**Addressing AACJC Recommendation #5**

Prepared by

Berkeley City College

Student Services

**Executive Summary**

1. ***If your department experienced a reduction in resources, describe the impact of that reduction on the overall educational quality of your unit and the College.***

BCC Student Services programs have experienced budget reductions (or not) in different patterns.

**Increased Resources**

The two centralized services: Admissions and Records and Financial Aid have enjoyed additional resources, including added personnel, regular trainings and conference attendance.

**No Designated Budget but Increased Demand for Services**

The areas of Articulation, Health Services, and Veterans Affairs never had specifically designated budgets, but the demand for these services has increased drastically over the years.

The personnel in Articulation has been at 50% of the need indicated in the BCC Education Master Plan. This insufficient resource has hindered BCC from developing/updating articulation agreements with private colleges and universities that are also major receiving institutions of BCC transfers, in addition to UCs and CSUs.

The number of Veteran students has been more than tripled at BCC. This growth has increased the needed personnel service from .25 to .75 FTE. In result, classified staff members have to redistribute their duties from other areas to provide quality services to VA students. This translates to some vital student services areas have experiencing a reduction in services, e.g., counseling, campus safety aid services.

**Budget Reduction**

Other than the few programs mentioned above, Student Services at BCC have experienced negative impacts of budget cuts.

General Funded Programs. Programs including Counseling, Transfer and Career Information Center, and Student Activities have been negatively impacted by budget reductions. While the BCC student body (unduplicated headcount number) almost doubled, the number of full-time counseling faculty was reduced from 4 to 3, while the only 1 FTE classified staff member supporting Student Activities was cut to zero. Negative impacts are:

* High adjunct counselor turnover – Continuously hiring, training, and offering on-the-job consultation to adjunct counselors have impacted the heavy workload of full-time counseling staff. This is not cost-effective.
* Counseling service gap - Overflow counseling from categorical program’s staffing deficient absorbed by general counseling staff; general counseling staff inadequately prepared for case management counseling without case manager’s student file.
* Inconsistent advice and sporadic support provided to Associated Students (ASBCC) and clubs.
* Added workload to faculty, administrators, and classified staff beyond their job descriptions has caused fatigue and on-the-job injuries.
* Finance audit findings in student life activities, including missing checks, cash receipts, and unbalanced accounts.
* Professional development drastically curtailed; maintaining professional acumen difficult.

Categorical Programs. All categorically funded Student Services at BCC have been cut more than 50%. Three faculty and 1 classified full-time position in DSPS and EOPS/CARE were replaced by adjuncts/hourly. The budget supporting Student Ambassadors was zeroed out. Negative impacts are:

* DSPS’ inability to hire and retain full-time program staff; provide quality and mandated services to students in a timely fashion; purchase, upgrade, and maintain software and hardware tools for both DSPS staff and student use; and staff and equip assistive technologies for students (i.e. digital recorders, SmartPens, alternate media players, assistive learning devices)
* Matriculation budget cut has affected BCC’s ability to: support many of the student success programs on campus e.g., Persist, EOPS, First Year Experience, etc.; respond to questions and inquiries regarding assessment and orientation in-person, online, and via the phone; and develop adequate plan to serve the community and the college as a whole. The lack of funds has forced staff to “chase after funds.”
* The percentage of EOPS/CARE students who meet with their counselor three times a semester (Title V requirement) has been reduced by 50%; the unfilled .50 CalWORKs Clerical Assistant position has created a critical shortage in human resources to provide optimum support to students and program staff.

1. ***How does the department plan to sustain the quality of instruction and/or services offered through your department in the current environment of reduced resources?***

To sustain the quality of services, Student Services have been coordinated at both college and district level through prioritization, partnership building, grants, collaboration, and resource sharing. Through program review, Student Learning Outcome (SLO) development and assessment, both BCC and PCCD have integrated decision-making into resources allocation to keep vital services alive. Please see district-wide Student Services collaboration at <http://www.berkeleycitycollege.edu/wp/student_service_programs/district-wide-collaboration-and-coordination/>.

