



## Standard II.B – Student Support Services

**The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input and other appropriate measures in order to improve the effectiveness of these services.**

### Introduction

Berkeley City College (BCC) recruits and admits diverse students who are able to benefit from its programs and services, and ensures that the entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. As outlined in the College's Mission, Vision, and Values (MVV) Statement, BCC is committed to providing a "diverse community with educational opportunities" and to maintaining a "diverse, student-centered learning community, dedicated to academic excellence, collaboration, innovation, and transformation."

BCC's commitment to college access for all students who may benefit from its programs is consistent with State of California regulations for community colleges and is articulated in Peralta Community College District [Board Policy 5010](#) (Admissions and Enrollment):

The District/Colleges will admit... as a California resident or nonresident (including Out-of-State Students and International Students) anyone 18 years of age or older, who can profit from instruction. Further, anyone under 18 years of age who is a high school graduate or has been awarded a GED or California High School Proficiency Certificate also may enroll.

BP 5010 also addresses concurrent enrollment for high school students, specifying that

Each college may admit a limited number of high school students who are under 18 years of age and who have exceptional ability or who desire specialized or advanced training. Such admission must be with the recommendation of the principal of the high school in which the student is enrolled. Other high school students may be admitted on the basis of contractual arrangement between the District and high school of attendance.

As a result of this open access policy — and as an urban community college — BCC attracts students who are diverse in many ways, including age, race/ethnicity, socioeconomic and cultural background, prior academic preparation and experience, motivation, and educational and professional goals. The College engages in an ongoing process of identifying the current and emerging student needs of its varied student population and offers a wide range of programs and services in response, in order to help students reach their academic, personal, and career goals.



The BCC Student Services Division plays an important role in supporting student engagement and success at all points along the educational pathway, from initial outreach to graduation and/or transfer. The function of Student Services is to provide support services to students, complement instruction, and fulfill the Mission, Vision, and Values of the College. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. To this end, BCC provides a wide range of services, from pre-enrollment through graduation and/or transfer, to assist students at every step and to provide a diverse student population with a rich and meaningful learning experience.

Each matriculating student's pathway begins with placement assessment and orientation, which is now mandatory, in accordance with [SB 1456 Student Success Act of 2012](#). In anticipation of this new state mandate, in Spring 2012, BCC developed and implemented the Berkeley City College Orientation (BCCO), providing in-depth information regarding college preparation and success. As part of the outreach and enrollment process, all new students are informed that orientation is required unless a request for a waiver has been approved. The BCCO is a collaborative effort among counseling and instructional faculty, administration and classified staff. The goal of the orientation is to familiarize incoming students with the various academic pathways and resources available to them at BCC and to help new college students acclimate to college life. During BCCO, presentations from all areas of the College are delivered (e.g., Financial Aid, library, student government, CTE programs, counseling services, etc.). Students have an opportunity to complete an individualized abbreviated Student Education Plan (SEP). A CTE or transfer class is typically included in the initial SEP, depending on the student's areas of interest.

Student support services are provided throughout students' careers at BCC, while transfer and career services are available to help students plan transitions to the next steps, academically and professionally. In addition, BCC offers a wide range of opportunities for students to participate in college life, through events and lectures, work-study jobs, student government and student clubs.

Students can learn about the range of services offered by clicking the Student Services tab on the BCC website. The Student Services homepage lists the days and times of operation for more than a dozen core services, including Admissions and Records, Assessment and Orientation, the Bookstore, computer labs, Counseling, the Library, and Financial Aid. The homepage also contains links to web pages describing core services and other related resources in more depth.



**II.B.1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance the achievement of the mission of the institution.**

### **Descriptive Summary**

The College's broad spectrum of student support services ensures equal access to learning opportunities, resources, and tools for success for all students in order to support student learning and enhance the achievement of the Mission, Vision, and Values of the institution, regardless of location or means of delivery. These include specialized services for targeted student populations, such as students with disabilities, veterans, first generation students, and ESL, economically challenged, and academically underprepared students.

Core student support services conveniently located on the first floor near the entrance to the main campus include Assessment and Orientation, Admissions and Records, Financial Aid, and the Bursar's Office, along with Student Activities and Campus Life, the Library, and the Learning Resource Center (LRC), which provides tutoring and an open computer lab. Counseling, Alternative Media Services, Disabled Students' Programs and Services (PSSD/DSPS), the Veterans Affairs Office, and the Transfer and Career Information Center are located on the second floor, while California Work Opportunities and Responsibilities to Kids (CalWORKs), Extended Opportunity Programs and Services (EOPS), and the TRiO Program are located on the third floor. BCC's South Campus also offers selected student support services, such as tutoring, First Year Experience and Learning Communities counseling, and Veterans Affairs Services. BCC students, potential students, and the general public have access to services and/or information regarding [BCC student support services](#) online.

#### Pre-Enrollment Services

**Outreach and Recruitment:** Outreach is conducted at both college and district levels. BCC recruits and admits a diverse student body through a multi-faceted recruitment effort coordinated by the College's full-time Director of Student Activities and Campus Life and part-time Outreach Coordinator. He works with a team consisting of counselors, faculty, staff, and Student Ambassadors, who conduct regular targeted outreach to local high schools, adult education centers, and community groups. The College Catalog and Class Schedules are regularly distributed to dozens of businesses and community centers citywide. The College is also part of the District's annual media campaign, which reaches prospective students through billboards, television spots, radio announcements, newspaper articles, social media, and outreach to both mainstream and ethnic media.

**Application:** Students apply online through CCCApply, the statewide system for online applications to the California Community Colleges. BCC partners with feeder high school counselors, in order to regularly encourage potential high school graduates to complete CCCApply at the high school sites before they come to BCC for placement assessment and college orientation.



**Assessment and Orientation:** As mandated by the state of California's Student Success Act of 2012, per SB 1456, BCC offers updated and upgraded core services (orientation, assessment, and counseling) through its Student Success and Support Program (SSSP) to all first-time students seeking degrees or transfer. During orientation, students are provided with information regarding the College's programs and services. They learn about programs and majors; degree, certificate, and transfer requirements; student support services; and campus life and community resources. Once students complete both orientation and assessment, they meet with a counselor to verify placement, determine their class schedules, and create initial Student Education Plans. Online orientation is slated to begin in Spring 2015.

Upon enrollment, new students are assessed for English, mathematics, and/or ESL skills through a multiple measures process. This ensures proper course placement in these areas based on their current skill levels.

**One-Stop/Early Enrollment Days:** In spring and fall terms, BCC offers One-Stop/Early Enrollment Days, which allow targeted populations and the general public to enroll and go through the matriculation steps all in one day. The BCCO is currently offered in a One-Stop Orientation Day format with a goal of assisting students to register early and seamlessly.

**Counseling:** BCC offers a wide range of professional counseling services for prospective and enrolled students. Services include academic, career, and personal counseling and referrals to other on-site services. Students are encouraged to consult with counselors early in the educational process to plan their programs of study. The counseling webpage provides information on services, as well as two short videos, one on making a counseling appointment and one on creating a Student Education Plan (SEP).

### Student Support Services

**Admissions and Records:** Admissions and Records is responsible for supporting students through the enrollment process and maintaining student records, which are managed through the PASSPORT system in PeopleSoft, introduced by the District in 2008. While most students now enroll online, one-on-one assistance is available in person.

**Counseling:** BCC offers counseling in a student-centered manner and via various delivery modes. Counseling faculty are ethnically diverse, providing counseling in English, Spanish, Chinese and Vietnamese. Students are seen face-to-face by appointment or on a drop-in basis. **E-Counseling:** is available for distance education students and others who live too far from the campus to conveniently access services; e-Counseling services are for basic educational advising only and are only offered during the fall and spring semesters.

Currently, seven full-time and several adjunct general counselors serve BCC's general student population. The student to counselor ratio at BCC requires that the counseling staff be flexible and creative in devising innovative techniques to meet the demand for services, e.g., delivering counseling through classes and workshops. New students, for example, may



take Counseling 200A/B, an orientation class, introducing them to college resources, policies, procedures, and expectations.

All classes in learning communities combine courses in academic disciplines with a college success course (Counseling 24). Counseling 24 is also offered as a stand-alone course for students who are not connected to a learning community. Career Life Planning (Counseling 57) is a UC/CSU-transferable class providing crucial information and exercises designed to help students identify their strengths, focus on their academic and professional interests, and make informed decisions about selecting a major and career path.

