

**Peralta Community College District  
Annual Program Update Template 2013-2014**

**DISTRICT-WIDE DATA by Subject/Discipline Fall Semesters**

<b>I. Overview</b>			
BI Download:	10/23/2013 17:41	Dept. Chair:	Carol Copenhagen and Fabian Banga
Subject/Discipline:	SPAN	Dean:	Antonio Barreiro
Campus:	Berkeley City College		
Mission Statement	As written in the <i>Berkeley City College Educational and Resources Plans for the Years 2001-2016</i> , the mission of the Modern Languages program is to provide courses leading to the following: an Associate of Arts degree in Spanish and a certificate of completion Spanish; transfer to a university; the general requirements for the A.A. and A.S. degrees or transfer; and lifelong learning.		

**Program Review Narrative (update):**

As written in the *Berkeley City College Educational and Resources Plans for the Years 2001-2016*, the mission of the Modern Languages program is to provide courses leading to the following: an Associate of Arts degree in Spanish and a certificate of completion Spanish; transfer to a university; the general requirements for the A.A. and A.S. degrees or transfer; and lifelong learning.

The Modern Languages program is a strong and vibrant area of studies at Berkeley City College. The program offers a complete range of lower division courses in Spanish and an Associate of Arts Degree and Certificate of Completion. It has approximately 63% of the total of students studying Spanish in the district: BCC 108.23 total Full-time Equivalent Students (FTES), Laney 35.70 total FTES, Alameda 17.97 total FTES and Merritt 10.34 total FTES. (September 25, 2012). **Unfortunately, the percentage of total Contract FTEF district wide is only 0.24 (Fall 2012).**

Spanish instructors follow course outlines conscientiously so that any student who takes a Spanish course at Berkeley City College will have the same course content and meet the same course objectives regardless of the instructor or time and day of the course.

The Modern Languages Department has added this semester (Spring 2014) introductory courses (1A) in Arabic, French and Portuguese. The Department has also fully implemented its Language Lab/Center located in 212. It is open approximately 15hs per week.

The program would like to continue expanding into strategic languages (Arabic, Portuguese, **Mandarin, and Japanese**) and the creation of courses that will help already fluent students **complete their AA or credential degree**. Although many BCC students speak Spanish fluently, this ability makes them ineligible for basic language courses such as Spanish 1a, 1b and in many cases 2a. Because of this, there are not enough courses available for them to complete a degree.

The program is investing heavily in **hybrid classes**, following the recommendation to the Peralta Community College District (PCCD) by the Chuck McIntyre Report (2008); and in the

use of Instructional technologies like open educational resources that agrees with the principle that:

“Technology ushers in fundamental structural changes that can be integral to achieving significant improvements in productivity. Used to support both teaching and learning, technology infuses classrooms with digital learning tools, such as computers and hand held devices; expands course offerings, experiences, and learning materials [...]Online learning opportunities and the use of open educational resources and other technologies can increase educational productivity by accelerating the rate of learning; reducing costs associated with instructional materials or program delivery; and better utilizing teacher time.”

Use of Technology in Teaching and Learning; U.S. Department of Education / <http://www.ed.gov/oii-news/use-technology-teaching-and-learning>

The Department would like to continue working on the expansion of its Language Lab/Center and collaborate in the creation of a Test Center.

(From our previews program review 2012-2013)

### **The creation of a sustainable Language Lab and Test Center for BCC**

#### **Current status:**

- The Modern Language Department language lab has a locked cart with 30 laptop computers and the “Tell Me More” language learning software (an excellent Spanish pronunciation and vocabulary package for all levels).

#### **Needs:**

- The ability to make this software and the computers available to Spanish students. **(The Department has an active Language Lab-Center since Fall 2013)**
- A testing center for creating and administering invigilated language tests.
- A tutorial center that combines electronic resources with in-person assistance. (The Department is working on this item and it is almost completed)

#### **Outcomes:**

- Benefits to the student:
  - Flexible scheduling for exam taking and tutoring.
  - Resources addressing diverse learning styles.
  - Reestablishment of some of the instructor-to-student time lost in both the over-enrolled and hybrid classes.
- Benefits to the teacher:
  - More time for teaching.

