



Berkeley City College

2012-13

ADMINISTRATIVE PROGRAM REVIEW

Student Services

Supervising Managers:

Dr. May Kuangchi Chen, Vice President for Student Services
Brenda Johnson, Dean of Student Support Services

Table of Contents

CONTENT	PAGE
MISSION	3
FUNCTION	3
ORGANIZATIONAL CHART	4
MANAGEMENT POSITIONS - SUMMARY OF RESPONSIBILITIES	5
STUDENT SERVICES DECISION-MAKING PROCESS: Integrate Program Review into Decision-Making Process	6
STUDENT SERVICES FUNCTION ALIGNMENT WITH PCCD AND BCC STRATEGIC DIRECTIONS: 2011-12 AND 2012-13 GOALS, STUDENT SERVICES MAJOR ACTIVITIES AND ACCOMPLISHMENTS	8
EVIDENCE SUPPORTING STUDENT SERVICES ACTIVITIES AND ACCOMPLISHMENTS:	17
STUDENT SERVICES INFORMATION BY PROGRAM: EXECUTIVE SUMMARY, SUCCESS STORIES, FUTURE ACTION PLANS AND PROGRAM RESOURCES NEEDS	18

Berkeley City College STUDENT SERVICES

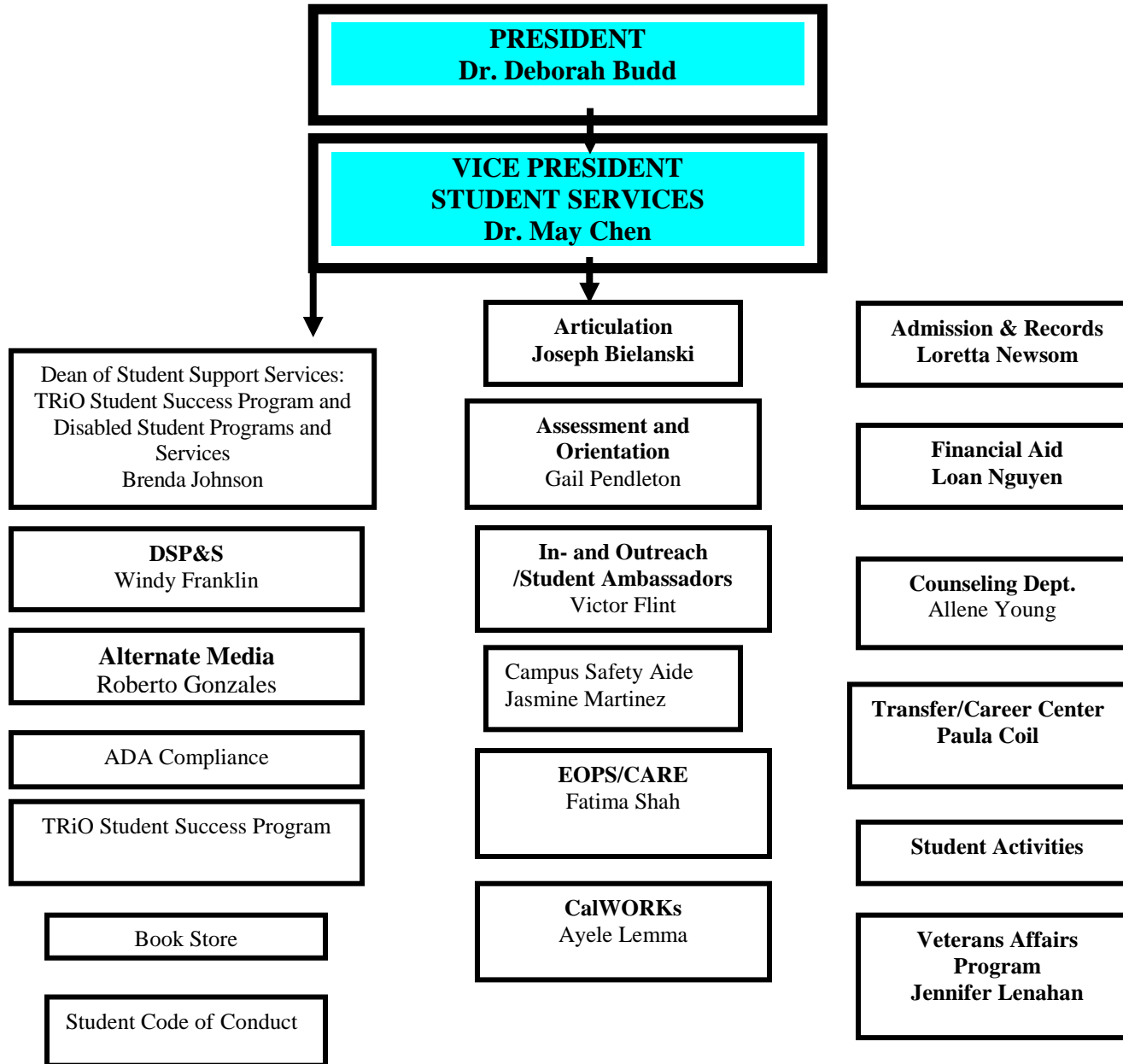
I. **MISSION:** Transforming lives by providing student support services aiming success

II. **FUNCTION:**

The division of Student Services at Berkeley City College provides services to students, supports instruction, and fulfills the mission of the College. The division assists students in developing the "whole student" or a student's intellectual capacity and achievement, emotional make-up, physical condition, social relationships, vocational aptitudes and skills, moral values, economic resources, and aesthetic appreciations.

Through innovation, cooperation, and collaboration, Student Services at BCC supports day-to-day operation of admissions and records, financial aid, outreach and college application, placement assessment and orientation, counseling (academic, general, personal, and career), Program for Students with Disabilities (DSPS), EOPS/CARE and CalWORKs, TRiO, transfer and career services, student activities and associated students, student discipline, and selected on-site student health services.

