|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Admissions and Records** | | The Admissions & Records  (A&R) office serves as the first point of access to the colleges for new students and the general public. Admissions and Records Staff 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. | | Expand services as the student population grows;  Provide mobile application and enrollment service for special population groups during peak registration;  Admissions & Records staff will collaborate closely with Financial Aid Office staff as they use the PeopleSoft System to ensure that students are receiving needed information;  Work on streamlining and moving toward web based student interaction for the A&R portion of the matriculation process (SSSP). | | | Peralta District received a grant from the CCC Electronic Transcript Mini Grant which allows the Peralta Community College District to participate in the electronic transcript program with institutions that also process electronic transcripts at <http://etranscriptca.org/>. We now send and receive electronic transcripts.  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 office to assist students and counselors with graduation and awarding and posting of degrees and certificates. | | Admissions & Records serves approximately 6,200 students during peak registration;  BCC A&R ranked favorably by student users through Student Learning Outcome (SLO) survey. |
| **Articulation** | | The mission of BCC’s Articulation Services is to assist students transferring to four-year colleges and universities. That assistance is provided through articulation agreements which include submitting courses for inclusion on the University of California Transfer Course Agreement, submission of courses for CSU General Education and Intersegmental General Education Transfer Courses (IGETC), requests for lower division and major preparation course-to-course articulation agreements, and submission of courses for C-ID approval to meet ADT requirements. In addition the Articulation Officer is responsible for annually updating BCC’s AA/AS General Education requirements. All of this is accomplished by working collegially with faculty and administration. | | Maintain the currency of the baccalaureate lists for the University of California System (UC TCA) and the California State University System;  Maintain the annual submission of courses for the Intersegmental General Education Transfer Curriculum agreement with the University of California System and the California State University System (IGETC):  Maintain the annual submission of course for General Education Breadth for the California State University System (CSU GE Breadth);  Maintain 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;  enhance the PCCD/BCC Articulation web site. | The BCC articulation officer is a member of the BCC curriculum committee and the district Council for Instructional Planning and Development, as well as state articulation groups (regional, NCIAC, and CIAC). The current Articulation Officer also is a member of the CSU General Education Advisory Committee and will service as a CSU General Education Reviewer.  The Articulation Officer also assists in the development of Associate Degrees for Transfer (ADT) and the needed submission of ADT courses for C-ID approval. | | # of ADTs  How many approved and in development? | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assessment**  **and Orientation** | 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. | Currently piloting (in fall 2015) 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 test results are immediately sent to download into the PeopleSoft System and counseling will have immediate access to course recommendations.  Begin a mobile enrollment services to various feeder schools, and special populations. 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. | Moving forward in to the 2013-14 year there has been a steady increase in students coming to the college to complete their undergraduate requirements, with data that shows in 2013 more than 2,100 students were tested and referred for additional services.  This increase indicates a need for add additional staff support to the department, given that this program is at present a one-person department, and the workload has increased significantly annual bases since 2006.The strength of the Assessment Department is the existing orientation is strong in that it covers required topics in an efficient, engaging, and consistent manner. The hour long orientation session provide students with useful information about the programs, services and resources at the college that empowers them to make sound academic decisions. | The college saw an increase in the fall 2011of 3% (64.9% to 67.9%) and in the fall of 2012 another increase on 3% (67.9% to 71.2%). There was an increase in ESL testing during the term as well. |
| **Counseling** | The mission of the Counseling Department is to engage students in a process of personal growth and empowerment. We offer academic, personal and career counseling that fosters increased self-esteem and lifelong learning. | The current ratio of counselor to student is approximately 1:2000. An acceptable ratio would be 1:900.  Increase office space; currently not enough space to bring on new hires and/or to house adjunct counselors.  Counselors will be developing more informative videos for student viewing while waiting in the reception area. It is hoped that such information will reduce the need for students to wait long periods of time for basic information.  Counselors will attend instructional departmental meetings and vice versa to stay abreast of program changes, etc. | Increased number of counselors.  Multicultural staff. Bilingual speakers in Cantonese, Vietnamese and Spanish. Experienced career counselor.  Proven positive and effective relationship with student body.  Counselors will collaborate with instruction to implement academic advising that will occur in various forms to include efficient referral, information interviews, career fairs, etc.  More counseling classes have been added to the class schedules which provide in depth information and services to students.  