

Peralta Community College District

Berkeley City College

College of Alameda

Laney College

Merritt College



Student Activities & Campus Life Program Review

2015-2016

Fall 2015

The Non-Instructional Department, Program or Administrative Unit Program Review Report

1. College: Berkeley City College

Department, Program or Administrative Unit: Student Activities & Campus Life

Date: October 29, 2015

Members of the Department, Program or Administrative Unit Program Review Team:

Paula Coil, Interim Director

Members of the Validation Team:

Diana Bajrami, Interim Vice President of Student Services

2. Narrative Description: The Mission of the **Office of Student Activities & Campus Life (SACL)** 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 on campus, SACL provides a link between students' classroom experiences to activities outside of the classroom:

- To provide learning experiences that stimulates and encourages social, cultural, intellectual and recreational interactions.
- To encourage services, programs and events to educate, advocate, entertain and challenge our students.

Student Activities & Campus Life provides students the necessary tools and resources for their individual and student organization success as well as supports student advocacy efforts. SACL exists to create a unique student life experience exclusive to Berkeley City College.

We strive to provide a welcoming campus environment that supports student recruitment, retention and the successful achievement of academic and career goals. We oversee and assist in developing activities, events and programs designed for the social, cultural, educational and leadership development of students.

In alignment with the Berkeley City College mission statement, the Office of Student Activities & Campus Life works to have all BCC students understand their power to transform their lives. We support the wider campus community to embrace the six factors for success identified by the RP Group, and encourage students to reflect on their leadership in terms of being directed, focused, nurtured, engaged, connected, and valued.

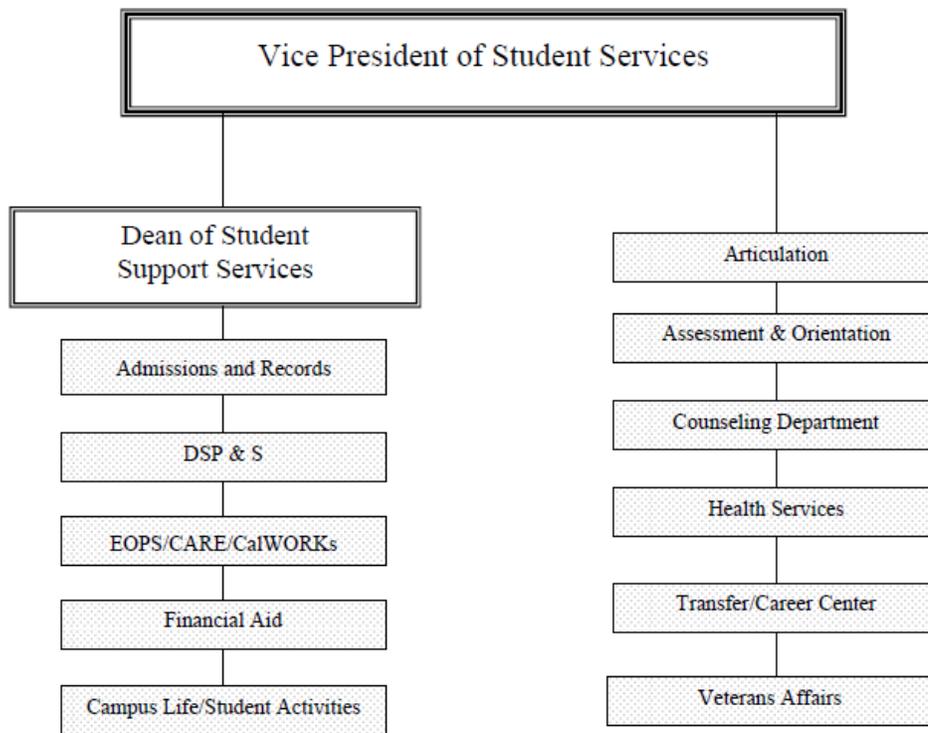
SACL encompasses several areas on campus: the Student Ambassador Program, Campus Safety Aides, Associated Students of Berkeley City College (ASBCC), campus activity scheduling and coordination, digital signage, community partnerships, and outreach and retention.

3. Organizational Chart: Please see the organizational chart below. The Office of Student Activities & Campus Life works in collaboration with many if not all other support services, programs, and administrative units on campus. Through the Student Ambassador program, SACL is connected with several areas of student services, the office of instruction, and the business office as the ambassadors serve a vital role in orienting new and returning students to campus resources, and assist student navigation of the enrollment and registration processes.

