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Berkeley City College

2013-14

ADMINISTRATIVE Annual Program Update

Student Services

Supervising Managers:

Dr. May Kuangchi Chen, Vice President for Student Services
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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, CalWORKs, TRiO, Transfer and Career Services, Student Activities and Associated Students, Student Conduct, Discipline and Due Process, and selected on-site student health services.

III. 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 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.
3. 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.
4. 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
5. Manages the program budgets and reporting for the Trio/DSPS in collaboration with BCC Student Services and Instruction, college and district accounting staff
6. 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
7. Administers data regarding participants and program outcomes, conducts research regarding program effectiveness and student tracking, creates and/or archives project documentation
8. 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
9. Counsels students, including those referred for specialized assistance. Responsible for maintaining files, records, facilities, equipment and supplies.
10. 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.
11. 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.
12. Performs other related duties as assigned.

Director of Student Activities & Campus Life

1. Manage and supervise the operations of the Office of Student Activities.
2. Establish and assess measurable student learning outcomes, program goals, and objectives.
3. Maintain statistical reports, surveys and other records to assess accomplishments, appropriate student learning outcomes, and departmental needs.
4. Compile and analyze data related to student participation and program evaluation; develop organizational work processes which facilitate attainment of established program goals and objectives.
5. Evaluate all assigned programs and recommend programmatic goals and objectives to the Vice President of Student Services or designee.
6. Facilitate cross-cultural dialogue and communication among diverse campus constituencies.
7. Assist in establishing and implementing student policies and programs.
8. Provide and conduct leadership seminars, training, workshops and campus-wide events for students, student government organizations, and other student groups and organizations.
9. Provide support, and direction to student groups, organizations and advisors through leadership, organizational and resource development. This includes support to student clubs and individuals.
10. Coordinates and approves the recruitment of new faculty sponsors/advisors.
11. Direct program coordination activities with other student services functions and instructional programs; provide technical expertise and input concerning student activities.
12. Enforce rules and regulations in accordance with appropriate District policies which include the Student Rights and Responsibilities and Conduct Code. Adhere to and guide students to adhere to applicable District policies and procedures as well as state and federal laws related to student government, campus events, and student activities and programs
13. Oversee the recruitment and supervision of student Safety Aides; ensure Students Safety Aides receive the appropriate training through General Services.
14. Oversee the recruitment and training of students to ensure active participation in campus and district-shared governance committees.
15. May serve as a member of the Institutional Effectiveness Committee, the Matriculation/Student Success Committee, or other committees.