Sample success stories include:

* SLO Assessment. BCC Student Services SLO work has reached the proficiency level. BCC students who participated in SLO assessments ranked all learning outcomes from all services very high.
* Assessment and Orientation. In fall 2010 and 2011, the number of students received orientation at BCC almost doubled the number of those at the other two PCCD colleges of similar size. Persistence, retention, and success rates of BCC students who received orientation in Fall 2009, 2010, and 2011 are the highest among the four PCCD colleges.
* Counseling. Persistence rates averaged 8.5 percentage points, and success rates of student who received counseling services averaged 3.5 percentage points higher than the overall college rates over the last three years. BCC is in the middle of hiring two full-time counseling faculty members.
* DSPS. Success rates are equal to or higher than non-DSPS students. The number of DSPS students has increased by 3% since 2009-2010 year and enrollment continues to grow annually. BCC has successfully filled one vacant faculty position and completed a hiring process for the full-time Counselor/Coordinator position.
* EOPS. The Program served an average of 316 students over the last three years, while the State funded for 100 students only. EOPS students constitute 11% of BCC’s full-time student population. Between 2010 and 2012, 62 students received AA/AS degrees and 13 received Certificates, 33 EOPS students transferred to UCs, and 38 to CSUs.
* Financial Aid. In 2010-11, in total of $6.87 million of financial aid was awarded to BCC students, an increase from $6.34 from prior year. Pell Grant recipients increased by 43% from 1,098 in 2009-10 to 1,571 in 2011-12; Pell award increased by 47% from $3.45 million to $5.07 million. More than 80% of financial aid recipients are from an ethnic minority background.
* Health Services. BCC received an on-site personal counseling two days weekly, on-site HIV testing services 2 hours monthly, a 16-month metal health service grant for peer advising, and a plan to offer 4-hour weekly health services designed for youth.
* Student Activities. A portion of the responsibilities have been shared voluntarily by several BCC administrators, faculty and staff members, as well as UC Berkeley BCC Service Community. Resources have been partially identified to meet needs: the size of student activity space tripled, and new furniture and computer equipment have been purchased and installed.
* Transfer and Career. The Center received an excellent SLO assessment result, and a grant to add one .5 FTE student assistant with expertise in career technical programs. The number of transfers to UC and CSU increased by 13%, from 174 to 196, over the past three years.
* Grant Funded Programs. Student Services have been support by several grant funded programs, e.g., TRiO. TRiO provides support services to low-income, first generation BCC students, including students with disabilities, to reach their education goals: program completion and/or transfer. Services include counseling, skill development, tutoring, and workshops aiming student success.

1. ***What does the department recommend that the college do to maintain quality educational programs and services?***

In addition to work with the College and the District to implement recommendations illustrated in individual programs below, BCC Student Services as a whole would like to recommend the College to

**Create a New Era**

With new leadership on board at various levels, BCC Student Services would like to initiate college-wide and district-wide plans to:

1. Assist the College and the District in implementing and continuing to enhance the Budget Allocation Model.
2. Proactively assess the needs and the adequate structure of Student Services on campus so that the staffing, in quality and quantity, will proportionally reflect the student growth and the changing demographics.
3. Link all available existing and new resources, e.g., international and non-resident student revenue, parcel tax, grants, etc., to meet student demands for support services on campus.
4. Integrate BCC Student Services into college-wide resource planning in the areas of facilities, staffing, technology, and finance.
5. Ensure the mission for Student Success on-campus and in the district be holistically planned, designed, and implemented in a inclusive, communicative, coordinated, and collaborative fashion, and
6. Continue the process of decision-making and resources allocation based upon SLO and program review.