**Financial Aid:** BCC offers financial aid services to help students meet their educational costs. The College participates in the Federal Pell Grant Program, the Federal Supplemental Education Opportunity Grant Program (SEOG), the Federal College-Work Study Program, student loan programs, Cal-Grants, and the Board of Governors Fee Waiver Program. Information about Financial Aid is presented as part of the mandatory college orientation. Students may also visit the Financial Aid webpage on the BCC website to get further information or arrange to speak with a Financial Aid Specialist at the College. A link on the Financial Aid webpage also directs students to BCC's Financial Aid TV Welcome Portal, which provides short, informative videos on frequently asked questions regarding topics such as Financial Aid Basics, Applying for Financial Aid, Understanding the FAFSA, loans, grants, and scholarships.

Financial Aid services in the District have undergone restructuring districtwide, including the adoption of new policies and procedures. These services are now decentralized and managed at the college level. As a result, services are functioning more effectively and BCC now has more staff in this area to address the financial aid needs of its growing student population in English, Chinese, Spanish, and Vietnamese. An additional improvement is the new Student Administration System (SAS), which was introduced in Spring 2014 and became operational in Fall 2014. SAS is a new software system that interfaces with the districtwide PASSPORT student data system. It allows students to monitor the status of their financial aid applications and disbursements, estimate the ultimate cost of their college education from community college through graduation to a four-year college or university, and plan how to meet their prospective educational costs; it also reminds students of critical deadlines and notifies them when paperwork is missing related to financial aid.

Through the **Dream Act** (AB131), passed in California in 2011, undocumented students can now receive financial aid. This development opens doors to a college education for BCC students in this vulnerable category.

**Articulation:** BCC currently employs a half-time Articulation Officer who is responsible for the University of California Transferable Course Agreements (UC-TCA), California State Universities General Education (CSU-GE) Breadth, Intersegmental General Education Transfer Curriculum (IGETC), and course-to-course articulation with the UC/CSU systems, as well as articulation agreements with some local independent colleges and universities. Currently, priority is placed on the development and implementation of Associate Degree for Transfer (ADT) degrees for California State Universities. The



Articulation Officer works closely with instructional faculty and the BCC Curriculum Committee to align courses with the Course Numbering (C-ID) system used by the California Community Colleges and the California State Universities.

**High School or Four-Year Concurrent Enrollment:** BCC's high school concurrent enrollment program allows qualified students to take college credit courses at BCC, as specified in Peralta Board Policy 5010 (Admissions and Enrollment). Eligible BCC students may apply for concurrent enrollment at the University of California at Berkeley; California State University, East Bay; and Mills College.

**Health Services:** Health Services partners with community health providers to provide periodic health services onsite to students, including routine health screening, physical exams, family planning, health education, and health coverage eligibility screening and enrollment assistance. Acupuncture and massage are also offered on a limited basis. Short-term personal counseling is also available, conducted by a Licensed Clinical Social Worker and a Marriage and Family Therapist intern. Students are allowed up to six sessions, with referrals to more extensive and long-term treatment provided as needed.

**Transfer and Career Information Center:** BCC's Transfer and Career Information Center is a resource to help students identify their majors, plan their careers, and/or select a transfer institution. The Center provides transfer and career-related appointments and workshops, in partnership with the college counselors. The Center sponsors frequent student events, such as Transfer Day and Transfer Night, campus tours of local four-year colleges and universities, a Career Pathways Expo, and, on average, ten college visits a month from four-year college or university representatives. The Center's webpage contains information and a short video about the basics of transfer. Students can also sign up for the Starting Point Mentorship Program, which pairs BCC transfer students with students at UC Berkeley.

**Campus Life and Student Activities/Welcome Center:** The BCC Office of Student Activities and Campus Life runs the College's Welcome Center and sponsors services, programs and events to educate, advocate for, engage, and challenge BCC students. The Office guides and monitors the Student Ambassador Program and the Safety Aide Program. It works closely with the Associated Students of BCC (ASBCC) and student clubs sponsored by the ASBCC to offer campus events and activities that enrich the learning environment and create a sense of college community for BCC's diverse student body.

**Safety Aide Program:** The District Safety Aide Program was launched at the College in 2011. Through this program, eligible BCC students are hired and trained as Safety Aides, patrol the campus in conjunction with campus security staff, and give campus tours. BCC currently has six students employed as Safety Aides and is likely to have as many as eight to ten Safety Aides in the near future.

**Student Ambassador Program:** Student peers selected from a diverse pool of qualified candidates deliver the services of the BCC Student Ambassador Program. The program's focus is to support new and continuing students through the enrollment process. In addition, the Ambassadors serve as liaisons for the College and community by providing educational



outreach services to local high schools, middle schools, and community partners. Services provided by the Ambassadors include but are not limited to operating the Welcome and Information Desk, staffing the Photo ID services, and providing campus tours. Each Ambassador serves, on average, two years in his or her position.

**District Policy, Procedures, and Student Code of Conduct Consultation and Support:**

BCC is a community with high standards, and it fosters behaviors that are consistent with a civil and educational setting. Members of the BCC community are expected to comply with all laws, District policies and College regulations, conducting themselves in ways that support a high quality learning environment. The Dean of Student Support Services takes the lead to ensure that policies and procedures – Academic Regulations, including Academic Honesty, Nondiscrimination, Grievance and Complaint Procedures, Sexual Harassment, and Code of Conduct – are implemented on campus, by providing consultation and support to faculty, staff, students, and staff members and ensuring due process. Relevant policies and procedures are published in the College Catalog and listed on the website for District Board Policies and Academic Procedures.

**Support Services for Targeted Student Populations**

**Alternate Media Services:** BCC Alternate Media Services, which is a part of Disabled Student Programs and Services (DSPS/PSSD), provides equal access to all information, technology, and resources for BCC students and instructors to help them ensure accessibility of course content. The Alternate Textbook Program, for example, provides texts in a variety of formats, including Braille, large print, electronic text, digital audio files, and tactile graphics for students who are blind, have low vision, or have learning disabilities. Adaptive equipment and Assistive Technology are also provided at designated computers throughout the College. Ongoing projects include closed captioning of videos.

**CalWORKs:** CalWORKs is a state-funded program that provides support for students who receive Temporary Assistance to Needy Families (TANF) benefits. BCC provides case management and counseling for students in this program. CalWORKs students receive monetary assistance for childcare, books, and supplies, as well as work-study opportunities. Academic, career, and personal counseling and tutoring are also available for CalWORKs recipients, as needed.

**EOPS/CARE:** The Extended Opportunity Programs and Services (EOPS) and Cooperative Agencies Resources for Education (CARE) Programs are both state-funded programs that provide services for first generation, low-income, and educationally disadvantaged students. EOPS provides financial and academic support to community college students whose educational and socioeconomic backgrounds may prevent them from successfully attending college. CARE serves EOPS students who receive monetary aid from the county and single heads of households with children younger than 14 years of age. CARE also provides assistance with childcare, support activities, and other college costs.

**International Students:** The District Office coordinates the International Students Program. However, BCC does provide services for international students one day a week



onsite. Services include international student counseling and visa services. Currently, about 38 percent of the District's international students are enrolled at BCC. In Spring 2013, 271 international students were enrolled in a total of 3,520 units at BCC, of which 77 percent were non-ESL academic courses.

**Student Support Services for Learning Community Programs:** The Program for Adult College Education (PACE) Pathways is a two-year learning community designed for working adults who wish to complete associates of arts degrees. As part of this learning community, PACE students receive tutoring, counseling workshops, and other support services. Currently the longest running learning community program in the District, [PACE Pathways](#) has a solid track record of helping working adults finish their associate in arts degrees and transfer into four-year colleges or universities. Similar support services are provided to other learning communities, including [First Year Experience \(FYE\)](#).

**Programs and Services for Students with Disabilities/Disabled Student Programs and Services (PSSD/DSPS):** PSSD/DSPS's mission is to provide accommodations and assistance to students with disabilities in order to facilitate their achieving their educational goals. To ensure equal access for students with disabilities to BCC's programs and activities, BCC offers a variety of accommodations, as prescribed by PSSD/DSPS counselors, based on their reviews of students' individual needs. Examples include priority registration, note taking, assistive technology, specialized equipment, interpreting or steno captioning, testing accommodations, and alternate media. The PSSD/DSPS staff, under the direction of the Dean of Student Support Services, consists of one full-time Counselor/Coordinator, one part-time adjunct Academic Counselor, a Learning Disabilities Specialist, an Alternate Media Specialist, an Alternate Media Assistant, a part-time instructional assistant (for test accommodations), and a full-time Staff Assistant.