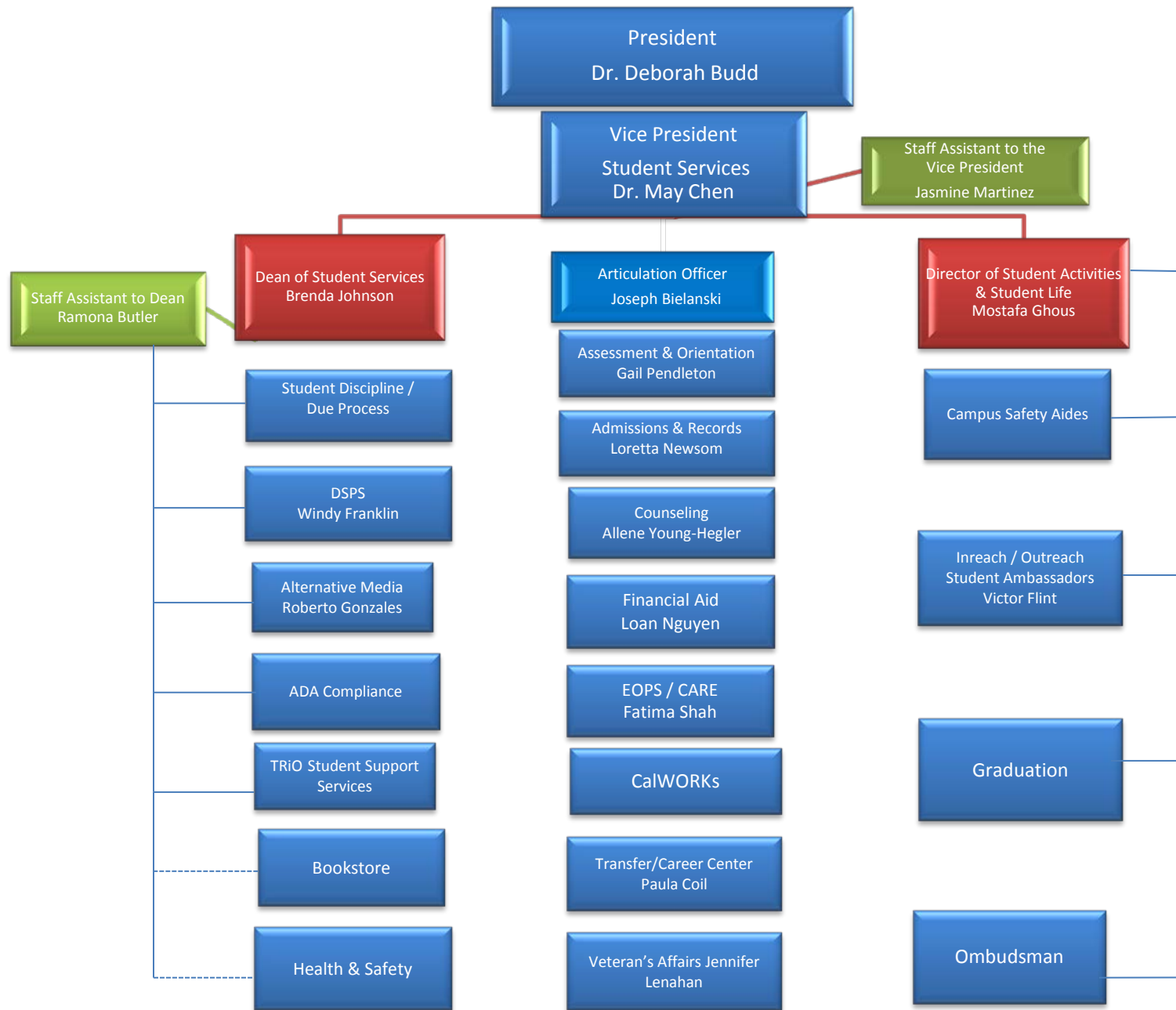
Student Activities/Event Planning

16. Plan, implement and evaluate co-curricular student activities which provide a welcoming campus environment and which support student recruitment, retention and the successful achievement of academic and career goals. Oversee and assist in developing activities, events and programs designed for the social, cultural and instructional development of students.
17. Exercise leadership in the management, development, and long-term planning of college-wide activities and programs.
18. Plan and implement a program of publicity and outreach activities which inform and involve students.
19. Supervises the maintenance of the master calendar of student activities and events.
20. Reviews Student Handbook and other publications targeted towards students, and ensures they are updated in compliance with board policy, administrative procedure, and other applicable guidance.

21. Arrange for college representation at conferences and meetings concerning student groups; represent college administration at student Government conferences; communicate with other Student Services program personnel, District administrators and support personnel, faculty and others to coordinate student activities and programs.
22. Exercises supervision of students attending local, statewide, and national conferences/seminars.

Student Government

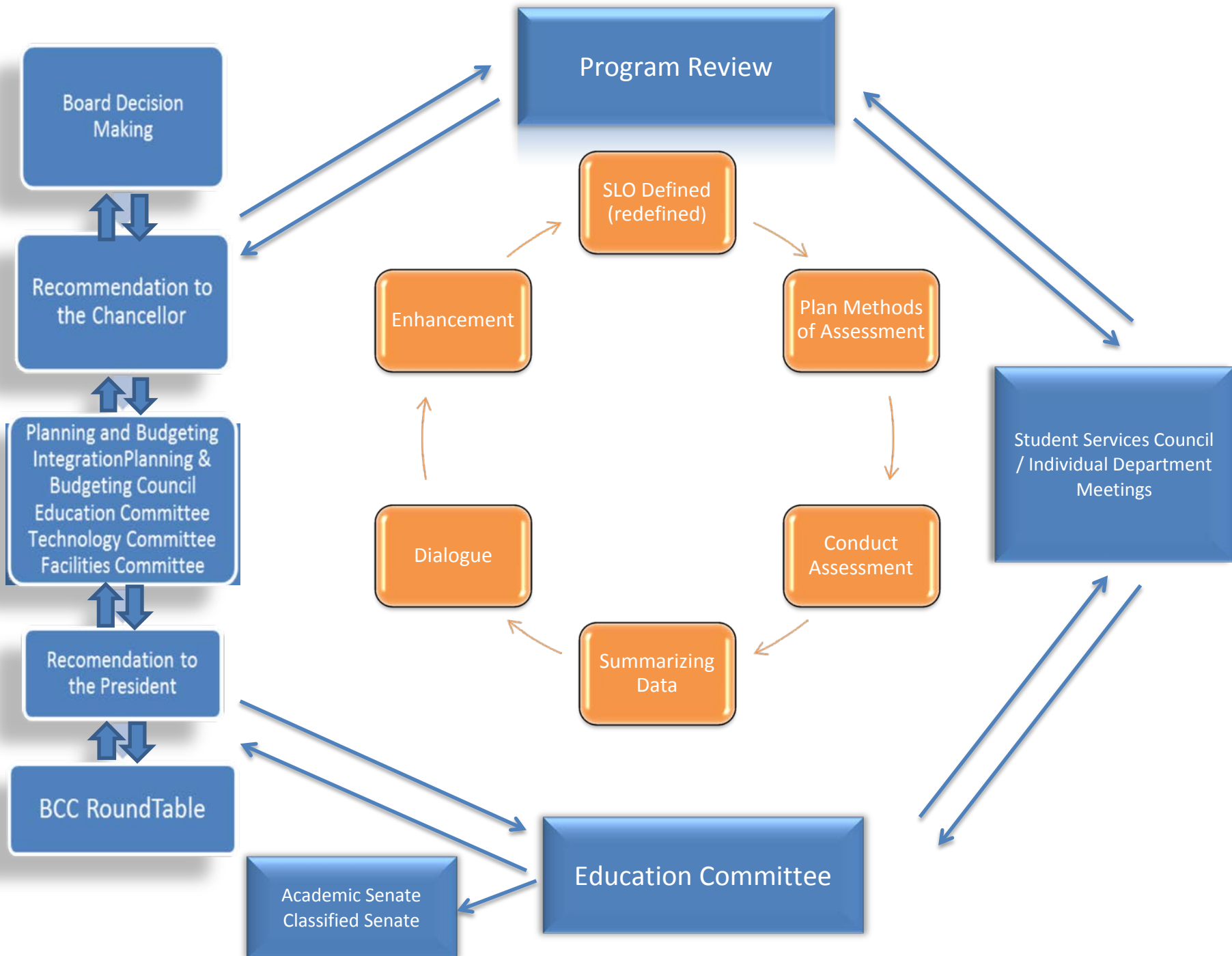
23. Serve as an advisor to the Associated Students, Inter-Club Council, and student clubs.
24. Oversee the financial management of Associated Students including the monitoring of student club/organization accounts.
25. Exercises management oversight and monitoring of the Associated Students annual budget and bank records; supervises the Associated Students bookkeeper.
26. Prepare and administer the disbursement of Associated Student funds; authorize expenditures of funds; and assist with the preparation and development of Associated Students budgets in accordance with District policies and applicable regulations.
27. Facilities Oversight, Budget and Fiscal Planning.
28. Oversee the repairs and maintenance of the Student Center. Participate in facility design/redesign.
29. Manage the use and scheduling of Student Center facilities; ensure appropriate use of program facilities in the Student Center.
30. Serve as liaison to college bookstore and café.
31. Serve as liaison pertaining to vendor fulfillment of contractual requirements.
32. Develop and monitor the allocation of any available general funds and student center funds related to student activities, e.g. commencement, student life, and student center.
33. Assists in the development of technology related to the delivery of services to students.
34. Provides leadership in helping to coordinate, recruit, and organize students to provide input in the development, implementation, modification and evaluation of the use of smart media technology for students.
35. Develop, implement and foster college-wide ombudsman services, adult re-entry services and in-reach services or act as ombudsman for the student grievance process.
36. Serve on standing and ad hoc committees as assigned.