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|  | ***Admission and Records*** |  |
| **Negative Impact of Budget Cut** | **Quality Sustaining Plan and Implementation**  **/Success Stories** | **Quality Program Maintenance Recommendation** |
| **No negative impact**  There is no negative budget impact. The resources have actually increased and additional human resources have been added. | **Quality Sustaining Plan and Implementation**  Admissions and Records is a centralized service. The Welcome Centers has been instrumental in relieving some of the traffic at the Admissions and Records counters. Students are able to use the computers in the Welcome Center to submit online applications and update and view their program information. Student Ambassadors are available to help students successfully enroll in classes and make necessary changes in their programs by providing customer service and technological assistance.  In an ongoing effort to provide efficient, user friendly services, the Admissions and Department has supported the implementation of PeopleSoft and online official transcript ordering and continues to work with faculty and college administrators to maintain accurate accounting of grade and attendance records.  The office continues to share resources with the district and the other three colleges through collaboration and coordination.  **Success Stories**  Student Ambassadors are available to help students successfully enroll in classes and make necessary changes in their programs by providing customer service and technological assistance.  Degree evaluators have been moved from the District office to the campus A&R to assist students and counselors with graduation and awarding and posting of degrees and certificates.  BCC A&R ranked favorably by student users through the Student Learning Outcome (SLO) survey. | Strive to provide efficient, accurate, and timely services that will contribute to the attraction, retention and graduation of a highly diverse student body.  Provide faculty and college administrators with data and services that enable them to accomplish their instructional and management objectives, creates and maintains records systems designed to protect the academic integrity and security of confidential student data, in accordance with state and federal regulations and guidelines.  Strive to communicate clearly, patiently and politely, whether in writing, in person, by phone or via electronic communication. |
|  | ***Articulation*** |  |
| **Negative Impact of Budget Cut** | **Quality Sustaining Plan and Implementation**  **/Success Stories** | **Quality Program Maintenance Recommendation** |
| **Negative Impact**   * There has no specific budget account for articulation. * BCC’s human resources for articulation has been at 50% as indicated in BCC’s Education Master Plan. * There is insufficient time and expertise to maintain a robust BCC Articulation web site.   As has been noted in this report, the Berkeley City College Articulation Officer position is a 0.5 FTE position (half time). In the current Berkeley City College Educational Master Plan (2008) the college noted and supported that the Articulation Officer position should be a 1.0 FTE position (see page 79-80 of the current Berkeley City College Educational Master Plan):  <http://web.peralta.edu/pbi/files/2010/08/Berkeley-City-College.pdf> ). | **Quality Sustaining Plan and Implementation**  Maintain   * the currency of the baccalaureate lists for the UC’s and the CSU’s System and update data in CurricUNET; * the annual submission of courses for the IGETC agreement with the UC’s and the CSU’s; * the annual submission of courses for General Education Breadth for the CSU’s; * updates in the ASSIST database and in OSCAR; * active and involved participation on the Berkeley City College Curriculum Committee; the district CIPD & Subcommittee; CIAC, including regional meetings and NCIAC meetings.   Respond to four-year college and university requests for course-to-course articulation/agreements, and courses for the UC Letters and Science breadth pattern;  Review course-to-course major preparation articulation agreements with those schools BCC students primarily apply for transfer;  Keep IGETC, CSU GE, and UCB L&S advising sheets current;  Increase the number of articulated courses in the C-ID system;  Assist in the development of the Associate Degrees for Transfer | The Articulation Officer will continue to review course-to-course and major preparation articulation agreements as time permits, as well as C-ID articulation.  The plan this academic year for increasing articulation is to focus on four-year public institutions to which BCC students primarily tend to apply. At this point, review and requests for updating of agreements with UC Merced, UC Berkeley, UC Davis, CSU East Bay, and San Francisco State University have been completed. |
|  | ***Assessment and Orientation*** |  |
| **Negative Impact of Budget Cut** | **Quality Sustaining Plan and Implementation**  **/Success Stories** | **Quality Program Maintenance Recommendation** |
