

Peralta Community College District

STUDENT SERVICES ANNUAL PROGRAM UPDATE

Academic Year 2013-2014

This presents the common elements to be addressed by each student services unit/area in its annual program update. Depending on College preferences, elements may be formatted or addressed slightly differently.

I. OVERVIEW

		Date Submitted:	11/15/13
College	Berkeley City College	Administrator:	May Chen
Unit/Area	Assessment & Orientation		
Completed By:	Gail Pendleton		
Mission/History and Description of Service Provided	The mission of the Assessment and Orientation Department is to provide newly admitted and returning students with an initial assessment and orientation experience to college that empowers them to make informed decisions about their academic experience. The department provides students with clear and useful information about their academic skills and the college environment in order to support their active efforts in choosing and achieving their educational goals.		
Student Learning Outcomes (SLOs) <i>(or Service Area Outcomes-SAOs, or Program Learning Outcomes-PLOs)</i>	<p>Student Learning Outcomes (SLO's) for Orientation and Assessment:</p> <p>After attending and participating in the orientation and assessment process, a student will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of the different English and math courses offered at BCC, and how his/her skills match the course(s); 2. Understand the importance of time management in relation to the course load they are choosing (i.e., plan to spend at least 2 hours on coursework outside the classroom for every unit they are enrolled in); 3. Identify the student services and resources available to assist her/him to be a successful student 		
SLO/SAO/PLO Mapping to Institutional Learning Outcomes (ILOs)	Collaborate with other BCC departments, VP's, and Deans on specific college strategies related to enhancing Assessment & Orientation. Continue to work with department support groups with issues resulting from a self-study. Continue to work closely with the BCC Campus and District IT Departments to assist with support and accommodate software programs needs and equipment installation, maintenance repair and or service request in a timely manner.		

II. ASSESSMENT, EVALUATION AND PLANNING

Quantitative Assessments	
<p><i>Include service area data such as number of students served by your unit/area. Include data and recommendations from program review.</i></p> <p><i>Include data used to assess your SLO/SAO/PLOs.</i></p>	<p>Students take the Compass English and Math assessment exam to be placed in appropriate classes according to the recommended results of the exam and the number of students taking advantage of Orientation and Assessment, the college saw an increase in the fall 2011 of 3% (64.9% to 67.9%) and in the fall of 2012 another increase on 3% (67.9% to 71.2%). There was an increase in ESL testing during the term as well. Moving forward in to the 2013-14 year there has been a steady increase in students</p>

	coming to the college to complete their undergraduate requirements, with data that shows in 2013 more than 2,100 students were tested and referred for additional services. This increase indicates a need for add additional staff support to the department, given that this program is at present a one-person department, and the workload has increased significantly annual bases since 2006.
Qualitative Assessments	
<p><i>Present evidence of community need based on advisory committee input, student surveys, focus groups, etc.</i></p> <p><i>Include data used to assess your SLO/SAO/PLOs.</i></p>	The Orientation and Assessment Program is a very important process with respect to supporting student retention and success at Berkeley City College. This program is important for non-traditional, first generation and first time college students, who are not familiar with the college admission and enrollment process. In addition we have been requested by the various local high schools to assist them with getting more students enrolled into the 2-year college system and filter the students directly to the college for continual academic success.

