College accomplishments show commitment to students, community, academic excellence

Berkeley City College’s 2012-13 accomplishments show its commitment to students, community and academic excellence. They affirm BCC’s success with student-centered educational planning, institutional outcomes, and follow-through with annual goals and objectives.

A. Advance Student Access, Equity, and Success

A.1.1 Increase the number of Student Education Plans (SEP) for Berkeley City College (BCC) first-year students by 30% through one-stop group orientation, placement and counseling, and require students to meet with counselors in group or individual settings before the end of their second semester to create a Student Education Plan (SEP) that aligns with their major and career goals.

Activities

- Initiated and conducted Berkeley City College Orientations (BCCOs) for orientation and development of SEPs.
- Offered one-stop group orientation, placement and counseling, and developed SEPs for students through BCCOs and other organized efforts. Invited first-year students to meet with counselors to develop and/or update their SEPs. Began to fully implement First Year Experience (FYE) in Spring 2013.
- Increased full-time counselors thus increasing availability of counseling appointments to students.

Accomplishments

- Hosted over 400 BCCO participants since fall 2012. Increased the number of SEPs by 66% since the beginning of 2012-13 – twice of the established target of 30%. BCC participated in Berkeley High School’s community college fair and Junior College Day. Ten percent of the 700 freshmen invited to develop/update their SEP in fall 2012 responded and their SEP was completed. One hundred percent of Extended Opportunity Program and Services (EOPS), EOPS/CARE/TRiO, Disabled Students Program & Services (DSPS), and PACE students met counselors and developed SEPs.

A.2.1 Implement effective practices for improving foundational skills by increasing student persistence, retention and transfer through early entry into a program of study; supporting accelerated, contextualized or integrated instruction; and advocating for additional student support services, such as tutoring and extended library hours.

Activities

- Developed cohort for First Year Experience (FYE).
- Implemented ENGL 204, an accelerated English course 1 level below ENGL 1A which provides students with Basic Skills level English to complete the same assignments as ENGL 1A with built-in supplemental instruction via the imbedded Writing Workshop. Students with an A or B may petition to receive credit for 1A via the English Department’s portfolio review. In Spring 2013, 25 ENGL 204A students successfully petitioned.
- Continued success of accelerated English as a Second Language (ESL) and English with data to validate work.
Welcome to the 2013-14 academic year. I am extremely proud of our college and each and every one of you, who daily transform our students’ lives. Collectively, you exemplify unwavering commitment to student success and unsurpassed dedication to exceptional educational quality and service. At the end of spring 2013, we identified our accomplishments and the college met with distinction all of the goals that we set last year. You will find the full summary in this issue of BCC Today, the college’s quarterly newsletter.

As we identify new goals and plan for the year ahead, I am thrilled to share with you exciting news. Berkeley City College has been removed from accreditation sanctions! While we celebrate our recent removal from warning and the reaffirmation of our accreditation by the Accrediting Commission for Community and Junior Colleges (ACCJC), we must continue to maintain a robust and well-orchestrated planning process that relies on data, focuses on continuous improvement, links college goals to the district’s strategic directions and uses learning outcomes assessment to enhance our collective decision-making process. These efforts will allow us to focus on our strengths and areas where improvement may be needed as we plan for the college’s 2015 Institutional Self Evaluation.

I am also very pleased to welcome the new faculty, administrators, and staff who will help our college meet our goals for institutional effectiveness and student success:

- Dr. Carlos Cortez, Dean of Academic Pathways, Workforce Development and Student Success
- Antonio Barriero, Interim Dean of Academic Pathways, Workforce Development and Student Success
- Mostafa Ghaus, Director of Student Activities and Campus Life
- Maeve Katherine Bergman, Director of Special Projects
- Dr. Romeo Brandon Celaya, Instructor, Biology
- Heather Dodge, Librarian
- Wendy Franklin, DSPS Coordinator (Spring 2013)
- Dr. Sam Gillette, Instructor, Chemistry
- Dr. Justin Hoffman, Instructor, Multimedia Arts
- Dr. Thomas Kies, Instructor, Anthropology
- Gabriel Martinez, Counselor (Spring 2013)
- Emie Mitsuno, Counselor (Spring 2013)
- Adan Olmedo, English Instructor (Spring 2013)
- Fatima Shah, EOPS Director (Spring 2013)

An additional seven faculty positions and five classified positions are in the hiring process.

Lilia Celhay will become Interim Vice President of Instruction in September, replacing Dr. Kerry Compton, whose contributions have been invaluable to our college community.

This semester, we open our three new science labs and two new art studios. Be sure to visit them and our beautifully renovated open computer lab on the first floor, as well as our updated learning resources center.

We now have nine approved associate degrees for transfer (AA-Ts and AS-Ts), with an additional three in the pipeline which are listed, along with other degree and certificate programs, in BCC’s new 2013-15 catalog and on p. 6 in this newsletter. The college remains second among the 112 California Community Colleges in the percentage of students who transfer to UC Berkeley as well as all UC campuses in Northern California.

I look forward to seeing you on campus and talking with you this semester. As always, thank you for your dedication and commitment to our students’ success.

Sincerely,

Debbie F. Budd, President
Dr. Carlos Cortez, new BCC dean, committed to education, student success

Cortez’s teaching career began at Still Junior High School in New York with Teach for America. He later moved to Los Angeles and worked with the L.A. Unified Unified School District as a teacher and administrator at district and charter schools.

“There is a hierarchy of subgroups in U.S. history,” he noted. “Factors such as race, gender, class, ethnicity, all the forces together. One of my interests is umbrella and coalition politics where marginalized groups can work collectively on issues related to social justice.”

Cortez moved from K-12 into university administration at UCLA. There, he served as director of its extension program and was responsible for a majority of the school’s professional education credential and certificate programs in early childhood and adult education. He also taught in USC’s graduate program for teachers and administrators.

What does BCC’s new dean hope to accomplish?

“A dean is largely a mid-level manager,” he observed. “I would like to lead the faculty toward a consensus of what they want see the college become.”

Facilitator.

His duties will include oversight of college cohort and other programs. “BCC’s cohorts serve atypical populations. We’ll work together with faculty to improve BCC programs and make them more effective,” he said. “The role of an educator is not to impart knowledge but to help students become independent learners. We’re there to be facilitators, to foster authentic learning and to develop in our students a sense of ownership over their educational development.”

Cortez earned his bachelor’s degree in history and sociology at Georgetown University (Washington, D.C.), a master’s degree in race and gender politics at New York University, and a doctorate in education policy and administration at the University of Southern California.

He and his family live in Oakland. “I love the Bay Area; people are wonderful, and the quality of life here is bar none, the best in the U.S.A.,” he observed. “Attention to the simple pleasures make living here better; people are mindful of how they interact, and there is attention to health and nutrition, even in lower income communities. These are not characteristics in most parts of the country.”

Commitment to social justice.