**Veterans Affairs Program:** BCC's Veterans Affairs Program assists U.S. military veterans and their dependents, as well as reservists, in obtaining their Veterans Affairs (VA) educational benefits and achieving their educational and career goals. A full-time certifying official and a part-time counselor staff the Veterans Affairs Program. Services are offered onsite at the Main Campus and the South Campus.

**TRiO:** BCC's TRiO program, funded through a grant from the U.S. Department of Education, provides opportunities for academic development for students enrolled in "basic skills" classes, who are on a transfer track. Services provided include orientation, early registration, financial aid education, counseling, academic planning, career guidance, academic progress monitoring, tutoring, university campus visits, transfer assistance, and workshops to increase student success.

### **Other Support Services**

In addition to the support services outlined above, the BCC Student Services Division oversees and/or coordinates a wide range of other student resources (e.g., the College Bookstore, scholarships, and others), services, activities (e.g., the honor society), events (e.g., graduation) and other college functions (e.g., Americans with Disabilities Act compliance).



The BCC Student Services website contains a complete description of student support services and information, including hours of service.

### Assessment of Student Services

Regardless of location or means of delivery, BCC assures the quality of student services by regularly and systematically assessing students' need for support services, and measuring whether these needs are met.

#### Ongoing Dialogue and Assessment about Student Needs

The College engages in ongoing dialogue regarding the effectiveness and quality of student services offered, to ensure that this component is in alignment with the College's Mission, Vision, and Values and that student needs are being met. Dialogue takes place at multiple levels.

At the program level, student services offices, e.g., Counseling, Financial Aid, and PSSD/DSPS regularly meet to discuss the alignment of student needs and services provided. At the division level, BCC has a Student Services Council, which is chaired by the Vice President of Student Services and the Dean of Student Support Services, and consists of representatives from each of the student service areas, as well as representatives from other related functions, such as the Bursar's Office and the Office of Instruction. The Student Services Council meets twice a month to coordinate efforts, monitor quality control, plan together, and address any arising issues or challenges. [Detailed student services council meeting minutes](#) are available to the public on the BCC website.

At the college and district levels, dialogue about student services also takes place within the College's shared governance groups and committees, and among offices/functions. The interface between academic programs and student services is a frequent topic of discussion in these shared governance groups and committees. Faculty, administrators, and staff members look at how the student experience can be enhanced as they work together to make adjustments in program and service delivery. For example, during the peak enrollment period, there is daily communication between Instruction and Student Services. As a result, BCC revises its class offerings almost daily to meet student demands in a timely fashion. A collegewide Registration Enhancement Committee was formed to streamline the coordination between Student Services, the Office of Instruction, and Business Services in order to deliver quality education and support services to students in a flexible, coordinated fashion.

BCC also holds Town Hall meetings, Brown Bag lunches, and President's Teas throughout the year to solicit input on services and programs from various stakeholders. BCC members regularly attend districtwide meetings/committees, e.g., Dean/VP meetings, the District Education Committee, the SSSP Advisory Committee and Working Group, and the Counseling Functionality Team, to support student learning and enhance achievement of the Mission, Vision, and Values of the College in a coordinated and collaborative fashion.



### Multi-Faceted Outcome Measures and Planning

The College uses a variety of measures to review and assure the quality of its student services. Surveys of students serve as the main assessment tools for service area outcomes (SAOs) and Student Learning Outcomes (SLOs) in Student Services; ongoing dialogue concerning these survey assessment findings, as well as the results of other assessments, such as the CCSSE (Community College Survey of Student Engagement), occur in division-level and shared governance meetings.

The process leading to the development of program reviews and annual program updates includes discussion of the results of these assessments, as well as analyses of other quantitative data (e.g., trend of services records) and qualitative data (e.g., strengths and areas for improvement identified through student input and collegial conversations) concerning each of the service areas, and student persistence and success rates for specific programs. In order to increase institutional effectiveness, the BCC Student Services Division has integrated ongoing program review into a comprehensive decision-making process. The Student Services Division's annual administrative review summarizes [program reviews from each of the service areas](#); the resulting Student Services Administrative Review is available on the BCC Student Services website.

Every student services area has its own mission statement, in alignment with the overall BCC Mission, Vision and Values Statement and the Student Services Division's mission. Each area also has identified SAOs, which, along with student survey results, inform planning. The service area mission, SAOs, survey results, and action plans for improvement are entered online into Taskstream. The Student Services Division participates in the College's program review process every three years and in the APU process in alternate years, conducting an in-depth review of all of its programs to ensure continuous quality improvement. All support services provided by the Student Services Division review their performance continuously, as they strive for program improvement in order to ensure student success. See II.B.4 for more information about student services assessments.

See II.B.3.a for detailed information about student services provided to students enrolled in distance education courses.

### **Self Evaluation**

The College meets this Standard. BCC provides a broad spectrum of student support services designed to fulfill the College's Mission, Vision, and Values and effectively support a diverse student population through every step of the educational pathway, from recruitment to graduation and transfer or transition to meaningful employment. The College's Student Services Division addresses the multiple needs of the BCC student body and helps to create a rich, dynamic, and supportive learning environment. Regardless of delivery mode, BCC's student-centered philosophy focuses on nurturing students to help them fulfill their academic and personal goals.



Frequent and regular shared governance meetings take place at BCC on a recurring schedule, providing a structured framework within which faculty, staff, and administrators can discuss student access, progress, learning, and success. Town Hall meetings and other forums are held throughout the year to encourage dialogue among BCC's various constituencies regarding the College's programs, services, and student needs.

BCC has an established process for assessing and reviewing its student services and making recommendations for improvement or for the expansion or addition of services, as needed, to ensure quality. All Student Services Division offices and functions have individual missions aligned with the division and institutional missions, as well as SAOs/SLOs. Individual offices/functions are reviewed annually to assure effectiveness, using a variety of means and measures, such as surveys and input from faculty, staff, students, and administration. Assessing student needs and measuring Student Services quality are integral parts of the College's annual planning and budgeting cycle and the development and implementation of collegewide plans, including program reviews and APUs, as well as the Education Master Plan, the SSSP (Student Success and Support Program) Plan, and the Equity Plan.

### Actionable Improvement Plan

While the College meets this Standard, BCC will fully implement the Student Success Support Program (SSSP) Plan and Equity Plan, in alignment with the Education Master Plan.

### **II.B.2. The institution provides a catalog for its constituencies with precise, accurate and current information concerning the following:**

- A. General Information: official name, address(es), telephone number(s) and Web site address of the institution; educational mission; course, program and degree offerings; academic calendar and program length; academic freedom statement; available student financial aid; available learning resources; names and degrees of administrators and faculty; names of governing board members**
- B. Requirements: admissions, student fees and other financial obligations; degree, certificates, graduation and transfer**
- C. Major Policies Affecting Students**
  - Academic Regulations, including Academic Honesty
  - Nondiscrimination
  - Acceptance of Transfer Credits
  - Grievance and Complaint Procedures
  - Sexual Harassment
  - Refund of Fees
- D. Locations or Publications where other policies may be found**



## Descriptive Summary

BCC publishes a catalog every two years and a catalog supplement in alternate years. The [BCC College Catalog](#) provides precise, comprehensive, accurate and current general information and facts about courses, programs, requirements, policies and procedures affecting students. Additionally, the Catalog provides information that allows students to be well informed about academic and student support program requirements and services. Each semester, the [BCC Class Schedule](#) publishes pertinent general information and facts about requirements, policies, and procedures, in addition to a list of courses available that semester.

The primary function of the College Catalog is to provide a comprehensive overview of the College's course offerings, programs, certificates, and degrees, as well as information on how to enroll, available student services, and College policies and procedures. The Catalog is the foundation document on which other college publications are based. It is structured and designed to be understandable and easily useable for students, faculty, and staff. It lends itself to the development of other college publications with a minimal amount of time and effort.

The College Catalog and class schedules are available online and distributed to students and the community free of charge during registration and college/categorical program orientation, and in counseling classes. Translations of policies in the Catalog are available in Chinese and Spanish through the District Office.

To the extent possible, the content of the printed catalog corresponds with the information in the online catalog. At times, however, new programs are placed online before they are published in the print catalog. For that reason, a catalog supplement is provided regularly. The accuracy of the printed catalog is ensured through multiple readings by designated staff. Each department head is asked to proofread his or her section and to add, delete, or correct, as necessary. Table 41 shows the location of the specific items relevant to this Standard in the College's 2013-15 Catalog and Fall 2014 Class Schedule.

