In this issue—

• Dr. Deborah Budd assumes BCC presidency; Dr. Betty Inclan announces retirement (p. 1)
• BCC presents 2011-12 accomplishments (p. 1)
• PACE alum Delane Sims nominated for UC University Medal (p. 3)
• Dr. Dylan Eret elected new BCC Curriculum Committee chair (p. 4)
• BCC faculty hard at work developing CSU “Associate Degrees for Transfer” (p. 4)
• Luis Mendez awarded prestigious Jack Kent Cooke scholarship (p. 5)
• BCC welcomes Dr. Harinder “Hari” Singh, Dean of Academic Pathways (p. 6)
• College congratulates 2012 scholarship winners (p. 7)
• BCC bids farewell to valued employees (p. 7)

Berkeley City College presents 2011-12 accomplishments

Berkeley City College reported several noteworthy accomplishments in its 2011-12 report to the Peralta District. The college’s accomplishments are listed here:

Advancing Student Access, Equity, and Success

A.2
Improve persistence, retention, and success by 3 percentage points.

A.2.1
Implement best practices in basic skills and other pedagogy to improve student persistence, retention and transfer.

• Initiated and implemented counseling triage process and e-counseling to enhance counseling efficiency and effectiveness.
• Developed First Year Experience using Academy of College Excellence (ACE).
• Increased 6-year transfer rate of 2005-06 cohort to 42% from the rate of 38% from 2004-05 cohort. Increased services to veterans and their dependents by 25% since last year.
• Updated and upgraded soft-and hardware technology to expand course and program accessibility for students with disabilities.

Community colleges face another year of state budget cuts; in-state fees increase this summer to $46 per unit.

• Developed short certificates of proficiency in multimedia arts, based on assessment findings, to facilitate certificate and degree completion.
• Approved AA-T and AS-T (State Chancellor’s Office Transfer Model Curriculum) in Sociology, Psychology, and English.
• Supported programmatic initiatives in PERSIST, human services and other Academy of College Excellence (ACE) cohorts with grant funds from Title III, CTE Community Collaborative, East Bay Career Advancement Academy, and Basic Skills.
• Increased the college-wide fall-to-fall persistence rate by 1.3 percentage points, from 44.2% to 45.5% in one year. BCC’s rate is slightly higher than the district average by 0.4%.

A.2.2
Implement acceleration models to improve course competition, particularly in basic skills.

• Revised English basic skills curricula, including incorporation of writing workshop model, to include acceleration based on completed assessment.

Community colleges face another year of state budget cuts; in-state fees increase this summer to $46 per unit.

(see p. 3, column 3)
Did you know?

Peralta Colleges are closed Fridays, Saturdays and Sundays from June 4 thru Aug. 10?

Summer 2012 classes begin June 18?

Fall 2012 classes begin Aug. 20?

Berkeley City College moved into its 2050 Center St. building in July 2006?

BCC’s build-out begins this summer?

President’s Message

by Dr. Betty Inclan

As the spring semester comes to a close, we are once again reminded of the significance of cycles in higher education. At the end of spring 2012, we celebrated our accomplishments, and undoubtedly, BCC met with distinction all of the annual goals that we set for the college. We have the full summary of our accomplishments beginning on the front page of this publication.

Then, the summer cycle begins, when many of our faculty and classified staff take their well deserved respite and re-energize to start the fall 2012 semester. I am extremely proud of our college and of every single one of you. Collectively, you exemplify unwavering commitment to student success and unsurpassed dedication to educational quality and service.

Important milestones.

There are indeed some important milestones and dates that must stay fresh in our minds. First, we must embrace, as we always have, the need to maintain a robust and well orchestrated planning process that relies on data, that focuses on continuous improvement, that links college goals to the district’s strategic direction, and that uses learning outcomes assessment to enhance our collective decision making process.

Second, we need to begin to position ourselves for our next ACCJC/WASC accreditation visit in 2015. Now that we completed our midterm report, it is time to think about the start of our self study. I am emphasizing accreditation because the standards are the road map that lead us to continuous improvement and self reflection. Institutional self-reflection is a hallmark of premier colleges, and Berkeley City College continues to earn its well deserved reputation as one of the East Bay’s best higher education institutions.

We also must continue to embrace innovation, including our ability to leverage funding through grants. I have mentioned on numerous occasions that long gone are the days when we could rely only on state funds to support our community college mission. It is critical for BCC to continue to engage in community partnerships with industry and other government and higher education entities. It is equally important to seek grants to enhance our mission. We should think now about how the next Title III grant will take shape.