“My commitment is to social justice and serving students who are not prioritized; I came into education because of my passion for social welfare policy reform,” he said. “My research enabled me to closely study the history of social welfare programs for marginalized and underrepresented students.”

Dr. Carlos Cortez, BCC dean of academic pathways, workforce development and student success.

120613_Cortez_BCC Today

Dr. Carlos Cortez, Berkeley City College’s new dean of academic pathways, workforce development and student success, is committed to education. His interests and commitments have lead him to a variety of posts at all levels of public and private education, from pre-school to K-12 to university graduate schools and extension programs.

“I’m interested in learning how institutions operate at all levels,” he explained. “Berkeley City College will provide opportunities and experience that serves a wide variety of students.”

Prior to arriving at Berkeley City College, Cortez served as director of UCLA’s Education Extension Program and as an adjunct assistant professor at UC San Diego and at the University of Southern California. He also served as principal of New Village Charter School in Los Angeles. While there, he established partnerships with the area’s community colleges and high schools. New Village, the first single sex charter school in Southern California, serves a wide variety of students.

Dr. Carlos Cortez, BCC dean of academic pathways,
workforce development and student success.

2013-15 catalogs arrive at BCC

BCC’s new 2013-15 catalogs are here. Faculty, staff and administrators can access or get a copy of a catalog either online at www.berkeleycitycollege.edu or in Rm. 111A. If your department needs multiple copies of catalogs, contact Javier Lopez, BCC’s storekeeper, at jlopez@peralta.edu, and arrange to have them delivered.

Special Projects office reports on grant updates

M. Katherine Bergman, BCC’s director of special projects, presents a brief update on special projects grants at BCC.

• 2012-2013 Grant Wrap Up

BCC was the beneficiary of many grants including a U.S. Department of Education Title III, the Basic Skills Initiative, CTE Community Collaborative, Perkins, and Tech Transitions in 2012. These grants provide critical funding to provide direct services to our students, especially those facing multiple barriers. They also provide funds for supplies, software, and equipment not available from the college’s general fund, as well as support for innovative curriculum and staff and faculty professional development.

• Fall 2013 Grant Opportunities

With the fifth and final year of BCC’s Title III grant, faculty, staff, and administrators worked all summer to review 22 proposals for Title III funding. Awarded allocations will support activities from basic skills tutoring in the Learning Resources Center (LRC) to funds for outreach and partnerships. If you wish to join the Peer Mentoring, Partnership and Outreach, and/or First Year Experience (FYE) a Bridge Action Team this fall, e-mail Maeve Katherine Bergman at mbergman@peralta.edu If you wish to apply for professional development funding, including travel, related to service for students facing multiple barriers and/or a mini-grant, attend the college’s next Staff Development meeting.

Watch for grant updates in The Messenger, the college’s semi-weekly bulletin, and in future issues of BCC Today.

BCC Today

Fall 2013
Antonio Barreiro, interim dean, brings new perspectives to BCC

Antonio Barreiro, BCC’s interim dean of academic pathways, workforce development and student success, brings a variety of experience and perspectives to his new post.

A native of New York City, he grew up in the Ravenswood housing projects there. A major turning point in his life occurred when his father sent him on a backpacking trip.

“It completely changed the course of my life,” he recalled. “I enrolled in and later became an instructor for the National Outdoor Leadership School (NOLES) in Colorado and spent eight years there.” He also spent time as a wilderness ranger in Wyoming’s Shoshone National Forest, and hiked and backpacked throughout the United States.

New paths.

Barreiro’s life changed again when he married. He and his wife moved to New Mexico, where he was an elementary school physical education and health teacher by day and landed an evening and weekend job as an instructor for Santa Fe Community College’s Institute for Intercultural Community Leadership.

“Their focus was on community leadership development,” he said. “We did a lot of work with youth on preventive health, high school persistence and college development programs.”

College organizes 2013-14 Office of Instruction reporting structure

BCC has organized its Office of Instruction administrative and department chair structure to prepare for the 2013-14 academic year. Lelia Celhay, who has served as BCC’s dean of academic pathway, workforce development and student success, will assume the role of interim vice president of instruction at the college.

Celhay replaces Dr. Kerry Compton, who had been serving as acting and interim VPI since February 2013.

Celhay will supervise all activities and programs of the college’s Office of Instruction. Stop by her office on the 4th floor.

Dr. Carlos Cortez and Antonio Barreiro, deans of academic pathways, workforce development and student success, each will supervise activities of their assigned academic departments.

Cortez is will work with department chairs of mathematics, social sciences, English, ESL and elementary teacher education. He also responsible for the library, Learning Communities cohort programs, contract education and fee based classes, faculty evaluations, and curriculum matters.

Barreiro will work with department chairs responsible for science programs, modern languages, business, computer information systems, American Sign Language, art and cultural studies, and multimedia arts. He also will supervise the web content developer, audiovisual and information technology services, distance education, and special projects. Visit www.berkeleycitycollege.edu to view a comprehensive BCC organizational chart.

New solar panels increase BCC’s energy efficiency

Berkeley City College has 136 new solar panels on its building at 2050 Center St. They were installed as a demonstration system, and as a symbol of the Peralta Community College District’s support of renewable energy.

To start, the new panels will save thousands of dollars per year in energy costs and are expected to save more as energy costs increase.
BCC welcomes new faculty to fall semester

• Dr. R. Brandon Celaya
  Biology Instructor
  “I’m very excited about helping students at Berkeley City College achieve their academic goals as well as making the Biotechnology Department the best in the area. BCC has some of the best students I have ever worked with and their energy and enthusiasm makes it a pleasure to be an instructor here.”

  Education:
  Ph.D., Biological Sciences
  University of Missouri, Columbia
  B.S., Biology
  Cornell University

• Heather Dodge
  Librarian
  “I am a Bay Area native returning home after living, working, and studying in New York for almost six years. I look forward to learning all I can from the students, faculty and staff at BCC, and will provide ample opportunities for students and faculty alike to access the library’s resources.

  “My hope is to strengthen the connection between the learning goals of BCC students and the services that our library provides. Please don’t hesitate to stop me on campus or contact me if you have a suggestion for improving the library experience and cheers to the start of the fall semester!”

  Education:
  M.L.I.S., Library & Information Sciences
  Long Island University
  M.A., Humanities and Social Thought
  New York University
  B.A., English Literature
  Mills College, Oakland, CA

• Dr. Samuel Gillette
  Chemistry Instructor
  “I am thrilled to be at BCC and am looking forward to meeting and working with the faculty and students. I love organic chemistry and teaching the subject. The new labs are great and I can’t wait to help set things up.”

  Education:
  Ph.D., Organic Chemistry
  University of California, Berkeley
  M.S., Chemistry
  University of California, San Diego
  B.S., Chemistry
  University of Texas, Austin

(MMArts student is new production coordinator for “Mill Valley 36” film fest)

BCC multimedia arts student Gavin Moore, was hired in a full-time position as Production Coordinator at “Mill Valley 36,” the area’s 36th annual film festival. Moore will supervise and coordinate all of the filmmakers throughout this year’s event.