Informational videos have been produced on topics such education planning and concurrent enrollment. These are shown in the counseling waiting area and some are posted on-line. | We have hired three contract counselors with the last 18 months (timeframe?) which helps us move toward better counselor/student ratio  Spring 2012 appointments between 1/23-5/25 totaled 3190  Summer 2012 appointments between 5/28-7/27 totaled 2024  Fall 2012 appointments between 8/20-12/14 totaled 3167  Intersession drop in between 12/17-1/20/2013 totaled 2133  Data from student surveys indicate that students view the counseling sessions as highly informative. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **DSPS** | 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. | In May of 2013, DSPS had its annual Advisory Committee meeting. Some of the feedback from the members included DSPS doing more outreach to those community groups or agencies which support people with disabilities, and finding ways to improve the program’s technology to support DSPS students.  Serve students with disabilities in-person or online by enhancing and updating the DSPS website, to include updated DSPS student and BCC faculty handbooks.  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; | Train students in the use of assistive technologies to improve their academic success.  With additional funding there is an opportunity for DSPS to develop special classes (and generate FTEs).  full-time staff assistant to support major functions of the program’s administration. | DSPS student success rates for are equal to or higher than non-DSPS students.  According to the PCCD Office of Institutional Research, the Fall 2012 to Spring 2013 persistence rate was 84%, a rate higher than those of BCC’s sister campuses for the same time period.  Hired more hourly help? |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **EOPS/**  **CARE** | The mission of the Extended Opportunity Programs and Services at Berkeley City College is to provide financial and academic support to students whose educational and socioeconomic backgrounds may prevent them from successfully attending college. EOPS provides students with services including orientation, early registration, specialized counseling, academic planning, career guidance, academic progress monitoring, basic skills instruction, tutoring, book grants, transfer assistance, and special cultural awareness activities. | EOPS has served an average of 300 students over the last three years, while State allocations funded only an average of 110 students. CARE program served an average 30 students during the same period.  EOPS students constitute 13% of BCC’s full-time population and 5% of all matriculating student population.  In the last three years, an average of 20 EOPS/CARE students received Associated Degrees and Certificates. | Budget cuts to the EOPS/CARE programs over the last four years reduced services and program provided to students in the following areas: book voucher amount, outreach/recruitment services, counseling, transportation grant and educational supplies for students. These services and programs have major impact of students’ academic success and program retention rates.  Academic achievement- currently BCC EOPS/CARE success and retention rates are slightly lowered than EOPS programs at the sister colleges. Counseling and tutoring services are needed to increase efforts to ensure students successful completion of their courses and utilization of tutorial and mentor services. |  |
|  | The mission of Cooperative Agencies Resources for Education (CARE), a supplemental program to EOPS, is to provide financial assistance to students who are single heads of household with  dependent children. CARE students receive supplemental counseling and advisement services; assistance with child care and transportation, textbooks and school supplies; programs, workshops, activities or classes to enhance personal development parenting or study skills; group support; peer networking; and information and referrals to campus and community based human services programs. | Between the academic years 2011-2013, an average of 11 EOPS/CARE students transferred to the University of California system, and about 9 EOPS/CARE students transferred to the California State University system and 3 transferred to Private and out-of-state colleges and universities.  Over the last three years an average of 7 EOPS/CARE students received scholarships from BCC, Peralta District, and local community. | CARE students experience great delay from the county to provide current “Notice of Action” forms for each semester. This leads to delay in providing service at timely manner.  Extensive follow-up is needed to ensure EOPS/CARE students comply with the EOPS program requirements and regulations.  Some EOPS/CARE students do not regularly check their Peralta email account or do not have access to a computer/internet at home, making correspondence difficult, such as counseling appointments reminders.  Need additional staff to assist with development of programs such as, mentoring, single parent groups, African American and Latino Male Retention Group, and EOPS/CARE campus engagement group. |  |
|  |  | Organize a follow-up of Peralta EOPS Student Success Strategies Forum (PESSSF) to share best-practices across the sister colleges, establish a more comprehensive communication system, and develop programs to engage EOPS/CARE students in campus programs.  Students have expressed great need for the computer lab to remain open after standard business hours (8:00am – 5:00pm). However, the limited staffing and lack of funding restricts the number of hours the EOPS/CARE computer lab can be open to serve students, especially during evening.  Establish dates and times for monthly Staff meetings.  Continuous collaboration with Assessment/Orientation, Financial Aid and Admission and Record departments, will assist with informing students of SB1456 requirements.  Increase collaboration with In-and-Out-reach, Student Ambassador, Student Activities and Campus Life for recruitment efficiency.  Implement use of online scheduling/appointment system. |  |  |
