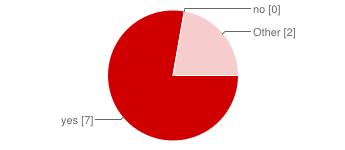
**Do you agree with the Vision 2024 statement?**



COMMENTS:

1. I think it needs to be broader.
2. Eliminating the achievement gap is not just "academic" - it has much to do with eliminating economic inequity. How about just "advance access equity and success"?
3. Maybe

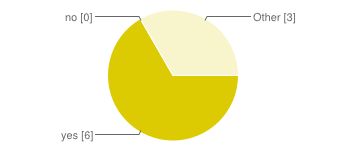
**Do you agree with the following goal? Ensure ALL students have at least a 70% successful course completion**



COMMENTS:

1. I'm not sure what this means/entails
2. Does ʺsuccessful completionʺ mean a grade of A, B or C only, or does it include D's too?

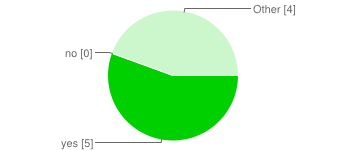
**Do you agree with the following goal? Ensure ALL New, First Time to College Students (approx. 3000 students/year) enter a Program of Study by their second semester**



COMMENTS:

1. I didn't declare a program of student until my 3rd or 4th semester of college. Students shouldn't be forced too early to choose and take courses that may not benefit them if they then change their mind.
2. not appropriate for ALL students
3. maybe

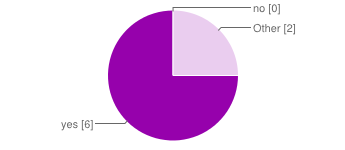
**Do you agree with the following goal? Ensure ALL New, First Time to College Students (approx. 3000 students/year) Complete 20 transferable units or a stackable certificate by the end of their first year.**



COMMENTS:

1. For MOST, but not all. Many students are not able to take 20 units. I think our goal should be to support their goals even if it doesn't fit that template.
2. only if that fits with the goals they list on the application
3. not appropriate for all students (including English learners)
4. maybe

**Do you agree with the following goal? Ensure ALL New, First Time to College Students (approx. 3000 students/year) Are a part of at least one outside of the classroom learning environment on campus (i.e. learning communities, student life, student support programs, work-study etc.) or working off campus**



COMMENTS:

1. I don't agree that the examples listed are all beneficial in terms of helping the student engage with the college community.
2. not appropriate for ALL students

**What excites you about the Vision 2024 and Goals?**

Making student success our top priority.

I applaud any college wide efforts to help our students navigate the system efficiently, and to choose and complete a course of study.

Equity addressed as an institutional goal

Keep students from getting lost along the way.

It excites me to see such clear goals about student matriculation and progress towards graduation; I think this is crucial.

**What concerns do you have regarding the Vision 2024 and Goals?**

-There is a lot more to making this happen than writing goals on a piece of paper. There needs to be much more communication between instruction and student services in developing an implementation plan. There needs to be more accurate assessment and better support for students to make sure that they are prepared for college level work.

-Institutional Needs (Classroom size, traditional semester calendaring) does not meet the needs of the students in most need of support.

-These goals are not appropriate for all students. Some students just need to take a few classes to update their skills. This is very important in fields like multimedia, CIS, and ESL, among others. Serving these students is also a vital function of community colleges.

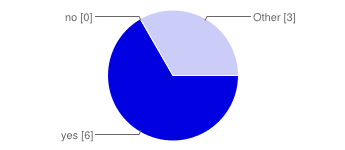
-While I agree that every new student should be involved in something other than pure academics, I think this goal is quite challenging to achieve. 3,000 new students every year need the resources and guidance to understand how to be a part of programs and experiences outside of the classroom. That to me seems like a large figure that will take certain changes in services to accommodate it. It took me nearly a year to feel comfortable understanding and wanting to be involved in student life, support programs, and work-study. In terms of resources, these are not made available to all students. For example, my last reported tax year made me ineligible for work-study and significantly decreased my Pell award, even though it is a reflection of a year I worked exhaustively and studied less, my grades negatively impacted by this. I now have nearly no money and while I am in a paid position on-campus, I don't know the nature or health of the budget from which I am paid. Job security therefore is a matter of concern. With regards to guidance on campus, conflicting information from departments that don't seem to work as a cohesive, mutually-informed system is common. For example the financial aid department told a student that their fees had been waived and when they went to see a counselor weeks later, the counselor was unable to help because it showed that the waiving was not actually the case. From my understanding this issue with financial aid stems from the passport system change but I am unsure about the details of this and I have heard that it is being worked out. While I agree that all new students entering a program of study within two semesters is an important goal, from my experience that didn't seem possible--maybe I'm an indecisive person, but I didn't feel like I could learn what to commit to within one semester of studying. There needed to be a greater level of guidance from student services in order for this to be a reality (more on this in later parts of the survey).

