



Berkeley City College 2013-14 Institutional Goals and Accomplishments with Measureable Outcomes

**Approved by Leadership Council and College Roundtable for Planning and Budgeting
October 21, 2013 and November 6, 2013**

Berkeley City College’s Leadership and Roundtable for Planning and Budgeting at their October and November meetings approved a set of college goals for FY 2013-14.

The goals, which integrate directly with the college’s mission, vision and values, and State-wide Student Success Initiatives, guide BCC as faculty, staff, administrators and students work together to develop annual priorities and initiatives to ensure student success.

PACCD/BCC Goal	Statewide Student Success Initiatives	Accomplishments with Measureable Outcomes
<p>PCCD Goal A. Advance Student Access, Equity, and Success – Activity engages our communities to empower and challenge all current and potential students to success.</p> <p>BCC Goal 1. Meet BCC resident student FTES target (3,691) by preserving and nourishing resources.</p> <p>(PCCD Resident Student FTES Goal, 18,830.)</p>	<p><u>1. Increase college and career readiness</u> 1.1 Collaborate with K-12 to jointly develop common standards for college and career readiness</p> <p><u>4. Align course offerings to meet student needs</u> 4.1 Give highest priority for courses advancing student academic progress</p> <p><u>8. Align resources with student success recommendations</u> 8.3 Encourage innovation and flexibility in the delivery of foundational skills/basic skills instruction</p>	<p>Enrollment. Reached and exceed BCC resident student FTES target, In 2013-14, BCC generated 3,840.80 resident and total FTES of 4,297.5, with a productivity of 17.65. Over 456 Non-resident Annualized FTES. (District’s resident FTES was 18,540 and total FTES 19,902 with productivity of 16.98.)</p> <p>Outreach and Collaboration. Established outreach baseline for fall and spring terms: Records include number by type of outreach and partnerships, e.g., on- and off-site activities, on-campus college tour. Conducted, participated in and offered 150 on- and off-campus orientation and assessment sessions, high school and community college fairs, financial aid workshops, counseling courses, career and technical education events, and campus tours, upon requests (incoming high school graduates, Berkeley Adult School, etc.), or through BCC’s invitations (BCC Counselor’s Breakfast, BCCO – Mega Orientation, ESL, DSPS). An MOU was signed with Berkeley Unified School District to launch Gateway to College at BCC.</p> <p>Access and Placement Assessment. Offered orientation and assessment to 5,421 new students. The number of new students receiving orientation at BCC represented 28%, and the number of assessed represented 26% of all PCCD new students in F2013.</p>

		<p>Quality Services. Provided above and beyond support to targeted student populations of 250 EOPS/CARE students (who represent 23% of BCC’s full-time students of 1,098), 35 CalWORKs, 48 foster youth, 247 DSPTS, 214 Veterans and their dependents (a 43% increase from last year) with a new Veteran Center being established, 120 TRiO, over 5,000 financial aid recipients, with services including priority registration, over 50 academic and financial workshops, 24/7 online tutoring, engaged counseling, and other intervention strategies.</p> <p>Financial Aid. Awarded \$9.26 million dollars in financial aid to 5,805 (one could receive one or more types of award). The dollar amount award is a 6% increase from last year and 125% from the amount awarded in 2008-09.</p> <p>Instructional Support. Expanded tutoring to include additional space, qualified tutors in math, English, ESL, and other gateway subjects for face-to-face and distance education students. One-on-one sessions with writing coaches designed and offered to students in need of improving their writing skills.</p>
<p>PCCD Goal B. Engage Our Communities and Partners.</p> <p>BCC Goal 3. Improve career and college preparation progress and success rates (successfully transition students from basic skills to college-level, as well as CTE/ career)</p>	<p><u>2.Strengthen support for entering students</u></p> <p>2.1 Develop and implement common centralized diagnostic assessments</p> <p>2.2 Require students to participate in diagnostic assessment, orientation and the develop of an education plan</p> <p>2.3 Develop and use technology application to better guide students in education processes</p> <p>2.4 Require students showing a lack of college readiness to participate in support resources</p> <p><u>3. Incentivize successful student behavior</u> Require students to begin addressing basic</p>	<p>Institutional Set Standard (ACCJC): Reach course success rate of 63%.</p> <p>Met institutional set standard: BCC’s fall 2013 course success rate (defined as ratio of students receiving A, B, C, or pass/credit to total census graded enrollment) increased to 65% in fall 2013 from previous fall’s 63%. CTE course success rate reached to 64%.</p> <p>Reached course completion rate (ratio of students receiving any grade including D, F, W, no pass or no credit to total census enrollment) of 77% for the overall BCC courses and CTE courses, and 74% for basic skills courses. Maintained over 70% of college-wide fall to spring persistent rate, 80% for EOPS and DSPTS students.</p> <p>Career Pathway. Conducted a Career Technical Education Fair for approximately 200 high school seniors from local high schools; linked Learning Initiative generated PCCD-OUSD high school report creation and release; launched BCC-Mathematical Sciences Research Institute (MSRI) lecture series to engage community in STEM awareness and education; developed MoSAIC Math and Arts Festival; hosted BCC-BHS high school articulation meet up with English, Math, CIS, Multimedia Arts, and Public and Human Services to increase opportunities for alignment as well as common</p>