- Easy referral for students needing additional tutoring.
- Ability to electronically share tests and activities with colleagues.
- Benefits to Berkeley City College:
  - The combination of tutorial and testing center streamlines test testing and centralizes language tutorials.
  - In the long run, once a testing center for language is created and fine-tuned, the center can be made available to other departments as well as outside academic organizations (e.g. distance education classes, College Board Testing, etc.) who need access to reputable, proctored testing sites (for a fee) Income from these services to outside populations will help to maintain the language lab/test center.

**Timeline:**

**Spring 2013: (this goal was achieved)**

- Incorporate "Tell me more" software into the curriculum for Spanish 1A and 1B.
- Purchase appropriate test-writing software and begin to collect digital exams from Spanish professors.
- Begin offering limited invigilated testing for Spanish 1A & 1B either during class time or on a partial lab schedule.
- Establish a tutorial lab center that is available to students seeking enrichment and personalized assistance.
- Investigate scheduling software for on-line appointments to use lab.

**Summer 2013: (This goal was partially achieved)**

- Finish establishing a complete on-line testing center for Spanish. Including:
  - A complete set of randomized tests for both levels (1A & 1B) that include oral and listening components.
  - Appointment software for students to schedule exams and tutorial sessions.
- Assist summer school instructors with on-line testing and tutorial lab support.
- Survey other departments regarding their interest in using an on-line testing center for their classes.
- Hire tutors to run the lab on a broader schedule in the fall.
- Visit other successful testing centers.

**Fall 2013: (this goal was partially achieved; the Language Lab is open to students)**

- Have the lab/testing center up and running for Spanish 1A & 1B classes.
- Trouble shoot new issues as they arise.
- Investigate a dedicated space for testing center with a language lab/tutorial center space included.
- Evaluate lab staff and tutors.
- Begin to assist 2-3 other departments interested in using the testing center.

**Spring 2014:** (These thoughts are contingent upon the testing center having a dedicated space containing 30-40 computers with a director and staff size appropriate for the hours it is open. And a smaller language on-line tutorial center with the 30 original laptops also staffed.)

- Continue outreach to other departments. Help with exam design appropriate for subject and on-line presentation. (e.g. ASL might want to use video, political science might want students to listen to speeches, etc.)
- Approach outside agencies that might be interested in renting the testing center on the weekends (SAT, Distance Ed, etc.). Thereby generating income for BCC.

**Recommendation:**

- Increase budget for instructional assistants to support the language classes
- Increase the number of tutors/hours
- Hire 1 or 2 additional full-time instructors
- Develop foreign language lab
- Create a Test center

**TERM COURSES – All Language Classes in BCC - Spring 2014 (up to 1/30/14)**

TERM	CATALOG	SUB	SECT	CENSUS	ENRL	FTES RESD	FTES TOTL	FTEF CONT	FTEF TEMP	FTEF TOTL	AVG ENRL	AVG FTES	PROD
Spring` 14	ARAB:1A	ARAB	1	41	44	6.33	6.83	0	0.33	0.33	44	6.83	20.49
	FREN:1A	FREN	1	40	40	6	6.66	0	0.33	0.33	40	6.66	20
	PORT:1A	PORT	1	39	39	6	6.5	0	0.33	0.33	39	6.5	19.5
	SPAN:1A	SPAN	8	299	299	44.34	49.85	0	2.67	2.67	37	6.23	18.7
	SPAN:1B	SPAN	4	132	133	20.51	22.02	0.33	1	1.33	33	5.51	16.52
	SPAN:22A	SPAN	1	38	39	5.17	6.34	0	0.33	0.33	39	6.34	19.02
	SPAN:2A	SPAN	2	56	56	9	9.34	0.33	0.33	0.67	28	4.67	14.01
	SPAN:2B	SPAN	1	32	32	5	5.33	0.33	0	0.33	32	5.33	15.99
	SPAN:35B	SPAN	1	26	26	2.6	2.6	0	0.2	0.2	26	2.6	13
	SPAN:39	SPAN	1	19	19	1.6	1.9	0.2	0	0.2	19	1.9	9.5
	SPAN:71	SPAN	1	23	23	2.2	2.3	0	0.2	0.2	23	2.3	11.5
<b>Grand Total</b>			<b>22</b>	<b>745</b>	<b>750</b>	<b>108.75</b>	<b>119.67</b>	<b>1.2</b>	<b>5.72</b>	<b>6.6</b>	<b>34</b>	<b>5.44</b>	<b>18.13</b>