Before his recent assignment, Moore worked through BCC’s Cooperative Education Work Experience Program as an intern with the California Film Institute in Mill Valley. He also collaborated with multimedia arts instructor Rachel Simpson to coordinate the Bay Area International Children’s Film Festival in spring 2013.

“Gavin will bring exceptional communication, team-spirit and a clear-head to his new job, which requires so many of the technical and communication skills he developed here in our BCC digital film program,” Simpson said. “In addition to being our point-person with the festival, his new job also will allow Gavin to develop close relationships with production companies, filmmakers and television stations throughout California.”

(BCC partners with BHS, B-Tech, City of Berkeley to offer student assessment/orientation sessions)

A Berkeley City College (BCC) partnership with B-Tech High School, Berkeley High School and the City of Berkeley Mayor Tom Bates’s office, has lead to the creation of special college orientations designed specifically for students who attend those schools.

Berkeley Mayor Tom Bates and Dr. Debbie Budd, BCC president, invited the graduating high school students to participate in August orientation and assessment sessions which would prepare them to attend BCC.

The sessions provided one-stop entry services which allowed participants to complete college orientation, placement, assessment, education plan development, counseling, and registration in one session.

BCC plans to continue and further develop high school-to-college partnerships within its service area.

(see p. 6, column 2)
Meet Antonio Barreiro, interim dean
(from p. 4, column 1)

BCC’s new interim dean also spent several years in Colorado in higher education administrative posts. He developed youth mentoring and leadership programs, went to graduate school in Seattle, and was an administrator and leader at the Colorado Leadership Institute.

He moved to the Bay Area when his wife accepted a tenure track professorship at San Francisco State University. Barreiro looks forward to working with members of BCC’s learning community and is thrilled with the possibilities offered by his new job. “I’m very encouraged by the folks I’ve met at BCC,” he said. “The role of community colleges transcends education; they are woven into the fabric of their communities the way that other colleges, universities are not.”

Barreiro is learning all that he can about Berkeley City College. “The people who work and thrive here, and understand the community will inform my leadership agenda,” he said.

Ongoing transitions.

His move to Berkeley has meant another significant life change.

“Any major transition raises a lot of questions,” he observed. “Much of my work in education has been student leadership development and trying to answer questions such as: What questions do students have in terms of defining who they are? Who am I in relationship to others? How do I lead a life of meaning or purpose? It comes down to all of us pursuing the answers to those questions, which are pertinent at many stages of our lives. Community colleges provide different ways to answer those questions.”

Barreiro earned his master’s degree in applied behavioral science at Bastyr University (Seattle, WA); and holds a bachelor’s degree in life sciences education from California State University, Humboldt.

State chancellor’s office approves new AA-Ts

Several new Associate in Arts Degrees for Transfer (AA-Ts) have been approved for BCC by the State Chancellor’s Office of the California Community Colleges.  They are in Art History, Elementary Teacher Education, Philosophy and Political Science

Other BCC AA-T and AS-T degrees are in: Business Administration (AS-T), English (AA-T), Mathematics (AS-T), Psychology (AA-T) and, Sociology (AA-T).  Other degrees awaiting approval by the state chancellor’s office are in Communication Studies, History, and Studio Arts.

New Certificates of Proficiency (CPs) are in: English as a Second Language (High Intermediate) and English as a Second Language (Advanced).
Moustafa Ghous named college’s director of student activities and campus life

Moustafa Ghous is Berkeley City College’s new director of student activities and campus life.

An extensive background working with community college students and administering student life programs in California community colleges brought him to Berkeley City College.

His latest post was at Solano College, where he served as director of student development, the student health center and of the Mathematics, Engineering, Science Achievements Program (MESA). Ghous also mentored participants in that college’s Puente Program and brought mental health services to the Solano campus.

“If students are mentally and physically healthy, they can get their work done,” he observed. “Community colleges provide diverse groups of students with a high quality education and services; you don’t get that in any other system.”

Ghous is impressed with the uniqueness of BCC’s campus and with the college’s student services department.

“Berkeley is right in the middle of an urban environment and we have UC Berkeley right up the street,” he said. “Everything students need is right here in one building.”

Collaboration and cohesiveness.

While attending one of BCC’s student services meetings, he noted the high degree of collaboration among college departments.

“There is a unique collaboration and cohesiveness that exists among BCC’s departments,” he observed. “I’m impressed with the action plans and that things are accomplished so quickly here.”

Ghous noted that many students need direction as they enter then progress through college. One of his aims is to help BCC’s students strengthen and develop leadership, personal and professional skills.

“By developing these skills, they can be better citizens in their local communities and of the world,” he noted.

Looking forward.

The student activities director looks forward to many years at BCC.

“I look forward to our collaboration and working together with members of our learning community to help our students succeed.” he said. “BCC’s collegiality and people provide a holistic and effective campus life for our students, our community and each other.”

Ghous began his higher education at Modesto Junior College. He graduated from the University of California at Santa Cruz with a degree in information systems management. He also earned a master’s degree in educational administration and leadership, with an emphasis on student affairs, from the University of Pacific (Stockton, CA).

New faculty, staff invited to fall orientations

A series of new faculty and staff orientations will take place throughout the fall 2013 semester. The orientations are designed to introduce faculty and staff to college history, policies, and procedures. November and December dates will be printed in future issues of The Messenger, BCC’s semi-weekly newsletter. September and October orientation dates and topics are:

• 12:15 p.m., Tue., Sept. 10, Teaching/Learning Center, Rm. 341: “What Every New Full Time Faculty Should Know,” with Jayne Matthews, former Business Dept. and Curriculum Committee Chair, and Joe Doyle, PFT Chapter Chair. Session includes how to develop a syllabus and information on the PFT union contract.

• 12:15 p.m., Tue., Sept. 10, Rm. 451A: “What Every New Fulltime Classified Staff Member Should Know” includes information about the college and the SEIU Local 1021 union contract.

• 12:15 p.m., Tue., Sept. 24, Teaching/Learning Center, Rm. 341: “Overview of Student Services and Office of Instruction,” with Lilia Celhay, interim vice president of instruction and Sylvia Espinosa, staff assistant, Office of Instruction; Brenda Johnson, dean of student services, and Ramona Butler, staff assistant to the dean of student services. Session includes a walk-through of the 2nd and 4th floors with introduction of office staff.

• 12:15 p.m., Tue., Oct. 8, Teaching/Learning Center, Rm. 341: “History and Culture of BCC/Vista” with current demographics of the college; presented by Shirley Fogarino

• 12:15 p.m., Tue., Oct. 22, Teaching/Learning Center, Rm. 341: Presentation of all college governing structures, grants, and funding opportunities, and all student organizations. Presented by Dr. Debbie Budd, president; Katherine Bergman, director of special projects; and Mustafa Ghous, student activities directors.

