Assessment process, continuous improvement, important elements for accreditation, student success

Jenny Lowood, Berkeley City College’s Co-Accreditation Liaison Officer (ALO) and chair of the college’s assessment committee, has worked with that group since 2006 to develop an infrastructure that focuses on data-driven planning, successful student learning outcomes, and continuous improvement of institutional processes to help ensure student success.

In a recent interview about preparation for this spring’s ACCJC/WASC’s follow-up visit to BCC, Lowood spoke about how the college developed an infrastructure that defines and helps to guarantee student learning outcomes, data-driven planning, and continuous improvement in college processes and in instructional and student services departments.

1. When did Berkeley City College begin to focus on creating Institutional Learning Outcomes as guides to serving students and preparing them for success?

In 2006, we began to define our institutional learning outcomes. By 2008, as a result of many surveys of faculty, staff and students, we defined seven Institutional Learning Outcomes (ILOs), knowledge and skills sets that we wanted our students to have when they graduated from Berkeley City College.

Once we defined our ILOs, we proceeded to develop Student Learning Outcomes (SLOs) for each college course. These were mapped to BCC’s ILOs. By the end of 2008, all SLOs were complete. And once that was accomplished, each department and unit developed different approaches to achieving the same Institutional Learning Outcomes.

As a result of this work, every course at BCC now has learning outcomes and no course or program can be accepted by the college’s Curriculum Committee without course or learning outcomes. All of the college’s learning outcomes are listed in Taskstream (visit www.berkeleycitycollege/wp/slo). The site contains the most current versions of SLO’s for all courses, instructional programs, and student services areas.

To see the instructions for using Taskstream or to view SLO’s, assessment results, action plans, and results of action plans, visit BCC’s Assessment Web page at www.berkeleycitycollege.edu/wp/slo/.

2. Where does assessment fit in to defining SLO’s?

All Office of Instruction and Student Services-defined SLOs are the results of important assessment data. For example, Student Services will use tools such as surveys and focus groups to gage whether students are satisfied with counseling, tutoring, disabled students’ services and so on. They will measure how well service is provided to students with Service Area Outcomes. Both Student Learning Outcomes and Service Area Outcomes are important to student success. All service areas have outcomes, which is required by ACCJC/WASC.

(see p. 4, column 1)
In early April 2013 a two-to-three member team from the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges (ACCJC/WASC) will visit Berkeley City College (BCC) to follow up on and review BCC’s response to Recommendation 5. The college, although accredited, is on Warning because of ACCJC concerns about whether its staffing and financial resources will allow us to effectively serve our student population.

I have prepared the questions and answers below to help you understand the importance and purpose of BCC’s upcoming accreditation visit, and to illustrate the progress the college has made since the ACCJC team visit last spring.

We have succeeded in addressing their concerns, largely because of the strong culture of collaboration that exists throughout our college community. In preparing for the visit, we have demonstrated our ability to work within the shared governance process to use our strengths to successfully address and progress in areas where we need improvement.

After you have reviewed the material below, please contact me if you have questions or concerns.

1. **What is the purpose of the ACCJC/WASC team’s visit?**
   After Berkeley submitted its midterm report last year, we were asked to write a follow-up report to ACCJC Team Recommendation 5. The recommendation states that:

   In reviewing the reports, the Commission noted that [Berkeley City College has] not fully evaluated the impact of recent District financial decisions on the colleges’ ability to sustain educational programs and services. The District and Colleges reports did describe the principles and practices around fiscal decisions at the District and the colleges; yet, it was unclear to the Commission what specific impact the reductions or changes had and what the future impact of those reductions and changes would be at each college. The colleges’ responses in the upcoming Follow-Up Reports should include an analysis of staff sufficiency and the quality of educational programs and services before and after budget reductions with sufficient detail and evidence to evaluate the impact of these reductions on the overall educational quality of the colleges. The colleges should describe how they intend to deal with any resulting negative impact.

   The purpose of this was to meet areas noted in the third accreditation standard and Eligibility Requirements 5 and 17 to show that we were capably serving our student population, even in the face of budget reductions. For example, in response to Team Recommendation 5, we wanted to show that the college could handle the impact of projected and real budget reductions. We were required to prove that BCC had an adequate number of faculty and staff, and that the quality of our educational programs and services would not suffer.

