**Berkeley City College**

**Student Services**

**2013/14 Goals and Accomplishments**

**Mission: Access and Success**

**Increasing college access opportunities for those who intend to seek higher education at BCC and providing effective and efficient student support services to assist BCC students in successfully reaching their educational goals**

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| **BCC Student Services Goals**    Aligning with College Goals | **Strategies and Activities**  Integrating BCC student support services strategies and activities with State-wide Student Success Initiatives (SSSP) | **Activities and Accomplishments** |
| **Goal A. Resident FTES**  **Assist the College in meeting resident student FTES target (3,691) by leading BCC Student Support Services through preserving, nourishing and strategically managing resources of all kinds.** | **SSSP 1. Increase college and career readiness**   * 1. Collaborate with K-12 to jointly develop common standards for college and career readiness   **SSSP 4. Align course offerings to meet student needs**  4.1 Give highest priority for courses advancing student academic progress  **SSSP 8. Align resources with student success recommendations**  8.3 Encourage innovation and flexibility in the delivery of basic skills instruction | **Outreach and Partnerships** –  Established outreach baseline for Fall and Spring terms: Records include number by type of outreach and partnerships, e.g., on- and off-site activities, on-campus college tour.  Conducted a minimum of 10 on-/off-site workshops, presentations, college fair related events, including counselors’ breakfast, orientation and assessment, financial aid, community college information, and counseling course offerings, etc.  BCC financial aid office received an increased invitation to offer presentations and workshops for high schools and 4-year institutions.  Established at least 5 additional partners within BCC service areas and/or in the nearby communities through partner initiated invitation, e.g., Pittsburg, El Cerrito.  Established new partnership with Berkeley Adult School GED and diploma programs.  Initiated and conducted Braille placement assessment for the visual impaired.  **Access, Assessment and Orientation** –  Conducted approximately 100 on- and off- campus assessment and orientation sessions, including orientations specially designed for in-coming high school graduates, ESL students.  Initiated and conducted 6 sessions of early assessment and orientation at Berkeley High and Albany High Schools.  BCC assessed more new students (N=5,421) than the two PCCD colleges of similar size. The number of new students received orientation at BCC represented 28%, and the number of assessed represented 26% of the overall PCCD new students in Fall 2013.  **Quality Student Support Services** –  Led college-wide internal collaboration and communication to increase understanding of on-/off-campus student needs and make support services and learning resources accessible to students by conducting at least 2 Enrollment Facilitation Committee meetings per term. Recommendations for improvement, e.g., align course offerings to meet student needs, align resources with student success recommendations, arrived at the meetings will be forwarded for College’s consideration and implementation.  Recommended and implemented strategies are recorded in meeting minutes.  Two more full-time contract counseling faculty members are hired, bring total number of counselors from 3 in 2009-10 to 8 in 2013-14.  Financial Aid services received 1 FTE additional Financial Aid Specialist. One part-time Clerical Assistant position increased to full-time.  One FTE Staff Assistant is being hired for BCC Counseling Office.  In 2012-13, $9.26 million dollars in financial aid were awarded to 5,805 students; one student could receive multiple types of financial aid. This amount of financial aid awarded is a 6% increase from last year’s amount, and 125% increase from 2008-09.  In Fall 2013, BCC served 35 CalWORKs, 247 DSPS, 186 EOPS, 48 foster youth, and 155 special admitted students.  Please see detailed EOPS Services accomplishment in footnote. [[1]](#endnote-1) |
| **Goal B. Degree and Transfer**  **Increase the number of certificate/degree completion and transfers to 4-year colleges or universities by inspiring and supporting students, and facilitate transferring application and graduation review and petition process.** | **SSSP 2. Strengthen support for entering students**  2.5 Require students to declare a program  of study early in their academic careers  **SSSP 3. Incentivize successful student behavior**   * 1. 3.1 Adopt system-wide enrollment priorities reflecting the core mission of community colleges   3.2 Require students receiving BOGG to meet various conditions and requirements  3.3 Provide students the opportunity to consider full time  **SSSP 6.** **Revitalize and re-envision professional development**  6.1 Create a continuum of mandatory professional development opportunities  6.2 Direct professional development resources toward improving basic skills instruction and support services | **SSSP –**  Continued to coordinate with district-wide efforts and plans, lead college-wide planning and implementation of SSSP as scheduled and mandated by the State.  Enhanced the understanding of SSSP by making at least 5 presentations at various college governance or other related committees and taskforces.  Oversaw counselors, BCC Transfer and Career Center Coordinator, financial aid officers to encourage students declare a program of study through on-going advising process and Student Education Plan (SEP) development.  Supported the district and the college in expand the use of educational technology and use district, state, and federal data tools, e.g., SARS, PeopleSoft, to facilitate student success.  Completed the first level of online orientation development through enhanced communication and college-wide shared governance process.  Initiated and conducted updated and upgraded ESL self placement using multiple measures.  Students received counseling/SEP development/follow-up services at BCC represent 23% of PCCD students who received similar services.  **Enrollment Priority –**  Served as liaison between the college and the district office to identify and submit student cohorts for registration priority, e.g., DSPS, EOPS/CARE, TRiO, Veterans, First Year Matric students, learning communities in a timely fashion. Registration has gone smoothly in 2013-14.  **Degree and Certificate –**  Awarded over 600 degrees and certificates in 2013-14 by enhancing A&R, financial aid, counseling, and graduation committee functionality, effectiveness, and efficiency.  **Transfer –**  BCC ranked first (63%) in the percentage of California community college applicants admitted to UC Berkeley for the year of 2013-14. According to UC admissions data, this figure far surpassed the statewide admission average of 24%. In 2013-14 a total of 171 BCC students transferred to UC campuses, and 117 transferred to CSU campuses.  The early count of BCC Transfers to UC Berkeley is 94, an increase of 12 or 14% from last year’s figure.  BCC counseling and Transfer and Career Information Center offered transfer related services to over 500 students in coordination with instructional faculty and district A&R Office, and UC/CSU and other 4-year colleges and universities in the region.  **Professional Development –**  Supported and funded selected professional development activities, e.g., BCC Counseling Retreat, VA conference, EOPS/CARE Technical Training, financial aid regional conference and district-wide workshops.  Co-led college-wide effort to enable at least 50 faculty, staff, and administrators to participate ACCJC certificate training and receiving Certificate of Completion for Accreditation Basics.  Records of measurable outcomes are reflected in meeting minutes. |