III. Organization Chart



IV. MANAGEMENT POSITIONS - SUMMARY OF RESPONSIBILITIES

Vice President of Student Services

1. Serves as Chief Student Services Officer of Berkeley City College and coordinates with other Student Services leaders within the District.
2. Exercises oversight of the Student Services divisions of College
3. Provides overall leadership to the College in assessment and orientation, out-reach and in-reach, counseling, Veteran Services, transfer and career services, programs and services to students with disabilities (DSPS), student activities and clubs, TRiO, Extended Opportunity Programs and Services (EOPS), CARE, and CalWORKs
4. Works with the district office and provides day-to-day support to admissions and records, health services, and financial aid
5. Oversees activities of Office of Student Services as detailed in Mission Statement.
6. Coordinates and collaborates with Office of Instruction of the College
7. Provides college-level coordination and oversight for the program review and Student Learning Outcomes planning process and implementation.
8. Provides college-level oversight for advisory committees forming and meeting related to student services at the colleges.
9. Leads grant development activities at the division and college level, and coordinates with the district in grant applications.
10. Provides administrative oversight for the counseling faculty tenure review and evaluation processes.
11. Conducts staff hiring, evaluation, and improvement activities.
12. Interprets and ensures compliance with federal and state statutes and regulations, the rules and policies of the Board of Trustees and the administrative directives of the Chancellor as they affect educational and student support services of the College.
13. Supervises the completion of reports as necessary or appropriate for federal, state and local agencies including various reports and data submissions required by the State Chancellor's Office for California Community Colleges.
14. Reviews legislation affecting student services and communicates with faculty and staff at the College.
15. Oversees and implements district and college policies and procedures in grievance and student code of conducts.
16. Serves on the Leadership and Roundtable at the College, and District committees as a voting member
17. Coordinates and hosts district wide Student Services Vice Presidents' and Deans' meetings
18. Acts in the absence of the President as directed.

Dean of Student Support Services

1. Leads, plans, supervises, coordinates and evaluates all programs and services in Disabled Students Programs & Services (DSPS) and Trio Student Success Grant Project for effectiveness and efficiency. Develops, plans and implements work schedules to ensure necessary coverage during regular and peak periods and certifies all payrolls. Develops and implements plans, procedures, goals and objectives for Trio and DSPS in accordance with policies and guidelines at the district, state, and Federal levels.
2. Coordinates programs and services with other Student Services offices and departments to ensure most effective staffing and service delivery. Provides leadership in the new and emerging technologies in support of student success for DSPS and Trio student populations.

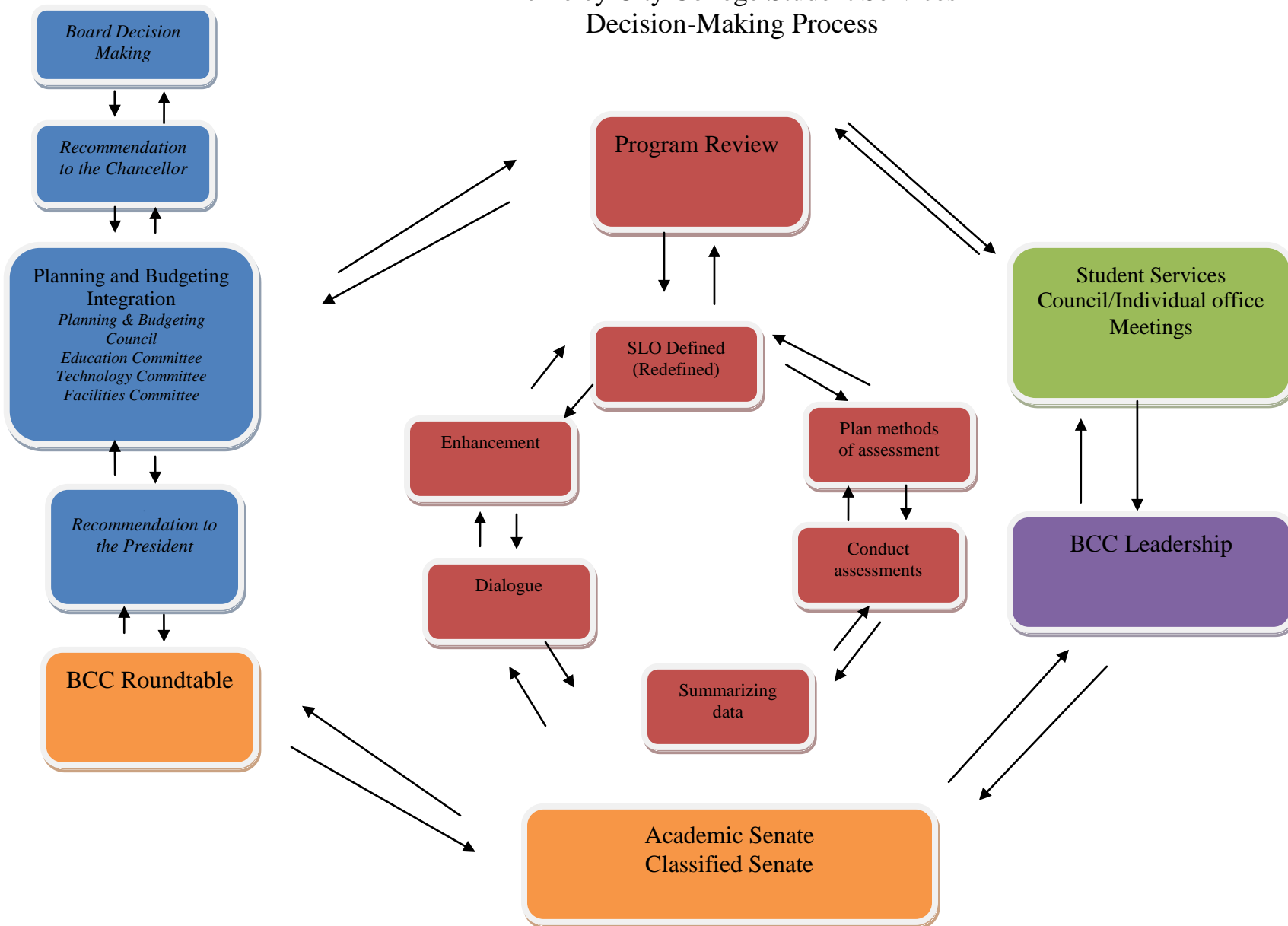
3. Works with faculty to develop academic and support services and curricula for Trio and DSPS student populations.
4. Provides leadership for and participates in the recommendation for selection of faculty and staff; and supervises, motivates, trains and evaluates faculty and staff in DSPS and Trio.
5. Supports a climate that promotes and expects innovation, cross-cultural effectiveness and improved service to students and the community. Works with advisory committees and outside evaluators.
6. Chairs or serves on college committees; participates in local, regional, statewide, and national meetings; maintains compliance with division, district, state, and federal regulations; prepares and distributes required reports. Chairs the Trio Student Success Taskforce, coordinate meetings, set agendas, and maintain meeting records
7. Manages the program budgets and reporting for the Trio/DSPS in collaboration with BCC Student Services and Instruction, college and district accounting staff
8. Establishes and maintains accurate, timely and complete recordkeeping processes, ensuring that all grant/categorical program reporting requirements and restrictions are observed and works In conjunction with the business office, coordinates and compiles data and prepares grant/categorical program reports
9. Administers data regarding participants and program outcomes, conducts research regarding program effectiveness and student tracking, creates and/or archives project documentation
10. Communicates an informed understanding of the objectives and outcomes of Trio and DSPS to grant/categorical program staff, administrators, other college personnel, and the grant/ categorical program officer
11. Counsels students, including those referred for specialized assistance. Responsible for maintaining files, records, facilities, equipment and supplies.
12. Plans and develops outreach programs for DSPS and Trio programs; determines needs and makes appropriate referrals and follow-up arrangements with relevant service agencies and local high school contacts; and encourages underrepresented and disadvantaged students to enroll in appropriate educational programs, including, but not limited to DSPS and Trio.
13. Promotes and supports developmental education, tutorial services, selected academic success strategies, learning communities and other motivational services to nurture a campus climate conducive to the success of educationally and socio-economically diverse current and prospective students for Trio and DSPS students.
14. Performs other related duties as assigned.

