Peralta Community College District
STUDENT SERVICES ANNUAL PROGRAM UPDATE
ORIENTATION & ASSESSMENT PLACEMENT CENTER
Academic Year 2014-2015

Executive Summary:

The Orientation and Assessment Center is a portal to the college campus enrollment and placement service that provides a collection of information to reflect the distinction of the Student Services Department, which reflects the increased needs of students and encourages student success thru the Student Success and Support Program. The mission that drives the college is to promote student success (SSSP), to provide our diverse community with educational opportunities to assist them in transforming their lives. The Orientation and Assessment Department provides newly admitted students with an initial orientation and assessment exam along with information and data about the college that empowers them to make informed decisions about their academic experience. The department also 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. Orientation and Assessment is dedicated to student access and success by providing accurate, timely and exceptional customer service regarding the application process, registration, academic policies, student's rights and responsibilities while continuing to provide responsive and respectful service to all students, faculty, staff and the community.

Success Stories:

➢ The Center frequently offers 75+ assessment exams, for example in 2013-14: During the summer and fall 2014 assessment testing cycle (April thru August) we tested more than 2,400 and all proctored by the coordinator.

➢ Center website resources expanded, including close-captioned, 30-minute video of Transfer Basics workshop developed and offered by the coordinator.

➢ Development and implementation of the BCC Online Orientation for the Summer 2015 semester.

➢ Student Ambassadors are continually available to assist students with college enrollment (CCCApply) and referring them for the Orientation & Assessment Placement Exam.

➢ Orientation & Assessment ranked highly favorable by the students who participated through Student Learning Outcome (SLO) survey.

➢ Developed a new strategic plan with the BCC ESL Department and the District International Office to update and implement the new ESL Placement Exam that began summer 2014

➢ With the recent increase of additional examination dates and purchasing additional compass testing units to accommodate the campus enrollment demand, we have increased our enrollment to meet and exceed the projected campus growth.

➢ 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.

➢ Continue to provide random surveys throughout the academic year to students in order to adhere and comply with the growing needs and concerns of our students.

Strategic Actions:

➢ Continue to enhance and strive for state program compliance and improvements, providing efficient, accurate, and timely customer service that contributes to the attraction, retention, achievements and the graduation of our diverse student body.

➢ Continuing to work closely with college faculty, staff and administrators regarding placement data to assist them in accomplishing their instructional, institutional, and administrative goals and objectives by creating and maintaining a records database tracking system to be in line with state and federal regulations and guidelines.

➢ On-going collaboration to practice effective customer service and communication skills by striving to clearly, patiently, properly and politely correspond with faculty, staff, students and the community, whether in writing, in person, by phone or email.

➢ Conducted approximately 100 on- and off- campus assessment and orientation sessions, including orientations specially designed for in-coming high school graduates, ESL and international students. Continue to work with DSPS to assist new students with disabilities access and to complete the English and Math placement assessment.

➢ Initiated and conducted 6 sessions of early Orientation and Assessment Placement at Berkeley High and other local feeder High Schools. Continue to engage and collaborate with our community partnerships, public and private high schools and including the charter and home school students.

➢ Advancing all student access, success rates and including equity by collaborating with IT to make available specific student documents online (assessment test results, transcripts, and SEP's) in order to assist and increase the number of students using the Peralta Student Portal for achieving their academic goals.

Program Needs:

Human Resources:
The current staffing level for the Assessment & Orientation is as follows:

We are in need of additional staff to keep up with the colleges' continuous enrollment growth. An additional one (1) FTE Student Personnel Services Specialist or two (2) additional clerical staff persons (.5 P/T Clerical Assistant III) are needed to provide support for the 1 FTE coordinator currently in the position. The person(s) will assist and provide support with initial assessment sign-up, preparation and support for on-going assessment and orientation activities, outreach, filing, data entry, student inquiry follow-up and provide sound information and guidance to students related to assessment, orientation and SSSP services.

➢ In addition the Assessment & Orientation Program is in need of a space devoted solely for on-going assessments during the academic year.

