**BCC Education Committee for Quality Programs and Services**

Meeting Date: Thursday, 9/25/2014

Members Attended: Members Absent:

o Brenda Johnson, Dean  
o Carlos Cortez, Dean

o Katherine Bergman, Director of Special Projects-

o Jenny Lowood, Planning for Institutional Effectiveness (PIE) Chair or designee-

o Paula Coil, Transfer and Career Information Center Coordinator

o Cleavon Smith, Academic Senate President or designee-

o Maricela Becerra, Learning Disabilities Specialist

o Allene Young, Counseling Faculty chair or designee

o Joshua Boatright, Library Faculty Chair or designee-

o Fatima Shah, EOPS/CARE Coordinator  
o James Aganon, Learning Community designee  
o Joseph Bielanski, Articulation Officer-  
  
o Antonio Barreiro, Dean

o Dylan Eret, Curriculum Committee Chair or designee

o Windy Franklin, DSPS Coordinator

o Danny McCarty, Associated Students President or designee

o Siraj Omar/Barbara Des Rochers, Department Chair or designee

o Roberto Gonzalez, Classified Senate President or designee-

o Gabe Winer, Professional Development Chair & Teaching and learning Center Coordinator

o Gail Pendleton, Assessment and Orientation Coordinator-

Guests: Hermia Yam

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| **Agenda Item** | **Discussion** | **Follow-up Action** | **Decisions**  **(Shared Agreement/Resolved or Unresolved?)** |
| 1. Approve Agenda | Agenda Approved. |  | Resolved. |
| 1. Review and approve meeting minutes | Summary:  *Do you approve of the meeting minutes as is?*  https://chart.googleapis.com/chart?cht=p&chs=345x150&chl=yes%20%5B5%5D%7Cno%20%5B0%5D&chco=0000e0&chd=e%3A..AA   |  |  |  | | --- | --- | --- | | yes | 5 | 100% | | no | 0 | 0% |   *If no, please provide comments.*  I was not at the meeting - so I abstain; however, it suggests that answering "yes" or "no" is required. |  | Resolved. |
| 1. Annual timeline of critical processes- Focus on APU’s/Program Review | Summary:  *What timeline would you like us to focus on at the meeting?*  schedule development 1 20%  faculty evaluations 0 0%  curriculum development 0 0%  outcomes assessment 2 40%  program evaluations/APU's 4 80%  budget development 2 40%  faculty/staff prioritization 1 20%  Other 2 40%  *Based on our charge, it is my opinion that the program evaluation/APU's and learning outcomes assessments are most critical to our committee. What are your thoughts regarding our role?*  Agreed, these are at the heart of our design, test, assess, redesign cycle. Without connecting this work, both the qualitative and quantitative data, to all other decision making, we are without what is needed to inform how best to sustain, nourish, and/or (re)design our programs to meet our students need, especially those facing multiple barriers.  timeline  At this point in time, it would be helpful to focus on APUs and setting a timeline for completion and to distribute this widely at BCC so that all APUs are completed on time; outcomes and assessment should be linked with the APUs; and the APUs should provide updated resource requests which are needed in budget development and for requests taken through the PBIM committee process.  I agree. And I see learning outcomes assessment as a big part of program evaluation/APUs.  sounds good - maybe this committee can be instrumental in closing the loop in ways that involve prioritizing resources to meet needs identified by data from the APUs and assessments. | Deadline (APU)  - Dec 1 due to Deans  + Data from District  + Learning Communities data  (+ enrollment on BI and special groups data only)   Tram will work on getting this data out to people at the end of October. She will request this data from the District. Therefore, we will have November to work on the deadline.  Tram will send out the formal APU template and data at the end of October. However, Dept. Chairs can use the current template to update their APUs.  APU’s Work Group will consist of Jenny Lowood and Tram to discuss the issues last year.  Joanna will update the annual timeline with everyone’s edits. | **Timeline: Oct 9- SSSP draft Oct 23- CPT Nov 13- Equity Plan Dec 11- APU presentation** |
| 1. Draft BCC 2014-2015 Goals Activities Program Outcomes Data Plan | (Presenting item IV and V together)   Summary:   *GOAL 1: Preserve and nourish resources to ensure access, equity and success for all students.* create and communicate timelines to help processes run smoothly so people have enough time to meet deadlines thoughtfully, and to ensure wise use of resources over time.  I am still a bit puzzled by our purpose. Do we gather, review, and organize for Roundtable all of the activities, programs, outcomes, and data plans submitted by committees and shared governance? If so, I cannot speak more highly for our team reviewing these and find the patterns and emergence to support getting the biggest bang for our buck (funding, time, energy, etc.).  It would be helpful to know what resources are available to address access, equity, and success and how the decision will be made as to how to use these funds. As we know, some funds are "flexible" and others are "fixed".  - Fund allocation recommendations to Roundtable with specific goals and objectives of the supported activities. - Work to ensure that the process for service delivery activities and outcomes measurement and assessment is transparent and understood. - Recommend professional and curriculum development necessary to support the supported activities and respond to the needs discovered during implementation.  *GOAL 2: Increase certificate/degree completion and transfers to 4-year colleges or universities by inspiring and supporting students.*  support efforts toward acceleration, embedded tutoring, technology access, and professional development in effective practices for both staff and faculty  I think we need to ensure that when students submit a document to have IGETC or CSU GE certified by district A&R, that the student is automatically given a Certificate of Achievement (as per our catalog). It also would be helpful to know if there is any exploration of automatic awarding of degrees which would include notifying the student first about such an award.  Review latest information from CSU General Education Advisory Committee  Securing program of study data views, including through the lens of equity, and facilitating discussions around programs of study and pathways. Seeing patterns and opportunities in APUs...  *GOAL 3: Improve career and college-preparation progress and success rates.*  See Goals 4 and 5.  support efforts toward acceleration, embedded tutoring, technology access, and professional development in effective practices for both staff and faculty  How are we thinking about doing this at each stage of the student's progress? How are we address equity? What are our measurable outcomes?  As we look at this goal, it would be helpful to know that if we are looking at success rates documented at the state level. Our Certificates of Proficiency (which are primarily CTE) are currently not in the state numbers. It would be helpful to see the success #s for accelerated English and success #s for the special Pre-Statistics to Statistics course. It also would be helpful to know how the various Certificates of Proficiency in MMART are working.  *GOAL 3: Improve career and college-preparation progress and success rates.*  LOVE this goal is listed twice. IMHO it is that important!!!!  Same as above.  see above :)  *GOAL 4: Ensure BCC programs and services reach sustainable, continuous quality improvement level.*  As Linda Sanford moves forward to update the Program Review document/manual/process, it is essential that BCC is involved as best as possible in order to have program review (and APUs) address sustainable, continuous quality improvement. Also, we need to recognize that review of instructional programs will look different from a review of student support services.  support continued assessment and action plans in all areas work with researchers and help more people learn to access existing data  So much great assessment data, qualitative and quantitative. How are we sharing this with the community to develop all faculty and staff agency and capacity, facilitate conversations, and MOVE TO ACTION, then measure our success. Design, test, assess, redesign, test, assess, redesign......we need to get to action, close the loop.  Work with TLC Advisory to make recommendations for specific inquiry projects with potential curriculum and policy implications.  *GOAL 5: Collaborate to ensure fiscal stability.*  How can we modernize the APU process now? So many folks have no idea about them. Sometimes I feel like I am the only person reading them. ;) Engage many more folks in the conversation that generates this critical data? APUs could be a powerful conversation for our community. How does the Ed Committee make it so?  evaluate different funding sources to make sure they are used wisely.  - Review and recommend grant opportunities aligned with current goals and objectives. - Review current grant obligations to ensure compliance and meeting the goals of the grants - With robust qualitative and quantitative data, position college to engage community partners for support services for students, faculty and staff - Align services, instruction, and technology to increase meaningful contact with students  **Tram presents the 2014-2015 Goals & Activities to the Ed. Committee-**  GOAL 1: Preserve and nourish resources to ensure access, equity and success for all students.  GOAL 2: Increase certificate/degree completion and transfers to 4-year colleges or universities by inspiring and supporting students.  GOAL 3: Improve career and college-preparation progress and success rates.  GOAL 4: Ensure BCC programs and services reach sustainable, continuous quality improvement level.  GOAL 5: Collaborate to ensure fiscal stability.  Proposed Activities:  - Clarify planning timelines and identify all resources.  - Review all APU’s, identify patterns and themes of needs, synthesize recommendations for Roundtable funding.  - Continue accelerated curriculum refinement  - Targeted embedded students in courses that have low completion rates  - Increase technology access for students  - Support professional development to support students and course completion  - Investigate system to automate certificate/degree awarding.  - Identify student data by program of study.  - Identify gaps in funding for future grant proposals. | Jenny wants to add 4 more things to the proposed activities list:  - embedded tutoring in targeted math - faculty advising - action plan for assessment implementation  May also suggest adding: - timeline to implement - implement plans |  |