Advocacy and information.

We must continue to advocate for a fair budget for California’s community colleges. Keep informed about Gov. Jerry Brown’s November tax initiative and the devastating negative effect the initiative’s failure will have on the state’s community colleges.

As California’s Community College League stated this week, it is imperative “to provide security for a total of $457 million [$116 million current year and $341 million budget year] in anticipated revenues from the redevelopment wind-down.” Unfortunately, it is possible that those revenues may not materialize, so our summer cycle should begin by advocating for a fair community college budget.

Finally, it is truly bittersweet for me to retire from the college at the end of June. While I wish to return to the Central Coast and be with family, I sincerely feel that BCC has been my spiritual and intellectual sustenance for the last four and a half years. I am honored to have been your servant-leader. I am also confident that Dr. Deborah Budd, interim president, will do an outstanding job for the college. You will always be in my heart, and I will be honored to return to Berkeley City College to celebrate its future milestones.

With gratitude and appreciation to BCC as an amazing learning community,
Pace alum Delane Sims nominated for Cal’s university medal

Delane Sims, a PACE alum about to graduate with honors from UC Berkeley, was invited to apply for Cal’s prestigious University Medal. Relatively few UC students are accorded that honor and it is a “first” for a BCC alum at Cal.

As she reflected on her academic success, she recalled her first steps. Sims heard about BCC’s PACE program from the clients at her Oakland nail salon. They told her that they were able to attend college because the evening and Saturday program, designed for working adults, accommodated their busy schedules.

Then, a good friend registered in PACE when it was part of Vista Community College. After working in a series of low-paying jobs, Sim’s friend was able to start the career of her dreams at UC Berkeley after graduating from the program. “Her life improved exponentially,” Sims recalled. “She still is at Cal and doing quite well.”

Sims’s sister, divorced and a single parent, also enrolled in PACE while employed at Barra, a company located across the street from the old Vista building. Even with three children, her sister was able to attend classes one evening per week. She managed to maintain honor student status and after graduation was admitted to UC Berkeley.

“I watched my sister but was running two businesses, a small taxi company and a nail salon, and had elderly parents to care for,” Sims recalled. “I always wanted a degree, and my friends and my sister were always telling me that I could do it!”

Sims finally returned to college and discovered that others in her classes also faced a variety of life challenges. She was inspired by her classmates’ stories and the supportive PACE faculty. “In the end, I was able to manage my schedule much better than I’d imagined,” she said.

At first, it was difficult to get through the homework, taking longer than her classmates to finish projects. Dr. David Johnson, then director of PACE, referred Sims to a BCC testing program where she discovered she had a learning disability. “I would not have had the opportunity to get assistance if I’d not found out about it. It helped me tremendously in my translation to UC Berkeley,” Sims remembered.

“PACE is legendary in my community,” she observed. “You hear about all the success stories from women who are single parents and working, whose lives have been transformed through their educational experiences and those stories often lead back to BCC’s PACE program.”

While at Berkeley City College, Sims served as an ASBCC student senator, as a liaison between PACE students and UC Berkeley and became a spokesperson for PACE students, helping them connect to Cal. She also founded Senior Moments, a program for home bound and disabled elders.

After graduation and while attending her first UC Berkeley orientation, she discovered that a majority of her classmates had never written in a Bluebook nor did they know its purpose. “But I knew; after PACE, I was very well prepared to continue at Cal.”

Now a UC graduating senior with a 3.96 GPA, Sims was invited to apply for Berkeley’s University Medal, which annually is presented to the most outstanding senior in the graduating class.

“I was able to expand Senior Moments in such a way that my thesis includes a booklet to help people identify and work with elders who are isolated.” That work started when she was a PACE student and followed her to UC Berkeley. She plans to present this concept to the U.S. Department of Health and Human Services.

Advice to entering PACE students: “Do not paint yourself into a box based on telling yourself what you cannot do,” she said. “Instead, talk to someone who is doing what you want to do and know that everyone has challenges. They all can be overcome.”

PACE alum Delane Sims is about to graduate from UC Berkeley with highest honors.

BCC accomplishments
(from p. 1, column 2)

A.2.2 (continued)

• Developed accelerated math curriculum in basic skills.
• Developed accelerated pre-statistics course.
• Revamped ESL curriculum to accelerate student success.