Through the ASBCC, this office touches the entire campus. Student leaders in the ASBCC serve on campus shared governance committees and senators have areas of special focus on campus

On March 1, 1976, the Peralta Community College District Board approved Policy 4.45 stating, “Student activities are recognized by the District as an integral part of a community college’s total program.” As our campus has grown, there have been several models for what is now Student Activities & Campus Life. In 2013 the first Director was hired, and this was the first time an administrative position was dedicated to this area. As will be stated later in this report, inadequate support staffing for this unit remains problematic. This review is being authored by the interim director; the hiring process is underway for this contract position. Stable and adequate staffing is important for this area to function effectively.

Berkeley City College Student Services Organizational Chart



10/2015 jm

4. Student Demographic Data:

For Departments and Programs, please enter the following demographic data for the past three years.

Department or Program Name:	Year 1	Year 2	Year 3	% Change (year 1 to year 3)
Total Students Served (Headcount)				

Gender: Male				
Gender: Female				
Gender: Unreported				
Age: ≤ 19 years				
Age: 20 -24				
Age: 25 - 29				
Age: 30 - 39				
Age: 40 - 49				
Age: ≥50				
Ethnicity: African-American/Black				
Ethnicity: Asian/Pacific Islander				
Ethnicity: Hispanic/Latina/Latino				
Ethnicity: Native American				
Ethnicity: Other Non-White				
Ethnicity: White				
Ethnicity: Unreported				
Special Populations: current or former Foster youth				
Special Populations: Veterans				
Special Populations: students with disabilities				

For Administrative Units, please enter the following demographic data for the past three years.

Administrative Unit Name:	Year 1	Year 2	Year 3	% Change (year 1 to year 3)
Total Students Served (Headcount)				
Gender: Male				
Gender: Female				
Gender: Unreported				
Age: ≤ 19 years				
Age: 20 -24				
Age: 25 - 29				
Age: 30 - 39				
Age: 40 - 49				
Age: ≥50				
Ethnicity: African-American/Black				
Ethnicity: Asian/Pacific Islander				
Ethnicity: Hispanic/Latina/Latino				
Ethnicity: Native American				
Ethnicity: Other Non-White				
Ethnicity: White				
Ethnicity: Unreported				
Special Populations: current or former Foster youth				
Special Populations: Veterans				

Special Populations: students with disabilities				
---	--	--	--	--

- Using the data entered for your department, program or administrative unit above, briefly explain the changes in students served for the past three years.

Students served data is not captured for this office, yet it can be argued that the functions touch nearly every student at the college. Some success stories noted in the 2014-15 annual program update include:

- a significant increase in the number of chartered clubs in the past year. The number of clubs doubled in one year. During fall 2013 there were 13 chartered clubs, during Spring 2014 there were 18 chartered clubs, during Fall 2014 there were 26 chartered clubs.
- part-time alumni peer mentors were hired as classified hourly staff members to assist in providing professional development workshops, and to serve as a mentor for the current ambassadors.
- during the 2013-14 academic year 13 of the 15 ASBCC council members transferred to four-year universities.
- a master campus life calendar was established indicating the date and time of each club meeting, event and activity.
- a peer alumni network with the Transfer Service Community and Ambassador Alumni Mentors was established to assist our current ambassadors.
- a working relationship with all high schools in Alameda County was established. Outreach has been conducted at all high schools in our service area.

5. Assessment: Please answer the following questions and attach the TaskStream “At a Glance” report, if applicable, for your department, program or administrative unit.

Questions:

- How does your department, program or administrative unit ensure that students are aware of the program level outcomes and/or service area outcomes for your area? Where are the program level outcomes and/or service area outcomes published?

Service area outcomes are published here:

<http://www.berkeleycitycollege.edu/wp/slo/files/2015/10/Campus-Life-Assessment-and-Action-Plan.pdf>

- The Planning for Institutional Effectiveness (PIE) Committee has been discussing how Campus Life can be integrated into the assessment of the Self-Awareness and Interpersonal Skills (Teamwork) ILO.
- Briefly describe at least two of the **most significant changes/improvements** your department, program or administrative unit made in the past three years as a response to analysis and discussion of program level outcomes and/or service area assessment results. Please state the program level outcome and/or service area outcome and assessment cycle (year) for each example and attach the data from the “Status Report” section of TaskStream for these findings.

Improvement 1.

Improvement 2.

- Briefly describe two of the **most significant examples** of plans for program level and/or service area improvement for the next three years as result of what you learned during the assessment process. Please state the program level outcome and/or service area outcome and attach the data from the “Assessment Findings and Action Plan” section of TaskStream, if applicable, for each example.

