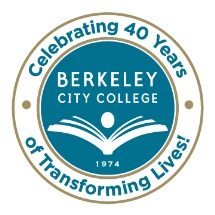
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Berkeley City College

**COLLEGE ROUNDTABLE FOR PLANNING AND BUDGETING**

***MINUTES***

Monday, November 17, 2014

*Chair: Dr. Debbie Budd, President*

**Attendees:** Antonio Barreiro, Nancy Cayton, Paula Coil, Carlos Cortez, Mostafa Ghous, Scott Hoshida, Brenda Johnson, Jenny Lowood, Javier Lopez, Carolyn Martin, Catherine Nichols, Siraj Omar, Gail Pendleton, Cynthia Reese, Shirley Slaughter, Hermia Yam, Sharon Millman, Victor Flint, Leila Mansour, Miles Campbell (President of BSU), Cleavon Smith, and Katrina (spring semester student currently attending West L.A. Community College)

**Agenda Review**

The meeting was called to order by Dr. Budd who also thanked everyone for attending. Self-introductions were made for the benefit of new attendees.

Two highlights were made:

1. Sharon Millman is new to the district and project coordinator for our campus.
2. After tomorrow’s board meeting we will be in escrow for a building and will be very involved in the planning process.

**Discussion of New Definition for Basic Skills**

* Pre-Collegiate
* Pre-Transfer Level

The agenda for today’s meeting was reviewed by Dr. Budd who then began the meeting by discussing the “New Definition for Basic Skills” topic. The goal of the discussion is to come up with a common term for students who come to BCC but are not at college level, sometimes referred to as Basic Skills and on occasion, pre-collegiate or pre-transfer level. Dr. Carlos Cortez added that the term used at the last Roundtable meeting was pre-transfer foundational.

Ms. Jenny Lowood stated that pre-collegiate is the term ACCJC uses in the standards.

Ms. Paula Coil added that “foundational” was the word she supports as she thinks it’s clearer and easier for students to understand, as opposed to “pre-collegiate.”

Dr. Cortez wonders if the language, “transfer and pre-transfer” make sense from a student’s perspective. Mr. Campbell responded that he thinks the use of the term “pre” makes sense. The biggest thing for him is whether or not it sounds positive or not. He likes both pre-transfer and foundational.

Ms. Lowood provided a brief history on the subject stating that it used to be the case in California that we had college level English and math courses; English 201 and she believes Math 201. They were not transferable. You could get an AA with these courses but if you wanted to transfer you had to complete another level. A year or two ago, the statewide Academic Senate changed that so now the courses you need for transfer and the courses you need for the AA are the same courses.

Ms. Hermia Yam stated for transfer it is Math 13 but, for degree, it is Math 203. For English it is the same.

The good news, as stated by Dr. Budd, is that we are having this discussion. The goal is to help everyone realize that the mission of Berkeley City College is to ensure student success and transforming lives. Whether it is for students to transfer to a four year university; to assist with their foundational skills and pre-transferable courses, or to improve their positions and move up in their careers. Dr. Budd welcomed everyone to attend the next Equity Plan meeting on Wednesday.

Ms. Lowood added that she feels we did get something out of the discussion and suggested that we avoid the term “Basic Skills” as well as “Developmental,” which some people may have thought of as more positive, but does not appear to be the case.

Academic Senate President, Cleavon Smith feels that the stigma comes from what is done in the class rather than what we call the classes. Going back to the conversation we had last year around the pre-qualification profile and making streamlining public, if we can help our students see what is happening in those classrooms, when we see what they are doing, learning and how they are demonstrating their learning, that will be more influential than the term used. As an example, in English 204 students who are in Basic Skills, are doing the same work as the 1A class. That shifts the conversation around the stigma.

**Equity Plan Review and Discussion**

Dr. Budd thanked Dean Brenda Johnson, Dr. Carlos Cortez and our students for the great work performed at last Wednesday’s town hall meeting. This was our best attended town hall meeting with the most energy and passion around it.

The equity plan will be used to look at how we can increase our success across all groups and close the achievement gap.

Ms. Carolyn Martin asked if data was compiled from the questions asked at the Town Hall meeting. Dr. Cortez responded that the questions posed came with the planning document and the instructions for the equity plan. The questions were designed to facilitate conversations about equity with respect to each of the five indicators. Outside of the Wednesday meeting that Dean Johnson is chairing there are five workgroups for each of the indicators that are supposed to have met between those other meetings. In those workgroups, they were supposed to have used those questions to help identify what we are doing on campus to support access, course completion and transfer rates. The committee would like to look at the data as a starting point to have conversations and ultimately come up with goals and activities.