**TERM COURSES – All Language Classes in the Peralta District - Spring 2014 (up to 1/30/14)**

TERM	CATALOG	SUB	SECT	CENSUS	ENRL	FTES RESD	FTES TOTL	FTEF CONT	FTEF TEMP	FTEF TOTL	AVG ENRL	AVG FTES	PROD
Spring` 14	ARAB:1A	ARAB	1	41	44	6.33	6.83	0	0.33	0.33	44	6.83	20.49
	CHIN:1	CHIN	2	81	81	13.5	13.5	0	0.67	0.67	40	6.75	20.25
	CHIN:11B	CHIN	1	21	21	3.52	3.7	0	0.32	0.32	21	3.7	11.52
	CHIN:2	CHIN	1	24	24	3.67	4.01	0	0.33	0.33	24	4.01	12.03
	CHIN:3	CHIN	1	31	31	4.83	5.16	0	0.33	0.33	31	5.16	15.48
	CHIN:30B	CHIN	1	23	23	3.7	4.06	0	0.32	0.32	23	4.06	12.64
	CHIN:40A	CHIN	1	37	37	4.94	5.08	0	0.2	0.2	37	5.08	25.4
	FREN:1A	FREN	4	140	139	22.65	25.51	0.67	0.33	1	34	6.38	25.51
	FREN:1B	FREN	1	22	22	4.27	4.27	0.33	0	0.33	22	4.27	12.81
	JAPAN:1A	JAPAN	1	86	86	14.22	15.32	0	0.67	0.67	86	15.32	22.98
	JAPAN:1B	JAPAN	1	49	49	7.33	8.17	0	0.33	0.33	49	8.17	24.51
	PORT:1A	PORT	1	39	39	6	6.5	0	0.33	0.33	39	6.5	19.5
	SPAN:1A	SPAN	18	649	649	95.68	103.13	0.47	5	6	36	5.73	17.19
	SPAN:1B	SPAN	5	165	166	26	28.06	0.33	1.33	1.67	33	5.61	16.84
	SPAN:22A	SPAN	3	113	114	11.02	13.42	0.67	0.33	1	38	4.47	13.42
	SPAN:2A	SPAN	2	56	56	9	9.34	0.33	0.33	0.67	28	4.67	14.01
	SPAN:2B	SPAN	1	32	32	5	5.33	0.33	0	0.33	32	5.33	15.99
	SPAN:30A	SPAN	2	72	72	7.22	7.42	0	0.4	0.4	36	3.71	18.55
	SPAN:35B	SPAN	1	26	26	2.6	2.6	0	0.2	0.2	26	2.6	13
	SPAN:39	SPAN	1	19	19	1.6	1.9	0.2	0	0.2	19	1.9	9.5
SPAN:71	SPAN	1	23	23	2.2	2.3	0	0.2	0.2	23	2.3	11.5	
<b>Grand Total</b>			<b>50</b>	<b>1749</b>	<b>1753</b>	<b>255.28</b>	<b>275.61</b>	<b>3.33</b>	<b>11.97</b>	<b>15.84</b>	<b>35</b>	<b>5.51</b>	<b>17.4</b>

<b>II. Enrollment</b>					
	<b>Alameda</b>	<b>Berkeley</b>	<b>Laney</b>	<b>Merritt</b>	<b>District</b>
Census Enrollment F10	115	740	286	86	1227
Census Enrollment F11	134	690	329	62	1215
Census Enrollment F12	141	599	289	69	1098
Sections F10	4	23	9	2	38
Sections F11	5	20	9	2	36
Sections F12	5	19	9	2	35
Total FTES F10	19.17	111.57	47.22	14.34	192.3
Total FTES F11	17.97	110.23	41.11	10.34	179.65
Total FTES F12	21.61	92.41	45.58	11.5	171.1
Total FTEF F10	1.33	6.33	2.87	0.67	11.2
Total FTEF F11	1.53	6.4	2.87	0.67	11.47
Total FTEF F12	1.53	5.8	2.73	0.67	10.73
FTES/FTEF F10	14.38	17.62	16.47	21.51	17.17
FTES/FTEF F11	11.72	17.23	14.34	15.51	15.6626
FTES/FTEF F12	14.09	15.93	16.68	17.25	15.946

