

BERKELEY CITY COLLEGE
Assessment Committee – All Day Retreat
Meeting Minutes
November 1, 2013

Attendance: Cleavon Smith, Gabe Winer, Jenny Lowood, Katherine Bergman, Matt Freeman, Laurie Brion, Dylan Erat, Sabrina Nelson, Matt Woods, Linda McAllister

Minutes were reviewed and approved.

The committee went over ILO's, discussed the meanings and applications for BCC.

Cal has a model we can look at for applied learning. Every course should have this. We need to identify where we have service learning and clarify it. Applied Learning, Reflective Learning, and Civic Learning are slightly different — ARC. One idea is to survey students and gauge their interest in service learning. UCB Public Service Center will bring a representative to BCC, possibly at the December Roundtable.

Matt Freeman gave a presentation on service learning. Addressing community needs at BCC is important. He worked with someone at CAL. Matt stressed the importance of reflection in service learning. This could be facilitated through an essay and through class discussions on projects, which will give other students insights. We should ask ourselves what we want our students to gain from this experience? Students can collect data to advocate for change. (Sto sign? Healthy food? Mentoring?) How do we define “community?”

Possible grant money through UC Partnership Community Fund, through Chancellor's Office. Resources: serve.gov, servicelearning.org/slice, BCC Civic Engagement (on BCC website), UCB Public Service Center, Democracy Commitment

Three Assessments: 1. What do students know already? 2. What do students gain through preparation? 3. What are students leaving with?

DQP — can we embed service learning? First Year Experience students take a social science course on diversity issues. Multimedia students could do filming in the community. Could students with families and jobs incorporate service learning into their jobs? Santa Barbara City College has an Integrative GE Seminar for lifelong learning and communication. Per Cleavon, the CSU's are open to community colleges providing models like this.

Can we adopt a course at BCC that can be shared? Could there be service learning that helps to improve BCC? Can we start internally and do external work later? Per Matt, there is a database of service curriculum and a repository of community partners. Per Gabe, there could be a FIG on this — embedded models in curriculum? Could we find syllabi and course outlines at other schools to use as models? This would need on-going support: students placed, essays evaluated. Could we advertise what we can do, through multimedia? Or in professional development? Volunteer opportunities could be available for an individual, students in a course, through a structure. PD, curriculum, and service learning could work together on this. There could be an educational model for student internships and we'd need to provide guidance and

support. The ACE social justice class is one model. We would need science and math input. Per Matt, we can use UC Berkeley's information on this — they require it of their students. We could invite CAL's public service center to visit and talk to students about volunteering. Mary Jenning's students are working on a project.

ILO's: We could pilot addressing the ILO's in the learning communities. What would be the process for all students to address the outcomes? We could use service learning. B.A.R. — global awareness, inter-cultural competencies, and personal responsibility. Unknown — ethics, self awareness, and interpersonal skills. Humanities 30A covers ethics. Should first year students take this course? Methodology can be used as a measurement tool for SLO's — but we don't want students to be required to do service learning if they don't want to. DQP asks us to embed the service learning component. But we could have an alternate assignment. Applied learning and civic learning need to be incorporated.

If we start internally, most students could experience service learning. (civic) We could embed it in the First Year Experience and certain AA programs. We need to be mindful of students who are working and who have families. There are strands in the ESL courses that address US culture, information literacy, and critical thinking that could fit in. We could look at CAL's model and see how it fits into our courses. Let's identify where we have service learning and clarify it.

Applied-Civic Learning is reflective. We could survey students to gauge interest in service learning. UCB Public Service Center, which asks for resources from BCC, will bring a representative to BCC, possibly at the December Roundtable. (on 12/2) We can see what exists, bring the info to the Ed Committee, Curriculum Committee, and Roundtable. If a student works here through a UC resource, is there a better chance of working at UC?

Can the rubric be used? Per Matt, there should be decentralized applications — we should also trust faculty and share our recourses, have our own repository. Honor what people are already doing — everything doesn't have to be part of our structure. It should be a choice. Can we highlight what's already been done? Get stipends from PD funds for service learning support? Katie can interview who's doing what and how they do it, and then write it up: Persist, Matt Freeman's classes, Juana Alicia, Barbara Des Roches. Document procedures and good ideas. Look at service learning in view of institutional learning.