

**Berkeley City College**

**Flex Days August 15-16, 2013**

**Equity through Engagement**

**Thursday, August 15 Room 421-424**

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| 8:30-9:00 | **Breakfast** |
| 9:00-9:10- | **Welcome from** **Shared Governance** **and Union Leadership**  | Classified Senate President Roberto GonzalezAcademic Senate President Cleavon SmithSEIU Representatives Marilyn Montague, Jennifer Lenahan, and Jasmine MartinezLocal 39 Representative Javier LopezPFT Representatives Joe Doyle and Matt Freeman |
| 9:10-9:45 | **State of the College*** Accreditation Success and Planning for the Future
* Updates: New Faculty, Staff, and Administrators; Budget Overview;

Building Status; Transfer Success* Accomplishments from 2012-13 and Goals for 2013-14
* President’s Awards
 | President Debbie Budd |
| 9:45-10:30 | **FIG and APPLE** **Highlights from Spring 2013** | FIG and APPLE Leaders  |
| 10:30-11:10 | **Results of the Community College Survey of Student Engagement** **(CCSSE)** | Jenny LowoodKelly PernellCleavon Smith |
| 11:20-11:50 | **New Student Success And Support Program: Implications for BCC** | VPI Kerry Compton VPSS May Chen |
| 11:50-12:05 | **Fund for Innovation and Strengthening the Institution** | President Debbie Budd Katherine Bergman |
| 12:10-12:55 | **Lunch (provided) with Spring Retreats Follow-Up** **and New Faculty, Staff, and Administrator Introductions**  | Dean Lilia Celhay Administrative Team  |
| 1:00-1:15 | **Who’s Who and What’s Where at BCC?** Interactive Activity | Ramona ButlerGabe Winer |
| 1:15-2:00 | **Student Voices: Engaging and Supporting Students with Disabilities**  | Windy FranklinRoberto GonzalezMaricela BecerraStudent Panel |
| 2:00-3:00 | **What is the Public Value of Our Degree Programs?****An Invitation to the Degree Qualifications Profile** | Cleavon Smith Dylan EretJenny Lowood |
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| 3:05-4:00 | **Department Chairs’ Meeting** (Teaching and Learning Center, Room 341) | VPI Kerry ComptonDean Lilia CelhayDean Carlos Cortez |





**Friday, August 16**

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| 8:30-9:00 | 451A/B | **Breakfast**  |
| 9:00-9:35 | 316 | **Tenure Review Candidates and Committees**  | Laurie Brion |
| 9:40-10:25 | 311 | **Panel:** **Navigating Challenging Interactions on Campus**  | Dean Brenda JohnsonVPI Kerry Compton Panel |
| 10:30-12:25 | **Department Meetings**  |
| 421 | Business and CIS  | Paramsothy Thananjeyan  |
| 322 | ASL | Ivanetta Ikeda  |
| 451B | Counseling | Allene Young |
| 214 | Multimedia Arts  | Lee Marrs  |
| LIB | Library  | Joshua Boatright  |
| 216 | Mathematics   | Kelly Pernell |
| 311 | English, ESL, and Education  | Jenny Lowood Laurie Brion |
| 518 | Science  | Barbara Des Rochers Siraj Omar |
| 315 | Modern Languages  | Fabian Banga Carol Copenhagen |
| 316 | Arts and Cultural Studies  | Jennie Braman Laura Ruberto |
| 212 | Social Science  | Linda McAllister  |
| **Lunch on Your Own** |
| 1:20-2:20 | 311 | **Orientation for All New** **Part-Time and Full-Time Faculty**  | Dean Lilia CelhayVPI Kerry ComptonSylvia EspinosaDonna DorseyLoretta Newsom |
| **Learning Community and Program Meetings** |  |
| 212 | PACE | Linda McAllister Laura Ruberto |
| 316 | ESL | Laurie Brion |
| 311 | Spanish Medical Interpreting | Jose Martin Gabriela Pisano |

*Thank you for participating in our College Flex Days. The Staff Development Committee welcomes your feedback and suggestions, and we hope you have a great year!*

**Session Descriptions**

**FIG and APPLE** **Highlights from Spring 2013**

In **FIGs (Focused Inquiry Groups)**, small groups of staff and faculty conduct focused research in order to improve teaching, student services, and student success at BCC. They consider outside research in effective practices, gather information directly from our students (surveys, focus groups, assessment of student work, etc.), and recommend actions to improve student outcomes. Participants of Spring 2013 FIGs will share their findings and recommendations:

**Social Sciences:** If you e-mail 2,000 former social sciences students four simple questions, and give them just twenty-four hours to respond, what happens?  Linda McAllister, Matthew Freeman, and Todd Evans sent those e-mails and will share what they learned about tracking students, AA and BA degree completion, and measuring "student success."

**Library/Global Studies Collaboration:** Research indicates that direct instruction in information competency has a longitudinal impact on student success. At the same time, many incoming students struggle with the demands of transfer-level courses requiring college-level research skills. Louisa Roberts and Joan Berezin tried various strategies to help involve the library directly in helping students apply research skills. They report on what worked, what didn’t work, what student surveys revealed, and how library staff and instructors can successfully collaborate to help students succeed.