<b>III. Student Success</b>					
	<b>Alameda</b>	<b>Berkeley</b>	<b>Laney</b>	<b>Merritt</b>	<b>District</b>
Total Graded F10	105	639	259	82	1085
Total Graded F11	127	634	319	57	1137
Total Graded F12	124	561	275	66	1026
Success F10	63	405	146	58	672
Success F11	56	354	174	31	615
Success F12	56	344	168	39	607
% Success F10	0.6	0.63	0.56	0.71	0.62
% Success F11	0.44	0.56	0.55	0.54	0.54
% Success F12	0.45	0.61	0.61	0.59	0.59
Withdraw F10	26	170	84	19	299
Withdraw F11	44	163	85	9	301
Withdraw F12	47	150	71	22	290
% Withdraw F10	0.25	0.27	0.32	0.23	0.28
% Withdraw F11	0.35	0.26	0.27	0.16	0.26
% Withdraw F12	0.38	0.27	0.26	0.33	0.28

<b>Faculty</b>					
	<b>Alameda</b>	<b>Berkeley</b>	<b>Laney</b>	<b>Merritt</b>	<b>District</b>
Contract FTEF F10	0.9	2.35	1	0	4.25
Contract FTEF F11	0.95	1.53	1	0	3.48
Contract FTEF F12	0.9	1.08	0.8	0	2.78
TEMP FTEF F10	0.33	3.8	1.87	0.67	6.67
TEMP FTEF F11	0.53	4.86	1.87	0.67	7.93
TEMP FTEF F12	0.53	4.6	1.73	0.67	7.53
Extra Service FTEF F10	0.1	0.18	0	0	0.28
Extra Service FTEF F11	0.05	0	0	0	0.05
Extra Service FTEF F12	0.1	0.12	0.2	0	0.42
Total FTEF F10	1.33	6.33	2.86	0.67	11.19
Total FTEF F11	1.53	6.39	2.86	0.67	11.45
Total FTEF F12	1.53	5.8	2.73	0.67	10.73
% Contract/Total F10	0.67	0.37	0.35	0	0.3798
% Contract/Total F11	0.62	0.24	0.35	0	0.3039
% Contract/Total F12	0.59	0.19	0.29	0	0.2591

<b>V. Qualitative Assessments</b>	
<p><b>CTE and Vocational:</b> Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc.</p>	<p>Labor market information for the Spanish Medical Interpreter Program will be presented in their program review, which will be submitted separately.</p>
<p><b>Transfer and Basic Skills:</b> Describe how your course offerings address transfer, basic skills, and program completion.</p>	<p>Over the past two years, the demand for transferable language classes has increased dramatically. An example that illustrates this reality is that 75% of the classes offered by the department are 1A and 1B classes because all these introductory classes are in high demand. The Department offers consistently 8 sections of Spanish 1A, 4 sections of Spanish 1B (UC Modern Language Requirement, Area 8) and 1 section of Arabic, French and Portuguese 1A. (total of 15 in 22 classes)</p> <p>Almost all of the courses in the ML Department transfer either to fulfill general education or IGETC requirements or to transfer as elective units.</p>

( Willy Lizarraga )

**VI. Program Outcomes and Assessments: For each one, cite Institutional Learning Outcomes (Appendix I)**

Note: If program assessment has not been completed, describe assessment plan, including date, under "Assessment Findings" and put "NA" under "Action Plan."

<b>Program</b>	<b>Outcomes</b>	<b>Assessment Findings</b>	<b>Action Plan</b>
Program 1:			
Program 2:			
Program 3:			
Any general education components:			
Any basic skills components:			
Describe assessment methods you are using:			
Describe how assessment of program-level student learning outcomes led to certificate/degree program improvements:			

<b>VII. Action Plans</b>			
Please describe your plan for responding based on the preceding data: BI Tool (see II., III., IV. above), program learning outcomes action plans (see VI. above), Berkeley City College (BCC) and Peralta (PCCD) institutional goals (see Appendix II), and/or external evidence (see V. above) if appropriate. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges. Include overall plans/goals and specific action steps. Please add rows as needed.			
<b>Action Item</b>	<b>Steps/Timeline</b>	<b>Person(s) Responsible</b>	<b>Supporting Data Source (check all that apply)</b>
1.- <b>Add a full-time faculty</b> to replace Prof Gabriela Pisano and address disparity in percentage of full-time and part-time faculty as specified in BI data (see page 5)	ASAP	Carol Copenhagen and Fabián Banga	<input checked="" type="checkbox"/> <b>P.O. Assessment Action Plans</b> <input checked="" type="checkbox"/> <b>BI Data</b> <input checked="" type="checkbox"/> <b>BCC Institutional Goals</b> <input checked="" type="checkbox"/> <b>PCCD Institutional Goals</b>
2. <b>Language lab needs</b> in order to serve the	for fall 2014	Carol Copenhagen	P.O. Assessment Action Plans