Dean Johnson stated that at Wednesday’s meeting she would like for attendees to look at activities and prioritize them. From there they will work to develop a real budget.

When looking at activities and prioritizing them, Dr. Cortez also recommends having measurable targets such as a completion date or implementation date. Also looking to see if activities that have those measurable targets, are realistic as some should be postponed and some should be moved up.

Dr. Budd indicated that what we are developing for the Equity Plan is a piece of the Ed Master Planning. The Education Master Plan will help drive the Facilities Master Plan that we update as we look at services we need, and what we want to put in the new building.

In looking at the progression of how the equity plan has developed, one of the key pieces that the state advised each campus to do is to get the students’ perspective. She requested that the students in attendance look at the activities towards the end of the report as we need to record their responses in our report, as well.

Dr. Cortez is receiving insight from various shared governance committees and indicates that he is attempting to incorporate recommendations submitted. He encouraged those who have made recommendations but do not see it in the report, to contact him regarding where it was included or why it was not.

The most updated document was distributed to BCC-FAS on Friday and an updated draft should go out next Friday, as well. The goal is to have everything completed by Wednesday, November 26th.

A “Save the Date” was announced by Dr. Cortez:

* Presentation: Academic Support Index (ASI), Wednesday, December 11th, 12:30 p.m.

Mr. Hoshida announced a Faculty Diversity Internship Program workshop being held on Friday, November 21st, 9:30 a.m. - 12 noon in the [Teaching and Learning Center](https://mail.peralta.edu/owa/redir.aspx?C=IUIldDO1wkafHWO_C0A_aMyAXYpr5dFIRWyY355XTfHJvWqtCmBjtINZH5rvPT3xODU86nXjo3Y.&URL=http%3a%2f%2fwww.berkeleycitycollege.edu%2fwp%2fteaching-and-learning%2f), Room 341. Panelists are: Dr. Sam Gillette, Ms. Jayne Matthews, and Ms. Gabe Winer.

Mr. Victor Flint acknowledged the Financial Aid Department for making a tour group, who visited BCC last Friday, feel welcome and inclusive in our process.

Ms. Gabe Winer thanked and acknowledged Ms. Mary Clarke-Miller for providing visiting students with hands-on lab work making animation.

Dr. Carlos Cortez shared that he received letters from two colleges within the district and three colleges outside of the district regarding what’s happening with Equity here at BCC. In addition to this, we received a letter from the Berkeley Mayor’s office recognizing our 2020 vision.

**Highlights from Educational Master Planning Meeting**

Dr. Budd referenced the document, *Integrated Planning 2024*, the update to our Ed Master Plan. The document will be distributed to BCC-FAS as well as posted on the website for the College Roundtable. Portions of the document highlighted and discussed were:

* Our service area; how we are serving even more diverse student body
* Our social economic status of the area
* Education goals
* Our programs, community needs, and how we can expand and grow internally to help serve our students and the community
* Assessment needs
* Our audacious goals

An important piece shared by Dr. Budd was that last year as a district we served 18,500 full time equivalent students (FTES.) This next year is the last year that the state is saying they can fund up to our 2009-2010 level. In 2009-2010 we were funded as a district at 19,500 FTES. That equates to about 4.5M extra dollars that we can bring in if we meet that target. If we do not meet the target, we will leave that on the table for other colleges in the state. What we need to do this year; Fall, Spring and maybe Summer is ensure that when students come and take a class, instead of taking 12 units, they take 15. Instead of 9, they take 12.

The other piece is our productivity. Last year, BCC was the only college in the district to be above the 17.5 productivity targeted for by the state, and certainly the district. It is important to get our students in our classes for the spring term and ensure the students, ideally, are full-time so they complete their 20 units.

Another important piece is for students to participate in an outside classroom activity to help them be engaged.

Dr. Budd referenced the RP Group’s visit last spring discussing the six success factors for students:

1. Connected
2. Directed
3. Engaged
4. Focused
5. Valued
6. Nurtured

These are some of the pieces looked at in our Ed Master Plan.

Mr. Flint recommended that the objectives of the organization be brought to Student Life so that all of the student clubs and functions of student life is in tandem with our goals.