Table 41

### BCC Catalog and Class Schedule: Locations of Required Items

Required Items	2013-2015 Catalog Page(s)	Fall 2014 Class Schedule Page(s)
Official Name, Address(es), Telephone Number(s)	Front inside cover, 1, 352, back cover	Front inside cover, 86-87, 88, 94, back cover,
Website Address	Front cover, front inside cover, 1, 7, 352, back cover	Front cover, front inside cover, 4-84, 88, 91, 92, back cover
Educational Mission	13 – Mission 14-15 – Vision and Values	5
Course, Program, and Degree Offerings	185-280—Courses 92-184—Programs and Degrees	6-64
Academic Calendar	5-6	4



Academic Freedom Statement	285	
Available Student Financial Aid	44-49	78
Available Learning Resources	36, 243-244	77
Names and Degrees of Administrators and Faculty	335-345	N/A
Names of Governing Board Members	8	N/A
Admissions	16-18	72
Student Fees and Other Financial Obligations	19-22	74-75
Degrees, Certificates, Graduation, and Transfer	85-184	6-59, 80-83, 88-89
Academic Regulations/Honesty Policy	302	
Nondiscrimination Policy	292-293	84
Acceptance of Transfer Credits Policy	50-70	77, 89, 94
Grievance and Complaint Procedures	309-315	84
Sexual Harassment Policy	282-293	84
Refund of Fees Policy	22	75

Together, the College Catalog, Class Schedule, and website provide students with multiple options for obtaining necessary information about BCC. In addition, video monitors in the common areas of the College display important and time sensitive information during the hours the College is open.

BCC is committed to an educational environment that is free from interference and disruption, and that fosters equity and mutual respect. It takes student complaints and grievances seriously and devotes a concerted effort to resolving complaints/grievances at the College/District levels by following established policies and procedures. Student Grievance and Complaint Procedures are included in the College Catalog. The District and College develop and define procedures and policies relating to student grievances/complaints, and regularly update and publish these policies and procedures. The [Board Policies and Administrative Procedures](#) are published on the District website, and [college policies](#) online and in the College Catalog on page 281. The District's Office of the General Counsel routinely provides training to the colleges regarding proper steps in taking care of student complaints informally, as well as formally. Online and on paper, BCC provides contact information for filing complaints informally and formally at the college level, and formally at the district and state levels. BCC's Dean of Student Support Services receives and maintains records of student complaints, and summarizes and disaggregates data by academic term and types of complaint, to ensure privacy and confidentiality. BCC maintains records of student complaints/grievances, including follow-up and outcome information housed in the Office of the Dean of Student Support Services.

## Self Evaluation

The College meets this Standard. The College provides a catalog for its constituencies with precise, accurate, and current information regarding its academic offerings and related student information and policies. Primary information presented in the College Catalog can also be found in the class schedule, as well as online. The Catalog is developed by a shared



governance team, the members of which have expertise pertinent to each section of the publication. The College has a system in place to periodically review all material in its publications in order to make sure it is accurate and current and adheres to accreditation and legal requirements.

In response to the 2014 BCC Self Evaluation Survey, students indicated clearly that they felt that the College Catalog is informative, user-friendly, well-structured, and accurate:

	Strongly Agree	Agree	Somewhat Agree	Disagree	Don't Know/ NA	Total (N)
Informative	31.96%	46.2%	15.51%	2.53%	3.8%	316
User-friendly	25.81%	44.19%	20.97%	5.81%	3.23%	310
Well-structured	27.01%	44.37%	18.97%	6.11%	3.54%	311
Accurate	24.27%	43.04%	21.04%	7.77%	3.88%	309

### Actionable Improvement Plan

None.

### II.B.3

**The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.**

#### Descriptive Summary

For both its general and targeted student populations, BCC researches and identifies learning support needs and provides appropriate services and programs to address those needs, based upon guidelines stated in Title 5, District Board Policies and Administrative Procedures, specific language in federal/state/county grants, and other published information. With student success being the ultimate goal, BCC's Student Support Services and Programs are customized to meet and support each student's specific learning needs, while meeting various mandates.

The Student Services Division researches and identifies students' needs using both qualitative and quantitative data. Analyses of these data are used for program reviews, planning documents such as the SSSP Plan (formerly Matriculation Plan), and the Student Equity Plan. The following are data collection mechanisms that the College uses in order to provide support services with equitable access for all students:

- Online data collection (from admissions applications, student course-taking patterns, registration, student surveys, external surveys such as CCSSE, etc.)



- Focus groups (e.g., joint high school counselors/BCC counselors meeting)
- Student placement results for English, Reading, Mathematics, and ESL
- Student Services program review data
- Term enrollment and headcount figures

Quantitative data at institutional and/or program levels include but are not limited to the number of students served and student achievement data (retention, persistence, success, the number of degree/certificate awarded, the number of transfers), as published by the PCCD Office of Institutional Research and the State Chancellor's Office Data Mart. Students' needs for learning support are also identified through results of SLO and SAO assessments and other assessment tools, e.g., CCSSE. Focused group dialogue is another vital resource that helps BCC to identify students' learning support needs. BCC keeps close communication with its feeder schools so that the College can identify and provide appropriate services to incoming students prior to their officially enrolling at BCC. Based upon identified student needs, Student Services streamlines and prioritizes its action strategies and activities in order to develop an overall plan aimed at improving student success.

For its general student population, for example, BCC provides comprehensive services to all incoming freshmen, including, but not limited to Matriculation/SSSP core services. First-time matriculating, non-exempt students are identified through CCCApply and records of those who participate in college orientation and/or placement assessment. Students on the new student list are contacted by BCC Student Services so that they can receive support services mandated by SSSP. All BCC active students with undeclared/unknown majors are also notified about various service options designed to meet their needs of identifying a major, with an abbreviated and/or comprehensive student educational plan (SEP). Potential financial aid recipients are identified through the FAFSA application. All of those who complete the application process and enroll at BCC may be awarded one or more types of financial aid in order to assist them in completing their education at BCC.

On the other hand, categorical and grant funded programs provide support services to targeted student populations. These programs – including EOPS/CARE, CalWORKS, PSSD/DSPS, and TRiO – research, identify, and select students who meet program criteria, conduct program specific orientations, and request students to sign a mutual contract listing all required services to ensure the service delivery. Similarly, support services personnel for learning communities such as FYE (First Year Experience), PERSIST, and PACE all reach out to their prospective students in advance, so that BCC can be prepared at an early stage in order to offer appropriate services, i.e. orientation and assessment, counseling, SEP development, and follow-up services.

In order to meet students' needs in a timely fashion, the Student Services Division designs and offers appropriate services with both quality and flexibility. For example, BCC develops and offers group assessment and orientation sessions, based upon the previous year's needs. However, when facing high demand for additional services during the peak enrollment period, the Coordinator of Assessment and Orientation adds additional sessions, and the Counseling Department hires additional adjunct counselors, while Admissions and Records,



Financial Aid, and the Bursar's Office all extend their services into evening hours Monday through Thursday so that both day and evening students can be well served.

See Standard II.B.1 for a complete description of BCC services and programs that address student needs.

See II.B.4 below for more information about the use of assessment for continuous improvement in student services programs at the College.

### **Self Evaluation**

The College meets this Standard. The College systematically researches the needs for, identifies, and provides appropriate services and programs to meet its students' support needs for both general and targeted student populations. Through relevant assessment and data analysis, BCC regularly evaluates the quality and delivery of its services with the aim of promoting student success. Each Student Services Division function or office has clearly defined SLOs/SAOs addressing student needs. Statistics showing the growing numbers of students receiving orientation, assessment, counseling, SEP development, financial aid, and transfer and career services (as presented in the Introduction to this Self Evaluation, Standard I.B., and the evidentiary lists) verify BCC's efforts to identify students' needs and services provided over the past years.

Through its overarching planning process, BCC's student services programs and plans coordinate, collaborate with, and supplement each other in order to offer appropriate learning support services to address the varied needs of students. The coordination between the SSSP Plan and the Equity Plan serves as a model; while SSSP focuses on services for entering students and identifies individuals needing help through the implementation of SSSP core services, the Equity Plan identifies groups needing further support and focuses on services and instruction for new and continuing students through completion to address and monitor disparities and aim at bridging the achievement gap.

### **Actionable Improvement Plan**

None.