> This will maximize and increase the exceptional customer service provided to the student's, front desk coverage for the day and evening hours and so that the coordinator can attend all mandatory meetings.

IT:

> The BCC and District IT Departments are dedicating service time to Orientation & Assessment Placement to maintain and increase the functionality of the PeopleSoft database and COMPASS testing systems.
> Computer Program modification or process that would assist in notifying applicants of Online Orientation after applying to the college as a part of the SSSP process and the PeopleSoft System. This would decrease the number of phone calls and students with problems that contact our office.
> Continued conversation to work with the campus and district IT Departments thru SSSP Working Group and the SSSP Committee to develop and identify ways that the two systems can communicate and upload information to streamline our process for it to allow the various departments to access the same data.
> Moving forward the topic of discussion at the campus as well as district wide is a web based orientation and assessment scheduling and placement access (students being able to look at their test results) due to the growing popularity of the student's needs and advancements in technology that will include our distant learners.

I. OVERVIEW

		Date Submitted:	November 2014
College	Berkeley City College	**Administrator:**	May Chen
Unit/Area	Orientation & Assessment Center		
Completed By:	Gail Pendleton		
Mission/History and Description of Service Provided	The mission of the Assessment and Orientation Department is to provide newly admitted and returning students with an initial assessment and orientation experience to college that empowers them to make informed decisions about their academic experience. The department provides students with clear and useful information about their academic skills and the college environment in order to support their active efforts in choosing and achieving their educational goals. The Assessment and Orientation Department function is to provide returning and newly admitted students with an initial assessment and orientation experience to the college that empowers them to make sound informed decisions about their academic experience. The department continues to provide 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. The Assessment & Orientation Office has been a main function of the college SSSP component (formerly matriculation) since the conception of the school opening and continues to assess the students for proper placement in the appropriate Math, English, or ESL skill levels for greater college achievements. The orientation component provides the student with an introduction and overview to the college environment while exposing the student to the various college's programs, services, facilities and grounds, academic expectations and		

	institutional policies and procedures.
Student Learning Outcomes (SLOs) *(or Service Area Outcomes-SAOs, or Program Learning Outcomes-PLOs)*	Student Learning Outcomes (SLO's) for Orientation and Assessment: After attending and participating in the Orientation and assessment process, a student will be able to: 1. Demonstrate the understanding of the different English, Math and ESL courses offered at BCC and how his /her test results, multiple measures, transcripts assist in their skills matching the appropriate courses (s). 2. Understanding the importance of time management in relation to the course load they are choosing (i.e., plan to spend at least 2 hours on coursework outside the classroom for every unit they are enrolled in). 3. Identify the student services and resources available to assist him/her to become more successful at achieving their desired educational goal(s). The Orientation and Assessment SLOs are assessed on a three year cycle. The SLO assessment survey results from summer and fall 2014 have been evaluated and action plans are being developed.
SLO/SAO/PLO Mapping to Institutional Learning Outcomes (ILOs)	Orientation and Assessment SLOs are linked to three ILOs. **Information Competency:** Students accessing services around the campus from information received in the orientation regarding campus resources, services and programs. Providing this information to students will determine that they have a better understanding of what is offered and how to access it and understand how to use relevant resources for attaining their goals. **Self-Awareness:** Students utilizing the orientation will determine that they have greater self-awareness in relation to developing and identifying their academic and career goals. Students will report greater understanding of their decision-making process, including accessing support resources. **Personal Responsibility:** Student will learn and understand that it is their responsibility to follow the Student's Rights and Responsibilities, e.g., attendance and withdrawal policy, progress and academic probation (detailed information can be found in the BCC Catalog pages 289-319 and on the website home pages of PCCD/BCC) .