2. **What actions did the college community take to respond to Recommendation 5?**
   Many participated in gathering and analyzing data to respond to the recommendation. For example, detailed analyses were conducted on areas such as student retention, persistence, and transfer by our students, generally and by ethnicity. Our data showed that we have experienced improvement with student success at BCC. The dedication of our faculty and staff to ensure student success has shown in our assessment data. We also revamped programs in our English and Math areas. This year, we were able to have tutors in our English 248 classes and developed modular math programs in algebra and pre-statistics.
President focuses on importance of ACCJC follow-up visit

(from p. 2, column 2)

3. Why is it important for the college to thoroughly prepare for the accreditation visit?
It is an important part of an institution’s ability to study itself and reflect on both its strengths and areas that need improvement.

4. How did partial funding restoration affect the college’s response to Recommendation 5?
When the commission last met, it was the day after Peralta voters approved a parcel tax which allows the colleges to offer more classes and increase access for students. Since the last ACCJC follow-up visit, voters also passed state Proposition 30. The District’s Budget Allocation Model also is being implemented. In preparing for the team visit this spring, BCC has shown that it has made concrete plans to strategically allocate resources that connect directly to our planning processes which are data driven.

BCC has found ways to serve students with the partial restoration of our funds, and has shown in our reports that we plan to spend strategically. As an example, we are increasing our AA-T and AS-T degree pathways for students to transfer directly to the California State University system. We also are strengthening and creating new two-year guaranteed evening and afternoon degree pathways for all of our majors. This will allow students who have different work and life schedules to graduate in two to three years.

5. How has BCC’s college community prepared for the spring accreditation visit?
Berkeley City College has a strong shared governance process. Preparation of the report has involved our administrators, leaders of our faculty and classified senates, department chairs, student government leaders, BCC’s Roundtable for Planning and Budget, and the college’s Leadership Council. They all have contributed research and analyses. They want to ensure student success and prepare for the future when the campus is fully built out, something that will happen this spring, and perhaps grow into another building.

A visit is a snapshot of what we do that is ongoing. The key for faculty, staff, and departments, disciplines and everyone college wide, as far as preparation is concerned, is to keep doing the work to ensure that we accomplish our mission. We must document what we do, gather data on and respond to outcomes, and ensure that our students succeed.

6. When will the report be sent to ACCJC and the visit take place?
The report was sent to ACCJC on March 15. We expect a follow-up team of two to three people to visit the college during the first or second week in April. This is not a full team visit with eight to 10 people visiting the college. Team members will meet with college leaders to ensure that the report is correct and to ascertain that we have faculty, staff and quality education programs to ensure success. Other follow-up visits since 2009 have happened at the District level, but since it is the colleges which are accredited, the team will visit BCC.

7. What else should the college be aware of for the accreditation visit?
As part of the ACCJC team’s spring visit, it will look at how assessment drives planning, best practices and suggestions for improvement. They will ascertain if program reviews have been completed as well as evaluate whether BCC has identified ways to meet budget challenges mentioned in Recommendation 5. It comes down to the question that if the college faces budget reductions, can it still ensure student success and effectively deliver its programs and services.

8. Can the work that was completed to respond to ACCJC team visits over the years be used as a foundation for BCC’s upcoming self-study?
Yes. We are fortunate to have completed the work and to have put structures in place that will help enormously when we convene our self-study groups in fall 2013. BCC will engage in the self study process beginning in fall 2013 semester on flex day, and working through October 2014 to prepare for a full ACCJC team visit in spring 2015. The college community will spend a year addressing the major accreditation standards, which broadly and specifically cover areas such as institutional effectiveness, curriculum, instruction and student services, resources and governance. We also will examine whether we have been true to our mission, vision and values.

On the whole, we have turned BCC into a data-centered, outcomes-driven institution which, through its shared governance structures, commits itself to serving students and ensuring their success.
Learning outcomes lead to student success
(from p. 1, column 3)

They also make us a better institution if we know that our goals are for students and that the students know what their learning goals are.