V. STUDENT SERVICES DECISION-MAKING PROCESS: Integrate Program Review into Decision-Making Process

In order to increase institutional effectiveness, Berkeley City College Student Services has integrated Program Review into a complete decision-making process. Through Unit Plan, Program Review, Student Learning Outcomes and the shared governance process, Student Services Division within Berkeley City College clarifies, streamlines, and prioritizes its many actions plans, action items, and initiatives and develops a comprehensive implementation plan complete with performance measures.

Please see the integrated decision-making process in a diagram below.

Berkeley City College Student Services Decision-Making Process



**VI. STUDENT SERVICES FUNCTION ALIGNMENT WITH PCCD AND BCC STRATEGIC DIRECTIONS:
Goals and Accomplishments**

**2011- 2012 and 2012 - 2013 Berkeley City College Goals,
Student Services Major Activities and Accomplishments**

Section	Goal	Activities	Accomplishments
A. ADVANCE STUDENT ACCESS, EQUITY, AND SUCCESS			
A.1.1	Increase the number of Student Education Plans (SEP) for Berkeley City College (BCC) first-year students by 30% through one-stop group orientation, placement and counseling, and require students to meet with counselors in group or individual settings before the end of their second semester to create an SEP that aligns with their major and career goals	<p>Offered one-stop group orientation, placement and counseling, and developed SEP for students through BCCO and other organized effort, e.g. Inviting first-year students to meet with counselor to develop and/or update their SEPs.</p> <p>Began to fully implement First Year Experience in Spring 2013.</p>	<p>Over 400 new students participated BCCO since Spring 2012.</p> <p>Increased the number of SEP by 66% since the beginning of 2012-13.</p> <p>BCC has been officially invited by Berkeley High School to attend community college fair and Junior College Day.</p> <p>10% of the 700 freshmen invited to develop/update SEP in Fall 2012 responded and SEP completed.</p> <p>100% of EOPS/CARE, TRiO, DSPPS, PACE, and TRiO students meet counselors and developed SEPs.</p>

A.2.1	<p>Implement effective practices for improving foundational skills by increasing student persistence, retention and transfer through early entry into a program of study; supporting accelerated, contextualized or integrated instruction; and advocating for additional student support services, such as tutoring and extended library hours.</p>	<p>Reached out to students with undecided majors and invited them to attend career exploration workshops.</p> <p>Offered career counseling courses and other individual and/or group support.</p> <p>Enhanced services designed for and offered to targeted student populations: EOPS/CARE, CalWORKs. TRiO, etc.</p> <p>On campus, BCC integrated Student Success Initiatives into College Goals for general and targeted student populations.</p> <p>A comprehensive BCC Student Success Strategy presentation was made to APAHE in April 2013. A BCC Student Success Retreat is conducted on Friday, May 13, 2013.</p> <p>CSU Easy Bay conducted two transfer workshops for EOPS/TRiO students. TRiO students made two campus trips to 4-year institutions.</p> <p>Enhanced financial aid services, including workshops and additional office hours and by-appointment services informing students about up-to-date financial aid rules and regulations.</p>	<p>Offered additional/extended student support services to both day and evening students through extended office hours during peak registration period, as well as regular semester terms. For example, in 2012-13, Counseling Services open to 7 pm Monday through Thursday.</p> <p>Student Success ScoreCard findings are reviewed, several meetings including a retreat has been conducted, and BCC has begun to draft success strategies.</p> <p>The 2012-13 EOPS/CARE graduates (N=39) represented 15% of 2013 BCC graduates, while total number of EOPS/CARE participants (N=200) only represent 3% of BCC student body.</p> <p>In average, 10 financial aid workshops are conducted per semester on- and off-campus, including Berkeley Adult School.</p> <p>Total number of financial aid awards increased by 7.7% in 2011-12 from prior year's 9,989 to 10,756. Total amount of financial aid award increased by 27.4% from \$6.8 million to \$8.7 million.</p>
-------	--	--	--

A.2.2	Initiate a faculty advisor program.	BCC counselors presented at Academic Senate meeting a draft joint work plan.	Through a joint effort between student services and instructions, a draft BCC academic advisement model has been developed, discussed, and to be piloted in Fall 2013. While counseling faculty providing counseling services and instructional faculty offering academic advisement, a joint effort will be made by both parties to fill the service gap.
A.2.3	Offer online student services for tutoring and counseling.	<p>eCounseling has been developed, enhanced, and conducted since 2012.</p> <p>Began to explore the possibility of purchasing online tutoring package that would be suitable to BCC Student population.</p> <p>All student services increased its online services, via phone, and email.</p>	<p>During 2012-13, over 120 of eCounseling were provided online.</p> <p>30 students per semester receive online career exploration resources in Transfer and Career Information Center.</p>
A.2.4	Increase BCC's non-resident student population through outreach and enhance their success through support programs.	Researched and presented information regarding California Dream Act and AB 540 at the national and college levels to enhance the understanding of non-resident students who may be eligible for in-state tuition and applying for and receiving state scholarships that would support access and success.	<p>BCC Non-resident FTES increased by 13% between 2011-12 and 2012-13.</p> <p>In 2012-13, BCC generated 31% of international student FTES district-wide, in comparison with 20% of total FTES.</p>

A.3.1	<p>Develop partnerships with local high schools to create a clear pathway from high school to BCC to 4-year institutions. Gather data that identifies students from local high schools and increase by 20% the number of historically under-represented students by June 2014.</p>	<p>Enhanced collaboration with local feeder schools by offering counselor breakfast meeting, attending all local high school college fairs, including weekdays, evenings and weekends to Albany, Emeryville, McGregor, San Leandro, Berkeley Adult School, Berkeley High, etc.</p> <p>Enable incoming freshmen who will be new high school graduates to enroll as full-time regular students by removing their HS hold.</p>	<p>Four or more major feeder schools organized 2013 graduates to attend placement assessment, orientation and SEP development.</p> <p>Over 150 incoming BCC freshmen attended BCCO in spring 2013.</p> <p>Participants include a high percentage of historically under-represented students, e.g., first time college students, ethnic minorities, low SES students.</p> <p>Ethnic minority student representation increased by 0.3% in merely one year from 73.8% to 74.1% between Fall 2011 and Fall 2012.</p> <p>BCC begin to collect student contact information in order to establish cohort data for follow up.</p>
A.3.2	<p>Pilot and assess innovative programs designed to increase student persistence among historically under-represented groups, and assess current learning communities' fall-to-fall persistence rates.</p>	<p>Continued to enhance programs and serviced designed to increase persistence, e.g., orientation and placement assessment, counseling.</p> <p>EOPS served an average of 316 students over the last three years, while the State funded for 100 students only.</p>	<p>Persistence rate of students who received orientation at BCC in Fall 11 is the highest among the rates of the four PCCD colleges. Both retention and success rates of students who received orientation at BCC in Fall 11 are the highest among the rates of the four PCCD colleges.</p> <p>Fall to fall persistence rates for students</p>