IV. 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

2013-2014 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

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,	<u>SSSP 1. Increase college and career readiness</u> 1.1 Collaborate with K-12 to jointly develop common standards for college and career readiness <u>SSSP 4. Align course offerings to meet student needs</u> 4.1 Give highest priority for courses advancing student academic progress	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.

<p>nourishing and strategically managing resources of all kinds.</p>	<p><u>SSSP 8. Align resources with student success recommendations</u></p> <p>8.3 Encourage innovation and flexibility in the delivery of basic skills instruction</p>	<p>Established at least 5 additional partners within BCC service areas and/or in the nearby communities through partner initiated invitation; new partners included Pittsburg High School, El Cerrito High School, Martinez High School, Bay Area Black United Fund, Young Invincible, Bay Area Women’s Business and Professional Association.</p> <p>Established new partnership with Berkeley Adult School GED and diploma programs.</p> <p>Initiated and conducted Braille placement assessment for the visual impaired.</p> <p>BCC financial aid office received an increased invitation to offer presentations and workshops for high schools, adult school and 4-year institutions, including 4 times at Albany High, 3 times at Berkeley Adult School, 1 time at Holy Name University. In addition, presentations were made at APAHE National Conference, 4 times in the BCC classrooms, and weekly college-wide FA overview presentations throughout 2013-14.</p> <p>EOPS/CARE conducted outreach activities in the BCC Assessment/Orientation sessions by providing information/application for EOPS/CARE programs; presented at BCC ESL Department’s orientation for Berkeley High School ESL students by providing admission information and application for the fall 2014 semester; and presented at the 2014 annual Dream Summit to recruit AB540 students for the fall 2014 semester.</p> <p>DSPS Office performed outreach to several community organizations, including: The Lion’s Center, Orientation Center for the Blind, Department of Rehabilitation Berkeley & Oakland Offices, and the CalPrep School.</p> <p>The BCC Veteran’s Club is well established and continues to partner with other clubs on campus sponsoring both an Alameda County Food Drive and Toys for Tots campaign during the 2013 holiday season.</p> <p>Access, Assessment and Orientation –</p> <p>Conducted approximately 100 on- and off- campus assessment and orientation sessions, including orientations specially designed for in-coming high school graduates, ESL students. DSPS assisted several new students with disabilities access and complete the English and Math placement assessment.</p> <p>Initiated and conducted 6 sessions of early assessment and orientation at Berkeley High and Albany High Schools.</p>
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		<p>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.</p> <p>Initiated and completed the draft information for BCC online orientation.</p> <p>Jointly organized and conducted a Career Technical Education Fair with Instruction for approximately 200 high school seniors from local high schools, including presentations made by Financial Aid, Assessment, and Campus Life gave presentations.</p> <p>Quality Student Support Services –</p> <p>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.</p> <p>Recommended and implemented strategies are recorded in meeting minutes.</p> <p>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.</p> <p>Financial Aid services received 1 FTE additional Financial Aid Specialist. One part-time Clerical Assistant position increased to full-time.</p> <p>One FTE Staff Assistant is being hired for BCC Counseling Office.</p> <p>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.</p> <p>In Fall 2013, BCC EOPS served 23% of all BCC full-time students (EOPS = 250, all BCC full-time = 1,098); in addition, 35 CalWORKs, 247 DSPS, 48 foster youth, and 155 special admitted students were served.</p> <p>EOPS collaborated with Office of Instruction/Title III Grant to provide series of</p>
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		<p>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.</p> <p>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.</p> <p>Supported over 250 DSPP students for priority registration in Fall 2013 and over 280 in Spring 2014.</p> <p>TRiO served 120 BCC students in 2013-14. TRiO conducted 8 workshops and 1 4-year campus tour.</p> <p>Veteran Services served more than 214 veteran and veteran dependents in the FY 2013-14 academic year; up from 150 students the previous year, with only a .5 FTE veteran academic counselor and .5 FTE veteran certifying official.</p>
<p>Goal B. Degree and Transfer</p> <p>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.</p>	<p><u>SSSP 2. Strengthen support for entering students</u></p> <p>2.5 Require students to declare a program of study early in their academic careers</p> <p><u>SSSP 3. Incentivize successful student behavior</u></p> <p>3.1 Adopt system-wide enrollment priorities reflecting the core mission of community colleges</p> <p>3.2 Require students receiving BOGG to meet various conditions and requirements</p> <p>3.3 Provide students the opportunity to consider full time</p>	<p>SSSP –</p> <p>Continued to coordinate with district-wide efforts and plans, lead college-wide planning and implementation of SSSP as scheduled and mandated by the State.</p> <p>Enhanced the understanding of SSSP by making at least 5 presentations at various college governance or other related committees and taskforces.</p> <p>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.</p> <p>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.</p> <p>Completed the first level of online orientation development through enhanced communication and college-wide shared governance process.</p> <p>Initiated and conducted updated and upgraded ESL self-placement using multiple measures.</p>

