

Peralta Community College District

STUDENT SERVICES ANNUAL PROGRAM UPDATE

ORIENTATION & ASSESSMENT CENTER

Academic Year 2013-2014

I. OVERVIEW		Date Submitted:	11/15/2013
College	Berkeley City College	Administrator:	May Chen
Unit/Area	Orientation & Assessment		
Completed By:	Gail Pendleton		
Mission/History and Description of Service Provided	The mission of the Assessment and Orientation Department is to provide newly admitted and returning students with an initial assessment and orientation experience to college that empowers them to make informed decisions about their academic experience. The department provides students with clear and useful information about their academic skills and the college environment in order to support their active efforts in choosing and achieving their educational goals.		
Student Learning Outcomes (SLOs) <i>(or Service Area Outcomes-SAOs, or Program Learning Outcomes-PLOs)</i>	<p>Student Learning Outcomes (SLO's) for Orientation and Assessment:</p> <p>After attending and participating the orientation and assessment process, a student will:</p> <ol style="list-style-type: none"> 1. Demonstrate understanding of the different English and math courses offered at BCC, and how her/his skills match the course(s). 2. Understand the importance of time management in relation to the course load they are choosing (i.e., plan to spend at least 2 hours on coursework outside the classroom for every unit they are enrolled in). 3. Identify the student services and resources available to assist her/him to be a successful student. 		
SLO/SAO/PLO Mapping to Institutional Learning Outcomes (ILOs)	Collaborate with other BCC departments, VP's, and Deans on specific college strategies related to enhancing Assessment & Orientation. Continue to work with department support groups with issues resulting from self-study. Continue to work closely with the campus IT and District IT Departments to distribute administrative support and college administrative support to accommodate the request.		

II. ASSESSMENT, EVALUATION AND PLANNING

Quantitative Assessments	
<p><i>Include service area data such as number of students served by your unit/area. Include data and recommendations from program review.</i></p> <p><i>Include data used to assess your SLO/SAO/PLOs.</i></p>	<p>. Using Compass English and/or math assessments, the number of students taking advantage of Orientation and Assessment saw an increase in the spring 2011. First, by the end of fall 2012 there was a small increase in Assessment and Orientations over fall 2011. There was an increase in ESL testing during the term as well. Moving forward in to the 2013-14 year it has been a steady increase in students coming to the college to complete their undergrad requirements. This increase indicates a need for add additional staff support to the Orientation and Assessment department, given that this program is at present a one-person</p>

	department, and the workload has increased significantly since moving into the new facility (Sept. 2006).
Qualitative Assessments	
<p><i>Present evidence of community need based on advisory committee input, student surveys, focus groups, etc.</i></p> <p><i>Include data used to assess your SLO/SAO/PLOs.</i></p>	<p>As shown by data from PCCD Institutional Research data, the Orientation and Assessment Program is a very important process with respect to supporting student retention and success at Berkeley City College. This program is important for non-traditional students who are not familiar with the college admission and enrollment process, as well as most first time college students. In addition to the our data we have been requested by the various local high schools to assist them with getting more students enrolled into the 2-year college system and filter the students to the college for continual academic success.</p>

III. Identifying Strengths, Weaknesses, Opportunities, and Limitations

<p>Strengths <i>What are the STRENGTHS of your unit/area?</i></p>	<p>The strength of the Assessment Department is the existing orientation program is strong in that it covers required topics in an efficient, engaging, and consistent manner. The hour long orientation session links with the English and math assessments to provide students with a solid initial experience as they enroll in their first semester</p>
<p>Weaknesses <i>What are the current WEAKNESSES of your unit/area?</i></p>	<p>The weaknesses of the program lie in the need for additional support staff to handle the increasing demand for services by increased student enrollment. Another weakness lies in the lack of a more comprehensive orientation program, one that could provide more breadth in both the assessment and orientation parts of the program. As well as ensuring a greater preparation for counseling, registration and other resources and services that exist at the college.</p>
<p>Opportunities <i>What are the OPPORTUNITIES in your unit/area?</i></p>	<p>The opportunities within this program lie in the flexibility and willingness to adapt and change of the one staff person.</p>
<p>Limitations <i>What are the current LIMITATIONS of your unit/area?</i></p>	<p>Because of the limited staffing and space, the expectations of meeting the college and district FTE for 2013-14 goals may be questionable.</p>

Action Plan for Continuous Improvement

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

As a part of the PCCD Student Success & Student Support Group, the district is currently working on a simplified matrix that will help identify and assist the colleges in complying with the state new mandates.

Currently we are in the process of piloting in fall 2014 an online orientation for all students including disabled, and distant education students. Collaborating with the various departments, services and campus resources the District SSSP Committee is trying to create a well-developed and comprehensive way at each campus to integrate ACT Compass with PeopleSoft System, so that it the test results are immediately sent to download into the PeopleSoft System and counseling will have immediately access to student testing scores for matriculation and FTE.