-I would like to see more proposals about how BCC aims to meet these goals. Sometimes simply being a part of a program like EOPS doesn't provide guidance and support to first generation college students. Also, sometimes students find that participating in these programs ends up taking more time than it is worth: I have been a part of EOPS for two semesters, and sometimes it feels like I have to put more effort into helping them meet their federal and state grant reporting by submitting forms at the required times than I get support as a student parent and a first gen college student. Simply adding more responsibilities and more forms to submit doesn't always add up to support for students. It sometimes feels like just one more form to fill out.

-I think our mission is to serve students with a variety of needs, and I don't know that they are all able/want to take 20 units and get a certificate. I don't want to shoehorn them in where they don't fit.

-It is great to have a vision and a plan, but without proper funding, the vision and plan can fall short and end up not helping those who need it the most, our students.

**Do you agree with the following statement: A program of study is defined as a learning pathway that leads to a certificate or degree.**



COMMENTS:

1. why does it need to lead to a certificate/degree? Some students have their own goals, such as improving skills without getting a degree/certificate. Why can't we support that?
2. A learning pathway could also be improving English language skills for career advancement (a number of our immigrant students already hold higher degrees)
3. Maybe

**What do we need to know in order to help students enter a program of study by their 2nd term?**

1. We need to know what the student's career goals are.
2. It may take a lot of counseling and curriculum work.
3. To help students enter programs of study by their 2nd term, students need enough time with career and academic counselors to talk about their goals, values, and visions of themselves in the future (and to get them to think about the future--new students out of high school are unlikely to know or think realistically about the future). I want to stress and further reiterate this point: New students (assuming the majority are out of high school) have vague and/or unrealistic/fantastical visions for the future. Ample time with counselors can give them the guidance needed to understand realistic career trajectories and pathways in education. Counselors have also given inaccurate or incomplete advice at times on multiple counts and I have found that my own research on assist.org has proven to contradict the information I have received (and be more accurate). To this end, I have taken multiple courses that were redundant on my IGETC. This is intolerable and conflicts with BCC's vision of progression through programs of study. Greater care in assist.org advising and effort into making students self-sufficient with assist.org as I have made myself is therefore essential.
4. We need to make sure that students are able to function at a college level: that they are prepared to study and write papers at a college level
5. I know that counseling means well and is understaffed, but every time I have gone in for counseling about my major or my interests I have been given incorrect information. I received a phone call this semester from counseling telling me that as a "new student" I needed to enroll in an orientation class or I wouldn't be able to enroll for the spring. (I've been here for three semesters). So I did enroll in that class, then showed up to be told I wasn't enrolled. I went home to see that I was. I am so confused and frustrated (I paid a babysitter) and worried that I will now get some random F on my 3.9 GPA because of really poor communication on counseling's part. Bottom line: I avoid getting advice from counseling at all costs. It has, without exception, been a terrible experience. If you want students to enter a program of study, maybe work on the direction given by counseling.