#### **II.B.3.a**

**The institution assures equitable access to all of its students by providing appropriate, comprehensive and reliable services to students regardless of service location or delivery method.**

#### **Descriptive Summary**

BCC provides equitable access to all its students who are able to benefit from its programs by providing comprehensive services regardless of service location or delivery methods. All



services are regularly evaluated through service area outcomes and student learning outcomes assessment, among other evaluation methods, to meet the needs of students.

Students taking distance education classes have comparable access to the majority of services available to students onsite. The College maintains a website for distance education, including information to support student success in the online environment and a listing of all online courses offered across the District. Distance education students can access information and services through e-mail and/or by telephone. Pertinent publications such as the Class Schedule and the College Catalog are also available online. Table 42 provides a sampling of these student support services, including their availability both onsite and online.

Table 42

## Availability of Student Services Onsite and Online

Student Support Services	Service Available in Person at BCC Main Campus	Service Available Online	Information Available in Person	Information Available Online
Admissions & Records	X	X	X	X
Assessment	X	X (Spanish Language placement only)	X	X
Bookstore	X	X	X	X
Transfer and Career Information Center	X	X (e-mails)	X	X
Counseling	X (also available at South Campus)	X	X	X
EOPS	X		X	X
Financial Aid	X	X	X	X
Health Services	X (at Laney)		X	X
International Student Services	X		X	X
Orientation	X	X (in Spring 2015)	X	X
PSSD/DSPS	X		X	X
Psychological Services	X		X	
Student Life	X		X	X
TRiO	X	X	X	X



Veterans	X (also available at South Campus)		X	X
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**Admissions and Records.** The Admissions and Records Office offers a wide range of online services designed to assist students and transition prospective students into the institution. All new and returning students must apply online using CCCApply. Exempt students are notified of their status with instructions on how to register for classes. Students can find instructions on the Peralta Admissions and Records website on how to order an official transcript, petition for a degree or certificate, or request an enrollment or degree verification.

**Placement Assessment.** Matriculating students are directed to schedule an appointment for orientation and assessment on campus. Students who have geographical limitations, such as distance education students, can submit their assessment placement results from any community college assessment center if they have not completed English/ESL and/or mathematics courses at another college, as long as the community college testing center administers one of the assessment instruments approved by CCCCO. The student can forward the placement results by fax and/or scanned document to the BCC Counseling Department at [counselingbcc@peralta.edu](mailto:counselingbcc@peralta.edu). Students can also fax or scan unofficial transcripts. Advanced Placement results showing completion of the equivalent of coursework in English, ESL, and/or mathematics courses may be used instead of placement results. Counselors review the placement recommendations using multiple measures.

**College Orientation.** Orientation is conducted in groups and individually, with accommodations provided for disabled students, as needed. Students are provided with a PowerPoint Presentation with an overview of the policies, procedures, codes of conduct, grading, class enrollment information, resources and services available to students on campus to assist them in achieving their educational goals. BCC has completed the production of an online orientation, which will be accessible for students from a remote location, and is scheduled for implementation in Spring 2015.

**Counseling.** The Counseling Department offers services through a variety of delivery methods. During peak registration, students meet with a Counselor for a fifteen minute drop-in session. After peak registration, students can call, e-mail or come in person to schedule an appointment with a Counselor. A variety of counseling services is available online. Students can access e-Counseling during fall and spring Semesters. e-Counseling services are for students who live too far from the College to conveniently access services, including those taking distance education classes. Students using e-Counseling must read the Frequently Asked Questions and Confidentiality Agreement. It may take up to three working days for students to receive a response. Students can contact the Counseling Department to clear a prerequisite hold by sending their transcripts via e-mail to [counselingbcc@peralta.edu](mailto:counselingbcc@peralta.edu). Staff in the Counseling Department will forward the e-mail to a Counselor for review and approval. Other documents available on the Counseling homepage include a description of general education and breadth requirements for associate's degrees, an associate degree for



transfer brochure, California State University breadth requirements, Intersegmental General Education Transfer Curriculum Requirements, and the University of California at Berkeley College of Letters & Sciences breadth requirements. Also, the Counseling Department, in collaboration with the District Information Technology Department, is working to allow students to access the electronic Student Education Plan and degree audit on the Student Administration System in PASSPORT.

**Financial Aid.** BCC offers financial aid to help eligible students meet their educational costs. Students who need remote access can go to the Financial Aid Portal to learn more about financial aid. Students can go to the Student Administration System in PASSPORT (PeopleSoft) to view their application status, award amounts, and disbursement dates. If they have any questions about financial aid, they can communicate with staff in the Financial Aid Office in person, by phone, or by e-mail.

**College Policies and Procedures.** The College and District policies and procedures are published in the 2013-15 College Catalog and are available online. Examples of the policies and procedures include those related to grade changes and student rights and grievance procedures, among others.

### **Self Evaluation**

The College meets this Standard. BCC prioritizes access to services for all students, regardless of the location or form of delivery. Students can access all services onsite, with most of the student services also offering access online to extensive web resources that include online applications, online Spanish Language Placement Advisory, e-Counseling, and financial aid applications and announcements of award status, as well as College and District Policies and Procedures. All Student Services departments have informative websites for student access that describe services, hours, and staff.

### **Actionable Improvement Plan**

None.

#### **II.B.3.b**

**The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.**

#### **Descriptive Summary**

The Mission, Vision, Values and Goals of the College are the foundations for creating an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development opportunities for all its students. In addition, the Student Services Division has developed SLOs and practices specific to the ILOs of



Communication, Ethics and Personal Responsibility, Global Awareness and Valuing Diversity, and Self-Awareness and Interpersonal Skills.

The Office of Campus Life guides and monitors campus activities and student-related and student-focused programs such as the Student Ambassadors and Safety Aides programs. ASBCC, and student clubs. College academic departments sponsor events and activities that enrich the learning environment. Programs and activities are designed to address current issues, promote participation in the BCC community, and celebrate special events such as Black History Month, Cinco de Mayo, and Lunar New Year, while others are designed to address current issues, such as the Speakers Series on sustainability and the collegewide promotion of an annual celebration of Earth Week. At such events, both personal and civic responsibilities are addressed and intellectual and critical thinking are cultivated.

The Student Ambassadors Program actively promotes personal and civic responsibility and service. Ambassadors are involved in recruiting, outreach, and mentoring in high schools and middle schools. They also assist current students in navigating through college resources, such as registration procedures, financial aid, use of the College Catalog and schedule, and language translation services.

Safety Aides patrol the campus and work in conjunction with security personnel to ensure a safe environment. They also give campus tours and help with triaging student lines at registration. The Safety Aides are students who are enrolled in at least eight units of coursework at BCC, have received a 40 hour training provided by the District, and are fingerprinted. Safety Aides learn skills in self-defense, communication, and self-awareness.

The [Institute for Civic and Community Engagement](#) (ICCE) at BCC seeks to integrate BCC students, faculty, staff, and administration in efforts to engage and improve the social, economic, and political interests of the East Bay Area. This integration creates working relationships that give students first-hand experience in applying democratic principles of participation and outreach.

The [Civic Engagement Club](#) (CEC) is a network of student volunteers mobilizing to improve their community. CEC also works closely with the ICCE in an effort to help link students with volunteer opportunities and service related resources in the community.

BCC offers a vibrant intellectual and aesthetic environment for students, including speaker series, such as the [United for Syria Event](#) and [Earth Week Events](#); displays of artwork throughout the building; the [Milvia Street Art and Literary Journal](#), published annually by the students and faculty at the College; and the many events and clubs available to BCC students.

### **Self Evaluation**

The College meets this Standard. BCC provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students through extracurricular activities and classes on campus.



Of the students who responded to the 2014 Self Evaluation Survey, 51 percent indicated that they had participated in student events, 31 percent that they had participated in student clubs, 13 percent that they had participated in a service community, and only 14 percent that they had participated in no student activities at the College. In addition, 80 percent strongly agreed or agreed that BCC encourages their intellectual development, with only three percent disagreeing; 57 percent that it encourages their aesthetic growth, with only seven percent disagreeing; and 64 percent that it encourages their personal growth, with only eight percent disagreeing.

### Actionable Improvement Plan

None.

### **II.B.3.c The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.**

#### **Descriptive Summary**

BCC designs, maintains, evaluates, and upgrades its comprehensive counseling services to support student development and success. Such services include but are not limited to academic, career and personal counseling. These services are assessed and evaluated primarily through student surveys. All contract Counselors participate in a bi-monthly meeting to share informational updates on programs and practices, transfer information, departmental issues, and discussion of SLO and SAO assessments. In addition, counselors participate in the annual counselors' retreat for [comprehensive program review](#) and training. Counselors also attend professional career and transfer conferences.