But it is not just important for BCC to have outcomes, we also must measure how well we are achieving these outcomes in areas where we can improve and that’s where the college’s Assessment Committee comes in.

In 2010, BCC’s Academic Senate created an Assessment Committee. Members of the committee include liaisons from each college department and they ensure that assessments are completed in a timely manner. BCC has established assessment cycles which occur in three-year segments.

The college has just launched a new 2012-15 time line to review its ILOs. In fall 2012, we focused on Communications; this spring, we are examining Critical Thinking.

The assessment process also helped to create learning outcomes for many courses from multiple departments. In fall 2012, we examined Business, Art History, Music, Health and Human Services, Philosophy, Communication, History, and Political Science, to name a few.

The courses were assessed based on an Assessment Committee-developed rubric to measure how well we were doing teaching specific communication skills.

Teachers who taught classes in which students scored highest created a packet of materials for other instructors to use to create essay assignments for their students. As a second stage project, 30 instructors agreed to apply this packet and will assess essays from those classes.

This spring, BCC was accepted as one of 15 California community colleges to participate in an ACCJC/Lumina degree qualifications profile grants project. Lumina is the nation’s largest private foundation focused solely increasing Americans’ success in higher education.

A criteria for BCC’s acceptance into the project was being at proficiency at assessment and ACCJC determined that BCC is at proficiency. The project is a beta launch for a new method for program assessment.

BCC Assessment Committee members are myself (I’m currently the chair); M. Katherine Bergman, J.D., director of special projects; Leonard Chung, business instructor; Dr. Pieter De Haan, biology instructor; Dr. Matt Freeman, political science instructor; Iva Ikeda, American Sign Language Instructor; Francine Lewis, administrative assistant from the Office of Instruction; Willy Lizarra, Spanish instructor; Sabrina Nelson, Multimedia Arts instructor; Matt Wood, arts and humanities instructor; Allene Young, counseling department chair; and Dimitry Zhiv, mathematics instructor. The group meets on the 2nd and 4th Thursdays at Noon, in the college’s TLC on the 3rd Floor. Minutes are accessible online at www.berkeleycitycollege.edu/wp/assessment/ for all to review.

4. What roles have Title III funds and BCC’s Teaching/Learning Center played in Assessment and development of SLOs?

Assessment is meaningless if ways to improve are not identified and findings are not implemented. BCC’s Teaching/Learning Center (TLC), funded by a U.S. Department of Education Title III grant, have allowed to do this. The Assessment Committee facilitated the project. Creating SLOs was a lot of work but compared to implementing our findings, the latter was easy. TLC-initiated workshops and projects have allowed improvements to happen.

One thing that the ACCJC has made clear: What they expect us to do is to make assessment meaningful. We must continually make meaningful changes to improve instruction to students.

(see p. 7, column 1)

This spring, BCC was accepted as one of 15 California community colleges to participate in an ACCJC/Lumina Foundation degree qualifications profile grants project.

Institutional Learning Outcomes undergo review under a three-year cycle.
BCC’s Institutional Learning Outcomes (ILOs) form foundation for continuous improvement

Beginning in 2006, Berkeley City College started to develop Institutional, Student Learning, and Service Learning Outcomes. Student Learning Outcomes (SLOs) now exist for all college courses and programs, and a process and structure is in place to ensure that they are evaluated for continuous improvement. Student Services and Administrative units also must develop outcomes and assess their effectiveness in a structured evaluation process which fosters continuous improvement. No new course or program can be submitted to the college’s Curriculum Committee without the measurable SLOs which must accompany them.

Berkeley City College’s Institutional Learning Outcomes (ILOs), described here, are the skills and knowledge that students are expected to attain as a result of completing a BCC instructional program. Students who complete an Associate Degree at BCC must be able to demonstrate all of the BCC Institutional Learning Outcomes.

All BCC courses and certificates are designed to teach some or all of the ILO’s. In addition, students achieve these ILO’s throughout their experiences at BCC, for example, with student services and student clubs.

Communication
Students show that they communicate well when they:
• critically read, write, and communicate interpersonally, with audience awareness; and
• analyze communications for meaning, purpose, effectiveness, and logic.