| 1. Education Master Plan- Volunteers for planning, facilitating, recruiting for October 3, 9-12 Room 212 | Summary:  *What are your thoughts about these over-arching 2024 goals?*  -Eliminate the achievement and opportunity gap (how do we scale BCC's successes and avoid a model that does not fit the deep diversity of our community?) -Increase engagement and eliminate anonymity (how can we connect this to applied and service learning?) -Build belief and belonging around learning (what are the best practices around this, -Collaborate to maximize resources and address complexity  Setting goals is a beginning step - for me the issue will become how we will set measureable objectives to achieve these goals. Also, will we set a baseline each year so that we have a level we are trying to attain in a given year? It also will be helpful to link these with the district-level strategic planning goals.  they look good - thank you for putting the first one first. I'm not sure about "eliminate anonymity" - that sounds kind of negative and like it came out of a specific conversation I don't know about - is there a way to rephrase it more positively and clearly so people seeing it for the first time know what it means? - if this is what you mean, something like "increase engagement and ...(I get stuck because I want to say belonging, but that's in the next one) ...something about community/connection?"  generally not a fan of over reaching vague statements  I would hope for something that suggestion something like "engage and impact the community with student learning." This could be captured in goals 2 and 3, but I'd like to be more direct so that we make it a point that our student work is seen and felt by the communities we serve. See Chico State's Great Debate as an example: http://www.csuchico.edu/fye/greatdebate/  *What do we need to do next to finalize our goals and move on to activities?*  Address "deal breakers" not details.  somehow this needs to be shared more widely than in meetings only a few people go to. I would love to see more student input too. Maybe you could get student ambassadors involved or do one of those things where you write the goals on a long roll of butcher paper and tape it to the boards on the 1st floor with markers available for everyone who walks by to write what they think.  Decide they are our common purpose, and work together to develop and voice measurable outcomes.  *Who needs to be involved?*  Just to note - because I attend so few regional articulation meetings, which are essential to keeping up-to-date on articulation, therefore in all likelihood I will be at the October 3 Northern California Intergsegmental Articulation Officer Council Region 3 meeting in San Francisco from 9:00am-12:00pm. Just so folks know.  all who are already on the committee and union reps (just for transparency sake because we're working to break the status quo and with that there will be some perceptions of disruption of "working conditions" and having union reps involved from the beginning will help with the context of any potential complaints/grievances.  Everyone needs to know our goals, and then how there work connects to them. Our committee and shared governance leads need support as they will facilitate these conversations. IMHO they need to know the Ed committee supports them, they are provided training, good tools (collaboration PD, images, helpful language to share, etc), and chocolate and/or jolly ranchers, etc.).  *Are you willing to reach out to key stakeholders to attend the October 3 from 9-12?*  https://chart.googleapis.com/chart?cht=p&chs=345x150&chl=yes%20%5B3%5D%7Cno%20%5B1%5D&chco=d00000&chd=e%3Av.P.   |  |  |  | | --- | --- | --- | | yes | **3** | 60% | | no | **1** | 20% |   *Will you be attending the October 3 planning activities from 9-12?*  https://chart.googleapis.com/chart?cht=p&chs=345x150&chl=yes%20%5B2%5D%7Cno%20%5B1%5D%7Cnot%20sure%20%5B2%5D&chco=dcca02&chd=e%3AZmMzZm   |  |  |  | | --- | --- | --- | | yes | **2** | 40% | | no | **1** | 20% | | not sure | **2** | 40% |   *Number of daily responses*  https://chart.googleapis.com/chart?cht=lc&chs=300x150&chl=9%2F22%2F14%7C9%2F24%2F14&chly=3%7C2%7C1%7C0&chco=00d000&chd=e%3A..VVVV | **Debut to Ed. Master Plan message: Eliminate the achievement gap and advance student success, equity, and success.**  On October 3rd, Tram will discuss the 6 success factors.    **Timeline for Fall 2014 Planning**   * Information Gathering & CollaborationsAug/Sept * Pull previous reports/assessments/reviews * Facilitated conversations & Information Gathering * WritingSept/Oct * Compose the report/plan * Designated writers * VettingOct/Nov/Dec * To shared governance (October) * Board (Nov/Dec) |  |
| 1. SSSP Report | Plan as of 9/25/14 only- State Chancellor told BCC we will get $858,000 for SSSP funding. However, $50,000 (flexible amount) will be taken away to the District.  May is requesting to have Ed. Committee serve as SSSP advisory group. |  |  |
| 1. Committee Updates: (Handout)  * Academic Senate * PIE Committee * Special Projects * Chairs * Professional Dev. |  |  |  |