<p>students attending late afternoon and night classes, it would be nice to <b>extend the lab hours</b> two late afternoons a week. Our student survey shows that <b>Tues &amp; Weds 4-6:30 afternoons</b> would be the most productive times. To do this we would need to <b>hire both an instructor and a Spanish tutor to cover these hours.</b></p>			<p><b>X BI Data</b></p> <p><b>X BCC Institutional Goals</b></p> <p><b>X PCCD Institutional Goals</b></p> <p>Other</p>
<p><b>3. Offer additional sections of French, Portuguese and Arabic.</b></p>		<p>Carol Copenhagen and Fabián Banga</p>	<p>P.O. Assessment Action Plans</p> <p><b>X BI Data</b></p> <p><b>X BCC Institutional Goals</b></p> <p><b>X PCCD Institutional Goals</b></p> <p>Other</p>
<p><b>4.- Creation of an on-line testing center for Spanish and all programs</b></p>	<p>See: <i>Language Lab and Test Center for BCC (report 2012-2013)</i></p>	<p>Fabian Banga</p>	<p>P.O. Assessment Action Plans</p> <p><b>X BI Data</b></p> <p><b>X BCC Institutional Goals</b></p> <p><b>X PCCD Institutional Goals</b></p> <p>Other</p>
<p><b>5.- Complete program review and implement their action plans. (A.2, C1)</b></p>	<p><b>Spring 2014</b></p>	<p>Willy Lizarraga</p>	<p><b>X P.O. Assessment Action Plans</b></p> <p><b>X BI Data</b></p> <p><b>X BCC Institutional Goals</b></p> <p><b>X PCCD Institutional Goals</b></p> <p>Other</p>

**VIII. Narrative:** For disciplines that support interdisciplinary programs provide additional qualitative data if appropriate.

**X. College Strategic Plan Relevance**

Check all that apply

- New program under development
- Program that is integral to your college's overall strategy
- Program that is essential for transfer
- Program that serves a community niche
- Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc.
- Other

<p><b>X. Resource Needs:</b> Please use the Excel template to estimate the cost of your needs, which will be used to support budget planning efforts.</p>	<p><b>Link to Action Plans (Refer to # of item in section VI)</b></p>	<p><b>Estimated Cost:</b> Please use Excel template to estimate costs.</p>
<p>Add a <b>full-time faculty</b></p>	<p>1.- Add a full-time faculty</p>	<p>\$97,812</p>
<p>Please describe and prioritize any faculty, classified, and student assistant needs.</p> <p>1. <b>Language lab needs –Afternoon Language lab facilitator and Spanish tutor.</b></p> <p>2. <b>Tutors for Portuguese, French and Arabic.</b></p>	<p>2. Language lab needs</p>	<p>\$24,350</p>
<p>Please describe and prioritize any equipment, material, and supply needs.</p> <p><b>New language software particularly for Portuguese, French and Arabic.</b></p> <p><b>Foreign language films</b></p>	<p>2. Language lab needs</p>	<p>\$1500 \$350</p>
<p>Please describe and prioritize any <b>facilities</b> needs.</p> <p><b>Up-to-date computers in the faculty offices.</b> <b>New copy machines for faculty use.</b> <b>Repairs and upgrades to classroom technology in 212, 214 and 216.</b></p>		

Item #	Position	Type: FT, PT, hourly		Salary	Fringe	Subtotal
1	Instructional Assistant - Hourly for the language lab	PT /20/ wk		\$ 10,682.00	\$ 691.00	\$11,373.00
2	Teachers Aide/Tutor - Hourly	PT /20/ wk		\$6,412.00	76.94	\$6,488.94
3	Teachers Aide/Tutor - Hourly	PT /20/ wk		\$6,412.00	76.94	\$6,488.94
4	Instructor	FT		\$66,936.00	30876	\$97,812.00
5						\$0.00
6						\$0.00
7						\$0.00
8						\$0.00
9						\$0.00
10						\$0.00
11						\$0.00
12						\$0.00
13						\$0.00
14						\$0.00
15						\$0.00
16						\$0.00
17						\$0.00
18						\$0.00
19						\$0.00
20						\$0.00
					0	
	<b>TOTAL</b>			<b>\$90,442.00</b>	<b>\$ 90,442.00</b>	<b>\$122,162.88</b>