A.2.3
• Attain proficiency in the assessment of learning outcomes by the fall 2012.
• Developed 100% of assessment tools in student services.
• Completed 70% of assessments for student services.
• Developed a 3-year cycle for assessment for all institutional learning outcomes, courses, institutional programs, and student service areas.
• Developed the Teaching-Learning Center as a tool for closing the assessment loop.
• Established systems through the curriculum committee for ensuring that all BCC courses and programs would publish learning outcomes.
• Completed a college-wide assessment of the Communication Institutional Learning Outcome (ILO).

A.3
• Implement changes to increase fall to fall persistence among major ethnic groups.

A.3.1
• Pilot innovative programs designed to increase student persistence among educationally disadvantaged groups.
• Implemented second year federally funded TRiO program.
• Collaborated with college-wide programs in developing services for TRiO, EOPS and DSPS students.
• Provided one-on-one tutoring for low income, educationally disadvantaged and disabled students.
• Implemented a workshop series on financial literacy, personal statement, FAFSA, and study skills.
• Presented spring workshop on Group Work: Using Strengths-Based Assessment to Create Effective Teams, based on curriculum from the Academy of College Excellence (ACE) and sponsored by the East Bay Career Advancement Academy and the BCC Teaching-Learning Center.
• Launched Green Career Pathways, an Environmental Literacy learning cohort for disadvantaged students aged 18-24.
• Offered ACE behavioral curriculum in programs such as basic skills English and math, multimedia arts, green career pathways, human services, and Program for Adult College Education (PACE).

(see p. 7, column 3)
Meet Dr. Dylan Ehret, BCC's new curriculum committee chair.
Luis Mendez awarded prestigious Jack Kent Cooke Scholarship: BCC students claim honor for third consecutive year

Luis Mendez had spent nearly three years at Berkeley City College when he decided to apply for the prestigious Jack Kent Cooke Scholarship. The soon to be civil engineering major at UC Berkeley will begin his upper division studies there in fall 2012.

This is the third consecutive year in which a Berkeley City College student has won the award and the fifth time that a BCC student has received the prize. Mendez was one of 786 national applicants. Only 50 were selected for the 2012 award.

National scholarship. The Jack Kent Cooke Foundation’s Undergraduate Transfer Scholarship makes it possible for the nation’s top community college students to complete their bachelor’s degrees by transferring to a four-year college or university. The Foundation provides up to $30,000 per year to each of approximately 50 deserving students selected annually, making it the largest private scholarship for two-year and community college transfer students in the country.

Each award is intended to cover a significant share of the student’s educational expenses – including tuition, living expenses, books and required fees – for the final two to three years necessary to achieve a bachelor’s degree. Awards vary by individual, based on the cost of tuition as well as other grants or scholarships he or she may receive.

Inspired experience. Mendez grew up in Nicaragua. After several visits to the United States while in high school, he was given the opportunity to live with Paul Kranz and Gloria Guevara, an American family and friends of his parents.

“One year, when I was visiting, we went to see the UC Berkeley campus. The family invited me to stay because they saw I was excited about possibly attending UC,” Mendez recalled. “They live in Albany and the closest city college was Berkeley. It was a good choice because the college is close to UC and I could take more advantage of the university.”

The young man spent three and a half years at Berkeley City, enrolling in Laney College classes as well. “I found I could attend more than one (Peralta) college and combine my BCC and Laney classes,” he explained.

“Because Berkeley City College is so close to UC, we have the most opportunity; we can get to know about everything in the university. You get to see the counselors from Berkeley and talk to them one-on-one."

Transfer Admission Program (TAP). BCC is part of the Transfer Admission Program (TAP). Under this program, students who attend BCC can transfer their undergraduate units to the UC and the California State University systems. Cal’s TAP counselors advised Mendez about how to prepare for Berkeley.

At BCC, Mendez received help from college counselors and his host family about how to apply for scholarships, as well as other assistance he would need to transfer.

“When I found out about the Jack Kent Cooke Scholarship, it sounded fantastic, so I set an appointment with Leilt Sebglea, a TAP rep at UC, and asked about it because I needed financial assistance.

Community centered. Mendez also was active in community and UC activities, long before he transferred. He worked several internships through Cal’s TAP program and volunteered for a noted Nongovernmental Organization (NGO) program headquartered in Pinole.

“I’ve always considered civil engineering as a career; it was a major that would give me more tools to accomplish my professional goals,” he said.