			who received counseling services at BCC averaged 8.5 percentage points higher than the overall college rates over the last three years; while success rates of student who received counseling services averaged 3.5 percentage points higher than the overall college rates.
A.4.1	Provide faculty development opportunities on effective teaching techniques, updated instructional information (learned and shared), and shared vision regarding instructional goals and outcomes, in conjunction with the assessment of instruction and student services.	Offered workshops regarding the development and implement SLOs for student services.	100% student services programs have completed the development and implementation of SLOs. Over 80% of student services program have already, and 100% will close the loop of SLO assessment and apply findings as the foundations for program improvement by fall 2013.
A.4.2	Institute a student peer education and mentorship program to assist fellow students. Institute a mentorship program with BCC faculty, staff and administrators each adopting 5-10 students as mentees.	BCC Service Community (BCCSC) initiated transfer peer adviser model on campus, and provided transfer advisement by sharing personal strategies with BCC students who are interested in transfer.	80 BCC students have been offered admissions to transfer to UC Berkeley in 2013.
B. ENGAGE AND LEVERAGE PARTNERS			
B.1.1	Strengthen community partnerships to enhance career pathways.	Based on Spring 2012 BCCO survey findings, 2012-13 BCCO increased the information sharing about CTE programs offered by BCC.	At least 250 more BCCO participants received enhanced information on CTE programs and career pathways.
B.1.2	Ensure currency and viability of CTE programs. Create a master list of community partners, assess strength of partnerships, and network to expand	BCC Transfer and Career Center increased its career services through one part-time student employee.	BCC Transfer and Career Center re-instituted Transfer and Career Advisory Committee.

	partnerships.		
B.1.3	Develop and communicate a shared vision for grants, career technical education, foundational skills, and learning communities that helps to achieve the college mission.	BCC has completed grant application for Perkins, and is participating PCCD with the preparation of Alameda County Mental Health grant extension and renewing a HIV testing contract with Berkeley Free Clinic.	<p>Through grants and contracts, BCC began to offer on-site mental health individual counseling since 2011-12 and peer counseling since 2012-13.</p> <p>One faculty is certified to serve as mental health peer advisor supervisor, while 4 public health students are certified to serve as peer advisors.</p> <p>In Spring 2013, mental health peer advisors began to offer support to BCC students who are under stress.</p>
C. BUILD PROGRAMS OF DISTINCTION			
C.1.1	Maintain three-year cycle of assessing institutional learning outcomes by completing assessment --including "closing the loop"--of two ILOs, as well as related courses and programs, by June, 2013.	Developed SLOs for all student services programs, conducted SLOs assessments, and included findings in Fall 2012 Program Review for future program improvement plan.	Incorporated SLO findings into program reviews, completed Accreditation follow-up report, and received a preliminary full accreditation status from the visiting team.
C.1.2	Through program review and annual program updates, incorporate learning outcomes assessment into budget allocation processes and plans.	Completed SLO and program reviews; organized and prioritized program needs, and submitted program needs to BCC and PCCD for funding.	<p>By 2013-14, BCC counseling will double its 2011-12 counseling faculty FTE from 3 to 6. In 2012-13, 2 new counseling faculty positions are added; the other two hiring were completed for positions left open due to retirement.</p> <p>1 FTE and Wed. evening coverage</p>

			<p>have been added to A&R staffing.</p> <p>Completed purchasing requests for supplies, equipment, and other needs.</p> <p>BCC received funding for both faculty and staff positions for 2012-13 and 2013-14.</p>
C.2	Submit the March 15, 2013 ACCJC College Status Reports on Student Learning Outcomes implementation, documenting that BCC has successfully achieved “proficiency” level.	BCC submitted its Annual Assessment Report, 2013 annual Report, and BCC/PCCD follow-up report to AACJC by 3/15/2013.	BCC has received a preliminary letter from AACJC with a full accreditation granted to BCC.
C.3.1	Position BCC as one of the top STEAM (Science, Technology, Engineering, Applied Arts, and Math) community colleges in California	Enhance communication and coordination with Berkeley High School STEM disciplines and with Oakland Tech.	STEM courses generate more than 1/3 of Fall 2012 FTES.
C.3.2	Increase BCC’s transfer rate, particularly of under-represented, under-served, and non-traditional populations.	<p>BCC TCIC partners with four-year colleges and universities with an average of 10 colleges or universities come monthly to BCC either to meet individually with students or to work with larger groups through tabling.</p> <p>The TCIC also sponsors an annual Transfer Day attended by 50+ campus representatives from California and out-of-state colleges/universities.</p>	

C.3.3	Increase the number of Associate Degrees for Transfer (AA-T and AS-T) per SB 1440, and work to increase student completion of these degrees.	<p>Instruction leaders have been developing and implementing AA-T and AS-T. Counseling faculty members have been advising students seeking for AA-T and AS-T.</p> <p>BCC Transcript Evaluator extended evaluation of 2013 degree/certification awards for completion/graduation.</p>	<p>The number of 2013 BCC degree/certificate recipients is approaching 400 - doubling the highest number of awards, 201 in 2011-12; almost tripled the total awards of three years ago.</p> <p>The 2013 degree awards include a significant number of AAT and AST.</p>
D. CREATE A CULTURE OF INNOVATION AND COLLABORATION			
D.1.1	Expand district-wide and college coordination and collaboration in all instruction and student services areas to increase efficiency and effectiveness in serving students.	<p>Continued to participate in district-wide committee meetings to develop and expand strategies to increase efficiency and effectiveness, e.g., Planning and Budget Committee, Education Committee, Dean and VP meetings.</p> <p>BCC EOPS/CARE conducted a district-wide Student Success meeting to share and indentify innovative strategies to improve EOPS/CARE student success.</p>	<p>District-wide joint efforts include Budget Allocation Model implementation, budget and planning integration, education services related policy and procedure updates, shared student services office hours among the four colleges, etc.</p> <p>College joint efforts include First Year Experience, BCCO, Academic Advisement Model, etc.</p>
D.2.1	Analyze existing technological structures for their effectiveness and update as needed in order to become more effective in the areas of Technology and Communication	<p>Implemented BCC Technology three-year plan.</p> <p>Incorporated technology needs for Student Services into program review, and submitted to BCC and PCCD Technology Committee.</p> <p>Upgrade and update BCC DSPTS hard- and soft-ware to expand student access to teaching and learning.</p>	Almost all technology needs have been met through college general and/or categorical/grant funds, and or district funding.