	<p><u>SSSP 6. Revitalize and re-envision professional development</u></p> <p>6.1 Create a continuum of mandatory professional development opportunities</p> <p>6.2 Direct professional development resources toward improving basic skills instruction and support services</p>	<p>Students received counseling/SEP development/follow-up services at BCC represent 23% of PCCD students who received similar services.</p> <p>BCC counselors provided counseling to 7,232 unduplicated applicants/students in 2013-14, and assisted students in developing and updating 1,134 SEPs.</p> <p>To serve students efficiently and effectively, BCC financial aid office supported the district office to implement the new financial aid PeopleSoft system so that students are able to view their Passport account for missing financial aid documentation, award letter, disbursement information etc. Students could also apply waiver to student's account online if students qualify.</p> <p>DSPS provided academic counseling, abbreviated and comprehensive education plans, and other academic services to over 282 students in Fall 2014 and 250 students Spring 2014.</p> <p>During the spring 2014 semester, a new Veterans Resource Center location was identified and opened on a temporary basis in spring 2014 until staffing needs could be assessed, and should be fully staffed and operational by the fall 2014 semester. Resources have been identified and ordered (supplies, computers and printers). Some items are being donated by outside veteran organizations.</p> <p>Enrollment Priority –</p> <p>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.</p> <p>Degree and Certificate –</p> <p>Awarded over 615 degrees and certificates in 2013-14 by enhancing A&R, financial aid, counseling, transfer and career services and graduation committee functionality, effectiveness, and efficiency.</p> <p>16 degrees and certificates were awarded to TRiO students.</p> <p>Transfer –</p>
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		<p>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.</p> <p>The early count of BCC Transfers to UC Berkeley is 94, an increase of 12 or 14% from last year's figure.</p> <p>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.</p> <p>BCC Transfer & Career Info Center supported 1,950 students in the center and 800 student on- and/or off-campus with transfer and career exploration related services, in-person, at events, via phone, or by email contact; offered at least 10 workshops focused on transfer basics and career exploration overviews.</p> <p>BCC Transfer services offered assistance to over 600 students on transfer admissions applications and personal statements in 2013-14, while nearly 300 BCC students applied to the UC system in fall 2013; updated center website, including posting a 30-minute, captioned video of the Transfer Basics workshop (content developed and delivered by coordinator, filmed by multimedia students on campus)</p> <p>Six Veteran students are transferring to UC campuses (five to UC Berkeley and one to UC San Diego), one veteran is transferring to Stanford University, six veterans are transferring to CSU campuses including San Francisco and Sonoma, and five are obtaining AA/AS or certificate degrees. This is a 50% increase from the previous academic year.</p> <p>10 TRiO students will transfer to 4-years in fall 2014, including 2 to Cal, 1 to Mills College, 5 to SFSU, and 2 to CSU East Bay.</p> <p>Professional Development –</p> <p>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.</p>
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		<p>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.</p> <p>Records of measurable outcomes are reflected in meeting minutes.</p> <p>Campus Life presented at the new faculty orientation workshop twice a year.</p> <p>EOPS program offer additional math tutorial services to program participants. Students receive one-on-one and group tutoring support.</p> <p>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.</p> <p>DSPS provided workshops for Fall Flex Day regarding accommodating students with disabilities. A Focused Inquiry Group (FIG) was completed for the 2013-2014 year, culminating in a presentation to BCC faculty.</p> <p>DSPS Alt Media Specialist attended the State’s educational and assistive technology conference in March 2014; LD Specialist attended the statewide conference for the CA Association of Post-Secondary Education and Disability (CAPED).</p>
<p>Goal C. Career Technical Education (CTE) and Basic Skills</p> <p>Improve career and college preparation progress and success rates (successfully transition students from basic skills to college-level, as well as CTE/</p>	<p><u>SSSP 2. Strengthen support for entering students</u></p> <p>2.1 Develop and implement common centralized diagnostic assessments</p> <p>2.2 Require students to participate in diagnostic assessment, orientation and the develop of an education plan</p> <p>2.3 Develop and use technology application to better guide students in education processes</p> <p>2.4 Require students showing a lack of college readiness to participate in</p>	<p>Orientation and Placement Assessment –</p> <p>Updated and upgraded orientation and placement assessment process, procedures, and data entry by</p> <ul style="list-style-type: none"> (a) developing the foundation for online orientation and piloting the implementation plan (b) identifying, piloting, and implementing multiple placement assessment measures, e.g., high school GPA, SAT/ACT scores, AP/IB, high school to college course articulation <p>SEP Development and Follow up -</p> <ul style="list-style-type: none"> (a) began to implement initial and comprehensive SEP development and ensure adequate data entry