Moustafa Ghous, BCC’s director of student activities and campus life.
College reports on 2012-13 accomplishments

(from p. 1, column 3)

- Continued portfolio assessment and pilot of modularized math program.
- Reached out to students with undecided majors and invited them to attend career exploration workshops; offered career counseling courses.
- Enhanced services designed and offered for targeted student populations: EOPS/CARE, CalWORKS, TRiO, and DSPS.
- Gave a comprehensive BCC Student Success Strategy presentation to APAHE in April 2013.
- Conducted a BCC Student Success Retreat on Friday, May 10, 2013.
- Offered three 4-year campus tours for TRiO students preparing for transfer.
- Applied assessment to review programs and certificates to increase student success.
- Enhanced financial aid services, including workshops, additional office hours, and by-appointment services informing students about up-to-date financial aid rules and regulations. On average, over 20 financial aid workshops are conducted on-and off-campus, including at Berkeley Adult School.

Accomplishments

- Implemented new accelerated ESL curriculum, CTE (career and technology) support classes, and ESL Certificates of Proficiency.
- Created First Year Experience and scheduled 4 cohorts to begin Fall 2013; creation of and support for writing workshops; math tutors; study skills courses.

- Supported accelerated, contextualized, and integrated instruction, as well as additional tutoring collaboration time for subjects including math, English, and ESL.
- Offered additional/extended student support services to both day and evening students through extended office hours during peak registration period, as well as regular semester terms. In 2012-13, Counseling Services were open until 7 p.m. Monday through Thursday.
- Student Success ScoreCard findings were reviewed during several meetings and BCC has begun to draft success strategies.
- Increased financial aid awards by 7.7%; from prior year’s 9,989 to 10,756.
- Increased total amount of financial aid award 28% from $6.9 million to $8.8 million.
- Developed and piloted accelerated/self paced math modules to increase student success.

A.2.2 Initiate a faculty advisor program.

Activities
- Teaching and Counseling faculty jointly developed the Academic advisement model.

Accomplishments
- Academic advisement model was adopted by the Faculty Senate for implementation in Spring 2013 and will be implemented in phases starting Fall 2013.

A.2.3 Offer online student services for tutoring and counseling.

Activities
- Online tutoring endorsed by BCC Education Committee; to be implemented in the Learning Resource Center in Fall 2013.
- e-Counseling has been developed, enhanced, and conducted since 2012.
- Student Services increased its online services, via phone, the web, and e-mail.

Accomplishments
- Over 120 hours of e-Counseling was provided online in 2012-13.
- Over 100 students received online career exploration resources in Transfer and Career Information Center in 2012-13.

A.2.4 Increase BCC’s non-resident student population through outreach and enhance their success through support programs.

Activities
- Developed accelerated ESL curriculum, Certificates of Proficiency and extracurricular support programs.
- Hosted BCC international student luncheon to understand needs and concerns.
- Managed grant funding to provide innovation and instruction funding for ESL workshop series, development of new contextualized coursework and support services for international students, including tutoring and student engagement events.
- Researched and presented information regarding California Dream Act and AB 540 at the national and college levels to enhance the understanding of non-resident students who may be eligible for in-state tuition and applying for and receiving state scholarships that would support access and success.

Accomplishments
- Initiated and conducted ESL Workshop Series, ESL/Global Studies Buddies Program, College-wide “global awareness” events in Atrium.
- Initiated and implemented new ESL certificate programs.
- Funded ESL workshop series, development of new contextualized coursework, and support services for international student, including tutoring.
- ESL Department co-coordinators built relationship and linked class with Berkeley Adult School
- BCC Non-resident FTES increased by 13% between 2011-12 and 2012-13. In 2012-13, BCC generated 31% of international student FTES districtwide, in comparison with 20% of total FTES.

(see p. 9, column 1)
BCC’s accomplishments reflect commitment to student success

(from p. 8, column 3)

A.3.1 Develop partnerships with local high schools to create a clear pathway from high school to BCC to 4-year institutions. Gather data that identifies students from local high schools and increase by 20% the number of historically under-represented students by June 2014.

Activities

• BCC ESL program hosted annual orientation event for Berkeley High School ESL program.
• Received Career Ladders Project Community College Linked Learning Initiative (CCLLI) grant to partner with Oakland Unified School District’s (OUSD) Linked Learning Academies to nourish successful pathways from career-centered high school academies and BCC CTE programs, specifically Multimedia Arts. Joined OUSD Superintendent, Office of College and Career Readiness, and Skyline Computer and Technology at the CLP CCLLI Institute in Sacramento to develop relationship with mentor college Pasadena City College and learn best practices.
• Multimedia arts instructors taught at community educational partner Youth Radio in Oakland.
• Developed data collection and analysis through district Institutional Research office.
• Partnered with Berkeley Technology Academy (BTEC), Berkeley High School, Albany High School and Emery High School to develop articulation agreements.
• Enhanced collaboration with local feeder schools by offering counselor breakfast meeting, attending all local high school college fairs, including weekdays, evenings and weekends at Albany High, Emeryville High, McGregor High School, San Leandro High School, Berkeley Adult School, Berkeley High, etc.
• Partnered with Berkeley High School (BHS) to pilot an ENGL 201A class as part of the Navies Scholars Program to increase the number of African American BHS students’ transition to BCC.
• Partnered with Berkeley High School 20/20 Initiative to increase matriculation of Berkeley High School students to BCC.

Accomplishments

• Received Career Ladders Project funding to nourish pathway between linked learning academies, including Oakland Unified School District’s (OUSD) Skyline High School and other OUSD Career Technology (CTE) Academies, and BCC’s Multimedia Art program, as well as connected with OUSD Office of Career and College Readiness.
• Four or more major feeder schools organized 2013 graduates to attend placement assessment, orientation and Student Education Plan (SEP) development. Over 400 incoming BCC freshmen attended BCCO in 2012-13. Participants included a high percentage of historically under-represented students, e.g., first time college students, ethnic minorities, financially disadvantaged students. Collected student contact information in order to establish cohort data for follow-up.

A.3.2 Pilot and assess innovative programs designed to increase student persistence among historically under-represented groups, and assess current learning communities’ fall-to-fall persistence rates.

Activities

• Developed new ESL certificate programs and CTE support classes.
• Met with stakeholders from Berkeley High School and City of Berkeley to plan the Navies Scholar cohort pilot. Developed a partnership with Youth Radio to increase the number of their students who go on to attend college.

• Launched a Focused Inquiry Groups (FIG) using Flash and Math to build games and learn core math.
• Leveraged Basic Skills Initiative (BSI) and Career Advancement Academy funding to improve student and teacher communication and readiness skills.
• Increased college access for academically and economically disadvantaged students through BCC’s EOPS/CARE programs. EOPS served an average of 316 students over the last three years, while the State only funded for 100.
• Implemented new enrollment strategies to increase student enrollment in First Year Experience.