D.2.2	Ensure that student support and course evaluation in online classes are equivalent to those offered in BCC's face-to-face classes.	Continued and enhanced eCounseling services. Purchased, updated, and installed various DSPS related software to enable students with disabilities to have equal access to teaching and learning via technology.	
E. DEVELOP AND MANAGE RESOURCES TO ADVANCE BCC's MISSION			
E.1.1	Achieve enrollment target of 3,560 resident FTES and productivity target of 17.5 for resident FTES/FTEF.	Maintain and enhance all student support services designed for access and success. Integrated entry services between instruction and student services to meet student demand for courses and services.	As of 5/13/13, BCC's 2012-13 resident FTES is 3,502.11; this figure does not include final counts of DSCH and positive attendance. Both BCC's Fall 2012 and Spring 2013 productivities of 18.94 and 18.56 exceeded the target of 17.5 and the PCCD average of 18.22 for Fall 2012 and 17.02 for Spring 2013.
E.3.1	Formulate a process to coordinate and integrate grant projects in order to leverage resources and make significant institutional change. Set up grant budgets to track expenditures more efficiently.	Hosted Fulbright Orientation Program for three consecutive years, including summer 2012.	Secured additional net income of \$10,000 for BCC through Fulbright contract in 2012-13.
E.4.1	Ensure that BCC's Response to Recommendation 5 in the March 15, 2013 Follow-Up Report is thorough and effectively addresses the concerns of the Accrediting Commission for Community and Junior Colleges (ACCJC).	BCC submitted its Annual Assessment Report, 2013 annual Report, and BCC/PCCD follow-up report to AACJC by 3/15/2013. Response to Recommendation 5 if thorough and effectively addressed AACJC's concerns.	BCC has received a preliminary letter from AACJC with a full accreditation granted to BCC.

VII. EVIDENCE SUPPORTING THIS YEAR'S ACCOMPLISHMENT

Please see

Accreditation:

<http://www.berkeleycitycollege.edu/wp/accreditation/>

Articulation:

<http://www.berkeleycitycollege.edu/wp/articulation/>

Assessment and Orientation: http://www.berkeleycitycollege.edu/wp/student_service_programs/assessment-orientation/

Associated Students and Clubs:

<http://www.berkeleycitycollege.edu/wp/asbcc/>

Bookstore:

<http://www.bkstr.com/webapp/wcs/stores/servlet/StoreCatalogDisplay?catalogId=10001&langId=-1&demoKey=d&storeId=16453>

CalWORKs:

http://www.berkeleycitycollege.edu/wp/student_service_programs/calworks/

Counseling:

<http://www.berkeleycitycollege.edu/wp/counseling/>

eCounseling: <http://www.berkeleycitycollege.edu/wp/counseling/e-counseling/>

DSPS – PSSD:

<http://www.berkeleycitycollege.edu/wp/pssd/>

EOPS/CARE:

http://www.berkeleycitycollege.edu/wp/student_service_programs/eops/

Financial Aid:

http://www.berkeleycitycollege.edu/wp/financial_aid/

Graduation:

<http://www.berkeleycitycollege.edu/wp/grad/>

Student Service Program Review Homepage:

http://www.berkeleycitycollege.edu/wp/student_service_programs/berkeley-city-college-program-review-summary/

Student Services SLOs and Assessment:

http://www.berkeleycitycollege.edu/wp/student_service_programs/student-services-slo-home/

Transfer and Career Services:

<http://www.berkeleycitycollege.edu/wp/transfer/>

Veteran Affairs:

<http://www.berkeleycitycollege.edu/wp/vets/>

VIII. STUDENT SERVICES PROGRAM INFORMATION

EXECUTIVE SUMMARY, SUCCESS STORIES, FUTURE ACTION PLANS, AND PROGRAM NEEDS

Program	Executive Summary	Success Stories	Action Plan	Program Needs
Admissions and Records	The Admissions & Records (A&R) offices serve as the first point of access to the colleges for new students and the general public. Admissions and Records is dedicated to student access and success by providing accurate, timely and exceptional customer service regarding application, registration and academic policies while providing responsive and respectful service to students, faculty, staff and the community.	<p>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.</p> <p>Degree evaluators have been moved from the District office to the campus A&R to assist students and counselors with graduation and awarding and</p>	<p>Strive to provide efficient, accurate, and timely services that will contribute to the attraction, retention and graduation of a highly diverse student body.</p> <p>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</p>	<p>Human Resources:</p> <p>An additional staff person (.5 P/T Clerical Assistant I) is needed to provide support for the 3 FTE, increase customer service, and cover the evening hours.</p> <p>IT:</p> <p>Electronic Imaging to share documents with other</p>

		<p>posting of degrees and certificates.</p> <p>BCC A&R ranked favorably by student users through Student Learning Outcome (SLO) survey.</p>	<p>integrity and security of confidential student data, in accordance with state and federal regulations and guidelines.</p> <p>Strive to communicate clearly, patiently and politely, whether in writing, in person, by phone or via electronic communication.</p>	<p>departments, eliminates the use of paperwork, and increase the efficiency of staff.</p> <p>Programmer in the District IT Department dedicated to Admissions and Records to maintain and increase the functionality of the PeopleSoft system.</p> <p>Computer Program modification or process that would assist in notifying applicants of input errors prior to the upload into PeopleSoft. This would decrease the number of phone calls and students with problems at the counter.</p>
Articulation	<p>Articulation at Berkeley City College is focused on student access, equity, and success by building transfer course agreements for students who apply to four-year institutions. Students are using “articulation agreements” to make them a competitive applicant for transfer. The full range of articulation includes: the University of California Transfer Course Agreements; the California State University General Education Breadth agreements; the Intersegmental General Education Transfer Course agreements; course-to-course articulation</p>	<p>The Articulation Officer serves as a primary reviewer of new and revised course outlines which are presented to the BCC curriculum committee. This review is now strengthened through the use of the CurricUNET system which requires articulation sign off for courses to move to the curriculum committee for action. Further, the Articulation Officer takes an active role in catalog production and college supplement production to ensure accuracy of articulation/transfer</p>	<p>Maintain:</p> <p>the currency of the baccalaureate lists for the University of California System (UC TCA) and the California State University System (and update that data in CurricUNET);</p> <p>the annual submission of courses for the Intersegment General Education Transfer Curriculum agreement with the University of California System and the California State University System (IGETC) (and update CurricUNET);</p>	<p>Personnel.</p> <p>Increase human resource from .5 to 1.0 FTEF.</p> <p>One designated IT personnel to enhance the PCCD/BCC Articulation web site.</p>