| **Financial Aid** | Students are Very Important People (V.I.P.): Berkeley City College Student Financial Services conducts its business per the philosophy that each student who comes through our front door is a V.I.P. and we aim to treat each student in a respectful, caring, and efficient manner. Our service reflects the mission of the college, in that we are committed to our students’ success by providing those who meet federal, state, and institutional requirements the financial means to help defray their educational costs. By playing a vital role in our students’ retention and completion, we are likewise supporting our students’ transformation to become productive, valuable, contributing members of our rich, thriving, multi-cultural community. | Strength of the Financial Aid Department is our separate behind-the-scene space devoted to processing our paperwork and handling the intricate details involved with obtaining our funds from the federal and state agencies and meeting our reporting requirements to these same funding sources. By being able to focus on the paperwork and data entry/receiving operations with no student interference/distractions, this part of our operation has become much more efficient, and less prone to errors than ever before. Being more efficient, we are better able to serve our V.I.P.  . | We currently use two separate computer software systems to complete financial aid files. This requires manually printing out documents and hands-on reviewing of students’ files. In addition, students must visit our front counter to find out the status of their file instead of being able to access the information through their Passport account. The lack of an automatic system such as automatic phone calls, electronic imaging system cost impacts on both staff and students since it slows down the process. We need a bigger office space, supplies and file storage, computer room for FA workshops and a better front counter set up area. The district is in the process of acquiring new software that is compatible with our current PeopleSoft/Prompt system in order to automate our processing procedures. Our campus is located in the heart of the City of Berkeley and is easily accessed by several different types of public transportation. Our location affords students a high level of ease to access our campus, especially students with disabilities.  Our limitations are in the areas of space. |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 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. | Compared to the 2011-12 academic year, the total number of Pell grant recipients and the total Pell awarded amount increased in the 2012-13 academic year  For the 2012-2013 academic year, we had a total of 1,576 processed students; so far we have 1,101 processed students. This suggests that by the end of the current semester we will have more processed students because we are continuously working on disbursing student awards  Compared to the 2011-12 academic year, the total number of Pell grant recipients and the total Pell awarded amount increased in the 2012-13 academic year | Our staff need to spend longer time to locate students’ financial aid files and to discuss financial aid issues with specialists if needed also we need to have more temporary staff to cover the front counter to serve our students in a faster and inefficiency ways during the peak enrollment time.. During peak enrollment we experience a “bottleneck” phenomenon due to the proximity to the Cashiers Office and Admission. The students have no room to line up for services and when they do the lines become enmeshed. Our staff must consistently manage the line to ensure that they do not get tangled, create a fire hazard, and allow access for wheelchairs. Front counter set up station is another area that limits our efficiency. There is distance from the financial aid counter to the main financial aid office. Our staff need to spend longer time to locate students’ financial aid files and to discuss financial aid issues with specialists if needed also we need to have more temporary staff to cover the front counter to serve our students in a faster and inefficiency ways during the peak enrollment time. |  |
|  |  |  | Our staff need to spend longer time to locate students’ financial aid files and to discuss financial aid issues with specialists if needed also we need to have more temporary staff to cover the front counter to serve our students in a faster and inefficiency ways during the peak enrollment time. also we need to have more temporary staff to cover the front counter to serve our students in a faster and inefficiency ways during the peak enrollment time. policies and procedures for processing of student financial aid files in accordance with PCCD policies.  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 & Pell Grants  Distribute the SLO surveys in October, November, December, and January.  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. |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Health**  **Services** | 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 providing access to health  services which promote the physical, emotional, social and spiritual well-being of its students.  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. | BCC received on-site personal counseling services two days a week, and monthly on-site HIV testing 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. |  |
| **In- & Outreach /**  **Student Ambassa-**  **dors** | 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 satisfy their growth and learning  needs. . | Redirect the focus from  outreach to in-reach to support access, equity, and success.  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 SLO assessment from the users and student ambassadors about the services and experiences. | Establishing a comprehensive  community outreach/in-reach program to all feeder locations.  Establishing a set data base for community outreach/in-reach locations and populations within these locations.  Creating a data file tracking the impact of outreach/in-reach activities  Develop and implement an intensive Student Ambassador Training. |  |