Accomplishments

• Revamped English basic skills curriculum to accelerate and improve instruction.
• Piloted new accelerated ESL curriculum.
• Piloted Navies Scholar Program Cohort in partnership with Berkeley High School.
• Piloted offering Multimedia Arts 130 at Youth Radio. Ninety-two percent of these students were placed in internships as a result of the skills they learned in the class.
• Provided one-stop enrollment in First Year Experience at BCCO including Assessment and Orientation, counseling, SEP development, and registration.
• Funded June 2013 Faculty Experiential Leadership Institute (FELI) training for FYE instructional and counseling faculty.
• Trained instructors and student workers in Academy for College Excellence (ACE) curriculum focused on working styles, stress management, and communication.
• Measured Persistence, Retention, and Success Rate of students who received orientation at BCC in Fall 2011. Both retention and success rates of students who received orientation at BCC in Fall 2011 are the highest among the rates of the four PCCD colleges.
• Fall-to-Fall persistence rates for students who received counseling services at BCC averaged 8.5 percentage points higher than the overall college rates over the last three years; while success rates of students who received counseling services averaged 3.5 percentage points higher than the overall college rates.

(see p. 10, column 1)
BCC’s 2012-13 accomplishments meet college goals, objectives

(from p. 9, column 3)

A.4.1 Provide faculty development opportunities on effective teaching techniques, updated instructional information (learned and shared), and shared vision regarding instructional goals and outcomes, in conjunction with the assessment of instruction.

Activities
• Improved pedagogy through assessment of Communication Institutional Learning Outcome.
• Managed Title III funding to support faculty development.

Accomplishments
• Increased faculty and staff development through Teaching and Learning Center activities, (APPLEs, FIGs, DARTs, etc.)
• Funded Fall 2012 to Spring 2013 faculty and staff development projects via Teaching and Learning Center.
• Received Lumina Foundation Grant for DQP (Design Quality Programs) through partnership with ACCJC.

A.4.2 Institute a student peer education and mentorship program to assist fellow students. Institute a mentorship program with BCC faculty, staff and administrators each adopting 5-10 students as mentees.

Activities
• Increased faculty mentoring of students.
• BCC Service Community (BCCSC) initiated transfer peer adviser model on campus, and provided transfer advisement by sharing personal strategies with BCC students who are interested in transfer.

Accomplishments
• 100 BCC students offered admissions to transfer to UC Berkeley for 2013-14 term.

B. Engage and Leverage Partners

B.1.1 Strengthen community partnerships to enhance career pathways.

Activities
• BCC ESL program hosted annual orientation event for Berkeley Adult School ESL students.
• Worked directly with community partners, from industry, municipal, institutional, and non-profit organizations, to create CTE pathways for BCC students and alumni.
• Received Trade Adjustment Assistance (TAA) grant as part of a $15 million 10 college consortium to increase Biotechnology and stepping stones to science program and to develop analytical chemistry and CIS programs.

B.1.2 Ensure currency and viability of CTE programs. Create a master list of community partners, assess strength of partnerships, and network to expand partnerships.

Activities
• Multimedia arts instructors taught at community educational partner Youth Radio in Oakland and ESL teachers taught at Berkeley Adult School.

Accomplishments
• Hosted East Bay Green Jobs/U.S. Department of Labor Conference-Keynote from former Secretary of Labor Hilda Solis

B.1.3 Develop and communicate a shared vision for grants, career technical education, foundational skills, and learning communities that helps to achieve the college mission.

Activities
• Special Projects Committee worked to map flow and purpose of grant resources at BCC.
• Revised Perkins 13-14 proposal process to increase understanding and access to CTE funding as well as CTE programs and projects.
• Created Logic Model.
• Revised Title III 13-14 proposal process to increase understanding and access to COE funding for relevant programs and activities as well as increase reach of funding to student services and basic skills.
• Completed grant application for Perkins, Alameda County Mental Health grant extension and Health Screening testing contract with Berkeley Free Clinic.

Accomplishments
• Map created of the flow, connections, and purpose of Special Projects’ funded innovation and CTE projects.
• 2013-14 Perkins process resulted in innovative and collaborative proposals, including initiation of two new CTE programs, Teacher’s Aide and Bilingual Teacher’s Aide, as well as Public Art, and a new contextualized Business Math course.
• Title III 2013-14 process resulted in 22 innovative applications cutting across disciplines and student services.
• Created a flexible framework that would help integrate efforts in CTE programs, TRIO, and Special Projects; the tool also serves as a way to evaluate the projects together.

(see p. 11, column 1)
College goals, objectives mirrored in BCC’s 2012-13 accomplishments

(from p. 10, column 3)

- Offered on-site mental health individual counseling since 2011-2012 and peer counseling since 2012-13. One faculty member is certified to serve as mental health peer advisor supervisor, while four public health students are certified to serve as peer advisors. In Spring 2013, mental health peer advisors began to offer support to BCC students who are under stress.

C. Build Programs of Distinction

C.1.1 Maintain three-year cycle of assessing Institutional Learning Outcomes (ILO) by completing assessment -- including “closing the loop”-- of two ILOs, as well as related courses and programs, by June, 2013.

Activities
- Initiated critical thinking ILO assessment.
- Submitted Annual Report to ACCJC.
- Developed Student Learning Outcomes (SLOs) for all student services programs, conducted SLO assessments, and included findings in fall 2012 Program Review for future program improvement plan.

Accomplishments
- Communication Institutional Learning Outcomes (ILO) assessment has been completed.
- Incorporated SLO findings into program reviews, completed Accreditation follow-up report, removed from warning, and received full accreditation.

C.1.2 Through program review and annual program updates, incorporate learning outcomes assessment into budget allocation processes and plans.

Activities
- SLO Assessment has been incorporated in the program review process.
- Completed SLO and program reviews; organized and prioritized program needs, and submitted program needs to BCC and PCCD for funding.

Accomplishments
- All disciplines completed program reviews in Fall 2012.
- 15 new positions are in the process of being posted for hire prior to Fall 2013, and 8 positions are to be posted in Fall 2013.
- Based upon recommendation generated from 2012 program reviews, completed purchasing requests for supplies, equipment, and other needs. BCC received funding for both faculty and staff positions for 2012-13 and 2013-14.
- By the end of 2012-13, BCC secured a total of 9 administrative positions, an increase from 7 positions previously. The nine positions include president, vice president of instruction, vice president of student services, business manager, 1 dean of student support services, 2 deans of instruction, 1 director of special programs, and 1 director of student activities and campus life. In addition, BCC also received 7 additional faculty and 3 classified positions for 2013-14, and the recruitment has begun.

C.2 Submit the March 15, 2013 ACCJC College Status Reports on Student Learning Outcomes implementation, documenting that BCC has successfully achieved “proficiency” level.