Plan 1.

Plan 2.

- Describe your department, program or administrative unit’s participation in assessment of institutional level outcomes (ILOs).
- How are the program level outcomes and/or service area outcomes aligned with the institutional level outcomes and to the college mission? Please describe and attach the “Goal Alignment Summary” from TaskStream, if applicable.
- What do members of your department, program or administrative unit do to ensure that meaningful dialogue takes place in both developing and assessing the program level outcomes and/or service area outcomes?
- Briefly describe the results of any student satisfaction surveys or college surveys that included evaluation and/or input about the effectiveness of the services provided by your department, program or administrative unit. How has this information informed department, program or administrative unit planning and goal setting?
- How do you know that your program is effective? What are the indicators that measure your effectiveness? What are the expected results of these indicators?

6. Student Success and Student Equity:

For Specialized Support Services Programs:

- Describe course completion rates (*% of students that earned a grade “C” or better or “Credit”*) in the courses within your program for the past three years. Please list each course separately. How do the program’s course completion rates compare to the college course completion standard?

- Are there differences in the course completion rates when disaggregated by age, gender, ethnicity or special population (current or former foster youth, students with disabilities, low income students, Veterans)? If so, please describe.

College course completion standard _____

Program's course completion rates:

Course 1. _____
 (course name and number) rate, year 1 rate, year 2 rate, year 3

Course 2. . _____
 (course name and number) rate, year 1 rate, year 2 rate, year 3

Course 3. . _____
 (course name and number) rate, year 1 rate, year 2 rate, year 3

Etc.

Discussion:

- Briefly describe the program's overall retention rates (After the first census, the percent of students earning any grade but a "W" in a course or series of courses) for the past three years. How does the program's retention rate compare to the college retention standard?
- Are there differences in the retention rates when disaggregated by age, gender, ethnicity or special population (current or former foster youth, students with disabilities, low income students, Veterans)? If so, please describe.

College retention standard _____

Program retention rates:

Year 1. _____

Year 2. . _____

Year 3. . _____

- What has the program done to improve course completion and program retention rates? What is planned for the next three years?

Please provide the following information about these specific SSSP services, as applicable, for students in your program, for the past three years.

	Year 1.	Year 2.	Year 3.
Number of students that completed orientation			
Number of students that completed assessment			

Number of completed Student Educational Plans (SEPs)			
Number of Abbreviated versus Comprehensive SEPs			
Total number of follow-up services			
Number of Early Alert referrals			

- What has the department/program done to improve SSSP services? What is planned for the next three years?

7. Human, Technological, and Physical Resources (including equipment and facilities):

- Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.

Full-time faculty headcount _____

Part-time faculty headcount _____

Total FTEF faculty for the discipline, department, or program _____

Full-time/part-time faculty ratio _____

Classified staff headcount, if applicable _____

Administrative staff:

Other:

- What are your key staffing needs for the next three years? Why? Please provide evidence to support your request such as assessment results data, student success data, enrollment data, data on the number or type of services provided, survey results, and/or other factors.
- A minimum of 3 semi-permanent (paid through general funds) Student Workers is needed in the office to maintain the basic functions of the office.
- 20 semi-permanent (paid through general funds) student workers are needed to work as ambassadors. 1 FTE classified outreach specialist is needed to assist in coordinating outreach efforts and guide and supervise the peer mentor alumni. 4-5 permanent classified hourly peer mentors and alumni are needed to assist with the implementation of the Equity and SSSP Plans, and Peralta Scholars Program.
- One part-time permanent advisor and faculty is needed to teach and advise the

- Describe your current utilization of facilities and equipment.
 - What are your key technological needs for the next three years? Why? Please provide evidence to support your request such as assessment results data, student success data, enrollment data, data on the number or type of services provided, survey results, and/or other factors.
 - What are your key facilities needs for the next three years? Why? Please provide evidence to support your request such as assessment results data, student success data, enrollment data, data on the number or type of services provided, survey results, and/or other factors.
 - Please complete the Non-Instructional Program Review Prioritized New Resource Requests Template included in Appendix A.
-

8. Community, Institutional, and Professional Engagement and Partnerships:

- Discuss how faculty and/or staff have engaged in institutional efforts such as committees, presentations, and departmental/program activities. Please list the committees that full-time employees participate in.
 - Discuss how faculty and/or staff have engaged in community activities, partnerships and/or collaborations.
 - Discuss how adjunct faculty members and/or part-time hourly employees are included in departmental or program trainings, discussions, and decision-making.
-

9. Professional Development:

- Please describe the professional development needs of the department, program or administrative unit. Include specifics such as training in the use of technology, use of online resources, cultural sensitivity, mentoring, and activities that help individuals stay current with their job responsibilities, etc.
-

10. Department, Program or Administrative Unit Goals and Activities:

- Briefly describe and discuss the department, program or administrative unit's goals and activities for the next three years, including the rationale for setting these goals. NOTE: Progress in attaining these goals will be assessed in subsequent years through annual program updates (APUs).
- Then fill out the goal setting template included in Appendix B. which aligns your department, program or administrative unit's goals to the college mission statement and goals and the PCCD strategic goals and institutional objectives.