Counselors participate in the delivery of SSSP core services: orientation, assessment, counseling, and follow-up with at risk students, and coordination with special programs. Services are provided by both contract and adjunct counseling faculty year-round. Counseling services are available in a variety of formats, including appointments, drop-in, and e-Counseling. Appointments are 30 minutes to one hour in length, and drop-in services range from five to 15 minutes. Drop-in services are primarily available during peak registration periods.

Counselors play an important role as advocates for student success and participate on campus-wide initiatives, committees, and programs. Counselors are represented at all shared governance meetings and participate in the voting process. Assignment to a committee is designated at the beginning of each semester. At least one Counselor serves on the Curriculum Committee, BCC Education Committee, BCC Facilities Committee, Student Services Council, Planning for Institutional Effectiveness Committee, College Roundtable for Planning and Budgeting, and Department Chair's Council. Designated Counselors also serve as discipline liaisons to provide continued outreach to classrooms in order to educate and inform students about opportunities for student success. Counselors, including those in



EOPS, CalWORKs, and PSSD/DSPS, are involved at the district and college levels in the SSSP Working Group and SSSP Committee.

BCC Counselors are critical to student success. As such, they strive to communicate with each other on a regular basis to review current services, thereby ensuring that best practices are the standard. Counseling meetings take place on a bi-monthly basis. All contract Counselors, including EOPS, CalWORKs and PSSD/DSPS counselors, are required to attend; adjunct counselors are encouraged to attend if their schedules permit. Counselors across the district meet bi-annually to discuss matters of concern and develop districtwide policy pertaining to student support services.

Counselors are instrumental in assisting with the planning and development of policy and procedure. Since the implementation of [PASSPORT](#) (PeopleSoft), the Counseling Functionality Team (CFT) has continued to function as a viable trouble shooting entity for the system and as a training source for all Counselors.

With the implementation of the Student Success Act of 2012, the District has created a central storage of student education plans (SEPs) for both abbreviated and comprehensive plans at the four colleges. Counselors at any college in the District can view and update the SEPs with students. The IT department at the District is working closely with counseling to have the electronic SEPs interface with the Student Administration System, so that students can view their SEPs once they log into their portals. The electronic SEP is in a development stage, as of Fall 2014. In addition, a districtwide effort has been in place to pilot a degree audit function in PeopleSoft entitled "Academic Advising." This degree audit function will enable Counselors and students to review a student's status for reaching program completion. The "what if—" function in the degree audit is designed to allow the student to change his/her major or program of study.

In response to CCSSE results (see II.B.4) and local initiatives, counselors and instructional faculty have begun to plan a faculty advising component within the instructional domain. This faculty advising model would be discipline-specific and geared to promoting student success and improving degree completion at the college. At the conclusion of Spring 2014, the Academic Senate endorsed a final draft of a proposal for implementing this initiative, and a group of faculty met to begin the pilot design. The proposal includes a proviso that counselors will participate in helping to prepare instructional faculty for the advising function. Intensive work has continued in Fall 2014, with the hope of implementation by Spring 2015. See II.B.4 for information on assessment of the counseling program at the College.

### **Self Evaluation**

The College meets this Standard. BCC designs, maintains, and evaluates its comprehensive counseling services to support student success. Counseling services are designed to support student development and success, and evaluations of the counseling program demonstrate its effectiveness. Counseling and instructional faculty are currently piloting faculty advising by



instructional faculty, which includes training by counselors for the instructional advisors. Per SB 1456 (Student Success Act of 2012), BCC has devoted two years of effort to integrating Student Success Initiatives into collegewide goals and strategic plans, and meanwhile coordinates counseling services through major collegewide planning efforts, including, but not limited to the Education Master Plan, the Basic Skills Initiative, the Equity Plan, and departmental program reviews.

BCC completed and submitted its SSSP Plan to the State Chancellor's Office in October 2014. Counseling/academic advising is one of the three core services to be provided to BCC first-time, matriculating students. BCC counselors and faculty advisors are positioned to provide

- a SEP or abbreviated SEP to all entering students with a priority focus on students who enroll to earn degrees, career technical certificates, transfer preparation, or career advancement;
- orientation, assessment and placement, and counseling, advising, and other education planning services to all first-time students;
- assistance to students to define their courses of study and develop comprehensive SEPs by the end of the third term but no later than completion of 15 units; and
- follow-up services, especially to students identified as at-risk (students enrolled in basic skills courses, students who have not identified an education goal and course of study, or students on academic or progress probation).

To meet the mandate, BCC counselors have adopted a case management approach by providing proactive, innovative, quality services to its students. One of the evaluation tools will be an analysis of the impact of the SEP in serving as a road map for students to follow clearly identified academic/career pathways in order to reach their education goals at BCC and beyond in a timely fashion.

### Actionable Improvement Plan

None.

### **II.B.3.d The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.**

#### **Descriptive Summary**

To demonstrate strong commitment to BCC's Mission "to provide our diverse community with educational opportunities..." the College has designed and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity. Moreover, BCC has identified one of its Institutional Learning Outcomes as "Global Awareness and Valuing Diversity," which is defined in the College Catalog as follows: "Students will be able to acknowledge and act with sensitivity toward the diverse customs, beliefs, and lifestyles that exist within the college community." BCC



embraces values that allow all members of the college community to grow and thrive. The College's Values statements include the following:

A Commitment to Multiculturalism and Diversity – Berkeley City College provides students with an environment that supports diversity in learning and self-expression, and with a curriculum supportive of multiculturalism.

A Commitment to Preparing Students for Citizenship in a Diverse and Complex Changing Global Society – BCC faculty members prepare students with learning experiences that help them develop cultural and global perspectives and understanding.

Accordingly, BCC considers “supporting and enhancing student understanding and appreciation of diversity” as its backbone when it designs, maintains, and evaluates its student support services. For example, with multicultural and multilingual knowledge and skills, Student Ambassadors are charged with enhancing student success through services such as operating the Welcome and Information Desk, providing campus tours, and acting as liaisons for the College and community.

PCCD's [Faculty Diversity Internship Program](#) provides an opportunity for talented individuals “from diverse backgrounds to serve as interns/mentors, to provide high quality learning opportunities, and to enhance the educational needs of our multicultural East Bay community.”

The [Global Studies Club](#) challenges students to examine history as well as the current process of globalization and socioeconomic stratification. Students in the Global Studies Club have organized series such as “State of Women,” “Tears of Gaza,” and Earth Week events.

The BCC Dreamers Task Force collaborates across disciplines, service areas, and departments of faculty, staff, students and administrators. The Task Force aims at increasing awareness about the multiple barriers faced by undocumented students. The goal of the Task Force is to develop resources at BCC to support this growing student population.

Club Rush occurs at least once each semester and is an event that encourages students to find out about clubs that may be of interest to them. The clubs represent the diversity of the College; these include the Black Student Union, International Students Association, Gay-Straight Alliance, Latin American Club, and Muslim Student Association. Cultural celebrations at the College include Cinco de Mayo, Black History Month, and Lunar New Year.

### **Self Evaluation**

The College meets this Standard. BCC's Mission, Vision, and Values, as well as its Institutional Learning Outcomes reflect the College's commitment to promoting the appreciation for and understanding of diversity. To adequately provide services to its diverse



student population and to enhance understanding and appreciation of diversity, BCC Student Services administrators, faculty, staff, and student assistants offer rich human resources as they come from diverse cultural backgrounds and speak at least 15 different languages/dialects, including English, Spanish, Mandarin, Cantonese, Vietnamese, Persian, Pakistani, and Arabic. The College designs and maintains services and programs that foster awareness and appreciation of diversity.

In the 2014 Self Evaluation Student Survey, responses to the statement, “BCC encourages appreciation for diversity” are particularly telling. Eighty-three percent of students surveyed strongly agreed or agreed with this statement, with fewer than one percent disagreeing.

### Actionable Improvement Plan

None.

#### **II.B.3.e. The institution regularly evaluates admission and placement instruments and practices to validate their effectiveness while minimizing biases.**

### Descriptive Summary

The College assesses students for placement in English, ESL, and mathematics, using instruments approved by the State Chancellor’s Office. Counseling faculty use assessment test scores, along with clearly defined multiple measures, to determine appropriate placement of students, as described in AP 5050 (Student Success and Support Program). The multiple measures criteria include factors such as previous educational records, grades, number of hours employed, primary language of the student, learning disabilities, life experiences, and time for study.