| **Negative impact**  The Matriculation fund has been cut into almost half since 2009 that has placed stress  on the staff:   * to locate funding in order to purchase placement assessment tools every year. * to student assistants to tend the counter, to respond to questions and inquiries regarding assessment and orientation in-person, online, and via the phone   on prospective students:   * not all prospective students were served in a timely fashion, since assessment/orientation sessions have been full early on | **Quality Sustaining Plan and Implementation**  Provide more instruction about what to do when test is finished;  Send assessment results electronically to the Counseling Dept. to streamline the process;  Invite special programs, EOPS, DSPS, CalWORKs, PACE, Persist, TRIO, etc. to present at the orientation;  Invite counselors to orientation to make a brief presentation.  **Success Stories**  In fall 10 and 11, the number of students received orientation at BCC almost doubled the numbers of those at the other two PCCD colleges of similar size.  The persistence rates of students who received orientation at BCC in Fall 09, 10, and 11 are the highest among the rates of the four PCCD colleges.  Both retention and success rates of students who received orientation at BCC in Fall 09, 10, and 11 are the highest among the rates of the four PCCD colleges.  Students ranked Assessment and Orientation very high via SLO assessment survey. For the five SLOs assessment, ranks averaged between 4.37 and 4.60 on a 5 point scale. | Focus on result –oriented meetings that will provide positive outcomes for all areas and that all areas participate to ensure that the agreed upon decision is implemented and adhered to.  Streamline entry services via cohort group orientation and assessment |
|  | ***Counseling*** |  |
| **Negative Impact of Budget Cut** | **Quality Sustaining Plan and Implementation**  **/Success Stories** | **Quality Program Maintenance Recommendation** |
| **Negative impact**  Full-time counselor reduction –  While the number of BCC students almost doubled, full-time counselor cut in half. Full-time counselors cut from 4 to 3, while all Categorical program full-time counselors were replaced by adjuncts.  High adjunct turn over –  Hiring, training, on-the-job consultation, and constantly replacing adjunct counselors have placed a heavy workload on full-time counseling staff.  Service gap-  Overflow counseling from categorical program’s staffing deficient absorbed by general counseling staff; general counseling staff inadequately prepared for case management counseling without case manager’s student file.  Inadequate counter service-  Due to budget restraints, counseling department has been unable to add a full time classified clerical support position; locating student assistants and managing their work/class schedule adds workload to the department and Student Services as a whole.  Professional development drastically curtailed; maintaining professional acumen difficult | **Quality Sustaining Plan and Implementation**  A 60 inch led lighted marquee has been installed in the common area of the college and will be used to display important student information 24/7  Video vignettes are being created by our multimedia department which will inform students about counseling procedures, services, processes, FAQs, etc. Such vignettes will be embedded on the counseling web site and can be viewed in the counseling reception area  A comprehensive and informative orientation has been developed and piloted addressing many student concerns and questions at the onset of their BCC experience  Scanning technology has enable counselors to access SEP interdepartmentally and official transcripts held at the District  Psychological counseling is now available on a consistent basis from a licensed professional  Training is incorporated into monthly counseling staff meetings  2 full-time counseling positions are in the process being hired  **Success Stories**  Success rates of student who received counseling services averaged 3.5 percentage points higher than the overall college rates over the last three years.  Fall to fall persistence rates for students who received counseling services averaged 8.5 percentage points higher than the overall college rates over the last three years.  BCCO - A more comprehensive and informative orientation has been developed and piloted addressing many student concerns and questions at the onset of  their BCC experience  E-counseling has been implemented | Prioritize hiring of full time counseling faculty to reflect 1:900 counselor student ration – (2) 1.0 FTE counselors are being recruited  Prioritize hiring of 1.0 FTE staff assistant  Continue to expand BCCO – a cohort group orientation and counseling designed for high school graduates  Initiate BCC and feeder high school counselor communication - a breakfast event has been scheduled  Update current SARS system to include texting and early alert features  Funding for general counseling staff development |
|  | ***DSPS*** |  |
| **Negative Impact of Budget Cut** | **Quality Sustaining Plan and Implementation**  **/Success Stories** | **Quality Program Maintenance Recommendation** |
| **Negative impact**  Since the 2008 – 2009 academic year statewide funding for DSPS has been reduced by approximately 45%. Between 2009-10 and 2011-12, the district contribution was also cut in half. This reduction in the budget affected DSPS ability to:  - hire and retain full-time program staff  -provide quality and mandated services to students in a timely fashion  - purchase, upgrade, and maintain software and hardware tools for both DSPS staff and student use, and  -staff and equipment assistive technologies for students (i.e. digital recorders, SmartPens, alternate media players, assistive learning devices, etc.)  -make payments to vendors serving DSPS populations in a timely fashion | **Quality Sustaining Plan and Implementation**  In 2011 – 2012, the district contribution to BCC DSPS was resorted to the FTES level. This contribution allowed DSPS to continue to  -serve students with disabilities throughout the entire school year, including summer sessions  - fill the vacancy of a full-time LD Specialist. The specialist was hired to coordinate the LD program and services, develop curriculum for a learning strategies course designed to assist students with learning disabilities to identify and use strategies for studying. It is anticipated that this class will be offered in the fall 2013 semester  -proceed with filling the vacancy of a full-time Coordinator / Counselor for DSPS.  Through college-wide and district-wide effort, BCC DSPS  -has purchased necessary hardware and software to serve DSPS students  -continues to identify ways to support the program’s need for an AT center, testing accommodations space, and staffing for the front office.  Continues to serve students with disabilities in-person or online by enhancing and updating the DSPS website, to include updated DSPS student and BCC faculty handbooks  Provides DSPS students with disability related and academic counseling to assist with accessing the programs and services available at BCC    **Success Stories**  DSPS student success rates for are equal to or higher than non-DSPS students.  The number of DSPS students has increased by 3% since 2009-2010 year and enrollment continues to grow annually.  DSPS is working with the Department of Rehabilitation (DOR) to refer people with disabilities to BCC programs.  In fall 2012, the Associated Student Body of BCC is working with DSPS to improve the participation and visibility of BCC students with disabilities on campus. | Enhance college-wide and district-wide coordination and support to:  increase DSPS student’s access to  -mental health counseling,  -tutoring services, e.g., math and science tutoring, peer tutoring.    Enlarge funding sources by  -label disability type adequately  -ensure the submission of MIS data accurately and in a timely fashion  Close the communication gap among faculty, staff, and administrators.  Offer college-wide training regarding DSPS and ADA to the entire college community.  Train students in the use of assistive technologies to improve their academic success  Strengthen the network between DSPS and local agencies that serve people with disabilities: DOR, Center for Accessible Technology, and UC Berkeley’s College Internship Program  Designate an assistive technology (AT) lab to serve the increasing demand by DSPS students who use such technologies to access and complete their coursework |
|  | ***EOPS/CARE/CalWORKs*** |  |
| **Negative Impact of Budget Cut** | **Quality Sustaining Plan and Implementation**  **/Success Stories** | **Quality Program Maintenance Recommendation** |
| **Negative impact**  The programs lost over 40% of its annual allocations. Following are the impacts of the budget cut on the quality of the programs’ support services.   * The vacant full-time EOPS/CARE Counselor position was filled with a part-time counselor. As a result, the percentage of students who meet with their counselor three times a semester (Title V requirement) has been reduced by 50%. * The .75FTE EOPS/CARE Clerical Assistant position that has not been increased to a full-time assignment has negatively impacted customer service and timely assistance to program staff.   The unfilled .50 FTE CalWORKs Clerical Assistant position has created a critical shortage in human resources to provide optimum support to students and program staff. | **Quality Sustaining Plan and Implementation**  EOPS/CARE/CalWORKs programs have endeavored to sustain the quality of support services to program students by implementing the following collaborative and supplemental activities   * + - * Students are referred to Graduate Counseling Interns for advising purposes and to counseling staff in other support programs.       * Student Aides paid out of Federal Work Study funds are hired and trained to provide basic support services.       * A book loan program has been created with some program funds and text book donations from students.   **Success Stories**  EOPS served an average of 316 students over the last three years, while the State funded for 100 students only.  EOPS students constitute 11% of BCC’s full-time student population.  Between 2010-12,  -62 students received AA/AS degrees and 13 received Certificates  -33 EOPS students transferred to the UC system and 38 to the CSU system  -52% of EOPS students identified transfer as their primary goal compared to 38% for BCC | The program recommends that the college implement the following recommendations to ensure the maintenance of quality educational support services and programs.   * + - * Fill the vacated 1.00 FTE counseling faculty position. The service has been provided by a .67 FTE EOPS adjunct counselor.       * Increase the current EOPS .75 FTE Clerical Assistant position to 1.0 FTE.       * Adequately staff CalWORKs program, e.g., hiring a .50 FTE Clerical Assistant.       * Increase district contribution needed to augment funds for book vouchers. |
|  | ***Financial Aid*** |  |
| **Negative Impact of Budget Cut** | **Quality Sustaining Plan and Implementation**  **/Success Stories** | **Quality Program Maintenance Recommendation** |