	<p>agreements with various University of California and California State University schools; course-to-course articulation agreements with select independent colleges and universities; and the new Associate Degrees for Transfer (SB 1440).</p>	<p>information which is published in those documents. Major accomplishments are:</p> <p>Completed the updates of UC Transfer Course Agreement (UC TCA) list, the CSU General Education Breadth agreement, and the IGETC (Intersegmental General Education Transfer Curriculum) agreement. Courses approved for the agreement are noted in the BCC catalog and the BCC catalog supplement and are included in the annual update of advising sheets.</p> <p>Updated all survey History course outlines and to submit them for re-review. The submission is complete and all submitted survey History courses have been reapproved.</p> <p>Reviewed all appropriate courses approved for the UC TCA and added to the UC Berkeley Letters and Sciences agreement.</p> <p>Increased the number of courses articulated in the C-ID system and coordinated work with faculty to determine which Berkeley City College</p>	<p>the annual submission of courses for General Education Breadth for the California State University System (CSU GE Breadth) (and update CurricUNET);</p> <p>updates in the ASSIST database and in OSCAR, the official repository systems for all California articulation involving community colleges and public four-year colleges and universities;</p> <p>Be active and involved participation on the Berkeley City College Curriculum Committee; the district Council on Planning, Instruction, and Development (CIPD); the district CIPD General Education Subcommittee; and all sessions of the segments of the California Intersegment Council for Articulation (CIAC), including regional meetings and NCIAC meetings.</p> <p>Respond to four-year college and university requests for course-to-course articulation and major preparation articulation agreements, as well as submitting courses for the University of California, Letters and Science breadth pattern;</p>	
--	--	--	--	--

		<p>courses match the C-ID descriptors.</p> <p>Coordinated with faculty to increase the number of Associate Degrees for Transfer (SB 1440).</p> <p>Responded to articulation requests from four-year colleges and universities for consideration for course-to-course and major preparation articulation.</p> <p>Initiated course-to-course articulation requests to update existing agreements with public four-year colleges and universities.</p>	<p>Review course-to-course major preparation articulation agreements with those schools which BCC students primarily apply to for transfer and consistently work to update those articulation agreements;</p> <p>Keep IGETC, CSU GE, and UCB L&S advising sheets current;</p> <p>Increase the number of articulated courses in the C-ID system;</p> <p>Assist in the development of the Associate Degrees for Transfer, particularly providing necessary transfer documentation</p>	
<p>Assessment and orientation</p>	<p>The Assessment and Orientation Department function is to provide returning and newly admitted students with an initial assessment and orientation experience to the college that empowers them to make sound informed decisions about their academic experience. The department continues to provide 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. The Assessment & Orientation Unit</p>	<p>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.</p> <p>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.</p> <p>Both retention and success rates of students who received orientation at BCC in Fall 09,</p>	<p>Provide more instruction about what to do when test is finished for more clarity.</p> <p>Send assessment results electronically to the Counseling Department to streamline the process.</p> <p>Invite special programs, EOPS, DSPS, CalWORKs, PACE, Persist, TRIO, etc. to present at the orientation.</p> <p>Invite counselors to orientation to make a brief presentation about the assessment test results and</p>	<p>Personnel – 1 FTE clerical assistant to assist with scheduling, and responding to questions and demands.</p> <p>Supplies - additional budget to purchase an adequate amount of assessment tools to meet an increasing demand for placement assessment.</p> <p>IT - the development of online orientation and SARs calling ability</p>

	has been a main function of the college matriculation component since the conception of the school opening and continues to assess the students for proper placement in the appropriate Math, English, or ESL skill levels for greater college achievements.	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.	adequate courses to be taken at BCC.	
Counseling	Berkeley City College offers a wide range of professional counseling services for prospective and enrolled students. Services include counseling and referrals to other on-campus services. The BCC Counseling Department is located on the second floor of the college. Drop-in and appointment counseling is available Monday thru Thursday from 8:30 a.m. to 7:00 p.m. and on Friday from 9:00 a.m. to 1:00 p.m. in order to provide access to all students, including working adults. BCC offers a wide array of professional counseling services for students: Academic counseling, Career counseling, Transfer counseling, High school concurrent enrollment counseling, Veteran's affairs counseling, Basic skills counseling, Probation and dismissal counseling, and Personal counseling	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. E-Counseling has been implemented 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	A led lighted marquee will be programmed, continue to be updated, and display important student information in the common area of the college Video vignettes are currently being developed that will inform students about counseling procedures, services, processes, FAQs, etc. Such videos will be embedded in the Counseling website, as well as being available to view in the Counseling reception area Psychological counseling is now available on a consistent basis from a licensed professional, while a peer mental health adviser model through a grant being implemented on campus	Personnel – 1 FTE classified staff person, 4 FTE counseling faculty Technology and equipment Electronic imaging, Panic buttons in counseling offices, 1 Dedicated division laptop for general counselor's use, Updated SARS that includes such features as early alert, texting, reception wait time monitoring

<p>DSPS</p>	<p>The mission of Disabled Students Programs and Services (DSPS) is to provide services, specialized instruction, and educational accommodations to students with disabilities so that they can participate as fully and benefit as equitably from the college experience as their non-disabled peers. DSPS seeks to work with the entire campus community in order to provide reasonable accommodations for students with disabilities, and to be in compliance with the Americans with Disabilities Act and the Rehabilitation Act of 1973, Section 504. According to the California Community College Chancellor's Office (CCCCO) Data Mart (referred to hereafter as Data Mart), the number of DSPS students served by Berkeley City College (BCC) has increased by 3% over the past three years. The program served approximately 415 students in 2011-2012, representing 6% of BCC students. When compared to BCC campus retention rates, DSPS students were on par with their non-disabled peers in fall 2009. When compared to BCC campus success rates, DSPS students had slightly higher success rates than non-DSPS students.</p>	<p>DSPS student success rates for are equal to or higher than non-DSPS students.</p> <p>The number of DSPS students has increased by 3% since 2009-2010 year and enrollment continues to grow annually.</p> <p>DSPS is working with the Department of Rehabilitation (DOR) to refer people with disabilities to BCC programs.</p> <p>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.</p>	<p>Continue 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;</p> <p>Provide DSPS students with disability related and academic counseling to assist with accessing the programs and services available at BCC;</p> <p>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;</p> <p>Train students in the use of assistive technologies to improve their academic success.</p>	<p>Personnel</p> <p>a full-time Coordinator/Counselor (hiring in progress)</p> <p>a full-time Counselor</p> <p>a full-time Instructional Assistant (IA) for test accommodations and other duties</p> <p>a full-time IA to support an Assistive Technology (AT) lab</p> <p>identify space for an AT lab</p> <p>IT</p> <p><u>Software</u></p> <p>JAWS version 14 (a screen reader for blind students)</p> <p>ZoomText version 10 (screen magnification for low-vision students)</p> <p>MAGic version (screen enlargement for students with visual impairments)</p> <p>Kurzweil 3000 version 13 (text-to-speech and learning tool for students with LD)</p> <p>Kurzweil 1000 (a scan and read productivity tool for blind students)</p>
--------------------	--	---	--	--