BCC uses ACT’s Compass tests for English and mathematics assessments and uses the CELSA Grammar test and a writing sample for ESL assessment.

As shown in the table below, provided by the State Chancellor’s Office, the Compass publishers received state approval for the use of assessment in English, ESL and mathematics. (Table 43)

Table 43

#### Compass Instrument Approval Status

MIS CODE	SECOND PARTY ASSESSMENT INSTRUMENT NAME	Approval Category	Begin Date	Expiration Date
	<b>ACT COMPASS (COMPUTERIZED)</b>			
1038	ACT COMPASS READING (new item pool)	Provisional	7/1/2013	7/1/2014
1039	ACT COMPASS WRITING (new item pool)		7/1/2013	7/1/2014
1040	ACT COMPASS NUMERICAL SKILLS/PRE-ALGEBRA (new item pool)		7/1/2013	7/1/2014



1041	ACT COMPASS ALGEBRA (new item pool)		7/1/2013	7/1/2014
1087	ACT COMPASS COLLEGE ALGEBRA (new item pool)	Probationary	7/1/2013	7/1/2014
1088	ACT COMPASS TRIGONOMETRY (new item pool)	Probationary	7/1/2013	7/1/2014
1070	ACT COMPASS ESL GRAMMAR USAGE	Probationary	7/1/2001	3/1/2015
1085	ACT COMPASS ESL LISTENING	Probationary	7/1/2001	3/1/2015
1086	ACT COMPASS ESL READING	Probationary	7/1/2001	3/1/2015

The ESL writing sample validation expired on July 1, 2012. Currently, the District Office of Student Services and the District Office of Institutional Research are completing the revalidation of the test by submitting the required studies and materials described in the State Chancellor's Office validation standards.

### Self Evaluation

The College meets this Standard. The District and College have a plan to validate the placement assessment instruments and to minimize biases. All assessment instruments used to recommend placement in English, ESL and mathematics are approved by the State Chancellor's Office. The computerized tests most frequently used by the College, the ACT Compass tests, are due for a six-year revalidation renewal during the 2014-15 academic year. The publisher of the tests typically completes the revalidation. Validation of the ESL writing sample is in progress. The College, in collaboration with the District Office of Institutional Research and the District Office of Student Services, has a process in place to evaluate assessment instruments currently in use.

### Actionable Improvement Plan

None.

**II.B.3.f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.**

### Descriptive Summary

The College adheres to the provisions of the Education Code, the Family Education Rights and Privacy Act (FERPA), and Board policies and administrative procedures regarding access and confidentiality of student records. The College and District policies regarding student records are clearly stated in the College Catalog. (329-331) FERPA information is also published in the College Catalog, and on the District Admissions and Records webpage.

District Board Policies and Administrative Procedures are published online under the Governance tab. The procedure for release of student records is detailed in [Administrative Procedure 5040](#) (Student Records, Directory Information, and Privacy). The procedure for



retention of student records is detailed in Administrative Procedure 3310 (Records Retention and Destruction). Many current student files are stored electronically. For example, the online admission application is CCCApply. The submitted applications are accessible for staff viewing via XAP Corporation. Soon the District will move to using the State Chancellor's Office Open CCCApply application, a web based application.

Other current student files are stored in the District Admission and Records storage room, a large cement block room with fire doors, in downtown Oakland. The files are alphabetized by semester, college, and instructor. These files include add and drop forms; census, attendance and grade rosters; forms for incomplete grading; and record corrections forms. Eventually these documents will be scanned and archived using the newly implemented system, Electronic Content Management (ECM). External student transcripts are now being scanned and archived by District staff using the ECM system, which allows the units to be uploaded into PeopleSoft for staff use. The ECM System also provides access to archived transcripts for Counselors and other staff.

Back up of electronic student files occurs digitally every night in PeopleSoft. The PeopleSoft backup is provided by Data Protection Services (Cloud Backup). This includes the student records stored in the "W drive." The student financial aid data files, which are on an IBM Mainframe, are processed on tape nightly. The tapes are picked up and stored offsite the next day by Iron Mountain, a data storage and records management company, to ensure that the District can restore the data in the system at any time.

Paper records are kept at the College for one semester at most, and then sent to the District Office of Admissions and Records for permanent filing. All files prior to 2000 are currently stored at a private data storage organization in Livermore, California.

In accordance with [District Administrative Procedure 3310](#) (Records Retention and Destruction), the District and College do not destroy the following records: Class Rosters (Census, Attendance, Grades), Add Cards, Drop Cards, Record Corrections, and Incomplete Grade (I) Forms.

The following may be shredded: High School concurrent forms after five years, Repeat Forms after three years, Academic Renewals after five years, Non-Resident files after five years, External Transcripts after five years, IGETC/CSU GE Petitions after ten years, and Enrollment Verifications after one year. Subpoenas may never be shredded.

Students have access to their academic records via the student self-service system, PASSPORT, which is available from the District website at [www.peralta.edu](http://www.peralta.edu). The portal requires that the students input their student ID numbers. Social security numbers are not used to access this system. Once in PASSPORT, students are able to view their class schedules, holds, financial aid information, and unofficial transcripts. To access education records at the District or College Office of Admissions and Records, a student must provide his or her student ID number and government issued picture ID. (Table 44)



As of the Fall 2014 term, PCCD Financial Aid Offices have transitioned from the legacy system (SAFE) to PeopleSoft. The new PeopleSoft Financial aid module has automated many financial aid processes that previously required manual processing by staff. Although the new system features streamlined and automated processes, the Financial Aid Office is still required by the Department of Education to collect physical documents from students who were selected for verification, have a “C” comment flag, or must resolve conflicting information. These physical files are stored in a secure file room located in the College’s Financial Aid Office. BCC has adopted scanning/document imaging of all financial aid documents and stores them electronically in a shared drive. The drive is password-protected and only financial aid users with appropriate security access can view student files.

The District’s and College’s policy for retaining records of physical student financial aid files is as follows:

- Active Records – The Financial Aid Office maintains a master record for each student receiving financial aid. All financial aid folders are retained for three years after submission of the FISAP report. If records involved in any claim or expenditure have been questioned by federal audit, they are retained until the question is resolved.
- Inactive Records – Inactive records are kept in the College Financial Aid Office for three years following the close of the fiscal year in which they were active. After two years the folders may be moved to secure storage outside of the Financial Aid Office. The Financial Aid Office keeps inactive records for an additional three years or longer depending on current District policy. After the appropriate time period, records are destroyed.
- Automated Program Files – The Financial Aid Office maintains all of its information on the PeopleSoft System. Federal eligibility information is received electronically from the Department of Education. This information is loaded and maintained by the Information Technology Department.

The Financial Aid Office, PSSD/DSPS, and Health Services use a high standard to preserve the confidentiality and security of records. Financial Aid documents are only accessible by Financial Aid staff. No information about the nature of a student’s disability or participation in the PSSD/DSPS or health programs is released to anyone without the written consent of the student. Confidential records are not integrated with other of the College’s systems, and notes kept by PSSD/DSPS Counselors cannot be viewed by other counselors. Confidential health records are not integrated with any other of the College’s systems.

Table 44

Student Records Maintained by Programs/Departments

<b>Department/Program</b>	<b>Records Kept?</b>	<b>Paper/Electronic</b>	<b>Method of Protection</b>
Admissions and Records	Y*	Both	Stored in warehouse/DO*
Assessment	Y	Both	Secure database and locked file cabinet



PSSD/DSPS	Y	Both	Secure database and locked file cabinet
EOPS	Y	Both	Secure database and locked file cabinet
Financial Aid	Y	Both	Secure computer drive and locked file cabinet
General Counseling	Y	Both	Secure computer drive and locked file cabinet
Health Services	Y	Paper	Locked file cabinet
Transfer Center	Y**	Paper	Unlocked file cabinet in locked office
Veterans Affairs	Y	Both	Locked file cabinet

\* The Admissions and Records Office keeps paper and electronic records on site for one semester only. Such records are sent to the District Office, where they are stored in a warehouse for a period of five years.

\*\* The Transfer Center keeps scholarship application information for one semester, then shreds it.

## Self Evaluation

The College meets this Standard. All records are kept securely in College and District offices. Security and confidentiality are high priorities for administrators and staff at the College.