Activities
- Reports were submitted on March 15, 2013.
- Received Lumina Grant.
- BCC submitted its Annual Assessment Report, 2013 annual Report, and BCC/PCCD follow-up report to AACJC.

Accomplishments
- Submitted the March 15 ACCJC Status Report on SLOA has been submitted.
- Received full accreditation from AACJC.

C.3.1 Position BCC as one of the top STEAM (Science, Technology, Engineering, Applied Arts, and Math) community colleges in California.

Activities
- Leveraged funding for Biotech, Multimedia Arts, Public Arts, CIS, etc., to ensure resources for instruction and student services, including tutoring
- Host and fund STEM events, including STEM Career Day, Biotech Lecture Series
- Developing partnerships to increase STEAM with Cal Performances and the Berkeley Symphony

Accomplishments
- Funded critical student services for Biotechnology, Multimedia Arts, Public Arts, CIS, etc., students, including tutoring
- Hosted and fund STEM events, including STEM Career Day, Biotech Lecture Series (2013-14)

C.3.2 Increase BCC’s transfer rate to UC, particularly of under-represented, underserved, and non-traditional populations.

Activities
- Invited a guest speaker from California College of the Arts (CCA) – a former BCC student to give a talk BCC community.
- Secured and managed grant funding from federal, state, and local sources to provide basic skill, general education, and CTE supplemental instruction.
- Partnerships with UC Berkeley were strengthened including those with Berkeley City College Service Community (BCCSC), Student Achievement Guided by Experience (SAGE) Scholars Program, Stiles Hall and representation at Cal Day.

(see p. 12, column 1)
2012-13 highlights many accomplishments for BCC

(see p. 11, column 3)

- BCC Transfer and Career Information Center (TCIC) partnered with four-year colleges and universities and an average of 10 colleges or universities come monthly to BCC, either to meet individually with students or to work with larger groups through tabling. The TCIC also sponsors an annual Transfer Day attended by 50+ campus representatives from California and out-of-state colleges/universities.
- Participated in Cal Day.
- Hosted closing event and reading for the Vona Writing Workshops for Writers of Color (not sure if this is in the right place. This is renowned event)

Accomplishments

- 100 students from diverse backgrounds have been accepted to transfer to UC Berkeley for 2013-14 year.
- Funded basic skills, general ed, and CTE supplemental instruction, including math, English, ESL, Spanish Medical Interpreter, etc. tutoring.
- Increase the number of Associate Degrees for Transfer (AA-T and AS-T) per SB 1440, and work to increase student completion of these degrees.

Activities

- Advertised certificates available.
- Brochure developed on BCC’s degree transfers.
- Increased number of AA-Ts AS-Ts
- Developed and implemented AA-T and AS-T. Advised students on benefits of AA-T and AS-T.

Accomplishments

- AA-Ts or AS-Ts now exist at BCC in the following areas: Business Administration, English, Mathematics, Psychology, and Sociology. AA-Ts and AS-Ts are currently under development at the College in the following areas: Anthropology, Art History, Studio Arts, Communication, Computer Science, Elementary Teacher Education, History, Philosophy, Political Science, and Spanish.
- Close to 400 students have received degree/certificate from BCC - doubling the highest number of awards, 201 in 2011-12.

D. Create a Culture of Innovation and Collaboration

D.1.1 Expand district-wide coordination and collaboration in all instruction and student services areas to increase efficiency and effectiveness in serving students.

• Participated in the City of Berkeley’s Vision 20/20.
• Developed Human Services (HUSV) internships.

D.2.1 Analyze existing technological structures for their effectiveness and update as needed in order to become more effective in the areas of Technology and Communication

Activities

• Developed a matrix to extract the technology needs for BCC, and a technology budget was created.
• Identified and prioritized technology needs based upon program reviews recommendations and submitted to PCCD district-wide technology committee for funding.
• Implemented BCC Technology three-year plan. Incorporated BCC’s technology needs into program review, and submitted to PCCD Technology Committee.
• Upgraded and updated BCC’s DSPS hardware and software to expand student access to teaching and learning.

Accomplishments

• Submitted the technology budget to the District Technology Committee to request matching funds for various projects.
• Increased distribution of technology to faculty and staff.

D.2.2 Ensure that student support and course evaluation in online classes are equivalent to those offered in BCC’s face-to-face classes.

Activities

• Created a site for e-counseling services for online students.
• Created a robust online help desk for online students and faculty.
• Offered training for faculty on campus and online.
• Promoted Open Educational Resources.
• Created online instructor evaluations.
• Developed college website.

Accomplishments

• Offered e-Counseling services for distance education and online students who live too far from the campus to conveniently access services. These services are also for students who have a compelling reason for not being able to come in person to see a Berkeley City College counselor.
• Created e-mail services for Financial Aid Services.
• Created Helpdesk for students at online@peralta.edu.
BCC's 2012-13 accomplishments lead to student success

(from p. 12, column 3)

- Created Help Desk for faculty at support@eberkeley.org.
- Established remote services at BCC for online students by email or phone:
  - Admissions & Records
  - Articulation
  - Bookstore
  - DSPS: Disability Services
- Implemented Tutorials for BCC students using the Peralta District Online Course LMS (Moodle.)
- Implemented Faculty Moodle Tutorials online.
- Offered online office hours through CCC Confer. Prepared to integrate google mail (g-mail) to our LMS to virtually authenticate and offer 2.0 interaction (audio, video, google drive) between students and instructors.
- Integrated open source learning management system at a district level (Moodle) for every single class.
- Promoted Open Educational Resources initiative on campus with several instructors exploring ways of opening up educational resources and reducing cost for students in the area of class materials and books.
- Offered the first Massive Open Online Course, in the California Community College System: (Spanish 38) at eberkeley.org/mooc. This prototype will give us information and the opportunity to develop new educational techniques in the area of OER.
- Developed instructor evaluations 100% online in Moodle.
- Developed a Moodle, WordPress and Mahara installation / all these installations are open source platforms designed to help educators and departments create their own sites.

E. Develop and Manage Resources to Advance BCC’s Mission

E.1.1 Achieve enrollment target of 3,560 resident FTES and productivity target of 17.5 for resident FTES/FTEF.

Activities
- Innovatively increased Spring 2013 course offers to achieve enrollment target through management workshops, when additional funds became available.
- Developed and implemented Strategic Scheduling and creation of pathways.
- Met productivity target: Both BCC’s fall 2012 and spring 2013 productivities of 18.94 and 18.56 exceeded the target of 17.5 and the PCCCD average of 18.22 for fall 2012 and 17.02 for spring 2013.

Accomplishments
- Met original target for Resident FTES.

E.2.1 Advance resource parity for BCC, including transfer of funds or faculty and classified staff as a necessary means for fiscal stability.

Activities
- Budget Allocation Model is now transparent.

Accomplishments
- Three new classified approved for hire Fall 2013.
- Seven new faculty positions approved through integrated budget planning; four new faculty hired for Fall 2013.
- Hired Full time Special Projects Director, Director of Campus and Student Life and Dean of Academic Pathways, Workforce Development and Student Success.