				<p>Dragon NaturallySpeaking version 12 Product Suite (speech-to-text tool for students with LD or physical upper extremity limitations)</p> <p>OmniPage version 18 (DSPS staff)</p> <p>MS Office 2010 (DSPS staff and students)</p> <p>ABBYY Fine Reader (DSPS staff)</p> <p>Adobe Acrobat Pro version 11 (DSPS staff)</p> <p>Adobe Illustrator CS6 (DSPS staff)</p> <p>Duxbury version 11 (DSPS staff and students)</p> <p>Scientific Notebook version 5.5 (DSPS staff)</p> <p>MathType version 6.8 (DSPS staff)</p> <p><i><u>Hardware / Equipment</u></i></p> <p>Full-duplex high-speed scanner [Canon DR9080] (DSPS staff)</p> <p>Full-duplex laser color printer [HP Color Laser Jet CP5525] (DSPS staff)</p> <p>Braille Embosser [for text] (DSPS staff and students)</p> <p>**Braille Embosser [for graphics] (DSPS staff and students)</p> <p>PIAF [tactile imaging device] (DSPS staff and students)</p> <p>CCTV (image magnifier for</p>
--	--	--	--	---

				students with low-vision) Braille embosser (Braille printer)
EOPS/CARE/CalWORKs	<p>The mission of the EOPS program is to increase the percentage of underserved and underprepared students, who complete their educational goals including: AA/AS Degrees, Certificates and/or transfer to four-year colleges. The program provides counseling, priority enrollment, progress tracking and intervention, peer advising, transfer assistance and book vouchers.</p> <p>The CARE program provides additional support services i.e. childcare and transportation assistance to EOPS students with children, who receive cash aid from the County Social Services Department and are interested in obtaining job relevant education to break the dependency cycle.</p> <p>The CalWORKs program provides educational and career opportunities to students who are welfare recipients to achieve long-term self-sufficiency. Support services include counseling, childcare, work study and job training.</p>	<p>EOPS served an average of 316 students over the last three years, while the State funded for 100 students only.</p> <p>CARE and CalWORKs served an average of 24 and 66 students respectively in the same three-year period.</p> <p>EOPS students constitute 11% of BCC's full-time student population.</p> <p>Between 2010-12:</p> <p>-62 students received AA/AS degrees and 13 received Certificates.</p> <p>-33 EOPS students transferred to the UC system and 38 to the CSU system.</p> <p>-52% of EOPS students identified transfer as their primary goal compared to 38% for BCC</p>	<p>Decrease the total number of EOPS enrollment to 200 (100% above state cap) by spring, 2013 semester</p> <p>Expand outreach activities to Increase the number of first semester students who submit their application packages before the start of school by 80%.</p> <p>Sign MOU with the Berkeley One-Stop- Center to expand employment opportunities for CARE & CalWORKs students.</p> <p>Increase the number of CARE and CalWORKs students able to create resumes, cover letters and skilled in interview skills by 50%.</p>	<p><u>Human Resources</u></p> <p>Increase current .67 EOPS counseling position to 1.0. Increase the current EOPS .75 clerical position to 1.0 Hire a .50 Clerical Assistant for CalWORKs</p> <p><u>Technology.</u></p> <p>Bar-code scanner and data storage software for book-loan program Heavy Duty Copy Machine 2 Scanners for EOPS computer lab & EOPS Office Fax Machine</p>
Financial Aid	Over 60% of BCC students received financial aid in 2010-11.	In 2010-11, in total of \$6.87 million of various financial	Decrease the number of adverse audit findings by implementing	Staff needs to be increased from current 4.5 to 6 FTE.

	<p>The process of applying for Federal and State financial assistance in theory should be fairly easy for college students in general. However, the process is perceived confusing and complicated for many Berkeley City College (BCC) students who are from a disadvantaged background and who are not familiar with important information for Financial Aid application, e.g., filing income tax return on time.</p>	<p>aids was awarded to BCC students, an increase from \$6.34 from prior year.</p> <p>The number of Pell Grant recipients increased by 43% from 1,098 in 2009-10 to 1,571 in 2011-12.</p> <p>The amount of Pell award increased by 47% from \$3.45 million in 2009-10 to \$5.07 million in 2011-12.</p> <p>More than 80% of financial aid recipients are from an ethnic minority background.</p> <p>Received positive feedback from SLO participants.</p>	<p>policies and procedures for processing of student financial aid files in accordance with Peralta District policies.</p> <p>Create an outreach program by offering financial aid workshops to increase the awareness of eligibility for financial aid in order to increase the amount of recipients who receive the BOGFW and Pell Grants.</p> <p>Distribute the SLO surveys on the months of October, November, December, and January.</p> <p>Increase financial aid recipients by implementing a financial aid appointment system to facilitate faster completion of student files which would result in quicker disbursements for students.</p>	<p>A storage area, a quality filing system, the FA front counter to be located outside the FA office, a computer room to conduct the Financial Aid workshops.</p> <p>Equipment: Three additional monitors, three phone lines, one laptop, and three small printers.</p> <p>High Technology: <i>Electronic Imaging:</i> computers and/or specialized hardware/software to capture (copy), store, process, manipulate, and distribute 'flat information' documents, (transcripts, Student Educational Plan (SEP), and educational supporting documentation) through digitization.</p> <p><i>New system:</i> new financial aid system that enables students to check their FA status from their student account.</p> <p><i>Automatic phone messages:</i> to remind students about important financial aid updates.</p>
<p>Health Services</p>	<p>The mission of Health Services in the Peralta Community College District is to further the equality of the educational opportunity and success for all students by</p>	<p>BCC</p> <p>-received on-site personal counseling two days a week</p>	<p>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,</p>	<p>Adequate personnel, space, and facility will have to be identified and developed to offer health services on campus.</p>