| **Goal C. Career Technic Education (CTE) and Basic Skills**  **Improve career and college preparation progress and success rates**  **(successfully transition students from basic skills to college-level, as well as CTE/ career)** | **SSSP 2. Strengthen support for entering students**  2.1 Develop and implement common centralized diagnostic assessments  2.2 Require students to participate in diagnostic assessment, orientation and the develop of an education plan  2.3 Develop and use technology application to better guide students in education processes  2.4 Require students showing a lack of college readiness to participate in support resources  **SSSP 3. Incentivize successful student behavior**  3.4 Require students to begin addressing basic skills deficiencies in their first year | **Orientation and Placement Assessment** –  Updated and upgraded orientation and placement assessment process, procedures, and data entry by   1. developing the foundation for online orientation and piloting the implementation plan 2. identifying, piloting, and implementing multiple placement assessment measures, e.g., high school GPA, SAT/ACT scores, AP/IB, high school to college course articulation   **SEP Development and Follow up -**   1. began to implement initial and comprehensive SEP development and ensure adequate data entry 2. Continued to provide follow up services to students who are on academic/progress promotion and dismissal, and students with undeclared education goals to receive follow up support services 3. Offered basic skills and/or first year students in cohort studies increased counseling and other support services, e.g., EOPS/CARE, DSPS, TRiO, financial aid. 4. maintained college-wide fall to spring persistence rate at minimum level of 70% whereas DSPS and EOPS fall to spring persistence rate at 80% level.   Data are reported by PCCD IR and CCCCO DataMart. |
| **Goal D. Sustainable, continuous quality improvement.**  **Lead BCC Student Services to implement and complete all projects and activities necessary to support college-wide sustainable, continuous quality improvement**  **As the Accreditation Liaison Office (ALO), coordinate with BCC Self Evaluation Steering Committee leading the college to complete Accrediting Commission for Community and Junior Colleges (ACCJC) Institutional Self-Evaluation according to timeline with the goal of reaffirming full Accreditation in Spring 2015** | **SSSP 7. Enable efficient state-/district-college-wide leadership and increase coordination among colleges/departments**  7.1 Develop and support a strong community college system office (strong administrative team with rich resources: human, financial, facility, and technology)  7.2 Set local student success goals consistent with statewide/district goals  7.3 Implement a student success scorecard  7.4 Develop and support a longitudinal student record system | **Institutional Leadership and Governance –**  Engaged BCC student services faculty and staff, and student communities in understanding Shared Governance, including roles, responsibilities, and information flow by encouraging student services members and students participating BCC shared governance meetings.  Renewed BCC Education Committee for Quality Programs and Services through shared governance manner. Took and recorded discussions and recommendations in meeting minutes and published online.  **Data-driven Decision Making –**  Ensured data-driven program improvement process and integrate planning into resource development and allocation by   1. Assisting the college in identifying available data and preparing user-friendly data analysis throughout decision-making process. Data to be used may include data published by PCCD IR, CCCCO datamart, and Student Success Scorecard. 2. Ensuring the completion of student services annual program update, SLO update, SLO assessment, and integrate SLO assessment findings into annual program update. 3. Completing and applying ILOs, assessment, CCSSE, and other assessment tools and research findings to increase student success   **Accreditation Self Evaluation** -  Continued to serve as the ALO and one of the team leaders guiding BCC 2015 Institutional Self-Evaluation with college-wide participation  Led and engaged in assessment work for Student Services, including Veterans’ Services, Campus Life and Student Affairs, Assessment and Orientation, Financial Aid, Admissions and Records, Counseling, Transfer and Career Center, DSPS, EOPS/CARE/CalWORKs, TRiO, etc.  Measureable outcomes including up-to-date BCC Student Services Homepage information, PowerPoint prepared and presented at various meetings, information will be included in 2015 BCC Self Evaluation Report, etc. |
| **Goal E. Fiscal Stability**  **Continue to adhere to proper fiscal oversight of all BCC Student Services budget and expenditures, manage resources, identify and propose additional needs for resources based upon Student Services annual program review and SLOs.** | **SSSP 8. Align resources with student success recommendations**  8.1 Encourage categorical program streamlining and cooperation  8.2 Invest in the new Student Support initiative | **Resources Management and Development** –  **Financial Resources.** Stayed within adopted 2013-14 annual budget by successfully align resources with student needs  **Human Resources**. Invested in human resources to support SSSP by hiring 2 counseling faculty members and the approved number of classified staff members using general and categorical funds.  **Facility Resources**. Continued to identify facility needs in all student services areas through annual program review process.  **Technology Resources**. Continued to identify technical resource needs through annual program review process, and increase effectiveness and efficiency of student support services through the use and upgrade of technology.  **Budget and Planning Integration** –  Completed 2013-14 Annual Program Review (APU), summarized program needs, prioritized personnel/financial/technology/facility needs within Student Services, and began to meet some needs. |