<p>career)</p>	<p>support resources</p> <p><u>SSSP 3. Incentivize successful student behavior</u></p> <p>3.4 Require students to begin addressing basic skills deficiencies in their first year</p>	<p>(b) 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</p> <p>(c) 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.</p> <p>(d) 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.</p> <p>Data are reported by PCCD IR and CCCCCO DataMart.</p>
<p>Goal D. Sustainable, continuous quality improvement.</p> <p>Lead BCC Student Services to implement and complete all projects and activities necessary to support college-wide sustainable, continuous quality improvement</p> <p>As the Accreditation Liaison Office (ALO), coordinate with BCC Self</p>	<p><u>SSSP 7. Enable efficient state-/district-college-wide leadership and increase coordination among colleges/departments</u></p> <p>7.1 Develop and support a strong community college system office (strong administrative team with rich resources: human, financial, facility, and technology)</p> <p>7.2 Set local student success goals consistent with statewide/district goals</p> <p>7.3 Implement a student success scorecard</p> <p>7.4 Develop and support a longitudinal student record system</p>	<p>Institutional Leadership and Governance –</p> <p>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.</p> <p>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.</p> <p>Conducted three workshops through the Peralta Student Council and the Associate Students of Berkeley City College on shared governance to engage student communities in understanding Shared Governance, including roles, responsibilities, and information flow by encouraging student participation in BCC shared governance meetings.</p> <p>Data-driven Decision Making –</p> <p>Ensured data-driven program improvement process and integrate planning into resource development and allocation by</p> <p>(a) 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, CCCCCO datamart, and Student Success Scorecard.</p> <p>(b) Ensuring the completion of student services annual program update, SLO update,</p>

<p>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</p>		<p>SLO assessment, and integrate SLO assessment findings into annual program update.</p> <p>(c) Completing and applying ILOs, assessment, CCSSE, and other assessment tools and research findings to increase student success</p> <p>Accreditation Self Evaluation -</p> <p>Continued to serve as the ALO and one of the team leaders guiding BCC 2015 Institutional Self-Evaluation with college-wide participation. Over 20 BCC members, including two DSPS full-time faculty, completed the ACCJC certificate training in Accreditation Basics.</p> <p>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.</p> <p>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.</p>
<p>Goal E. Fiscal Stability</p> <p>Continue to adhere to proper fiscal oversight of all BCC Student Services budget and expenditures, manage resources, identify and propose additional needs for resources</p>	<p><u>SSSP 8. Align resources with student success recommendations</u></p> <p>8.1 Encourage categorical program streamlining and cooperation</p> <p>8.2 Invest in the new Student Support initiative</p>	<p>Resources Management and Development –</p> <p>Financial Resources. Stayed within adopted 2013-14 annual budget by successfully align resources with student needs.</p> <p>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. Increased 1 part-time to full- and 1 11- to 12-month staff position in Financial Aid, and fully resolved Financial Aid budget deficit due to unexpected transfer of 1 position.</p> <p>Facility Resources. Continued to identify facility needs in all student services areas through annual program review process. Acquired a temporary space to Veteran Services Center.</p> <p>Technology Resources. Continued to identify technical resource needs through annual</p>