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

<p>Meet District FTES Target for AY2014-2015</p>	<p>Begin a mobile enrollment services to the various feeder schools, special populations and groups. Verify initial college application process and develop continual bi-annual calendar dates for testing at each high school, adult school, charter and private school and CBO’s.</p>
<p>Increase Student Success</p>	<p>A well-developed process that includes the first four steps of the SSSP; (CCCApply.org, application, A&O, Counseling, and A&R). We as a college will need to make sure that all staff is trained to engage and make sure that each student is properly directed, stays focused, engaged, feels connected to the college and knows that they are a valued and appreciated student.</p>
<p>Increase Persistence <i>Percentage of degree and/or transfer-seeking students who enroll in the first three consecutive terms. This metric is considered a milestone or momentum point, research shows that students with sustained enrollment are more likely to succeed.</i></p>	<p>Entry: Ensure that all first time freshman students at BCC will go through and utilize the multiple measures assessment and complete the SSSP one-stop process for enrollment completion services, such as orientation, assessment, counseling, student education plans (SEP), and registration on site.</p>
<p>Increase College Completion <i>Percentage of degree and/or transfer-seeking students who complete a degree, certificate or transfer related outcomes.</i></p>	<p>Entry: Ensure that all first time freshman students at BCC will go through and utilize the multiple measures assessment and complete the SSSP one-stop process for enrollment completion services, such as orientation, assessment, counseling, student education plans (SEP), and registration on site.</p>

IV. RESOURCE NEEDS

Human Resource/Personnel

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

Current Staffing Level:		Headcount	FTE Equiv.	
	Faculty (Permanent)	[#]	[#]	
	Faculty (PT/Adjunct)	[#]	[#]	
	Classified Staff (Permanent)	[1]	[1]	
	Classified Staff (Hourly)	[#]	[#]	
	Students	1	.5	
	ICC/Consultant/Other	[#]	[#]	
<p>Narrative: <i>Describe the current staffing level in relation to the relative need for effective delivery of your unit/area’s programs and services.</i></p> <p><i>Discuss any current position vacancies, the need for additional personnel, the need for permanent faculty/staff instead of adjunct/hourly personnel, etc.</i></p> <p><i>Describe implications of the current staffing level in your unit/area to overall service delivery</i></p>	<p>The center is staffed by a full-time coordinator (classified position), with additional staffing from student assistant(s). Additional permanent staff in needed to keep up with the growth of the college.</p> <p>During peak registration many students are more effective because of the assistance they receive from the Student Ambassadors and work-study students. Students are more effective and capable of managing their own student accounts in PeopleSoft with the additional customer service from the student support groups.</p>			

<p>Human Resource/Personnel Requests <i>List your human resource/personnel requests in prioritized/ranked order.</i></p> <p><i>Human resource/personnel requests will go through the established College and District planning and budgeting process.</i></p>	<p>Add a .5 FTE clerical assistant to the Orientation Department to provide support in the initial sign-up for Assessment and Orientation, preparation and support for on-going assessment and orientation activities, and to provide day-to-day information related to assessment, orientation, and matriculation, and mobile site services. This position would be a Clerical Assistant II that would cost approximately \$24, 720, including fringe benefits.</p>
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Facilities/Infrastructure

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

<p>Narrative: <i>Describe the technology needs of your unit/area in relation to the relative need for effective delivery of programs and services.</i></p> <p><i>Describe implications of the current state of technology in your unit/area to overall service delivery.</i></p>	<p>Currently our unit has one station area to serve students and because of the limited space we are forced to utilize a small area that impedes on the flow of all students served and affects the delivery of effective customer service during peak registration.</p>
<p>Facilities/Infrastructure Requests <i>List your facilities requests in prioritized/ranked order.</i></p> <p><i>Facilities requests will go through the established College and District planning and budgeting process.</i></p>	<p>At this time there is a request to build out or expand our area because our current space does not allow for expansion in our current location on campus. This area is shared with the LRC. In the future there is a need to have a space devoted solely for on-going assessments during the academic year.</p>

Technology

Please describe any technology needs for your unit/area.

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

V. OTHER

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

- In the coming of the new year (2014) the A & O Coordinator will continue to collaborate closely with Financial Aid, Counseling, LRC, DSPS, TRiO, CalWORKs, EOPS, PERSIST, PACE, First Year Experience (FYE) and the various other departments to come to the assessments and conduct a brief discussion on their individual programs, services, and resources available to students.
- Enable students to use www.assist.org in the Ambassador Welcome Center, which lists all transferable courses and transfer requirements to the CSU and UC Systems.
- To conduct mobile site visits to assist with the application registration (cccapply.org), online orientations and schedule assessment appointments with potential students at local high schools, adult schools and CBO's.
- To assist schools to provide program planning for high school students based on verification letters from the principles of graduating seniors to enroll early as incoming matriculating students.
- The retention rate by college by status for Spring 2011-Spring 2013