Critical Thinking
Students demonstrate critical thinking skills when they:
• identify problems or arguments and isolate facts related to arguments;
• use evidence and sound reasoning to justify well-informed positions; and
• generate multiple solutions to problems and predict consequences.

Computational Skills
Students demonstrate computational skills when they:
• master computational concepts and apply them to concrete problems; and
• demonstrate algorithmic competence.

Ethics and Personal Responsibility
Students show the ability to act ethically and assume personal responsibility when they:
• analyze the consequences of their actions and the impact of these actions on society and the self; and
• demonstrate collaborative involvement in community interests.

Global Awareness and Valuing Diversity
Students demonstrate global awareness and show that they value diversity when they:
• identify and explain diverse customs, beliefs, and lifestyles; and
• analyze how cultural, historical, and geographical issues shape perceptions.

Information Competency
Students demonstrate information competency when they:
• find, evaluate, use, and communicate information in all its various formats;
• use library and online resources and research methodology effectively; and
• use technology effectively.

Self-Awareness & Interpersonal Skills
Students demonstrate self-awareness and interpersonal skills when they:
• analyze their own actions and the perspectives of other persons; and
• work effectively with others in groups.

Apr. 4 science lecture examines future of joint replacement

Dr. Kevin Stone, orthopedic surgeon at the Stone Research Foundation, will give a presentation on “The Future of Biologic Joint Replacement,” 7 p.m., Thur., Apr. 4, in BCC’s auditorium at 2050 Center St. The event is part of a free BCC spring series cosponsored by the college and the California Institute for Regenerative Medicine (CIRM).

College to host Spring information Expo for new, continuing students

Berkeley City College will host a spring information Expo for new and continuing students from 2:30 to 6:30 p.m., Wed., Apr. 10, in the college’s atrium at 2050 Center St.

Participants will be able to meet and talk with BCC faculty and program representatives; learn about the college’s academic, degree and technical education programs; tour the campus; complete admissions applications; and sign up for assessment and orientation sessions.

Want to know more? Contact Joan Berezin, coordinator of BCC’s Global Studies Program, at jberezin@peralta.edu.

Einstein’s “biggest blunder” examined in Apr. 11 antigravity lecture

Dr. Alex Filippenko examines “Einstein’s Biggest Blunder? The Case for Antigravity,” 7 p.m., Thur., Apr. 11, in BCC’s auditorium at 2050 Center St. Filippenko is professor of astronomy and physical sciences at UC Berkeley.

The event is part of a free BCC spring series cosponsored by the college and the California Institute for Regenerative Medicine (CIRM).
BCC sponors June 1-8 Spanish study in Cuba

Berkeley City College’s Summer Study Abroad Program will sponsor a one-week study abroad session in Havana, Cuba, June 1-8, 2013. The study abroad package includes round trip airfare, all transportation and local excursions, one week’s hotel accommodation and two meals per day. One unit of college credit (for SPAN 48UD) is transferable to the California State University system.

Cost for the package is $2,975 plus $66 for community college enrollment fees, with a non-refundable $500 deposit due Monday, Apr. 15, 2013 and the remainder due Thurs., Apr. 25, 2013.

For details, contact Vika Robertson at vikaus_2000@yahoo.com or Paul Bardwil at pbardwil@aol.com or phone him at (916) 386-1957. The brochure and more information can be accessed at http://www.berkeleycitycollege.edu/wp/cuba-study-abroad/

BCC Digital Arts Club “Soil to Sun” exhibit opens Mon., Apr. 1 at La Peña

Members of Berkeley City College’s Digital Arts Club (DAC) will exhibit their work in “Soil to Sun,” an exhibit which opens Mon., Apr. 1, in the Theater Gallery of Berkeley’s La Peña Cultural Center.

Exhibiting artists are: Rosa Maria Alfaro, Yuksel Dinacog, Mic D. Bernardo, Erika Gagnon, Barbara Kloeppe1, Zohra Kalinkowitz, Teddy Milder, Joanie Mitchell, Erik Padilla, Bijay Pohkrel, Marcia Poole and Louis Cuneo, Joanna Ruckman, Barry Shapiro, Sharin Smelser, Lili Shidlovski, Yukari Tanaka and Lanny Weingrod

An opening reception takes place 3-5:30 p.m., Sun., Apr. 7 at La Peña, 3105 Shattuck Ave., Berkeley.