<p>based upon Student Services annual program review and SLOs.</p>		<p>program review process, and increase effectiveness and efficiency of student support services through the use and upgrade of technology.</p> <p>Budget and Planning Integration –</p> <p>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.</p>
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V. 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/>

VI. STUDENT SERVICES PROGRAM INFORMATION

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

Program	Executive Summary	Success Stories	Action Plan	Program Needs
<p>Admissions and Records</p>	<p>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>	<p>Admissions & Records serves approximately 6,200 students during peak registration with limited staff and space. Because of the assistance from the student ambassadors, students are more effective and capable of managing their own account.</p> <p>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.</p>	<p>Expand services as the student population grows with the prospects of a new campus building to support our expansion.</p> <p>Provide mobile application and enrollment service for special population groups during peak registration.</p> <p>In the coming year Admissions & Records staff will collaborate closely with Financial Aid Office as they join the PeopleSoft System to ensure that students are receiving the information needed.</p> <p>Work on streamlining and moving more toward web based student interaction for the Admissions & Records portion of the matriculation process (SSSP).</p>	<p>Personnel</p> <p>An additional staff person (1.0 Clerical Assistant I) is needed to provide support for the 3 FTE, increase customer service, and cover the evening hours.</p> <p>Technology</p> <p>Two (2) desktop computers at the Admissions & Records counter, one (1) laptop to be used during registration and two (2) updated printers.</p>