| **No negative impact**  There is no negative budget impact.  The resources have actually increased and additional human resources have been added. | **Quality Sustaining Plan and Implementation**  Decrease the number of adverse audit findings;  Create an outreach program by offering financial aid workshops;  Distribute the SLO surveys on the months of October, November, December, and January;  Increase financial aid recipients by implementing appointment system to facilitate faster completion of files which would result in quicker disbursements for students.  **Success Stories**  In 2010-11, in total of $6.87 million of various financial aid was awarded to BCC students, an increase from $6.34 from prior year.  The number of Pell Grant recipients increased by 43% from 1,098 in 2009-10 to 1,571 in 2011-12.  The amount of Pell award increased by 47% from $3.45 million in 2009-10 to $5.07 million in 2011-12.  More than 80% of financial aid recipients are from an ethnic minority background | High technology improvements: We need to have an automatic system, as of now it slows down the process and it takes longer for students to find out their current financial aid status.  HigherOne: The Peralta CC District needs to works with HigherOne to implement a more efficient and effective process.  People Soft: People Soft needs to be reprogrammed to make it more convenient and user-friendly for both staff and students. |
|  | ***Health Services*** |  |
| **Negative Impact of Budget Cut** | **Quality Sustaining Plan and Implementation**  **/Success Stories** | **Quality Program Maintenance Recommendation** |
| Health Services is a centralized service.  There has no comprehensive health services delivered at BCC. Students are been referred to health services located at Laney. | **Success Stories**  BCC  -received on-site personal counseling two days a week  -received on-site HIV testing 2-hour, monthly services  -received a 16-month metal health service grant, hired on-site grant supervisor, and developed a plan to provide peer advisor training  -is developing a contract to offer 4-hour weekly health services designed for the youth. | To begin to offer health services to BCC students similar to the existing services on other campuses, BCC will continue to identify partners, apply grants, and work with on-campus instruction program: Public Health Services  Adequate space and facility will have to be identified and developed to offer health services on campus. |
|  | ***Out- and In-Reach/Student Ambassador*** |  |
| **Negative Impact of Budget Cut** | **Quality Sustaining Plan and Implementation**  **/Success Stories** | **Quality Program Maintenance Recommendation** |
| **Negative impact**  The budget cuts have affected the Program’s ability to:  - support many of the student success programs inside the college, Persist, EOPS, First year experience, etc.  -reduce community event participation  -weaken college information delivery to the general public.  - develop adequate plan to serve the community and the college as a whole; the lack of funds supporting Student Ambassador services has added unnecessary workload to “chase after funds,”  -play a proactive and active role on campus and in the community | **Quality Sustaining Plan and Implementation**  Redirect out-reach to in-research by providing support to entry services, e.g., student using PASSPORT, CCCApply, financial aid, campus tours, BCC student photo ID.  Develop and implement an intensive Student Ambassador Training plan using SLO findings as a foundation.  Update and upgrade BCC Student Ambassador web page  **Success Stories**  Playing a vital role in assisting students with entry services, e.g., admissions and records, especially during peak registration period.  Connecting BCC with the local communities.  Receiving positive feedback from the users and student ambassadors about the services and experiences. | Establish a data base for community outreach/in-reach locations and populations  Create a data file tracking the impact of outreach/in-reach activities  Utilize electronic network such as Facebook, twitter, etc. to compensate in-person services  Establish and maintain an adequate BCC Student Ambassador budget at the college level for service planning and implementation |
|  | ***Student Activities*** |  |
| **Negative Impact of Budget Cut** | **Quality Sustaining Plan and Implementation**  **/Success Stories** | **Quality Program Maintenance Recommendation** |
| **Negative impact**  Student Activities Office at BCC has experienced a major reduction in resources: the only staff position was cut, that has resulted:  -Inconsistent advice and sporadic support provided to ASBCC and clubs  -Added workload to faculty, administrators, and classified staff  -Finance audit findings, including missing checks, cash receipts, and unbalanced accounts  -A lack of student participation at the college and district shared governance structure  -A lack of student representation at the state level, e.g., student association general assembly | **Quality Sustaining Plan and Implementation**  Support ASBCC to effectively serve its role:   1. to increase the student voice on campus through participation on shared governance meetings, 2. to increase club participation, and 3. to assist students with obstacles they may encounter on campus.   Advise ASBCC and clubs to follow constitutions, by-laws, and PCCD policy and procedures;  Conduct student elections annually.  **Success Stories**  A portion of the responsibilities of the 1 FTE eliminated position have been shared by several administrators, faculty and staff members from BCC, as well as UC Berkeley BCC Service Community. Due to the help of these volunteers, the 2012 ASBCC is well organized, dedicated, with 17 active student clubs.  Program Review recommendations have been integrated into decision-making process at both college and district levels.  Resources have been partially identified to meet needs summarized from previous program reviews. For example, the size of student activity space tripled between 2009-10 and 2011-12. New furniture and computer equipments have been purchased and installed.  BCC continues to try to identify resources to meet the need for personnel. | The program needs to continue to rely on shared resources from other offices and divisions through collaboration and coordination, to provide partial support services to ASBCC and student clubs.  ASBCC and clubs recognized the need and have passed a resolution to request for a full-time faculty/staff advisor. |
