**Berkeley City College**

**Education Committee for Quality Programs and Services**

**Meeting Notes**

**February 26, 2016**

**Attendees:** Josefina Baltodano, May Chen, Heather Dodge, Lisa Gwyn-Laigo, Brenda Johnson, Jenny Lowood, Cleavon Smith, Tram Vo-Kumamoto, Hermia Yam, Robert Frost

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| **Agenda Topic** | **Discussion** | **Actions** |
| I. Review and approve 3/10/2016 meeting minutes | approved |  |
| II. BCCMP | May: Introductory remarks and discussion of BCCMP document. * Discussion of pps. 20-28: current programs that support these goals.
* External/internal environmental scan summary (from consultants).
* Implementation.
* P. 15: Summary of indicators.
* P. 30. BCC service area – various indicators.

 Income levels, pay scale comparison, educational attainment levels, where our students come from, etc. Heather: (1) There are places where we’re ahead of some other colleges: for example, embedding Equity into all indicators. (2) CTE programs working to identify pathways that would get them into living wage work in our area ($20 per hour) but some of our own staff rates not hitting it. What can we do with these two pieces over next five years? May: Discussion of document.* P. 37. Five-year trends. Faculty figures. Living wages. Classified staffing lower than other colleges. Enrollment, FTEs. Graduation rates.
* Table 14. Core Success Rate. We pay special attention here. Percentages for various groups. Huge gaps; importance of incorporating Equity.
* The College thanks Ed. Committee for input.
 | BCCMP was endorsed by Ed Committee |
| IV. Planning process evaluation, focus group discussion | First process evaluation question:Do you feel you were provided opportunity to give feedback on this document as it was developed? Jenny: I see lots of achievement indicators here but quality of instruction and quality of learning isn’t coming to the fore. I’m not sure anything can be done about that. I know it’s addressed. Tram: When putting together document, we recognized that learning outcomes are essential and integral. Issue in next five years, can we move learning outcomes in direction where we can capture as data point. Not sure how to do that; that’s a challenge we have. Second process evaluation question:What suggestions would you give to improve this process for next time, keeping in mind that planning and implementation is continual process. Tram: I think this document has indicators positioned in a way so we can feed data in to them every year, year to year. It’s a useable document. Cleavon: Importance of giving people who are in representative roles more time and opportunities to gather information from their constituencies. Jenny: We could look upon this process as providing a time capsule of advice, i.e., what do we want to pass along. Create a “to do” list for people down the road. For example: we would like to find a way, if it can be found, to have learning outcomes be more included in our goals and indicators. And: getting input from representatives and giving them time to get input from their constituencies. Tram: Getting constituency feedback important. The other piece: committees such as this not so much about constituency vetting but about implementation and roles: “Here’s the plan. In your role, how do you see yourself and people you’re working with implementing the plan?” That’s the part where we haven’t had a lot of good conversations because of time constraints. I’m hoping we can get better at those conversations and at gauging progress in implementation. And how do we get all representatives to show up. Jenny: Constant huge tension between implementation and representation. Getting something done and achieving inclusiveness: tension.Cleavon: Charge of Ed. Committee from my understanding: make recommendations and request information. Gotten caught up in Master Plan – rightfully so. I don’t know if we need everyone here to make that plan. A debate in past was, do we make committee all-inclusive of all these different roles or do we make it small and invite people into conversation when we need information from them. Tram: I like that structure. The list of committee members is so large.Brenda: I think there should be more people here and the discussion should be broader. The Equity initiative has been merged with the master plan; Equity has fallen by the wayside in my opinion. I don’t know how we reengage people. Cleavon: I agree with Brenda: conversations around how we’re getting there in terms of Equity have been missing. And who needs to be in the room for those conversations. Brenda: For example we are implementing our Foster Youth Initiative. It would have been part of the Equity discussion but there’s no committee. Equity should be more prominent in our agenda and our work. But this document is still good; I don’t mean to suggest it’s not. May: We can do everything that’s necessary to materialize our goals. CTE. Veterans. Tram: Two meetings a month with one as break-out. Cleavon: Why don’t we dissolve Ed. Committee and have Equity Committee – that’s the work. That may help us keep focus. I