III. Identifying Strengths, Weaknesses, Opportunities, and Limitations

<p>Strengths <i>What are the STRENGTHS of your unit/area?</i></p>	The strength of the Assessment Department is the existing orientation is strong in that it covers required topics in an efficient, engaging, and consistent manner. The hour long orientation session provide students with useful information about the programs, services and resources at the college that empowers them to make sound academic decisions.
<p>Weaknesses <i>What are the current WEAKNESSES of your unit/area?</i></p>	The weaknesses of the program lie in the need for additional hourly or part-time support staff to handle the increasing demand for service by increased student enrollment. Another is the limited funding for a more comprehensive orientation program, one that could provide more breadth in both the assessment and orientation parts of the program as well as ensuring a greater preparation for counseling, registration and other resources and services that exist at the college.
<p>Opportunities <i>What are the OPPORTUNITIES in your unit/area?</i></p>	.As enrollment increases, BCC's provides mega college orientations, BCCO's, each semester following assessment. The BCCO consists of collaboration with various instructional and student services departments and to inform students on a greater scale about enhancing their knowledge of the college enrollment process, which increases student retention rate. In addition to the BCCO Mega Day the college is preparing to pilot an online orientation process fall 2014.
<p>Limitations <i>What are the current LIMITATIONS of your unit/area?</i></p>	Due to limited shared space in the Assessment & Orientation Department area, we are not expecting any changes at this time. Possible changes can or will occur if we are moved to a larger second campus in the near future.

Action Plan for Continuous Improvement

Please describe your plan for the continuous improvement of your unit/area.

As a part of the Peralta Community College District Student Success & Student Support Group Committee, the district is currently working on a simplified matrix that will help identify and assist the colleges in complying with the state new mandates such as enhancing student tracking (through SARS), online counseling, and online orientation. Currently the district and college campuses are in the process of piloting in the fall 2014 semester an interactive online orientation for all students including disabled, and distant education students.
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In addition to the online orientation, the Peralta District and Colleges are also collaborating with the various colleges Assessment and Counseling Departments to develop and integrate a link between the Assessment and Counseling Departments in the near future. The District Student Service Support Committee is trying to create a well developed and comprehensive way at each campus to integrate the ACT Compass English and Math exam with the PeopleSoft System, so that once the student has completed the assessment exam, the test results are immediately downloaded into the PeopleSoft System and counseling will have immediately access to student testing scores for matriculation and FTE student data collection.

Additional Planned Educational Activities Towards FTES, Student Success, Persistence, and Completion

Describe your unit/area's plan to meet district FTES target and address student success, persistence, and completion, especially for unprepared, underrepresented, and underserved students. (see Student Success Scorecard- <http://scorecard.cccco.edu/scorecard.aspx>)

<p>Meet District FTES Target for AY2013-2014 of 18,830</p>	<p>Collaborate and integrate a mobile enrollment services process to various feeder schools, special populations and community based organizations (cbo's). Verify initial college application process and develop continual bi-annual calendar dates for testing at each high school, adult school, charter school, private school and community based organizations.</p>
<p>Increase Student Success</p>	<p>A well developed process that includes early alert community outreach about the first four steps of the Student Success &Support Program:</p> <ol style="list-style-type: none"> 1. CCCApply.org, / application process; 2. Assessment & Orientation/ entrance exam; 3. Counseling/ degree/transfer advisement; 4. Admissions & Records/ enrollment. <p>Our department will need to ensure that all staff is trained to engage and make sure that each student is properly directed, stays focused, engaged, feels connected to the college and knows that they are a valued and appreciated.</p>
<p>Increase Persistence <i>Percentage of degree and/or transfer-seeking students who enroll in the first three consecutive terms. This metric is considered a milestone or momentum point, research shows that students with sustained enrollment are more likely to succeed.</i></p>	
<p>Increase College Completion <i>Percentage of degree and/or transfer-seeking students who complete a degree, certificate or transfer related outcomes.</i></p>	

IV. RESOURCE NEEDS

Human Resource/Personnel

Please describe any human resource/personnel needs for your unit/area.