<p>Articulation</p>	<p>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.</p>	<p>BCC's Articulation Officer is an important resource for all faculty (counseling and instructional) and administration by providing up-to-date articulation/transfer information which has impact on BCC's academic programs and student population.</p> <p>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.</p>	<p>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</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>Office Needs</p> <p>Typical office supplies; larger computer monitor</p>
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		<p>The Articulation Officer assists instructional faculty with the development of new courses and updating existing courses for transfer. The Articulation Officer also assist in the development of Associate Degrees for Transfer (ADT) and the needed submission of ADT courses for C-ID approval. As part of this assistance, the Articulation Officer often does the research using appropriate resources, e.g. internet, catalogs, contacting Systems Office Personnel and 4-yr Articulation Officers.</p> <p>The Articulation Officer receives curricula changes from the System Offices and 4-yr Articulation Officers. These curricula changes must be communicated to BCC faculty and administration, so courses can be updated to meet specific transfer requirements. Consultation is through e-mail and individual meetings.</p> <p>BCC's A.O. is responsible for submitting transferable courses to the System Offices (UC and CSU) and 4-yr institutions for their faculty review and approval. If formal articulation agreements are not established and maintained, it would be more difficult for BCC students to meet their transfer requirements.</p>	<p>and universities; Respond to four-year college and university requests for course-to-course articulation and major preparation articulation agreements, as well as submitting outlines for the University of California, Letters and Science breadth pattern; 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; Keep IGETC, CSU GE, and UCB L&S advising sheets current; Continue to submit courses for C-ID approval to assist with the development of the Associate Degrees for Transfer and to provide an additional articulation option for CSU articulation; Maintain 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; the District Education Committee; the College Education Committee; and attend all sessions of the segments of the California Intersegmental Council for Articulation (CIAC), including regional meetings and NCIAC meetings (as best as possible; and Participate and attend the CSU General Education Advisory Committee as an official member.</p>	
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<p>Assessment and orientation</p>	<p>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.</p>	<p>Students take the Compass English and Math assessment exam to be placed in appropriate classes according to the recommended results of the exam and the number of students taking advantage of Orientation and Assessment.</p> <p>The college saw an increase in the fall 2011 of 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.</p> <p>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.</p> <p>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.</p>	<p>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 state mandates.</p> <p>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</p> <p>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.</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>Technology</p> <p>Two (2) desktop computers for assessment and orientation</p> <p>Two (2) printers & ink cartridges</p> <p>Dragon software</p>
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<p>Counseling</p>	<p>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.</p>	<p>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</p> <p>Survey results from 2011 were favorable indicating a highly comfortable relationship between counseling staff and students. Data from student surveys indicate that students view the counseling sessions as highly informative. A second round of surveys was distributed fall 2013.</p> <p>The counseling staff is small but extremely committed to providing quality services to students. Bilingual speakers in Cantonese, Vietnamese and Spanish. Multicultural staff. Experienced career counselor. Proven positive and effective relationship with student body. Cooperative and collaborative relationship with instructional faculty.</p> <p>Counselors will seek to add a department meeting during flex days in order to strategize and prepare jointly for the new semester.</p> <p>Counselors will endeavor to collaborate with instruction to implement academic advising that will occur in various forms to include efficient referral, information interviews, career fairs, etc.</p> <p>More counseling classes have been added to the schedule which will provide in depth information and services to students which also will negate in many instances the need to see a counselor.</p>	<p>The current ration of counselor to student is approximately 1:2000. An acceptable ration would be 1:900. The numbers speak for themselves.</p> <p>We have hired three contract counselors within the last 18 months which inches us closer to an acceptable counselor student ration.</p> <p>Increased full and part time faculty will allow for more comprehensive counseling services and participation in the development of creative programs</p> <p>Ratio of full time counselors to student population. Ratio of full time counselors to student body population. Shortage of office space; currently, there is not enough office space to bring on new hires and/or to house adjunct counselors.</p> <p>Office space; we do not have enough offices to accommodate our staff. Storage space is also a problem. There is no space to house case management files such as PACE files. The current space to store transcripts, copies, hard copies in general is bursting at the seams and is highly disorganized.</p> <p>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 simplistic information.</p> <p>Counselors will attend instructional departmental meetings and vice versa to stay abreast of program nuances, changes, important information, etc.</p>	<p>Personnel</p> <p>The counseling department will be hiring two contract counselors to start January 2014. Additionally, plans are being discussed to bring on more adjunct faculty.</p> <p>1.0 Staff Assistant will be hired to assist with administrative needs.</p> <p>Technology</p> <p>Ten (10) panic buttons</p> <p>Facilities</p> <p>Office space to accommodate staff and storage.</p>
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<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.</p>	<p>DSPS student success rates for are equal to or higher than non-DSPS students.</p> <p>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.</p> <p>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.</p>	<p>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>. This position would be vital to addressing ongoing office coverage and other staffing issues.</p>	<p>Personnel</p> <p>1.0 Coordinator/Counselor (hiring in progress)</p> <p>1.0 Staff Assistant (back fill)</p> <p>1.0 Instructional Assistant for test accommodations and other duties</p> <p>1.0 Instructional Assistant to support an Assistive Technology (AT) lab</p> <p>Facilities</p> <p>Larger space for the Alternate Media Office</p> <p>Identified space for an Assistive Technology Lab</p> <p>Dedicated space for accommodated testing.</p> <p>Technology</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</p>
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			<p>The lack of physical space for test accommodations, alt media operations, and for student use of assistive technologies is a big challenge for the program. Another weakness is the lack of resources needed for personnel, equipment, and for updating assistive technologies. These weaknesses may eventually affect the, retention, persistence, and the success of DSPS students.</p> <p>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. This position was vacated via staff retirement, but has yet to be restored</p>	<p>Dragon NaturallySpeaking version 12 Product Suite (speech-to-text tool for students with LD or physical upper extremity limitations) OmniPage version 18 (DSPS staff) MS Office 2010 (DSPS staff and students) ABBYY Fine Reader (DSPS staff) Adobe Acrobat Pro version 11 (DSPS staff) Adobe Illustrator CS6 (DSPS staff) Duxbury version 11 (DSPS staff and students) Scientific Notebook version 5.5 (DSPS staff) MathType version 6.8 (DSPS staff)</p> <p style="text-align: center;"><u>Hardware / Equipment</u></p> <p>Full-duplex high-speed scanner [Canon DR9080] (DSPS staff) Full-duplex laser color printer [HP Color Laser Jet CP5525] (DSPS staff) Braille Embosser [for text] (DSPS staff and students) **Braille Embosser [for graphics] (DSPS staff and students) PIAF [tactile imaging device] (DSPS staff and students) CCTV (image magnifier for</p>
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				students with low-vision) Braille embosser (Braille printer)
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<p>EOPS/ CARE</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>EOPS students constitute 13% of BCC's full-time population and 5% of all matriculating student population.</p> <p>In the last three years, an average of 20 EOPS/CARE students received Associated Degrees and Certificates.</p> <p>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.</p> <p>Over the last three years an average of 7 EOPS/CARE students received scholarships from BCC, Peralta District, and local community.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>Extensive follow-up is needed to ensure EOPS/CARE students comply with the EOPS program requirements and regulations.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Establish dates and times for monthly Staff meetings.</p> <p>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.</p> <p>Continuous collaboration with Assessment/Orientation, Financial Aid and Admission and Record departments, will assist with informing students of SB1456 requirements.</p> <p>Increase collaboration with In-and-Out-reach, Student Ambassador, Student Activities and Campus Life for recruitment efficiency.</p> <p>Implement use of online scheduling/appointment system.</p>	<p>Personnel</p> <p>1.0 Counselor funded by EOPS/CARE effective Spring 2014</p> <p>1.0 EOPS Clerical Assistant effective Fall 2013</p> <p>.5 Classified Outreach Specialist</p> <p>Two peer tutors to provide extended basic Math and English tutorial services</p> <p>Federal work study student to assist with data collection</p> <p>Technology</p> <p>Laptop for maintaining program documents when traveling</p> <p>Bar-code scanner and data storage software for book-loan program</p> <p>Fax Machine</p> <p>Facilities</p> <p>Additional storage room to store old student files, outdated textbooks from the EOPS/CARE Book Loan program, large supplies and equipment.</p>
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<p>Financial Aid</p>	<p>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.</p>	<p>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.</p> <p>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</p> <p>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.</p>	<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.</p> <p>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.</p> <p>Our limitations are in the areas of space. The current physical front desk set-up does not address the issue of students standing in line. 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.</p>	<p>Personnel</p> <p>Convert the part-time, 30 hour, 11 month Clerical Assistant II to full-time. One Full-time, Placement Assistant Long-term part-time hourly staff-180 day employment time</p> <p>Technology</p> <p>Electronic Imaging: 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. New system: new financial aid system that enables students to check their FA status from their student accounts on Passport. Automatic phone messages remind students about important financial aid updates.</p> <p>Facilities</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>
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	<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>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</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>Personnel</p> <p>One .5 FTE clerical assistant to support record and document processing</p> <p>Budget</p> <p>A regular and steady operating budget for Student Ambassadors</p>