**Academic Advising Proposal**

Referenced document is “*Academic Advising Proposed Pilot Model for BCC*…” Highlights shared by Ms. Hermia Yam were:

* On the first page: Counselors working with Academic Senate led by Mr. Smith to develop a proposal. Laid out was what the instructional faculty advisors can help with.
* On the second page, under the scope of the faculty advisors, shows the tasks.

Ms. Yam stated that while it is correct that anyone can advise students, when a student comes in to see a counselor, they drill down to determine other factors that may affect their performance. If it is just giving out facts such as the last day to add a class or how to enroll for class, this general information can be provided by anyone but, as far as helping the student understand how they can move forward to achieve their goals, that is the role of the counselor.

The last page shows questions to help faculty develop fact sheets to hand out to the students.

Ms. Lowood commented that the information provided is wonderful as they have been looking forward to it for a while. She is a little concerned by the statement “anyone can do it” from the perspective of the department chairs. The chairs want to be involved in developing materials and in helping to recommend which people will be faculty advisors.

Dr. Budd added that the piece she heard that would be helpful is, in the class, if the faculty member has students that are doing really well and understands the curriculum, those students can play a role in tutoring and helping direct students to instructors and counselors.

Referencing the last page, Dr. May Chen stated that we may want to ask instructional faculty members what questions the students ask them. In addition to frequently asked questions, we may want to include specific questions.

Mr. Siraj Omar thanked Ms. Yam for her work on the document. He indicated that the dynamics of daytime and evening students is very different as evening students are very engaged and focused as most are working and return to school with distinct goals. Some daytime students are in the discovery phase and may not know which direction they want to go, especially students directly from high school. The role of academic advising in this case is to give them ideas, highlighting what they are good at and what they may be looking for, to help them become more focused.

He also asked if we want part-time faculty to be involved as this may involve looking at pay for office hours. Dr. Budd thanked Mr. Omar for bringing up this point and stated that this ties back to the Roundtable for Planning and Budgeting and, last spring we had the Peralta Accountability for Student Success (PASS) funding and we identified funds for faculty advising.

Dr. Cortez asked at what point in a student’s academic progress would they begin to interact with an advisor. Mr. Smith stated that originally it was discussed that faculty advisors would be involved through the same contact counselors have; BCCOs, prior to students enrolling in classes, on through.

They are also working on other initiatives such as mentoring, which they want to distinguish from faculty advising, and walk-in office hours.

Ms. Lowood proposed that this topic be brought to the next department chairs meeting. Ms. Yam indicated that it was previously discussed and Ms. Alley Young, Counseling Department Chair will add the topic to the agenda.

**Property Acquisition and Planning Steps**

Document referenced: *Abstract of 2015 Berkeley City College Accreditation Self-Evaluation.*

Dr. Budd is hopeful we are successful tomorrow (approval from the Board.)

Ms. Sharon Millman comes to Peralta with a lot of experience with construction. Ms. Millman will be involved in future shared governance meetings.

A brief summary of her background and role was provided by Ms. Millman. She indicated that learning directly about what’s good about a space or what’s bad from a working/teaching point of view is really valuable as a lot of designs cross her desk and it helps to translate all of the construction documents into space that works for people. There are a lot of subtleties to it; lights, air, privacy, acoustic separations, etc. She requests that people bring their experiences with existing facilities to assist with planning.

**Accreditation – Review of Abstract and Actionable Improvement Plans**

The draft of our Abstract as well as Actionable Improvement Plans will be shared with the Board of Trustees at tomorrow’s meeting.

Dr. Chen stated that the draft report completed was due to the work performed at the college over the last six years. Due to this they were able to put the report together and include evidence to support their findings.

Ms. Lowood stated that if anyone is interested in the plan and does not have time, to reference page 12 as it provides the Actionable Improvement Plan.

Dr. Budd indicated that in addition to the current document being over 500 pages; it does not include all of the evidence. This will also be on the website and available to the visiting team when they come March 9th – 12th.

**Other**

Mr. Mostafa Ghous announced a Student Success Panel happening tomorrow in the Atrium, 12:15 – 1:15 pm, discussing some of the economical, political and social factors with the students.

Mr. Smith added that this was planned months ago by a group of students from one of his classes and encouraged everyone to attend.

-End of Minutes -

Minutes taken by: Cynthia Reese, [creese@peralta.edu](mailto:creese@peralta.edu), 510.981.2851