One of his volunteer stints was with Pinole’s Groundwork Institute which develops international projects and provides professional assistance related to housing, environmental, community planning and design.

“They were developing projects in Nicaragua; that’s why I wanted to work with them,” he explained.

Inspired Mentors. His community involvement inspired him. “Huck Rorick, director of The Groundwork Institute and Professor Seth Wachtel (Department of Architecture and Community Design) at USF, were the ones that provided the inspiration that helped me to achieve my goals of getting into Berkeley and applying for the Jack Kent Cooke. Without their inspiration, it would have been impossible.”

During the time Mendez worked with Rorick and Wachtel, he began to learn to design low cost housing for indigenous communities using alternative materials.

“Our project was in the first stage, getting ideas from people and working with USF’s architecture and design students. I gave them feedback, worked with them, and proposed the main design ideas.

“My goal is to provide real solutions, to use civil engineering tools while not forgetting about input from indigenous populations and how they think about life,” he noted. “Here in the U.S., they teach us how to use modern technology but many times, it doesn’t work because it would not suit the people’s environment and culture.”

(see p. 7, column 3)
BCC welcomes Dr. Harinder “Hari” Singh, Dean of Academic Pathways

Dr. Harinder “Hari” Singh, Berkeley City College’s new Dean of Academic Pathways, is committed to students and their success.

“Our goal is to make academic pathways for students to go either to a good four-year university or to have a strong foundation for a rewarding career path,” he said. “If we can inspire our students to have a love of learning, they will ultimately succeed by trying to find a passion for their chosen discipline. This can also give them an employment advantage in a competitive job market.”

**Early life.**

Singh was born in Northern India. At age 5, his father, a newspaper editor, moved the family to Malaysia where Singh attended St. Paul’s Institution. The school started him down the path of a rigorous academic education.

When he was in 10th grade, the family returned to India where he completed high school and went on to college to major in political science and economics. After university, Singh spent four years in India’s civil service but discovered an affinity for academics.

“My brother was a Chicago physician and I decided to apply to the economics Ph.D. program at the University of Illinois at Chicago,” he remembered. “I took a study leave from my job and liked the university environment so much that after completing my doctorate, decided to stay.”

**University professor.**

Singh’s first job after graduation was teaching at San Diego State University where, he admits, the climate was much better than Chicago.

“It was more informal and I liked the interaction with Mexico; on weekends, we could cross the border and visit truly original Mexican towns in the interior,” he recalled.

After six years, Singh was appointed a full professor at San Diego State University. Then, in 1995, he was offered the chairmanship of the economics department at Grand Valley State University in Michigan and later worked as director of assessment for the university’s Seidman School of Business, measuring learning outcomes for five programs. There, he also was directly involved with community college students who transferred into university programs.

**Making a difference.**

“What attracted me to a job like the dean’s position at Berkeley City College was that I could make a difference in terms of trying to improve basic skills so that students can have a good chance to go on to university or train for a rewarding job through occupational programs,” he said.

“One of the great things about community colleges is that they give people a second chance. Whenever you want to better your education and try to become more competitive in the job market, community colleges are always open to that opportunity.

That’s why I like programs like PACE; many go to college to fulfill their dreams, then go to a four-year university and graduate school.”

**Critical thinking.**

Singh believes that success in school and in the workplace comes down to critical thinking, communications skills, problem solving, information literacy and the ability to work as a team member—all essential soft skills needed to work effectively in any new environment.

“Students develop these skills at the community college level but they must hone these skills in different situations, so that they become naturally conversant with them,” he noted. “Assessment is changing; there is much more emphasis on learning outcomes and whether students have actual skills,” he explained. “We are assessing programs and not just the course. The other part of the puzzle is to get feedback from stakeholders through advisory boards and industry.”

He believes that it is unfortunate that our society spends more on prisons than on higher education.

“In a time of budget constraints, we are not allocating sufficient resources to teach the necessary skills at the high school level to prepare for college or provide adequate technical training for a trade. Ultimately, we end up paying much more because youth without skills tend to be unemployed and often develop behavioral issues. Our nation is the only developed country in the world that does not have a comprehensive training program for non-college bound kids. However, we do have the largest percentage of incarcerated population. We are fighting the battle on the wrong side of the curve. When will we reverse this trend?”

**Friendly place.**

He acknowledges that BCC is a friendly place to work. “People are informal and very approachable,” he said. “Because we are a single, large building, there is continuous interaction between students, faculty and staff. I like the informal nature of the place. This is conducive to better communication and a stronger work ethic. There should be no hierarchy because ultimately, we are all lifelong learners and we learn from each other.”