	satisfy their growth and learning needs.			
Student Activities	<p>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.</p>	<p>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.</p> <p>BCC Outreach and Student Ambassador Program has been cited nationwide, and by the ACCJC Accrediting Team, as an exemplary program.</p> <p>In recent years, both the number of student ambassadors and the number of the community events and K-12 schools have been increased significantly.</p>	<p>Action Plan for Continuous Improvement</p> <p>Additional Planned Educational Activities Towards FTES, Student Success, Persistence, and Completion</p> <p>Meet District FTES Target for AY2013-2014 of 18,830</p> <p>Increase Student Success</p> <p>Increase Persistence</p> <p>Increase College Completion</p>	<p>Personnel</p> <p>.5 Outreach Specialist</p> <p>.5 Clerical Assistant</p> <p>20 Student Ambassadors/Student Workers</p> <p>Facilities</p> <p>To better acclimate students at the South Campus, a Student Lounge/ICC Meeting area is needed to expand Campus Life services to all students.</p> <p>There is a need to provide the campus with BCC swag. A swag store is needed to store and sell BCC merchandise.</p>

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<p>Transfer and Career Information Center</p>	<p>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.</p>	<p>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.</p> <p>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.</p> <p>There is a 30 minute video of the Transfer Basics workshop posted on the center website that the M Mart 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.</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>Expand access to the center—more focused outreach and collaboration with faculty members and other student service departments</p> <p>Develop and expand partnerships on and off campus, design and offer more workshops, and will work with center advisory board to strengthen these efforts.</p> <p>Expand services to include not only career information but employment services as well.</p>	<p>Personnel</p> <p>1.0 FTE career specialist</p> <p>Facilities</p> <p>Double the current size to accommodate both transfer and career services.</p> <p>Technology</p> <p>Data tracking software, 1 additional desktop unit</p> <p>Software for an on-line job board</p> <p>Fiscal</p> <p>Annual licensing fees for career development tools, handouts, and online membership.</p>
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<p>TRiO</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>On-line 24/7 tutoring is available in a wide array of subjects.</p> <p>One-on-one peer tutoring in math and English provided to program participants.</p> <p>The program</p> <p>Workshops</p>	<p>of 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.</p>	<p>Personnel</p> <p>1.0 Director</p> <p>2.0 FTE Counselor</p> <p>1.0 Staff Assistant</p> <p>4 peer tutors/advisors</p> <p>Facilities</p> <p>Office Space for Staff</p> <p>Homework/Tutorial Services Lab</p> <p>Technology</p> <p>Three (3) desktop computers and three (3) printers for staff</p> <p>Five (5) homework lab / on-line tutoring desktops</p> <p>One (1) printer</p> <p>BLUMEN data collection software</p> <p>Net Tutor on-line tutorial software</p> <p>Fiscal</p> <p>Designated funding</p>
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<p>Veteran Affairs</p>	<p>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.</p>	<p>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.</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 and is still active as of the 2013-14 academic year.</p> <p>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.</p>	<p>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.</p> <p>Provide training for coordinators and counselors related to new veteran programs, including Post/911 and VRAP.</p> <p>Intervention programs intensified to increase the monitoring and support of veteran students.</p> <p>Streamlined application process by providing tools to enroll in VONAPP online through the Berkeley City College website.</p> <p>Continue to update and enhance the Veteran's Affairs webpage on the BCC website to ensure a "user-friendly" environment.</p> <p>Continue to develop and strengthen the Veteran's Club at the college to assist both our veterans and their dependents in the local community.</p> <p>Expand outreach strategies to the veterans and their dependents to make them aware of the educational benefits available to them.</p> <p>Offer VA Workshops/Orientations at the beginning of each semester. VA coordinator and VA Counselor will provide a workshop for new veteran students planning to enroll at the BCC two weeks prior to each semester.</p> <p>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.</p>	<p>Personnel</p> <p>1.0 FTE Veteran Certifying Official .5 Veteran Counselor .5 Psychological Counselor</p> <p>Facility/Equipment</p> <p>A designated VA Center and centralized filing system.</p> <p>One file cabinet to store all VA files in one location.</p> <p>Conference Table with eight (8) chairs Three study areas with computers, one printer to share with the computers.</p> <p>Two standard computers (one for the VA Counselor office and one for the VRC reception area). A printer for the VA Counselor office.</p> <p>White Board</p> <p>Couch and two side chairs for waiting area Two work desks (one for the VA counselor office and one for the VRC reception area).</p> <p>Technology</p> <p>Electronic imaging software to increase communication through inter-departmental communication.</p> <p>SARS self-sign-in for drop in counseling for veteran students will begin in spring 2014 semester.</p> <p>Financial</p> <p>Designated funding</p>
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