For details, visit www.digitalartsclub.com or e-mail info@digitalartsclub.com.

Meet M. Katherine Bergman, J.D., BCC’s Interim Director of Special Projects and CTE

Maive Katherine Bergman, J.D., Berkeley City College’s new Interim Director of Special Projects and Career and Technical Education, happens also to be an alum of Vista Community College, a predecessor of BCC.

“I am honored to serve the Berkeley City College community in the city where I grew up, went to school, and where my family still lives,” she said. “I am a delighted beneficiary of a Berkeley City College education, and am honored to serve at BCC.”

Her childhood dream was to teach science in the Bay Area and so Bergman studied conservation and resource studies and education at UC Berkeley’s College of Natural Resources.

After graduation from Cal, with a bachelor of science degree, she taught fourth grade for a time in Oakland.

“While a teacher, I met an incredible attorney who worked on behalf of my students to improve environmental health in our classrooms which were often challenged with mold and pests,” she recalled. “I realized the transformative impact of her legal knowledge on my students, our entire campus, and the district.”

That attorney had attended the University of San Francisco’s School of Law and her education had focused on public interest law. Bergman applied to USF and received a scholarship to study public interest, environmental justice, and administrative law. After earning her degree and passing the California Bar, she continued her legal training at Golden Gate University receiving an LLM (master of laws) in environmental law.

“I worked in the university’s Environmental Law and Justice Clinic, as an advocate for residents of West Berkeley and Bay View-Hunter’s Point, against air and water pollution,” she noted.

Disturbed by economic and political forces which prevented an end to environmental injustice, Bergman focused her studies on the impact of using taxation to prevent environmental and social suffering, and earned a second LLM in taxation while “externing” with an Alameda County Superior Court Judge in Berkeley.

“I continued to be deeply concerned about the negative impact of economic power on both litigation and our current environmental policy, so I decided to earn a Green MBA in sustainable enterprise at Dominican University of California,” she explained. “My studies helped me to understand the language of business, and leadership, as well as learn how to effectively communicate the critical importance, and economic value, of social and environmental justice to our marketplace.”

Ultimately, she applied for a job leading Laney College’s Green Jobs Training Programs. At Laney, she implemented five grants to provide solar and energy efficiency career and technical education to Oakland and East Bay residents.

“I was excited to see the power of helping students to develop socially, economically, and environmentally sustainable careers, as they learned contextualized mathematics, English, critical thinking, and professional development in cohort-based learning communities,” she said. “These programs helped first-time college students, who often were failed by our educational system, and re-entry students from incarceration and dependency recovery, to train for and find jobs.”

Bergman believes that the talented students, faculty, staff, and administrators of the Peralta Community College District strive to work for peace and justice each day. Stop by her office on the 4th floor and welcome her to BCC.
Lowood: Learning outcomes, assessment important to student success, accreditation
(from p. 4, column 3)

5. What does BCC’s progress with SLOs mean for the college’s accreditation?

All community colleges are required to be at proficiency level with their assessment processes and development of their SLOs. Half were required to file reports with ACCJC in Oct. 2012. The other half must file by Mar. 15, 2013.

While BCC will undergo a follow-up visit this spring, we also must prepare for our full self-study in 2015. That self-study is important.

In BCC’s 2009, self-study report, we discussed SLOs and assessment with the understanding that we were not necessarily at proficiency level. By 2015, the existence and assessment of SLOs will be far more significant to ACCJC accreditation.

The ACCJC makes it very clear that we are meant to undertake assessment at both program and institutional levels so that truly meaningful changes can occur to ensure that our students have distinct and measurable levels of skills and competencies when they graduate.

In line with this, we have developed program matrices along with our new programs. These include program outcomes and courses that we are teaching.