Current Staffing Level:		Headcount	FTE Equiv.	
	Faculty (Permanent)	[0]	[#]	
	Faculty (PT/Adjunct)	[0]	[#]	
	Classified Staff (Permanent)	[1]	[#]	
	Classified Staff (Hourly) [#]	[0]	[#]	
	Students	[3]	[#]	
	ICC/Consultant/Other	[0]	[#]	
<p>Narrative: <i>Describe the current staffing level in relation to the relative need for effective delivery of your unit/area's programs and services.</i></p> <p><i>Discuss any current position vacancies, the need for additional personnel, the need for permanent faculty/staff instead of adjunct/hourly personnel, etc.</i></p> <p><i>Describe implications of the current staffing level in your unit/area to overall service delivery</i></p>	<p>During peak registration many students are more effective in choosing their appropriate classes due to the assistance they receive from the Student Ambassadors and campus work-study students with their enrollment process. Students are more effective and capable of managing their own student account in PeopleSoft with the additional customer service from the student support staff.</p>			
<p>Human Resource/Personnel Requests <i>List your human resource/personnel requests in prioritized/ranked order.</i></p> <p><i>Human resource/personnel requests will go through the established College and District planning and budgeting process.</i></p>	<p>Add a .5 FTE clerical assistant to the Orientation Department to provide support in the initial sign-up for Assessment and Orientation, preparation and support for on-going assessment and orientation activities, and to provide day-to-day information related to assessment, orientation, and matriculation, and mobile site services. This position would be a Clerical Assistant II that would cost approximately \$28, 720, including fringe benefits.</p>			

Facilities/Infrastructure

Please describe any facilities/infrastructure needs for your unit/area.

<p>Narrative: <i>Describe the technology needs of your unit/area in relation to the relative need for effective delivery of programs and services.</i></p> <p><i>Describe implications of the current state of technology in your unit/area to overall service delivery.</i></p>	<p>Currently our unit has one station area to serve students and a testing lab for facilitating the exam. Because of the limited space we have to utilize a small office area that impedes on the flow of several other service areas such as, tutoring, photo id, open computer lab and staff offices, all which affects the delivery of effective customer service during peak college registration and assessment exams.</p>
<p>Facilities/Infrastructure Requests <i>List your facilities requests in prioritized/ranked order.</i></p> <p><i>Facilities requests will go through the established College and District planning and budgeting process</i></p>	<p>At this time there is a request to build out or expand our area because our current space does not allow for expansion in our current location on campus. This area is shared with the LRC, several offices and the art gallery. In the future there is a need to have a space devoted solely for on-going assessments during the academic year.</p>

Technology

Please describe any technology needs for your unit/area.

<p>Narrative: <i>Describe the technology needs of your unit/area in relation to the relative need for effective delivery of programs and services.</i></p> <p><i>Describe implications of the current state of technology in your unit/area to overall service delivery.</i></p>	<p>The equipment currently used to service the students at the Assessment & Orientation desk is slow in responses to access certain student data information.</p> <p>The District IT Department has been responsive to the demands during peak registration and special requests; however we are waiting on new updated equipment to be installed. Once the new equipment is installed, the hope is to have all the adaptable software to be included also for a more effective and streamline system process.</p>
<p>Technology Requests <i>List your technology requests in prioritized/ranked order.</i></p> <p><i>Technology requests will go through the established College and District planning and budgeting process.</i></p>	<p>The Assessment & Orientation Office has a need for two (2) new computers and one (1) Dragon Software Program for the Assessment & Orientation Office. One (1) computer for the front desk reception area and the other one (1) for the coordinator's office. Also needed are two (2) printers and additional ink cartridges for them.</p>

V. **OTHER**

Please feel free to provide any additional information about your unit/area below.

- In the coming of the new year (2014), the Assessment & Orientation Coordinator will continue to collaborate closely with Financial Aid, Counseling, LRC, DSPP, TRiO, CalWORKs, EOPS, PERSIST, PACE, First Year Experience (FYE) and the various other departments to come to the assessments and conduct a brief discussion on their individual programs, services, and resources available to students.
- Enable students to use www.assist.org in the Ambassador Welcome Center area, which lists all transferable courses and transfer requirements to the CSU and UC Systems.
- To conduct mobile site visits to assist with the application registration (cccapply.org), online orientations and schedule assessment appointments with potential students at local high schools, adult schools and Community Based Organizations.
- To assist schools to provide program planning for high school students based on verification letters from the principles of graduating seniors to enroll early as incoming matriculating students prior to graduation.