	<p>skills deficiencies in their first year.</p> <p><u>6. Revitalize and re-envision professional development</u></p> <p>6.1 Create a continuum of mandatory professional development opportunities</p> <p>6.2 Direct professional development resources toward improving basic skills instruction and support services</p>	<p>assessment via multiple measures; participated with Bayer Pharmaceuticals and CSU East Bay STEM Institute on the planning and execution of STEM Careers Awareness Day at Emery Station; and facilitated creation of Biotechnology career pathway map.</p> <p>K-16 and Industry Partnership. Revised Youth Radio MOU, delivered MMART contract course, participated in the development and assisted PCCD in leading and securing Easy Bay Consortium Career Pathways Grant of \$15 million; created two new CTE advisory boards for Education and ESL; supported CTE industry advisory boards in Multimedia Arts, Teacher’s Aide/Teachers Assistant, Vocational ESL., and PHS and CIS/Business/Accounting; implemented BCC-Skyline High School Linked Learning Initiative; established a formal partnership with Cal State East Bay for the TEACH program, MMArts faculty developed articulation agreements with four year programs, including CSUEB; coordinated spring 2014 BCC CTE Day around MMArts Spring Showcase (140 AME sector students visited from local high schools).</p> <p>International Education. Coordinated International Student Taskforce with BCC instructional and counseling faculty, staff, and District representatives to assist BCC international students; created international student office to serve international students at BCC; designed BCC-Berkeley Adult School ESL fact sheet for UC Berkeley International Student Housing.</p>
<p>PCCD Goal C. Create a cohesive program of unique, high-quality educational programs and services.</p> <p>BCC Goal 2. Increase certificate/degree completion and transfers to 4-year colleges or universities by inspiring and supporting students.</p>	<p><u>2.Strengthen support for entering students</u></p> <p>2.5 Require students to declare a program of student early in their academic careers</p> <p><u>3. Incentivize successful student behavior</u></p> <p>3.1 Adopt system-wide enrollment priorities reflecting the core mission of community colleges</p> <p>3.2 Require students receiving BOGG to meet various conditions and requirements</p>	<p>2013 ACCJC institutional set student achievement standards:</p> <ul style="list-style-type: none"> • Award 130 or more degrees, 56 or more certificates by the end of 2013-14 • Transfer 250 or more students to in- and out-of-state colleges and universities by the end of 2013-14 <p>Met Institutional Set Standards (ACCJC): BCC awarded 244 degrees and 298 certificates, and transferred 171 to UCs and 117 to CSUs for a total of 288 transfers in state alone.</p> <p>Transfer Degree Development. BCC developed and offered 12 Approved Associate Degrees for Transfer (ADT): Business Administration AS-T, Mathematics AS-T, Art History AA-T, Communication Studies AA-T, Elementary Teacher Education AA-T, English AA-T, History AA-T, Philosophy AA-T, Political Science AA-T, Psychology AA-T, Sociology AA-T, and Studio Arts AA-T.</p>