- **Goal 1. Support Services:**

Activities and Rationale:

- **Goal 2. Assessment (of SAOs or AUOs):**

Activities and Rationale:

- **Goal 3. Student Success and Student Equity:**

Activities and Rationale:

- **Goal 4. Student Success:**

Activities and Rationale:

- **Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships:**

Activities and Rationale:

- Please complete the Program Review Integrated Goal Setting Template included in Appendix B.

Appendices

Appendix A

Non-Instructional Department Program Review Prioritized New Resource Requests Summary

College: Berkeley City College

Department, Program or Administrative Unit: Student Activities & Campus Life

Contact Person: Paula Coil, Interim Director

Date: October 2015

Resource Category	Description	Priority Ranking (1 – 5, etc.)	Estimated Cost	Justification (page # in the program review narrative report)
Human Resources: Faculty				
Human Resources: Classified				
Human Resources: Student Workers				
Technology				
Equipment				
Supplies				
Facilities				
Professional Development				
Other (specify)				

Appendix B

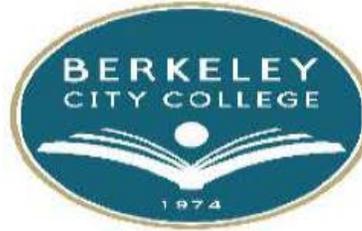
PCCD Program Review Alignment of Goals Template

College: Berkeley City College

Department, Program or Administrative Unit: Student Activities & Campus Life

Contact Person: Paula Coil, Interim Director

PCCD Institutional Goals 2015-2016 Berkeley City College Institutional Goals 2015-2016



Department, Program or Administrative Unit Goal	College Goal	PCCD Goal and Institutional Objective
1.		
2.		

3.		
4.		
5.		
6.		
7.		
8.		

Appendix C

Program Review Validation Form and Signature Page

College: Berkeley City College

Department, Program or Administrative Unit: Student Activities & Campus Life

Part I. Overall Assessment of the Program Review Report

Review Criteria	Comments: Explanation if the box is not checked
<input checked="" type="checkbox"/> <p>1. The narrative information is complete and all elements of the program review are addressed.</p>	
<input checked="" type="checkbox"/> <p>2. The analysis of data is thorough.</p>	
<input checked="" type="checkbox"/> <p>3. Conclusions and recommendations are well-substantiated and relate to the analysis of the data.</p>	
<input checked="" type="checkbox"/> <p>4. Department, program or administrative unit planning goals are articulated in the report. The</p>	

We strive to provide a welcoming campus environment that supports student recruitment, retention and the successful achievement of academic and career goals. We oversee and assist in developing activities, events and programs designed for the social, cultural, instructional and leadership development of students. Our goals and strategies include the following:

- To provide a link between students' classroom experiences to activities outside the classroom.
- To provide learning experiences that stimulates and encourages social, cultural, intellectual and recreational interactions.
- To encourage services, programs and events to educate, advocate, entertain and challenge our students.
- To provide students the necessary tools and resources for their individual and student organization success as well as supports student advocacy efforts.
- To create a unique student life experience exclusive to Berkeley City College.

student leadership/political science class (ASBCC). One part-time permanent faculty is needed to teach the non-fiction course for the BCC Voice newsletter. One FTE classified staff assistant is needed in the Office of Campus Life.

Currently the Ambassadors are situated at the Welcome Kiosk on the first floor to assist guests with registration, directions, answer questions, etc. An outreach specialist office is located in the south campus room 203. 2 computer stations are located in room 203 south campus for the peer mentor alumni. ASBCC offices are housed on the basement floor. The multi-purpose meeting room is in room 203. Office of Campus Life is located on the first floor behind the financial and A&R booths. A permanent meeting space is requested for the ASBCC and ICC clubs on the main campus. To make Campus Life function more efficiently a permanent office space is requested for the outreach specialist on the main campus. A permanent workspace/classroom is requested for the peer alumni mentors and outreach efforts. Cubicle walls, up to date and ergonomically correct desks and chairs are requested in the Office of Campus Life. A projector is needed in south campus room 203. A media center podium is requested to be set up in room 057, ASBCC Offices. Permanent speaker system is requested to be set up in the atrium.