**Communications:** Current research touts the use of social media such as Facebook as a strategy for student engagement. One question is how to do this in a way that serves learning outcomes rather than distracting from them. Mariella Thaning and Eveline Pine surveyed the research and assessed the effectiveness of various ways of using social media in the classroom.

**English/ESL/Assessment & Orientation:** Initial placement of students, especially those testing into or out of courses below transfer level, can significantly affect students’ self-concept, persistence, and success well beyond the first semester. Cleavon Smith, Gail Pendleton, Jenny Lowood, Laurie Brion, and Gabe Winer evaluated best practices in guided self-placement. English prepared for, and ESL piloted, new methods of placement that engage incoming students in assessing their own readiness and provide them with an experiential introduction to the content of our programs.

**MMART:** Daniela Nikolaeva and Joanie Gillispie investigated effective practices in communicating visual assignments to students. What do students understand from instructions? What features of assignments elicit excellent student work?

In **APPLEs (Action Plan Projects for Learning Excellence)**, small groups of staff and faculty carry out action plans from previous FIGs or SLO/PLO/ILO assessments. Participants create or implement a concrete product or action that will lead to increased student success. Participants of Spring 2013 APPLEs will share their results:

**ESL:** In Fall 2012, ESL programs across Peralta implemented major changes to the structure and curriculum of all core classes, in order to better prepare students for transfer and career success. ESL Reading/Writing classes have participated in the English Department Portfolio Assessment for five semesters with impressive results, and the program seeks to better integrate and articulate the Listening/Speaking and Grammar curricula. Last semester, BCC’s ESL program undertook two APPLEs based on assessments of student work:

* Ellen Rosenfield, Jim Seger, Lisa Gonzalves, Blanca Coma, Laurie Brion, and Gabe Winer studied current research in grammar teaching, catalogued and prioritized errors not directly addressed in most grammar textbooks that made most frequently by BCC ESL students in academic essays, and created common resources for all students and instructors to improve clarity and mechanics systematically.
* Blanca Coma, Ellen Rosenfield, Beth Wadell, Laurie Brion, and Gabe Winer created a common rubric and model course flow for the Listening/Speaking classes designed to complement the emphasis on critical thinking, research, and academic rigor of the Reading/Writing classes.

**English:** Sharon Coleman, Adan Olmedo, and Jenny Lowood have created and continue to add materials to public shared webpages of resources, links, and lessons for research and academic writing: one for students, one for English instructors, and one for all instructors.

**English/Library:** Louisa Roberts and Jenny Lowood collaborated on materials, guidelines, and procedures to improve student information literacy in the use of academically acceptable sources.

**Results of the Community College Survey of Student Engagement** **(CCSSE):**

Last semester, BCC took part in this survey, (pronounced “SES-SEE”), and now the results are back! See how BCC compares to national norms, and how we can use this information to improve student success. We will discuss student responses, identify strengths and areas for improvement, and make plans for working groups throughout the year.

From the CCSSE website:

[*CCSSE*](http://www.ccsse.org/aboutsurvey/aboutsurvey.cfm)*provides information on*[*student engagement*](http://www.ccsse.org/center/about_cccse/focus.cfm)*, a key indicator of learning and, therefore, of the quality of community colleges. The survey, administered to community college students, asks questions that assess institutional practices and student behaviors that are correlated highly with student learning and student retention.*

**Lunch (provided) with Spring Retreats Follow-Up and New Faculty, Staff, and Administrator Introductions**

Last spring, four different groups of students, staff, faculty, and administrators met to discuss the following two questions:

1. *How do you envision a quality, multicultural, and collaborative college environment?*
2. *How do we, in each of our campus roles, support our students to achieve their educational goals?*

As we enjoy lunch together, the Administrative team will share the results of those discussions so we can use the concerns and great ideas of our community to inform plans for the year ahead. We’ll also hear from some of our new colleagues.

**Who’s Who and What’s Where at BCC?** Interactive Activity

Do you know who to ask for AV equipment? Where to send a student who needs help? We’ll share a review of BCC knowledge that makes our work lives easier and helps us all be better community members. At the same time, we’ll all be trying out Socrative, the free and magical tool that makes smartphones and any other web-enabled devices into clickers, a great tool for student engagement.

**Student Voices: Engaging and Supporting Students with Disabilities**

How can we remove barriers for students and colleagues with disabilities while making a better learning and working environment for everyone? Staff and faculty from Programs and Services for Students with Disabilities along with some BCC students will answer questions and provide practical solutions.

**What is the Public Value of Our Degree Programs?**

**An Invitation to the Degree Qualifications Profile**

This open forum will attempt to briefly describe exactly what the Degree Qualifications Profile is, why it is relevant to Berkeley City College, and how faculty and staff can get more involved by examining their own methods of applied learning in their respective courses and programs. As a group, we will attempt to address the following questions: What is the public value of our college degrees and certificates? In what ways do students "make public" what they have learned in a particular program? In what ways can the Degree Qualifications Profile help define what kind of college we are now, and what kind of college we want to be?