## Actionable Improvement Plan

None.

**II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they can contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

## Descriptive Summary

### Assessments of Service Area Outcomes and Student Learning Outcomes in Student Services

The College assesses student support services and programs systematically and comprehensively, using both Student Learning Outcomes (SLOs) and Service Area Outcomes (SAOs). The Student Services Division originally started developing SLOs in 2009, following the model used for BCC's academic programs, but has added SAOs where appropriate; these describe service area performance in supporting students. Student Services mission statements and SLOs, SAOs, or both, as well as assessment information, are



housed in Taskstream, the College's online repository for assessment work. Student Services assessment results for the past few years are also posted for the public on the BCC website. Resulting action plans are integrated into the program reviews and annual program updates for each service area unit and are used as a planning tool for continuous program improvement.

The Taskstream workspace for student services houses assessment data for Admissions and Records, Assessment and Orientation, CalWORKs/TANF, Campus Life, Counseling, EOPS/CARE, Financial Aid, the Learning Resources Center, the Library, Outreach and Retention, PSSD/DSPS, the Transfer and Career Information Center, and the Veteran's Affairs Program. Each of these areas includes a mission statement, program outcomes (listed as SAOs or SLOs), an assessment plan, assessment findings, an action plan, and a status report. In most cases, the assessment tool is a survey. Surveys are designed so that responses give meaningful information relating to the program outcomes, whether SLOs or SAOs.

A review of assessment findings reveals that students are achieving learning outcomes and service areas are serving students well. For example, the results of the survey for Assessment and Orientation, administered from Fall 2011 to Spring 2012, reveal the following:

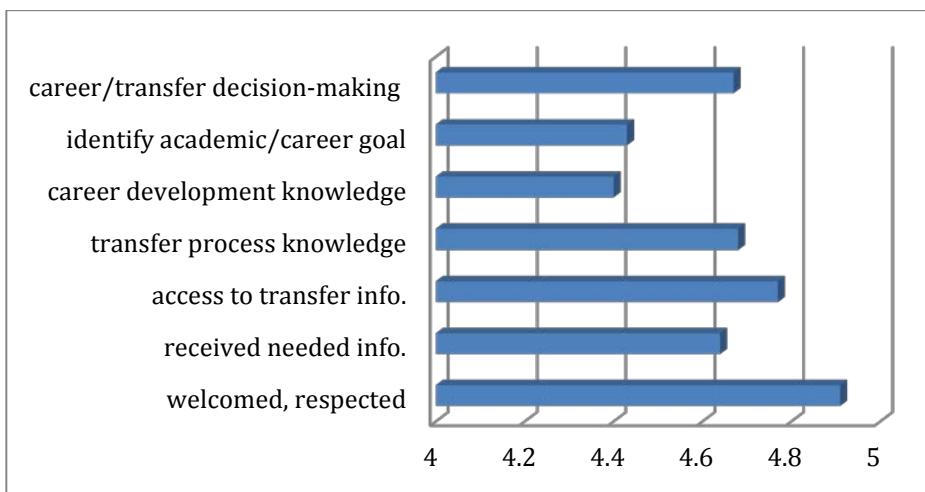
**Summary of Findings:** No students disagreed or strongly disagreed in any of the responses. Average scores were close to or above the ideal (4.5) in all cases, as follows:

- 4.65 1. I understand programs and services at BCC.
- 4.37 2. I'll consider using programs and services to assist me.
- 4.44 3. I'm aware of my levels of English/ESL & math.
- 4.4 4. I'm aware of courses I need to take.
- 4.6 5. I'm aware of policies, procedures regarding students.

Similar responses were recorded in other areas; see assessment findings for Outreach and Retention, PSSD, and Veteran's Affairs, for example.

In those instances in which survey results indicated a need for improvement, the College took measures to ensure that improvement. For example, the Transfer and Career Information Center conducted a survey which yielded the following results, based on a scale of one to five:

## BCC Transfer Center Users' Feedback



Despite the fact that students indicated satisfaction in all areas of the survey, the Career and Transfer Center took note of the two areas of lowest satisfaction. The Center recommended hiring a full-time specialist to work with students in the areas of career exploration, internship placement, and employment services, and also recommended adding a computer station to provide more student access to software that helps with career exploration, as well as a line item in the budget for annual license fees for Eureka, the California career information system.

### External Surveys

In addition to in-house surveys, as documented on Taskstream, the College has participated in surveys administered by outside agencies, including the 2013 Community College Survey of Student Engagement (CCSSE) and the Survey of Entering Student Engagement (SENSE), a version of the CCSSE designed for first-year students. The five “aspects of lowest student engagement” at Berkeley City College, as identified in the CCSSE executive summary, included one which was directly linked to what the document named “Support for Learners.” According to the survey, only 23 percent of the BCC students responding to the survey agreed “quite a bit” or “very much” to the statement that the College provided the support they needed to thrive socially. As a result, the College worked to boost efforts in campus life, including hiring a full-time Director of Student Activities and Campus Life, who has worked closely with ASBCC to boost participation in student clubs and events. The results, as measured by responses to the BCC Self Evaluation Survey in 2014, appear in Table 45:

Table 45

## Improvements in Student Life based on CCSSE 2013 Findings

	CCSSE results (2013) Quite or bit or very much Often or sometimes (top 2 of 5 categories)	BCC Self Evaluation Survey Results (2014) Strongly agree or agree Often or sometimes (top 2 of 5 categories)
College provides the support students need to thrive socially. (CCSSE) BCC provides the support students need to thrive socially. (BCC Survey)	32.4%	62.19%

Data Analysis for Program Reviews and APUs

In addition to SAO/SLO assessment findings, student services programs use other indicators or outcome measures in planning related to program reviews and APUs. These include but are not limited to internal and external environmental scan data, such as service area population analyses, labor market forecasts, enrollment trends, student achievement data (student success, retention, persistence, completion, and transfer), and service delivery records. Environmental scans are conducted by the District Office of Institutional Research and by the State Chancellor's Office (ARCC and the Student Scorecard). The Student Services Division uses program reviews/APUs and outcomes assessments as vehicles for continuous improvement. These planning documents are posted on the [Student Services Program Review webpage](#).

Audits

Annual program audits evaluate the operational functions of student services programs to ensure that they follow policies, procedures, and guidelines developed at the federal, state, district, and college levels. Student services programs which undergo annual audits include EOPS/CARE, CalWORKs, PSSD/DSPS, Student Activities, Admissions and Records, and Financial Aid.

External Reporting

Mandatory external reporting adds an additional stratum of evaluation. Several student services offices and functions conduct and share mandated student support evaluations with external agencies. For example, the Financial Aid Office organizes, evaluates, and reports data to state and federal governments on student financial aid participation, the numbers of students applying for federal and/or other types of aid, and the percentage of students fulfilling their responsibilities to maintain satisfactory academic progress. EOPS, PSSD/DSPS, CalWORKs, and TRiO are other support services that work with external



agencies on the mandatory tracking and reporting of student data. TRiO, for example, submits an annual program report to the U.S. Department of Education as a form of evaluation.

### Administrative Review

The Student Services Division conducts an annual administrative review that serves as an overall planning and evaluation mechanism for all BCC student services programs. This evaluation process not only reviews the contribution made by each individual office/function, but ensures the communication and collaboration needed among the services in order to deliver quality support services in a comprehensive manner. For example, communications and cooperation take place between PSSD/DSPS and instruction to confirm that students with disabilities receive adequate accommodations for quality learning inside the classrooms; EOPS/CARE and instruction track students' learning progress; Financial Aid and Counseling confirm that Financial Aid recipients are maintaining academic progress by following the Student Education Plans developed by Counselors; and EOPS/CARE and Financial Aid adequately calculate the amount of financial aid awards received by students from all sources.

### **Self Evaluation**

The College meets this Standard. Robust in scope and rigor, the Student Services planning and evaluation process provides multiple means by which to evaluate programs and services systematically and effectively. These include data collection of a variety of student success indicators, as outlined above, including those related to annual audits and external reporting, as well as routine, comprehensive administrative reviews. The College evaluates student support services to assure that they meet identified student needs through evaluations of student area outcomes (SAOs) and student learning outcomes (SLOs), as documented in Taskstream and on student services websites. Additionally, the College assesses its programs using outside agencies such as the CCSSE. All of these assessments provide evidence of the effectiveness of the services in addressing both student learning outcomes and service area outcomes, and the College uses results of these evaluations as the bases for improvements.

### **Actionable Improvement Plan**

None.