E.2.2 Monitor annual program budgets to ensure timely expenditures.

Activities
- Engaged in rigorous examination of current and past spending to ensure compliance with grantors as well as efficient use and braiding of funding.
- Reviewed monthly expense reports (MER’s) and pivot table for easy evaluation and analysis of budget.

Accomplishments
- Engaged in detailed review and correction of Special Projects to ensure payment of outstanding expenditures.
- Ensured systematic use of funds to cover cost of critical equipment, supplies, and supplemental instruction, through coordination with VPI and CTE dean.

E.2.3 Increase BCC’s President’s Circle to expand community partnerships and funding sources for our students and our programs.

Activities
- Held President’s Circle event December 2012.
- Continued outreach with community partners.
- Increased Vision 20/20 partnership with mayor of Berkeley and Berkeley High.

Accomplishments
- Received additional donations to assist with program and student support.

E.3.1 Formulated a process to coordinate and integrate grant projects in order to leverage resources and make significant institutional change. Set up grant budgets to track expenditures more efficiently.

Activities
- Worked with Title III Coordinators as well as Faculty and Classified Leadership, open the Special Projects funding process to the community to ensure increased transparency and understanding to fuel coordination and integration with BCC institutional goals and mission, specifically student success.
- Prepared budgets to promote understanding of grant resources and efficient use of funds.
- Secured new cost center for grants to ensure increased ability to monitor, approve, and track funding per grantor agreements.
- Hosted Fulbright Orientation Program for three consecutive years, including summer 2012.

Accomplishments
- 2013-14 Perkins application process increased BCC community participation, garnered initiation of innovative new CTE programs as well as new applications of general education subjects to CTE students, as well as funded more collaborative approach to supplemental instruction, outreach, and workforce development.
- Created a plan for a school-wide First Year Experience. Piloted a limited model in Fall 2012 and Spring 2013 and will continue experimenting with this in Fall 2013.
- Secured additional net income of $20,000 for BCC through Fulbright contract in 2012-13.

E.4.1 Ensure that BCC’s Response to Recommendation 5 in the March 15, 2013 Follow-Up Report is thorough and effectively addresses the concerns of the Accrediting Commission for Community and Junior Colleges (ACCJC).

Activities
- Satisfied concerns of ACCJC, removed from warning list, and achieved full accreditation in July 2013.

Accomplishments
- Removed from any accreditation warning, and received full accreditation in July 2013.
College partners with Berkeley’s MSRI to host unique lecture series on role of mathematics in our world

“Not on the Test: The Pleasures and Uses of Mathematics,” a six-part lecture series co-presented by Berkeley’s Mathematical Science and Research Institute (MSRI) and Berkeley City College (BCC), begins at 7 p.m., Wed., Sept. 11, in BCC’s auditorium, 2050 Center St., with “Math in the Movies,” a presentation by Pixar’s Tony DeRose. This and all lectures in the year-long series, made possible with funding from the Simons Foundation, are free and open to the public.

“Both playing and working, we use tools that are ‘made of’ mathematics. This series of talks will help appreciate and enjoy this daily—but usually unconscious—interaction,” said Dr. David Eisenbud, director of MSRI.

BCC President Deborah Budd praised the MSRI/BCC collaboration: “Berkeley City College is delighted to collaborate with MSRI in bringing this enlightening lecture series to the public. It will provide invaluable and creative insights for students and our community,” said Dr. Budd, “and will help everyone understand the many ways in which mathematics is used as a foundation for some of our most worthy endeavors.”

All MSRI-BCC lectures will take place at 7 p.m., Wednesdays in BCC’s auditorium, 2050 Center St. between Shattuck Ave. and Milvia St., on Sept. 11, Oct. 9, Nov. 6, Feb. 12, Mar. 12, and Apr. 9. For details, please visit www.msri.org/events/nott.

Lecturers and topics include:

- “Math in the Movies,” Wed., Sept. 11, with Dr. Tony DeRose
  Dr. Tony DeRose, senior scientist and research group leader at Emeryville’s Pixar Animation Studios, will illustrate the extraordinary contribution of mathematics to animated films. Math and science underlie the stunning visuals that are essential to storytelling in Pixar’s award-winning movies. Using numerous clips from such productions as Finding Nemo, Ratatouille, The Incredibles, Monsters, Inc. and Brave, DeRose will demonstrate how computer technology, physics, geometry, and applied math make possible special effects.

- “Video Games for Mathematics,” Wed., Oct. 9, with Dr. Keith Devlin
  Dr. Keith Devlin will show how casual games that provide representations of mathematics enable children (and adults) to learn basic mathematics by “playing,” in the same way we learn music by learning to play the piano.

- “Verifying Greenhouse Gas Emissions,” Wed., Nov. 6, with Dr. Inez Fung
  As international, national and local targets for greenhouse gas emissions are discussed and implemented, how well do we know that the targets are being met? Dr. Fung will show how data assimilation techniques are used to merge observations with models to test concordance between “bottom-up” reported emissions and “top-down” estimates inferred from their atmospheric signatures. Dr. Fung has studied climate change for 20 years. She is a principal architect of large-scale mathematical modeling approaches and numerical models to represent the geographic and temporal variations of sources and sinks of CO₂, dust and other trace substances around the globe. She is a professor of atmospheric science in U.C. Berkeley’s earth and planetary science and environmental science, policy and management departments.

(see p. 15, column 1)

Prof. Devlin is a mathematician at Stanford University, a co-founder and executive director of the university’s H-STAR institute, a co-founder of the Stanford Media X research network, a senior researcher at CSLI, and co-founder and president of InnerTube Games.
Unique lecture series focuses on pleasures, uses of mathematics
(from p. 14, column 3)

Dr. Ge Wang

- “Music, Computing, People,” Wed., Feb. 12, with Dr. Ge Wang
  Dr. Ge Wang is an assistant professor at Stanford University in the Center for Computer Research in Music and Acoustics (CCRMA). He researches programming languages and interactive software systems for computer music, mobile and social music, laptop orchestras, and education at the intersection of computer science and music. Dr. Wang is the author of the ChucK audio programming language, is founding director of the Stanford Laptop Orchestra (SLOrk) and of the Stanford Mobile Phone Orchestra (MoPhO). He also co-founded Smule, and is the designer of the iPhone’s Ocarina and Magic Piano.

Dr. Eugenie Scott

- “Science Denialism,” Wed., Mar. 12, with Dr. Eugenie Scott
  Both evolution and global warming are “controversial issues” in education, but are not controversial in the world of science. There is remarkable similarity in the techniques that are used by both camps to promote their views. The scientific issues are presented as “not being settled,” or that there is considerable debate among scientists over the validity of claims. The presentation will explore and expand on these issues.