6. What are the ways in which BCC will measure student response to its efforts?

At BCC, we will administer the Community College Survey of Student Engagement (CCSSE), a national benchmarked tool that will allow us to compare BCC students’ levels of satisfaction and responses to questions in a number of different areas with a national measure of student responses.

CCSSE builds on past and current research and asks students about their college experiences—how they spend their time; what they feel they have gained from their classes; how they assess their relationships and interactions with faculty, counselors, and peers; what kinds of work they are challenged to do; how the college supports their learning; and so on.

BCC instructors will be asked to take some class time to allow their students to complete the surveys. In the end, benchmarking will allow us to compare responses of our students to students across the country.

I want to emphasize again that there is nothing we can say about how we are doing as a college without assessment. Our assessment and SLO infrastructure will be important elements of our 2015 self-study, and to the success of our students.

BCC Indigenous Students’ Alliance hosts Mon., Apr. 8 forum on Indigenous Peoples’ rights

“United Nations Declaration on the Rights of Indigenous People,” a panel and forum on how the declaration effects Indigenous Peoples’ rights in the Bay Area, takes place 6-10 p.m., Mon., Apr. 8, in Berkeley City College’s auditorium. The event is sponsored by BCC’s Indigenous Students’ Alliance. The event is free and open to the public.

For details about the panel, contact Hinhansa Hoksila Haney hiha4142@cc.peralta.edu.

BCC Mega-Day Orientation set for Sat., Apr. 13

High school juniors and seniors will have the opportunity to learn about Berkeley City College’s programs and services at its semi-annual Mega-Day Orientation. Counselors, financial aid staff, DSP&S, faculty, administrators and staff will be on hand to prepare students to enter BCC this fall. More than 150 students and their parents are expected to participate.

Transfer Center announces Apr. visits

Representatives from local universities and colleges will visit Berkeley City College on the days and times below:

- Mon., Apr. 1
  - 10 a.m.-2 p.m. UC Berkeley Rep Transfer Center, 2nd Fl.

- Tue., Apr. 2
  - 11 a.m.-1 p.m. CSU, East Bay Rep 1st Floor Lobby

- Tue., Apr. 9
  - 10 a.m.-2 p.m. UC Berkeley Rep Transfer Center, 2nd Fl.

- Thur., Apr. 11
  - 10 a.m.-1 p.m. John F. Kennedy University Rep Transfer Center, 2nd Fl.

- Wed., Apr. 17
  - 11 a.m.-1 p.m. CSU, East Bay Rep 1st Floor Lobby

- Thur., Apr. 18
  - 10 a.m.-2 p.m. UC Berkeley Rep Transfer Center, 2nd Fl.

Visit www.berkeleycitycollege.edu/wp/transfer/calendar/2013-03 for more transfer information.
BCC Calendar

March-April 2013

- **Tue., Mar. 26—**
  7 p.m., Board Meeting, PCCD District Office 333 E. 8th St., Oakland, CA

- **Wed., Mar. 27—**
  12:15-1:15 p.m., Student Ambassadors, Rm. 451A

- **Fri., Mar. 29—**
  Holiday: Cesar Chavez Birthday Observance

- **Mon., Apr. 1—**
  1-3:30 p.m., Department Chairs, Rm. 451A&B

- **Wed., Apr. 3—**
  12:15-1:15 p.m., Student Ambassadors, Rm. 451A
  12:30-1:30 p.m., Art Gallery, Rm. 451A
  2:30-5 p.m., Graduation Committee, Rm. 451B

- **Thu., Apr. 4—**
  10 a.m.-12 p.m., Leadership Council, Rm. 451A
  Noon-1 p.m., Brown Bag Lunch, Rm. 451A&B
  1 p.m., BCC Catalog Group, Rm. 451B
  10 a.m.-Noon, Construction Meeting, Rm. 451B
  7 p.m., Kevin Stone, Science Seminar Series, BCC Auditorium

- **Fri., Apr. 5—**
  12:15-1:15 p.m., Student Ambassadors, Rm. 451A
  1-2 p.m., Technology Committee, Rm. 451A
  2:30-6:30 p.m., Recruitment Fair, BCC Atrium