	<p>3.3 Provide students the opportunity to consider full time enrollment</p>	<p>Number of Transfers. BCC has the highest acceptance rate (63%) of California community college applicants admitted to UC Berkeley in 2013-14; this figure far surpassed the statewide admission average of 24%. Six Veteran students transferred to UCs (5 to UC Berkeley, 1 to UC San Diego) and 1 to Stanford; and 6 to CSUs; a 50% increase of Veteran transfers from the previous academic year. Ten TRiO (8% of participants) transferred, including 2 to Cal, 1 to Mills College, 5 to SFSU, and 2 to CSU East Bay.</p> <p>Transfer and Career Services. Counseling and Transfer and Career Information Center offered transfer related services to over 2,000 students on campus and 800 off-campus in coordination with instructional faculty and district A&R Office, and UC/CSU and other 4-year colleges and universities in the region, in-person, at events, via phone, or by email contact; offered at least 10 workshops focused on transfer basics and career exploration overviews; assisted over 600 students in completing their transfer admissions applications and personal statements.</p> <p>Student Education Plan (SEP). BCC students receiving counseling/SEP development/follow-up services represent 23% of PCCD students who received similar services, while BCC student body represents approximately 20% of PCCD student population. BCC counselors provided counseling to 7,232 unduplicated applicants/students, and assisted students in developing and updating 3,065 SEPs, this is a 14% increase from 2,682 SEPs developed in 2012-13.</p>
<p>PCCD Goal D. Implement best practices in communication, management, and human resource development.</p> <p>BCC Goal 4. Ensure BCC programs and services reach sustainable, continuous quality improvement level</p>	<p><u>1. Increase college and career readiness</u></p> <p>1.1 Collaborate with K-12 to jointly develop common standards for college and career readiness</p> <p><u>4. Align course offerings to meet student needs</u></p> <p>4.1 Give highest priority for courses advancing student academic progress</p> <p><u>7.Enable efficient state-/district-college-wide leadership and increase coordination among</u></p>	<p>Accreditation Self Evaluation. Conducting Institutional Self-Evaluation according to timeline to reaffirm full Accreditation in Spring 2015. More than 50 faculty, staff, and administrators participated in ACCJC certificate training and received Certificate of Completion for Accreditation Basics. Conducted Accreditation Standard review and evaluation sessions for all standards with a broad participation consisting of faculty, staff, students, administrators, and community members. Organized self-evaluation town hall gathering and received extensive and in-depth insights, suggestions, and information sharing. Completed the Degree Qualifications Profile project, in collaboration with ACCJC, to strengthen program assessment, particularly in the area of civic learning. Conducted and analyzed CCSSE and SENSE survey data for self-evaluation.</p> <p>Data-Driven Decision Making. Ensured data-driven program improvement process and integrated</p>