  Dr. Scott is executive director of the National Center for Science Education, Inc., a not-for-profit membership organization of scientists, teachers, and others that works to improve the teaching of science as a way of knowing, the teaching of evolution, and the teaching of climate change.

  A former college professor, she is an internationally-known expert on the creationism and evolution controversy, and is called upon by the press and other media to explain science to the general public. The author of Evolution vs. Creationism: An Introduction and co-editor with Glenn Branch of Not in Our Classrooms: Why Intelligent Design is Wrong for Our Schools, she is the recipient of numerous awards from scientists and educators.

Dr. Krishna Shenoy

- “Brain-Computer Interfaces,” Wed., Apr. 9, with Dr. Krishna Shenoy
  Dr. Krishna Shenoy, a professor at Stanford University, directs the Neural Prosthetic Systems Lab (NPSL) where his group conducts neuroscience and neuroengineering research to better understand how the brain controls movement, and to design medical

(see p. 16, column 2)

Six receive President’s Awards

Six BCC faculty, staff and administrators received President’s Awards on Thur., Aug. 15 for their outstanding contributions to the college. Awardees are:

- Joan Berezin
  Global Studies
  Department Chair

- Lilia Celhay
  Dean of Academic Pathways, Workforce Development and Student Success

- Ada Clark
  Financial Aid
  Staff Assistant

- Dr. Kerry Compton
  Interim Vice President of Instruction

- Catalina Herrera
  Staff Assistant
  Special Projects

- Dr. Linda McAllister
  Department Chair
  Social Science and PACE Pathways
BCC Calendar
August-September 2013

- **Wed., Aug. 28**
  11:30 a.m.-2:30 p.m., TAACT, Rm. 451A&B

- **Thur., Aug. 29**
  2-4 p.m., Office of Instruction, Rm. 451A

- **Fri., Aug. 30**
  9 a.m.-Noon, EOPS Orientation, Rm. 451A&B
  4 p.m., ISAA Event, BCC Auditorium

- **Mon., Sept. 2**
  Holiday: Labor Day

- **Tue., Sept. 3**
  2-3:30 p.m., Student Services, Rm. 451A

- **Wed., Sept. 4**
  12:15-1:15 p.m., Student Ambassadors, Rm. 451A

- **Mon., Sept. 9**
  12:10-1:30 p.m., Roundtable, Rm. 341 (TLC)
  5:30-9:30 p.m., Deathhood Workshop, Rm. 341 (Sept. 9-14)

- **Tue., Sept. 10**
  12:15 p.m., “What Every New Full Time Faculty Should Know,” Teaching/Learning Center, Rm. 341
  12:15 p.m., “What Every New Full Time Classified Should Know,” Teaching/Learning Center, Rm. 451A
  7 p.m., Peralta Trustees Meeting, 333 E. 8th St., Oakland, CA

- **Wed., Sept. 11**
  9-10:30 a.m., President’s Cabinet, Rm. 451A
  10:30 a.m.-Noon, Leadership Council, Rm. 451A
  5:30-7 p.m., MSRI Lecture, Rm. 451A

- **Thur., Sept. 12**
  12:30-1:30 p.m., J. Lowood/TRC, Rm. 451A
  6-10 p.m., N. Dunlop/Microsoft, Rm. 451A&B

- **Sat., Sept. 14**
  8 a.m.-4 p.m., Vision y Compromiso, BCC Auditorium & Atrium

- **Tue., Sept. 17**
  2-3:30 p.m., Student Services, Rm. 451A

- **Wed., Sept. 18**
  9 a.m.-Noon, President’s Cabinet, Rm. 451A
  12:15-1:15 p.m., Student Ambassadors, Rm. 451A
  5-6 p.m., Digital Arts Club, Rm. 451B

- **Mon., Sept. 23**
  2-3:30 p.m., Student Services, Rm. 451A

- **Wed., Sept. 25**
  9 a.m.-Noon, President’s Cabinet, Rm. 451A

- **Fri., Sept. 27**
  9 a.m.-4 p.m., EOPS Meeting, Rm. 451A&B

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BCC/MSRI offer enlightening lecture series on “pleasures of math”

(from p. 15, column 2)

systems to assist those with movement disabilities. He also co-directs the Neural Prosthetics Translational Lab (NPTL), along with Dr. Jaimie Henderson. They are employing these advances to help people with severe motor disabilities such as spinal cord injury and ALS.

Dr. Shenoy was a recipient of National Science Foundation and Hertz Foundation Graduate Fellowships, the 1996 Hertz Foundation Doctoral Thesis Prize, a 1999 Burroughs Wellcome Fund Career Award in the Biomedical Sciences, a 2002 Alfred P. Sloan Research Fellowship, a 2007 McKnight Endowment Fund in Neuroscience Technological Innovations in Neurosciences Award, a 2009 National Institutes of Health Director’s Pioneer Award, the 2010 Stanford University Postdoctoral Mentor Award, and the 2013 University of California at Irvine Distinguished Alumnus Award (Henry Samueli School of Engineering).

The “Not on the Test: The Pleasures and Uses of Mathematics” series of lectures is sponsored by the Simons Foundation (www.simonsfoundation.org) and co-presented by the Mathematical Sciences Research Institute and Berkeley City College.

About MSRI and BCC.

The Mathematical Sciences Research Institute (MSRI, www.msri.org), in Berkeley, California, is one of the world’s preeminent centers for research in the mathematical sciences and has been advancing mathematical research through workshops and conferences since its founding as an independent institute in 1982. Approximately 2,000 mathematicians visit the MSRI each year, and the Institute hosts about 85 leading researchers at any given time for stays of up to one academic year.

The Institute has been funded primarily by the National Science Foundation with additional support from other government agencies, private foundations, corporations, individual donors, and nearly 100 academic institutions. MSRI is involved in K-12 math education through its annual Critical Issues in Mathematics Education conferences for educators, math circles, the National Association for Math Circles and its website (NAMC, www.mathcircles.org), and Olympiad math competitions; in undergraduate education through its MSRI-UP program; and in public education through its “Conversations” series and a variety of public events.

Berkeley City College (BCC) (www.berkeleycitycollege.edu), one of California’s 112 community colleges, is part of the Peralta Community College District, which includes Laney College, Merritt College and College of Alameda. The college, which began in 1974, is centrally located in downtown Berkeley, only two blocks from the U.C. Berkeley campus.

BCC’s mission is to contribute to the success of all students and to the well-being of the community by offering the best possible education which promises intellectual growth, social mobility, economic development and an understanding of diverse ideas and peoples. The college is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges.

BCC offers transfer and occupational training classes, associate degree and certificate programs. The college is an active partner in local economic development and employment training endeavors. Financial aid, academic and career counseling, programs for students with disabilities and assistance for economically disadvantaged students are available.

The college maintains a strong and unique community college/university collaboration with the University of California at Berkeley. BCC is second in California in the percentage of students who transfer to U.C. Berkeley and is second in the state in the percentage of students who transfer to all U.C. campuses in Northern California.