1. EOPS served more than 250 students in the FY 2013-14, while funded for 101 students only. This contributed to the college full-time students rates as all EOPS program participants are full-time (12 or more units) students, with exception of students with disability.

   EOPS contributed to resident students FTES as all program participants are California residents, with exception of AB540 students.

   EOPS/CARE staff conducted outreach activities in the BCC Assessment/Orientation sessions. Incoming students were provided information/application for EOPS/CARE programs.

   EOPS Staff presented at BCC ESL Department’s orientation for Berkeley High School ESL students. Students were provided admission information and application for the fall 2014 semester.

   EOPS staff will present at the 2014 annual Dream Summit to recruit AB540 students for the fall 2014 semester. The Summit is scheduled for June 2014.

   EOPS collaborated with Office of Instruction/Title III Grant to provide series of workshops/information sessions on assisting students to access quality food and community resources, especially for homeless individuals, low-income families and CalWORKs families. EOPS/CARE/CalWORKs students represented majority of the attendees in the workshops.

   EOPS program provide drop-in counseling and extended office hours during priority registration period. About 50% of the current program participants registered during priority registration.

   EOPS program offer additional math tutorial services to program participants. Students receive one-on-one and group tutoring support.

   EOPS/CARE program hosted “EOPS/CARE/CalWORKs College Fair” event. More than five college representatives conducted presentations about admission and transfer to UC/CUS. More than 20 EOPS/CARE students attended college fair. [↑](#endnote-ref-1)