	<p><u>colleges/departments</u></p> <p>7.1 Develop and support a strong community college system office</p> <p>7.2 Set local student success goals consistent with statewide/district goals</p> <p>7.3 Implement a student success scorecard</p> <p>7.4 Develop and support a longitudinal student record system</p> <p><u>8. Align resources with student success recommendations</u></p> <p>8.3 Encourage innovation and flexibility in the delivery of foundational skills instruction</p>	<p>planning into resource development and allocation by:</p> <p>(a) Assisting the college in identifying available data and preparing user-friendly data analysis throughout decision-making process. Data used include those that published by PCCD IR, CCCCO DataMart, and Student Success Scorecard; (b) Ensuring the completion of student services annual program update, SLO update, SLO assessment, and integrated SLO assessment findings into annual program update; and (c) Completing and applying ILOs, assessment, CCSSE, and other assessment tools and research findings to increase student success.</p> <p>Data Use Capacity. Increased data use capacity at BCC and PCCD, including BCC faculty and staff trainings (BI tool, etc.), BCC and PCCD institutional research staffing capacity (currently PCCD has two new hires and BCC one new contractor), contracted with RP Group for data support (including CTE Completions Survey and Student Support (Re)designed), participated in BACCC and BSI data training on CCCCO Scorecard, BSI Tracker, and CTE Launch board to complete Title III report and BSI report, gained access and experience with CalPass.</p> <p>Student Learning Outcomes. Completed all course, program, and ILO assessments, as scheduled on the published timeline. Engaged in and updated SLO assessment work for Student Services, including Veterans’ Services, Campus Life and Student Affairs, Assessment and Orientation, Financial Aid, Admissions and Records, Counseling, Transfer and Career Center, DSPS, EOPS/CARE/CalWORKs, TRiO, etc. Expended previous Assessment Committee to “(PIE) Planning for Institutional Effectiveness Committee,” with a revised mission and functions. Completed rubrics and assessment plans for all institutional learning outcome assessments. Published an article in <i>Assessment Update</i> regarding the BCC English Department portfolio assessment (which has led to major curricular changes in the department); validated all ongoing assessment work at the college.</p> <p>Staff Development. Launched the ADT Task Force. Hosted BCC’s first annual Faculty Appreciation Breakfast and Classified Appreciation Week. Funded FELI professional development opportunities and ensured it was self-supporting. Offered 4 Town Hall communication meetings at BCC in 2013- 2014. Coordinated with TLC/Professional Development Chair to support newly restarted Professional Development Committee, including: Classified staff members, single clearing house for BCC professional development (faculty and staff), and funded BCC</p>
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<p>PCCD Goal E. Collaborate to ensure Fiscal Stability.</p> <p>Develop resources to advance and sustain our Mission – ensure that resources are used wisely to leverage resources for student and community success in a context for long-term environmental sustainability.</p> <p>BCC Goal 5. Collaborate to ensure Fiscal Stability.</p> <p>Stay within adopted 2013-14 annual budget Develop and secure additional revenue streams, i.e. non-resident enrollment, community partnerships, industry relationships, etc.</p>	<p><u>8. Align resources with student success recommendations</u></p> <p>8.1 Encourage categorical program streamlining and cooperation</p> <p>8.2 Invest in the new Student Support initiative</p>	<p>Budget Management. Ended Fiscal Year 2013-14 within budget by achieving and surpassing our FTES target. Conducted budget workshops and training on FTES and understanding the Glossary of Terms. Continued with strategic scheduling to optimally use BCC resources. Effectively prepared for and passed all independent financial and operational audits: financial aid, EOPS/CARE, DSPS, Associated Students, and Bursar’s Office.</p> <p>Grants and Categorical Funds. Completed successfully all required reporting: Title III Annual Performance Report, Basic Skills Initiative Report, Perkins and Tech Transitions, CTE Community Collaborative reports, and TAACCCT, to ensure compliance and continued funding. Hosted successful external evaluator visits for federal Title III and TAACCCT/DBS grants.</p> <p>Facility and Space Utilization. Renovated south campus and scheduled the building for optimal usage including adding additional furniture. Restored BCC’s relationship with the classroom schedulers at the University of California at Berkeley, and secured and ensured the use of 5 classrooms four nights per week. Implemented Go-Print student print management system in Library and LRC. Created class schedule template with updates to room usage and size information.</p> <p>New Financial Resources Development. Secured and processed two major in-kind gifts and developed memorandums to obtain approval from PCCD Board.</p> <p>Human Resources. Completed multiple employee recruitment and hiring processes. Instructional and services supports have been and continued to be provided by Student Ambassadors, student assistants, Ambassador alumni, student peer advisors and transfer liaisons. BCC also expanded faculty quality and quantity, including hiring contract instructors in math (2), Ethnic Studies (1), Philosophy (1), counseling (2), music (1), and adjunct faculty in Teacher Education, PERSIST, First Year Experience, basic skills, learning communities, English, and Math.</p>