**How do we "connect" with students before they enter BCC to help them learn about our programs?**

1. Through ambassadors and other outreach
2. Maybe when they fill out the application they put a phone number and WE contact THEM to invite them to small group social/info meetings?
3. Connecting with students should be done through outreach programs and efforts to high schools in the bay area. This is needed to bring hype for Berkeley City College to those communities. Berkeley City College can become a viable option for students to choose in favor of freshman admission to Universities (as was my experience). Community college has unique marketable qualities that must be shared widely in outreach efforts such as affordability, small class sizes, and less competitive academics that get students to the same goal as those who are freshman admits. Additionally, BCC can be a community college that the students want to be at if we have a greater presence at high schools in the area and provide the information necessary to inform students about what makes community college a valuable and ideal path to a 4-year university and a fun place to be!
4. Better advertising and outreach. We should be using social media, television and print advertising (subway and bus signs, newspaper ads, etc.) The catalog alone is not enough. Nobody reads it. We should have more open-to-the-public events that raise awareness of our students and their accomplishments. We should invite industry leaders to visit the campus, have frequent guest speaker events and public symposiums. Our students, faculty, administration and staff should be actively involved in community service and outreach.
5. Maybe reach out to high school clubs as well as learning communities there. Also reach out to the high school support programs for teen parents and differently abled high school students.
6. Ambassadors, tours, events at local high schools and adult schools, open houses, advertising
7. Outreach into the community through other CBO's a way to catch the latecomers and to accommodate them at their level of need, in terms of scheduling and individualized contact.
8. Should be actively involved in community service and outreach.
9. Maybe reach out to high school clubs as well as learning communities there. Also reach out to the high school support programs for teen parents and differently abled high school students.
10. Ambassadors, tours, events at local high schools and adult schools, open houses, advertising
11. Outreach into the community through other CBO's a way to catch the latecomers and to accommodate them at their level of need, in terms of scheduling and individualized contact.

**At "entry" or during the first semester, what can we do to engage students into a program of study?**

1. Exposure to the different programs we offer. Assignments which ask students to find out about programs, or interview staff, faculty or students from different programs. See "Your Next Steps: Career and Transfer" video on BCC ESL homepage for an example - this is used in ESL classes; there are questions that go along with it that teachers can assign for homework.
2. Engaging students into a program of study requires showcasing the programs more thoroughly, exhibiting the most exciting projects that are happening in these programs, and talking about the jobs available and paths to universities after this program. As a hypothetical generalization, the former would attract younger prospective students, the latter older students better versed in issues of business, finance and economics.
3. Have something like Welcome Week or Club Rush, involving representatives from different programs talking about the work they do. Or maybe have speakers during college hour to talk about different programs. I think it'd be a good idea to host either students who transferred or graduated from BCC to talk about their experience in the major, or to host people who found careers through the majors we offer. As an aside, I'd really like to see people from varying backgrounds speaking about their careers: particularly women/mothers and people of color speaking about their experiences in academia. It is important for those of us still in community college to see/hear about their experiences.
4. Create starter curriculum that speaks to their own experience
5. The first step is making sure that the students are able to function at a college level before they join a program
6. Make it easier to make appointments with counselors. (This is the biggest problem I hear from students.) Get counselors into classes to make announcements so they can connect a face. Maybe train faculty to help them support the goals.
7. New students need to see what prior students have accomplished. They need to be able to candidly speak with alumni to learn what BCC has to offer. Counseling is also helpful, but I think what would inspire students the most is to be able to meet and talk with successful alumni who come from the same social/economic background as themselves and who are working in or pursuing advanced study in the field prospective students are interested in.

**Is there anything else you would like to add?**

1. The emphasis on full-time study and certificate and degree completion may work against access, equity and success for students without the economic means to stay in school full-time, thus widening the achievement gap, but making our stats look better (because only transfer level students will survive).
2. Many of the affective elements that we do in PERSIST, which have shown success, are often endangered by enrollment mandates and traditional semester timelines.
3. Overall, Berkeley City College has provided me many unique experiences, challenges, and successes. At BCC, I have found my major and my goal of transferring to UC Berkeley to study it. I think that BCC has excellent connections to the city of Berkeley and UC Berkeley communities and this, along with its proximity to Cal, precipitates resources to our campus. As a closing statement I will say that most of these issues are not at fault on the basis of organization, methods, or structures. It is more a matter of the very human nature of inconsistency when serving others. The principles I wish to remind us of are empathy and patience. As agents in the public service sector whose work influences the continuing education and empowerment of the next generation of American society, we should support each other to maintain as best as we can a mindful sense of empathy and patience towards the struggles of others. With a greater focus on that compassionate human connection, services to the students will greatly improve.