| **Student Activities** | The Mission of the Office of Student Activities is to provide and support quality student life services with an appreciation for diversity by empowering students to achieve their academic, career, and personal goals through the promotion of opportunities and experiences beyond the classroom that encourage learning and student success student life on campus. | A full-time director was hired in August of 2013 to supervise and advise the ASBCC, ICC, Campus Activities and conduct Out, In-reach. A full-time clerical assistant was also hired in October of 2013 to provide support to the Office of Campus Life.  BCC Outreach and Student Ambassador Program has been cited nationwide, and by the ACCJC Accrediting Team, as an exemplary program.  In recent years, both the number of student ambassadors and the number of the community events and K-12 schools have been increased significantly. | Action Plan for Continuous Improvement  Additional Planned Educational Activities Towards FTES, Student Success, Persistence, and Completion Meet District FTES Target for AY2013-2014 of 18,830 Increase Student Success  Increase Persistence  Increase College Completion |  |
| **Transfer**  **& Career**  **Information Center** | The mission and purpose of the TCIC is to facilitate a student’s transition to work following the completion of a Certificate or Associate of Arts Degree by providing information about the diversity of work opportunities available. The Center also helps students in the process of transferring to bachelor’s degree program by providing print and on-line resources to assist students to identify a career, a major, and a transfer college, and by providing resources and activities to complete the transfer process. A primary mandate of the Center (Title 5 regulations for Transfer Centers) is to support underrepresented students to identify strategies and resources necessary to realize their transfer and career goal. | The center serves on average 15-20 students daily, including contact via phone and email as well as students seen on drop-in and by appointment. Approximately 1900 students served annually.  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.  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.  Create a Culture of Innovation & Collaboration: in-house advisory committee coordinates efforts related to transfer and career information.  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. | Expand access to the center—more focused outreach and collaboration with faculty members and other student service departments  Develop and expand partnerships on and off campus, design and offer more workshops, and will work with center advisory board to strengthen these efforts.  Expand services to include not only career information but employment services as well. | BCC had the highest acceptance rate (63%) of California community college applicants admitted to UC Berkeley in 2013-14; this figure far surpassed the statewide admission average of 24%.  Six Veteran students transferred to UCs (5 to UC Berkeley, 1 to UC San Diego) and 1 to Stanford; and 6 to CSUs; a 50% increase of Veteran transfers from the previous academic year. Ten TRiO (8% of participants) transferred, including 2 to UC Berkeley, 1 to Mills College, 5 to SFSU, and 2 to CSU East Bay.  There is a 30 minute video of the Transfer Basics workshop posted on the center website that the MMart department produced, and is enabled for closed captioning. This is a good capacity-building step, and represents significant collaboration between several members of the campus community. |
| **TRiO** | The mission of the Berkeley City College TRiO‐SSS Program is to provide educational  support services to traditionally underrepresented students who are first generation  low‐income and/or disabled.  The focus of the program is to assist students as they  work toward obtaining an associate degree and/or transfer to a four‐year college / university. | In a welcoming environment, the program offers participants a variety of support services such as academic, career and personal counseling, tutoring, mentoring, supplemental instruction, financial aid advising, college visits, and educational, social and cultural enrichment activities.  On-line 24/7 tutoring is available in a wide array of subjects.  One-on-one peer tutoring in math and English is also provided to program participants.  The program also provides workshops on a variety of subjects including study skills, test taking, math anxiety, financial planning, 4 year college personal statement, and learning styles. | All participants served by the SSS  project will persist from one academic year to the beginning of the next academic year or graduate and/or transfer from a 2-year to a 4-year institution during the academic year. |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Veteran’s**  **Affairs** | The California State Approving  Agency, the Council for Private Postsecondary and Vocational  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. | BCC is working with the Oakland Veteran’s Center in 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 of the Peralta Community College campuses and is still active as of the 2014-15 academic year.  Beginning in fall 2012 semester, the VA Certifying Official/Coordinator and VA Counselor are attending annual trainings and conferences to keep them updated to Veteran education benefits and needs.  Identify specifically designated funding. The lack of funding available for this program is the main reason it is a part-time function of other full-time staff.  Provide training for coordinators and counselors related to new veteran programs, including Post/911 and VRAP. | Continue to develop and strengthen the Veteran’s Club at the college to assist both our veterans and their dependents in the local community.  Intervention programs intensified to increase the monitoring and support of veteran students.  Streamlined application process by providing tools to enroll in VONAPP online through the Berkeley City College website.  Continue to update and enhance the Veteran’s Affairs webpage on the BCC website to ensure a “user-friendly” environment.  Workshops/Orientations at the beginning of each semester. VA coordinator and VA Counselor provide a workshop for new veteran students planning to enroll at the BCC.  Ensure that each continuing VA student has an appointment with the VA counselor each semester to keep them on track of their student education plans. | Expand outreach strategies to the veterans and their dependents to make them aware of the educational benefits available to them.Offer VA  The number of veteran students served by at BCC VA Office has increased over 57% since the 2009-10 and enrollment continues to grow annually.  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%).  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%). |