	<p>providing access to health services which promote the physical, emotional, social and spiritual well-being of its students. Health Services is a centralized service.</p> <p>There has no comprehensive health services delivered at BCC. Students are been referred to health services located at Laney.</p>	<p>-received on-site HIV testing 2-hour, monthly services</p> <p>-received a 16-month metal health service grant, hired on-site grant supervisor, and developed a plan to provide peer advisor training</p> <p>-is developing a contract to offer 4-hour weekly health services designed for the youth.</p>	<p>and work with on-campus instruction program: Public Health Services</p>	
<p>In- and Outreach/Student Ambassadors</p>	<p>The mission of Community Outreach/In-reach Services is to have a presence on campus at BCC, and as well in the local community, including schools and community organizations. The main goal for the on campus presence is to assist prospective and current BCC students in receiving necessary information through Passport, website, and in-person. The involvement in the community is one of ensuring that persons of all ages and backgrounds have a clear understanding of all the growth and learning possibilities that exist at Berkeley City College. Furthermore the goal of the Student Ambassador Program is to create an atmosphere where students feel that the college is a place they can readily turn to</p>	<p>Redirect the focus from outreach to in-reach to support access, equity, and success.</p> <p>Playing a vital role in assisting students with entry services, e.g., admissions and records, especially during peak registration period.</p> <p>Connecting BCC with the local communities.</p> <p>Receiving positive feedback from SLO assessment from the users and student ambassadors about the services and experiences.</p>	<p>Establishing a comprehensive community outreach/in-reach program to all feeder locations.</p> <p>Establishing a set data base for community outreach/in-reach locations and populations within these locations.</p> <p>Creating a data file tracking the impact of outreach/in-reach activities</p> <p>Develop and implement an intensive Student Ambassador Training.</p>	<p>A regular and steady operating budget for Student Ambassadors</p> <p>One .5 FTE clerical assistant to support record and document processing</p>

	satisfy their growth and learning needs.			
Student Activities	<p>On March 1, 1976, the Peralta Community College District Board approved Policy 4.45 stating, “Student activities are recognized by the District as an integral part of a community college’s total program. The Student Activities Office at Berkeley City College was established with the belief that college learning extends beyond the classroom. Student Activities provides the basis for opportunities that create an out-of-classroom environment that:</p> <p>Augments classroom instruction by fostering unique and expanded educational, civic, social and cultural experiences. Enhance and prepare students for future civic, social, cultural, and political responsibilities through community service, service learning, and leadership development opportunities. Foster personal growth and facilitate interaction between students, faculty, and administration from varied backgrounds in diverse settings through the organization of social, civic, and cultural activities.</p>	<p>Since the elimination of the 1 FTE staff position, a portion of the responsibilities 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.</p> <p>Program Review recommendations have been integrated into decision-making process at both college and district levels. Resources have been identified to partially meet needs identified 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.</p>	<p>Support ASBCC to effectively serve its role:</p> <p>to increase the student voice on campus through active participation on shared governance meetings, to increase club participation, and To assist students with obstacles they may encounter on campus.</p> <p>Advise ASBCC and clubs to follow constitutions, by-laws, and PCCD policy and procedures.</p> <p>Conduct student elections annually to ensure the continuation of the Associated Students, and student club activities.</p>	<p>Personnel:</p> <p>1 FTE Faculty/Staff Advisor</p>

<p>Transfer and Career Information Center</p>	<p>The Transfer & Career Information Center is a hub of student services activity. Berkeley City College's identity as a transfer institution is strong, and the focus on supporting students to successfully transfer to four year institutions is promoted throughout the campus from basic skills through transfer level classes (which comprise the majority of our class offerings). An active transfer center is vital to reach as many students as possible, and the Transfer & Career Information Center has a solid presence on campus. The coordinator works in partnership with academic counselors who all provide transfer and career counseling to students. The coordinator introduces students to the resources and gives general information for both transfer and career preparation, and offers short trainings for students to effectively use on-line tools for their research and exploration, e.g., assist.org, EUREKA, California Career Café.</p>	<p>The Center frequently offers transfer and career events, for example 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; monthly workshops.</p> <p>The number of transfers to UC and CSU increased by 13%, from 174 to 196, over the past three years.</p> <p>The Center received very positive feedback from its users through Student Learning Outcome assessment survey. On a 5-point scale, rankings of the 7 items measured ranged between 4.4 and 4.9.</p> <p>To enhance career information services, the Center received a grant to add one .5 FTE student assistant with expertise in career technical programs.</p>	<p>Advance Student Access, Success & Equity: track and document increased number of underrepresented students using the Transfer & Career Information Center to identify career and academic goals.</p> <p>Engage Our Communities & Partners: expand number of four year college and university representatives visiting campus, and increase number of internship and scholarship opportunities for BCC students.</p> <p>Create a Culture of Innovation & Collaboration: in-house advisory committee coordinates efforts related to transfer and career information.</p> <p>Develop Resources to Advance & Sustain Mission: specifically related to transfer and workforce development, access CTE funding to provide more career related services, and to create an expanded on-line presence.</p>	<p>Personnel: one 1 FTE career specialist.</p> <p>Space: Double the current size to accommodate both transfer and career services.</p> <p>Technology: Data tracking software, 1 additional desktop unit</p> <p>Fiscal: Annual licensing fees for career development tools, handouts, online membership, etc., \$5,000.</p>
<p>Veteran Affairs</p>	<p>The California State Approving Agency, the Council for Private Postsecondary and Vocational</p>	<p>The number of veteran students served by at BCC VA Office has increased over 57%</p>	<p>Continue to serve VA students in-person as well as online by enhancing, updating and</p>	<p>Financial Need – a specifically designated funding.</p>

	<p>Education, and the Veterans' Administration approves Berkeley City College as a degree-granting institution for veterans and to eligible dependents of veterans seeking educational and vocational training under Title 38, United States Code. The Veterans Affairs Program at BCC (BCC VA Office) provides specialized customer service to members of the various branches of military service, veterans, and their eligible dependents. Specifically, the staff serves as advocates for students by providing information about Berkeley City College, financial assistance and assisting with Veteran's Administration certification of their educational benefits. The VA Certifying Officials for Berkeley City College acts as liaison between the college and the regional VA offices to provide information on college procedures, and to resolve problems regarding eligibility and payment of VA benefits.</p>	<p>since the 2009-10 and enrollment continues to grow annually.</p> <p>The 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%).</p> <p>The 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%).</p> <p>BCC is working with the Oakland Veteran's Center in an outreach program to assist veteran students to stay in school.</p> <p>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 of the Peralta Community College campuses.</p>	<p>upgrading BCC Veterans Affairs Website.</p> <p>In fall 2012, veteran students formed a BCC Veterans club open to all veteran and non-veteran students in the Peralta Community College District. The club meets twice a month and will continue to be expanded.</p> <p>Provide Veteran students with counseling and services to assist transition back into the community and civilian life.</p> <p>Create a network with other veteran services organizations, such as Vocational Rehabilitation and the Oakland Veteran's Center.</p>	<p>Personnel Needs – 1 FTE Veteran Certifying Official, .5 Veteran Counselor, and .5 psychological counselor</p> <p>Facility/Equipment Needs - A designated VA Center, and centralized filing system.</p> <p>Technology Needs - Automated SARS calling service and one VA laptop computer.</p>
--	--	---	--	--