## Appendix I: BCC Institutional Learning Outcomes (ILOs)

### Berkeley City College Institutional Learning Outcomes

Berkeley City College's Institutional Learning Outcomes, as described below, are the skills and knowledge that students are expected to attain as a result of completing an instructional program at BCC. Students completing an A.A. or A.S. at BCC will be able to demonstrate all of the BCC Institutional Learning Outcomes. All BCC courses and certificates are designed to teach some or all of the ILO's. In addition, students achieve these ILO's throughout their experiences at BCC, for example, with student services and student clubs.

#### Communication

Students show that they communicate well when they

- *Critically read, write, and communicate interpersonally, with audience awareness; and*
- *analyze communications for meaning, purpose, effectiveness, and logic.*

#### Critical Thinking

Students demonstrate critical thinking skills when they

- *identify problems or arguments and isolate facts related to arguments;*
- *use evidence and sound reasoning to justify well-informed positions; and*
- *generate multiple solutions to problems and predict consequences.*

#### Computational Skills (Quantitative Reasoning\*)

Students demonstrate computational skills when they

- *master computational concepts and apply them to concrete problems; and*
- *demonstrate algorithmic competence.*

#### Ethics and Personal Responsibility

Students show the ability to behave ethically and assume personal responsibility when they

- *analyze the consequences of their actions and the impact of these actions on society and the self; and*
- *demonstrate collaborative involvement in community interests.*

#### Global Awareness & Valuing Diversity (Intercultural Competency\*)

Students demonstrate global awareness and show that they value diversity when they

- *identify and explain diverse customs, beliefs, and lifestyles; and*
- *analyze how cultural, historical, and geographical issues shape perceptions.*

#### Information Competency

Students demonstrate information competency when they

- *find, evaluate, use, and communicate information in all its various formats;*
- *use library and online resources and research methodology effectively; and*
- *use technology effectively.*

#### Self-Awareness & Interpersonal Skills

Students demonstrate self-awareness and interpersonal skills when they

- *analyze their own actions and the perspectives of other persons; and*

- *work effectively with others in groups.*

\*Proposed changes as of November 2013

## Appendix II: Goals

### **Berkeley City College Institutional Goals 2013 - 2014**

1. Increase certificate/degree completion and transfers to 4-year colleges or universities by inspiring and supporting students
2. Improve career and college preparation progress and success rate (successfully transition from basic skills to college-level, CTE to career)
3. Ensure BCC programs and services reach sustainable, continuous improvement level
4. Collaborate to ensure Fiscal Stability
5. Meet BCC resident FTES target (3,691) by preserving and nourishing resources

### **Peralta Community College District Strategic Goals 2013 - 2014**

- A. Advance Student Access, Equity, and Success
- B. Engage and Leverage Partners
- C. Build Programs of Distinction
- D. Create a Culture of Innovation and Collaboration
- E. Develop and Manage Resources to Advance Our Mission

<b>BCC Goals</b>	<b>Alignment with PCCD Goals Below</b>
1. Increase certificate/degree completion and transfers to 4-year colleges or universities by inspiring and supporting students	A. Advance Student Access, Equity, and Success B. Engage and Leverage Partners C. Build Programs of Distinction
2. Improve career and college preparation progress and success rate (successfully transition from basic skills to college-level, CTE to career)	A. Advance Student Access, Equity, and Success C. Build Programs of Distinction
3. Ensure BCC programs and services reach sustainable, continuous improvement level	B. Engage and Leverage Partners C. Build Programs of Distinction D. Create a Culture of Innovation and Collaboration
4. Collaborate to ensure Fiscal Stability	D. Create a Culture of Innovation and Collaboration E. Develop and Manage Resources to Advance Our Mission
5. Meet BCC resident FTES target (3,691) by preserving and nourishing resources	E. Develop and Manage Resources to Advance Our Mission