|  | ***Transfer & Career Center*** |  |
| **Negative Impact of Budget Cut** | **Quality Sustaining Plan and Implementation**  **/Success Stories** | **Quality Program Maintenance Recommendation** |
| **Negative impact**  Over the past several years, this department has experienced a reduction in resources in terms of reducing and in some cases eliminating funds for supplies, software license fees, professional development, and travel.  Most recently, this department experienced a reduction in resources due to mandatory furlough days for staff (resulting in closing the center on these days). As long as furlough days continue to be required, and staffing is not expanded, the hours of operation in the center will be impacted. As of the writing of this report, October 2012, four furlough days are anticipated. | **Quality Sustaining Plan and Implementation**  Track & document Advance Student Access, Success & Equity;  Expand, Increase and Engage Our Communities & Partners;    Create a Culture of Innovation & Collaboration;  Develop Resources to Advance & Sustain Mission;  Tools on the internet will continue to be highlighted on the Center’s webpage, and given occasional center closings for staff furlough days, the center presence on-line will allow access to many resources.  **Success Stories**  The Center frequently and regularly offers transfer and career events. In 2011-12: Transfer Day in the fall semester; Transfer Night in the spring semester; 5 4-year campus tours; Career Pathways Expo in the spring semester; on average 10 campus visits per month by four year representatives; and monthly workshops.  The number of transfers to UC and CSU increased by 13%, from 174 to 196, over the past three years.  The Center received very positive feedback from its users through Student Learning Outcome assessment survey. On a 5-point scale, rankings of the seven items on the SLO survey ranged between 4.4 and 4.9.  To enhance career information services, the Center received a grant to add one 0.5 FTE student assistant with expertise in career technical programs. | Our campus enjoys the reputation of having a very high transfer rate, and transfer curriculum courses are central to the college’s academic offerings. As long as funding and staffing remain steady for the Transfer & Career Information Center, the transfer rate should remain strong.  This department has relied on grant funding to cover some of the resource needs (annual software site license fees, for example). Budgeting for department needs is part of planning and preparation for implementation of the district-wide budget allocation model that is expected this academic year, and will bring additional funding to BCC. |
|  | ***Veterans Affairs*** |  |
| **Negative Impact of Budget Cut** | **Quality Sustaining Plan and Implementation**  **/Success Stories** | **Quality Program Maintenance Recommendation** |
| **Negative impact**  The Veteran Services program has never had specific resources dedicated to the program.  Nonetheless, the number of VA students more than doubled over the last few years, while the demanded workload increased from 0.25 to 0.75 FTE.  Due to the end of the war, an increased headcount is expected over the next two years.  Resources will be required to keep up with the increased demand. | **Quality Sustaining Plan and Implementation**  Continue to serve VA students in-person as well as online;  BCC Veterans club is now formed for all veteran and non-veteran students in Peralta;  Provide counseling & services to assist with the transition back into the community and civilian life;  Create a network with other veteran services organizations.  **Success Stories**  The number of veteran students served by at BCC VA Office has increased over 57% since 2009-10 and enrollment continues to grow annually.  Retention rate of VA students in fall 2011 at BCC (80.2%) was 8 percentage points higher than the overall rate at BCC (72.5%).  Success rate of VA students in fall 2011 at BCC (72.8) was 7 percentage points higher than the overall rate at BCC (65.6%).  BCC is working with the Oakland Veteran’s Center an outreach program to assist veteran students to stay in school.  In fall 2012, BCC veteran’s started a Veteran’s Club to assist and organize veteran students on campus. The club is open to all veteran and non-veteran students at all four of the Peralta Community College campuses. | To maintain current quality of services, a dedicated location with computer access for veterans would assist them to apply for their benefits, obtain information on all services available to them and encourage them to seek help when needed.  Resources will be required to keep up with the increased demand. With the increase in the troops coming home, we anticipate an increase over the next few years.    Another program, VRAP, was initiated in July 2012. This is a one year retraining program for veterans between the ages of 35 and 60, and is geared towards training programs at community colleges. The fall 2012 semester at BCC is the first semester veterans have been awarded these funds and VRAP constitutes 7% of the current veteran population at BCC. A number that is expected to grow. |