MISSION/HISTORY AND DESCRIPTION OF SERVICE PROVIDED:

Mission: The **Outreach and Retention Services** at Berkeley City College (BCC) serves as a liaison to the local community, and is responsible for coordinating the college's outreach and recruitment activities at local area schools. The Outreach and Retention Program collaborates with departments, Learning Communities, ambassadors, and other district organizations to provide retention activities.

Our outreach goals are to inform high school students, teachers, counselors, parents, and the public about educational opportunities at Berkeley City College, foster positive relationships with educational partners from K-12 school districts, adult education schools, and facilitate the transition of students from area schools to BCC through pre-admission support services. Our retention efforts focus on engaging students in a variety of opportunities and activities to expand their knowledge of what BCC has to offer. The overall mission of the program is to expand student access to BCC educational programs, increase retention, promote the college, recruit students, and develop relationships within the campus, the district and external constituents. Our overarching goal is to make BCC a first-choice campus by expediting the transition process for new students and increase retention and persistence for existing students.

BCC Outreach and Student Ambassador Program has been cited nationwide, and by the ACCJC Accrediting Team, as an exemplary program.

In recent years, both the number of student ambassadors and the number of the community events and K-12 schools have been increased significantly.

History: On March 1, 1976, the Peralta Community College District Board approved Policy 4.45 stating, “Student activities are recognized by the District as an integral part of a community college’s total program. The President of each college is authorized to provide adequate facilities, to allow time for individuals and groups to participate in such activities during their regular schedules, and to provide staff assistance for planning and supervision of these activities.”

Description of Program and Services: Over the last three years, over 11,000 students (unduplicated headcounts) enrolled at BCC annually, while student body continues to be diversified. Student Activities, which includes the Associated Students of Berkeley City College (ASBCC) and campus clubs, is the cradle for campus life programming. It is an information and resource center as well as the hub for student leadership, community service and recreational and cultural programming.

Information regarding ASBCC and student clubs can be found at

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

Student Learning Outcomes (SLOs):

SLO/SAO/PLO Mapping to Institutional Learning Outcomes (ILOs)

ILO: Information Competency

Incoming Freshman will understand more about program and services available at BCC and consider using some programs and services, e.g., DSPS, EOPS, PACE, library, to help students meeting their educational goals

ILO: Communication and Critical Thinking

SLO: Student organization leaders, in collaboration with their respective organization members, student government and/or campus departments, will plan, develop and implement meaningful student activities that promote and educate the community of the clubs' mission.

II. ASSESSMENT, EVALUATION AND PLANNING

Quantitative Assessments:

SERVICE AREA OUTCOMES:

1. **PROMOTE STUDENT LEADERSHIP:** Student leaders, in collaboration with their respective organization members such as student government, clubs and/or campus departments will plan, develop and implement meaningful student activities that promote and educate the community of the organizations' mission.
2. **STUDENT ENGAGEMENT:** Develop activities, events, and programs designed for the social, cultural, instructional, and leadership development of students.

Student Activities and Campus Life:

1. **Outcomes:** One (1) out of the seven (7) BCC Institutional Outcomes: Communication and Critical Thinking will be assessed. See Survey below.TBA
2. **Participants:** Student leaders and event participants
3. **Assessment methods:** Two surveys will be administered.

The first survey will assess the student leader's effectiveness in planning the event. This survey will sample members of the Associated Students of Berkeley City College and student organization members.

The second survey will assess the effectualness of the message of the event to the participants. The survey will sample the event participants.

09/07/2013-ASM

Criteria for Success: Success will be measured based upon students' performance. We anticipate survey results will indicate higher level of Communication Competency.

4. The first and second survey will be administered after the event is completed.

5. The survey will be conducted end of each event during the Spring semester. Based upon survey findings, program improvements and/or changes will be discussed and implemented for the future.

14-15 SURVEY RESULTS Cinco de Mayo, Latin American Club Event - BCC Event Participants

n = 8, 5=Strongly Agree, 4=Agree, 3=Somewhat Agree, 2=Neutral, 1=Disagree

Comment:	Total out of 40
The message was clearly communicated based on the topic and/or the event publicized.	38
I know more about the topic now than before I arrived at the event.	37
The event was organized and planned well.	37
The students involved in the event clearly showed confidence and understanding of the topic they presented.	28