want focus and clarity and I think that’s the only way we’ll reach these indicators. Jenny: I think there should be an Ed. Committee aligning with district committee; I also think the Equity Committee and Basic Skills Committee should continue. Sub-groups coming in to report makes sense to me. It’s useful to have a group of constituents focused on those particular goals. Cleavon: This committee not aligned with DEC. We’ve had Ed. Committee for three years and haven’t figured our charge or institutionalized effort. And we didn’t have Ed. Committee before those three years, yet we functioned as a college. Integration of Ed. Committee and Equity. Jenny: Equity is extremely important. But there is another aspect of education, coming back to outcomes. May: It sounds like we want to continue to meet and discuss: what call committee? Name change? Meeting frequency? Jenny: Key is not committee’s name but its charge. Heather: Suggest last meeting we focus on goal-setting for fall so we’re not goal-setting in fall for fall. I agree with the Brenda that the Equity piece is not lost in document but hasn’t been brought to the fore as needed. Hermia: This committee evolved from Matriculation Committee that brought Student Services and Instruction together. Now it seems like SSSP replacing Matric. Committee. This committee is not doing work of SSSP; SSSP kind of lost, even though plan features some SSSP mandates.Tram: The question is how we get our agenda focused on implementation and the actual work. That’s the struggle. I’m looking forward to having something integrated. And attendance – a time slot where all the folks can come so we can have an integrated conversation. Jenny: I don’t think this group will get all work of SSSP and Equity group and all these others taken care of in essentially two hours a month. Cleavon: We do need planning. This is maybe not place for that planning. More intentional use of this time and space. This is place where we ask large questions about, is this realistic, how things connect. Cleavon: I would rather not do goal setting next meeting but general assessment of all activities proposed in the existing plan. Now what needs to happen in various realms to make these ideas actualize in the college?May: Let’s go back and listen to groups and come up with recommendation for May 12 meeting: these are things we will talk about to set foundation for next year. We will send out next meeting agenda early to recruit more people. Two-hour meeting. Cleavon: Can we get enumeration of all different activities proposed for SSSP and Equity.Josie: I think this group can be instrumental, in fact key, in development of an action plan for the year, based on the master plan. Tram: Fitting items into goal categories.Jenny: We have for example a goal related to having students consider alternate points of view. That’s related to Equity. Tram: Incorporation of The Learning Center activities. Figuring out pathways for communications between projects. Jenny: I think we’ll find alignments we don’t expect.May: Value of small groups such as this one.Josie: Consider using UMOJA as prototype and model for integration. People like programs they are tangible, that they can actually touch, that connects with them.Cleavon: I agree and add that when we use programs such as that, as beta, it’s hard for rest of institution to see what’s happening there. That integration should be happening everywhere. Standard narrative here is: “That’s what they do.” Rather than: “How is my course tied to SSSP and Equity?” If we say, “EMOJA is where SSSP and Equity are happening” we may obstruct our goals.Brenda: EMOJA not only beta. Foster Youth Initiative. Cleavon: Betas happen in special programs. I don’t want special programs to be “where we play.” In addition to those special programs it is our charge to find places where we can build integration. Jenny: Rather than saying “New thing coming and this will be model” we should look at all the places where for example Student Services and Instruction come together. Tram: When we compile list of stuff going on, we should identify ones that are clearly integrating Instruction and Student Services and maybe that becomes what we focus on in this committee for next year. Third question:We will be getting evaluation feedback on using the BCCMP in planning and projects, and in addressing the BCCMP goals through program reviews, Roundtable discussions, grant applications, etc. Are there other ways you feel we should get evaluation feedback? (the Committee did not get a chance to discuss this due to time constrain.) | 1. 1. BCC Ed Committee will conduct a special 2-hour meeting 12 noon – 2 pm on 5/12/2016. Lunch will be provided.
2. 2. Align different activities proposed for SSSP, Equity and other primary plans with BCCMP.
3. 3. Review general assessment of all activities proposed in the existing plans.
4. 4. Map out implementation plans for Fall 2016, based upon the “integrated goals, indicators, and activities.”
5. 5. Fall 2016 Ed Committee agendas may be determined in advance.
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| V. Future Meeting | 5/12/2016 |  |