

**Faculty Prioritization Considerations**

**February 2015**

*By 2025 job seekers without a college degree will outnumber the job possibilities available to them (Johnson, 2009), leaving individuals without a degree with limited opportunities for sustainable, living wage work (Auguste, Hancock, & Laboissiere, 2009).* *In addition, individuals without college degrees are less likely than their more educated peers to vote, participate in civic activities, and have good health (Giroux, 2009). Therefore, it is a social imperative that Berkeley City College strives to eliminate any equity gaps, increase completion rates for all individuals and preserve our democratic society.*

**BCC Vision 2024 and Education Master Plan goal**

*When Berkeley City College turns 50 in 2024, we want to be known for excellence in transforming lives and innovation in education.* ***To make our vision a reality, our Education Master Plan goal is to eliminate the equity gap and advance student success with exemplary programs.*** *We will continue to rely on our college mission, vision, values and learning outcomes to guide our efforts****.***

***External Needs***

***Labor Market Indicators –***

*Within the liberal arts programs, there is continued need from our local industry to ensure that students, who graduate with a degree in one of the liberal arts areas, have:*

* *Strong communication skills,*
* *Analytical and problem-solving skills, and*
* *Demonstrated ability to apply knowledge and skills in real-world settings*

*Based on current labor market indicators for our region, the following program areas need focus and development to meet industry demand:*

* *Computer Science Programming/ Computer Science Engineering*
* *Information Communications Technologies*
* *Business/Economic*

***Internal Needs***

***Student Educational Goals -***

*For the Fall 2014, based on student demographic data, BCC student educational goals are as follows:*

* *52.2% Transfer with or without an AA degree*
* *16.6% 4-year college student taking courses*
* *7.8% undecided regarding educational goal*
* *5.3% AA/certificate only*
* *18.1 % other*

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| ***Benchmarks*** | ***African American*** | ***Latino*** | ***Active Military and Vets*** | ***Students with Disabilities*** | ***Foster Youth*** |
| *Access to*  | *Advantage* | *Advantage* | *Disadvantage* | *Unclear /**Limited Data* | *Unclear / Limited Data* |
| *Pre-Transfer foundational course completion*  | *Disadvantage* | *Slight Disadvantage* | *Advantage* | *Advantage* | *Unclear / Limited Data* |
| *Transfer course completion* | *Disadvantage* | *Slight Disadvantage* | *Advantage* | *Advantage* | *Unclear**/**Limited Date* |
| *UC Transfer* | *Disadvantage* | *Slight Disadvantage* | *Unclear / Limited Data* | *Unclear / Limited Data* | *Unclear / Limited Data* |
| *CSU Transfer* | *Advantage* | *Advantage* | *Unclear / Limited Data* | *Unclear / Limited Data* | *Unclear / Limited Data* |
| *Degree/Certificate* | *Advantage* | *Advantage* | *Unclear / Limited Data* | *Unclear / Limited Data* | *Unclear / Limited Data* |

***Student Needs***

***Access -***

* Reinvent approaches to assessment and placement at entry.
* Strengthen opportunities for students to explore and learn about our programs.
* Create more intentional opportunities for students to connect with faculty outside of the classroom for advising and mentorship to support entry into a program of study.
* Strengthen access to 21st century learning opportunities for all students

***Equity –***

* Utilize disaggregated data to determine key areas of focus and develop a Berkeley City College Academic Support Index (ASI)
* Strengthen learning communities to promote integrated, proactive, case-managed academic and student support services
* Increase college math completion
* Support with research and information studies for transfer level courses
* Increase mental health services and support
* Professional development

***Student Success with Exemplary Programs –***

* Strengthen commitment to career and life readiness by respond to current and projected demographic and economic trends
* Align educational support systems and academic programs to meet current and projected student and community needs
* Support and enhance engaging learning approaches
* Enhance acquisition of 21st century knowledge and skills
* Partnerships for sustainable success

***Student Completion Data – (duplicated students)***

Resources

Auguste, B. G., Hancock, B., & Laboissiere, M. (2009). The economic cost of the US education gap. *The McKinsey Quarterly*.

Giroux, H. A. (2009). Education and the Crisis of Youth: Schooling and the Promise of Democracy. *Educational Forum*, *73*(1), 8–18.

Johnson, H. (2009). *Educating California: Choices for the future*. San Francisco, CA: Public Policy Institute of California. Retrieved from http://www.ppic.org/content/pubs/report/R\_609HJR.pdf