible, through investments in materials, equipment, and teaching and learning innovation |