In his spare time, Singh plays racquetball and likes to read, hike and jog. He also is a published author. His book, *Framed! Solve an Intriguing Mystery and Master How to Make Smart Choices*, is a murder mystery set on a university campus. The 2006 novel which uses fiction to examine and teach strategic decision-making skills was published in 2006 and featured in the New York Times.

“In the long run, if we can educate all our citizens and help them acquire competitive skills; this is the most important strength of America,” he observed.

Singh resides with his family in Pleasanton.
Sharon Clegg, Brian Cervantes elected 2012-13 Peralta student trustees

Congratulations to Sharon Clegg of Berkeley City College, an ASBCC student senator and a representative to California Community Colleges student senate; and to Brian Cervantes, who attends Laney College and BCC. Both were elected 2012-13 Peralta Community College District student trustees.
BCC presents 2011-12 accomplishments

(from p. 7, column 3)

C. Build Programs of Distinction
C.1 Incorporate learning outcomes assessment into program review and budget allocation processes and plans.
- Integrated budget and planning process by developing and updating resource needs and staffing plan based upon SLO, program review and annual program update.
- Adopted a revised Annual Program Review Update form with sections for program assessment updates and resource requests and goals emanating from assessment processes.

D. Create A Culture of Innovation and Collaboration
D.1 District-Wide Collaboration and Innovation
D.1.1 Select a BCC representative from each PBC committee to serve as communication liaison with a monthly report at Roundtable.
- Selected BCC/PBC representatives from PBC committees to plan college presentations for district meetings.
- Identified BCC liaisons to PBC committees to report back at Leadership Council and Roundtable meetings.
- Developed and implemented alternate district-wide evening plan by offering evening services one evening per college.
- Participated in district’s Technology Committee and completed BCC Technology Plan.
- Updated BCC’s Shared Governance manual, clarifying roles of BCC’s committees.

D.1.2 Promote a focus on student learning and success in all committee activities.
- Published program outcomes for all instructional programs in college catalog and on program handouts through Curriculum Committee.
- Improved assessment practices at BCC through the Assessment Committee.
- Added assessment as a standing assessment item at Faculty Senate meeting.

E. Develop and Manage Resources to Advance Our Mission
E.1 FTES Target
E.1.1 Achieve enrollment target and productivity.
- Met FTES targets for fall 2011 and spring 2012.
- Increased productivity from fall 2010 of 19.25 to 19.64 in fall 2011.
- Increased productivity from spring 2011 of 18.98 to 20.20 in spring 2012.

E.2 Focus budgeting on improving student Success through support for structural changes.
E.2.1 Advance resource parity for BCC including the transfers of funds or faculty and classified positions as a necessary means of fiscal stability.
- Transferred 4 faculty members to BCC, amounting to $448,308 (However, BCC lost one full time faculty librarian and a DSPS counselor in 2012).
- Hired 2 classified positions: custodian and library technician.
- Hired a Dean of Academic Pathways.
- Received additional funding for part-time counselors in the amount of $44,000.
- Received $20,000 for Student Ambassadors.
- Established a new formula for allocating funds from international and nonresident students.
- Advocated for successful implementation of the Resource Allocation Model to begin in academic year 2012-13.

E.2.2 Generate general fund savings and leverage funding from other resources.
- Continued partnership with State Department and hosted Fulbright Scholar Orientation Program with funding in the amount of $80,000.
- Continued support of TRiO in the amount of $213,000.
- Received $400,000 for a third year Title III grant.
- Expanded contract education partnerships to include transfer-level online classes for students in Korea (funding amount of $3,000).
- Fund raised $30,000 to provide student assistants in classrooms.
- Received $330,000 for second year of CIRM grant.
- Received $90,000 for Basic Skills Initiative.
- Received $140,000 for East Bay Career Advancement Academy grant.
- Received $8,830 for facilities rental.
- Received $58,000 in contract education.
- Completed second year of CIRM partnership with paid internships for biotechnology students.
- Received $90,000 for third year of funding for the CTE Community Collaborative grant.
- Received $138,000 for Perkins grant.
- Received $14,000 for CTE Transitions grant.

E.2.3 Monitor annual program budgets to ensure timely expenditures.
- Ensured that all expenditures were appropriately monitored in timely manner.

***All amounts reflect gross revenues rather than net.