- **Mon., Apr. 8—**
  Noon-1 p.m., Facilities, Rm. 451A
  1:15-3:15 p.m., Dept. Chairs, Rm. 451A&B
  5-7 p.m., PACE Orientation, Rm. 451A

- **Wed., Apr. 10—**
  12:15-1:15 p.m., Student Ambassadors, Rm. 451A
  1-2 p.m., Technology Committee, Rm. 451A
  2:30-6:30 p.m., Recruitment Fair, BCC Atrium

- **Fri., Apr. 12—**
  6-10 p.m., CIS Group, Rm. 451A&B

- **Sat., Apr. 13—**
  8:30 a.m.-2:30 p.m., BCC Orientation Mega Day, BCC Auditorium

- **Mon., Apr. 15—**
  1-3 p.m., Dr. Laura, Rm. 451A&B

- **Wed., Apr. 17—**
  10:30 a.m.-Noon, Leadership Council, Rm. 451A
  12:15 p.m., Academic Senate, Rm. 341 (TLC)
  12:15-1:15 p.m., Student Ambassadors, Rm. 451A
  2:30-3:30 p.m., Graduation Committee, Rm. 451B
  3:30-4:30 p.m., Afternoon Tea, Rm. 451A&B

- **Thu., Apr. 18—**
  10 a.m.-Noon, Curriculum, Rm. 341 (TLC)
  12:15-1:15 p.m., Student Ambassadors, Rm. 451A
  12:15 p.m., Classified Senate

- **Sat., Apr. 20—**
  8 a.m.-4:30 p.m., Cal Day,
  UC Berkeley Campus

BCC’s graduation ceremonies set for 7 p.m.,
Thur., May 23 at UCB’s Zellerbach Hall

Berkeley City College’s faculty, staff and administration are invited to attend a pivotal event in our students’ lives.

BCC’s 2013 graduation takes place at 7 p.m., Thur., May 23 at UC Berkeley’s Zellerbach Hall Auditorium. Keynote speaker is Dr. Lisa Dyson, CEO of Kiverdi, a breakthrough firm in Berkeley which is commercializing a proprietary biological process that upgrades waste carbon into high-value chemicals at a fraction of the cost of chemical catalysts.

“For many of us, graduation over the years has been that event that re-affirms our commitment to our work as community college educators in general and to Berkeley City College’s students more specifically,” noted Cleavon Smith, president of BCC’s academic senate. “It means so much to all of our graduates to see the people who supported them and who were responsible for helping them to reach their goals.

“For those of you who have never had the opportunity to attend one of our graduations, please come and see what makes this event so festive; and for those of you who haven’t attended in a while, we’d love to have you back,” Smith added.

Remind your students to enroll early for summer and fall 2013 classes

Remind your students that enrollment for Berkeley City College’s summer and fall 2013 classes begins in April. Priority appointments for DSP&S, EQPS, Military, Veteran students and student athletes are set for Mon., Apr. 8 through Wed., Apr. 10.

Continuing students should enroll early to ensure their place in class. They will receive an enrollment appointment via e-mail and may enroll online beginning Thur., Apr. 11.

Remind your students that enrollment for Berkeley City College’s summer and fall 2013 classes begins in April. Priority appointments for DSP&S, EQPS, Military, Veteran students and student athletes are set for Mon., Apr. 8 through Wed., Apr. 10.

Continuing students should enroll early to ensure their place in class. They will receive an enrollment appointment via e-mail and may enroll online beginning Thur., Apr. 11.

Everyone is encouraged to mark their calendars and please attend. This inspirational and uplifting event offers us all a chance to wish our graduates well, and to get together with BCC friends and colleagues to celebrate their success.

Remind your students that enrollment for summer and fall 2013 classes begins in April. Priority appointments for DSP&S, EQPS, Military, Veteran students and student athletes are set for Mon., Apr. 8 through Wed., Apr. 10.

Continuing students should enroll early to ensure their place in class. They will receive an enrollment appointment via e-mail and may enroll online beginning Thur., Apr. 11.

New, former and high school student enrollment begins Mon., May 6. New students are those who never have attended a Peralta college. Former students were enrolled before Fall 2012.

And remind them that it’s always a good idea to connect with their counselors before enrolling for classes.