II. ASSESSMENT, EVALUATION AND PLANNING

Quantitative Assessments	
Include service area data such as number of students served by your unit/area. Include data and recommendations from program review. *Include data used to assess your SLO/SAO/PLOs.*	The Orientation and Assessment Center serves many students daily, including contacts via phone, email as well as students being seen on drop-in and by appointment. Approximately 4500 to 5000 students served annually to participate in the Math, English and ESL Placement Exam. There has been a steady increase of students served and moving forward into the 2014-15 fiscal year, it will continue to be a steady increase of students coming to the college to complete their undergraduate requirements. Recommendations from program review and the update include: • Advance Student Access, Success and Equity: track and document increased number of underrepresented students using the services in the center to identify who needs the initial assessment services and or to be referred to counseling or special population programs. • Engaging our communities and strengthening our partners by expanding the number of outreach activities conducted annually, sending college representatives to visit high school campuses and informing them of the various opportunities for BCC students. • Develop additional or enhance resources to sustain our Mission, Vision and Values, specifically related to achieving the SSSP goals, identifying and

	accessing funding to provide more goal oriented related services, and to create an expanded on-line presence.
Qualitative Assessments	
Present evidence of community need based on advisory committee input, student surveys, focus groups, etc. *Include data used to assess your SLO/SAO/PLOs.*	As shown by our PCCD Institutional Research Data and SSSP Guidelines, the Orientation and Assessment Center is a very important process with respect to supporting student retention and success at Berkeley City College. This program is important for non-traditional students who are not familiar with the college admission and enrollment process, as well as most first time college students. In addition to the our data we have been requested by the various local high schools to continue to assist them with getting more students enrolled into the 2-year college system and filter the students to the college for continual academic success and prepare for transfer to the 4-year.

III. Identifying Strengths, Weaknesses, Opportunities, and Limitations

Strengths *What are the STRENGTHS of your unit/area?*	The strength of the Orientation & Assessment Center is that the existing orientation portion of the SSSP process is strong in that it covers required topics in an efficient, engaging, and consistent manner. The hour long orientation session links with the ESL, English and Math assessment exams to provide students with a solid initial experience as they enroll in their first semester courses. A student-focused empowering environment and approach of providing information to students who participate in the orientation leave understanding more than before about their own academic process, accessing their student information, navigating through our system, program requirements, general and specific information regarding the total academic process in order to achieve the goal of transferring.
Weaknesses *What are the current WEAKNESSES of your unit/area?*	The weaknesses of the program lie in the need for additional support staff to handle the increasing demand for services and additional examination dates because the annual student enrollment continues to grow. Another weakness lies in the lack of comprehensive technology based software to accommodate the distant learners and students with disabilities. This would provide more breadth in both the orientation and assessment parts of the SSSP Program as well as ensuring a greater preparation for counseling, registration and other resources and services that exist and provide additional support at the college.
Opportunities *What are the OPPORTUNITIES in your unit/area?*	There is opportunity to continue to expand access to the center. Continue more focused outreach and collaboration with community partners, faculty and other student service departments. In addition the Orientation and Assessment Center is working to develop a comprehensive online orientation for all students.
Limitations *What are the current LIMITATIONS of your unit/area?*	Current staffing levels are limited to a coordinator and building and classroom space is limited due to sharing with various faculty and staff to accommodate the student. There is a desire to expand exam services to include an area solely dedicated to accommodate the assessment center and services provided as well. This function would require more staffing and also more space.

Action Plan for Continuous Improvement
Please describe your plan for the continuous improvement of your unit/area.

As a part of the PCCD Student Success & Support Program Working Group and Committee, the district is currently working on a simplified matrix that will help identify and assist the colleges in complying with the state new mandates. In addition to we are currently in the process of re-piloting in summer 2015 an online orientation for all students including disabled, and distant education students. Collaborating with the various departments, services and campus resources the District SSSP Committee and Working Group is trying to create a well-developed and comprehensive way at each campus to integrate ACT Compass with PoepleSoft System, so that the test results are immediately sent to download into the PeopleSoft System and counseling will have immediately access to student testing scores for SSSP (formerly matriculation) and FTE. Orientation and Assessment Center Coordinator will continue to develop and expand partnerships on and off campus, design and offer more examination dates, and will work with VPSS, counseling, and special population programs to strengthen these efforts.

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

Meet District FTES Target for AY2014-2015	Continue with collaboration efforts to have mobile enrollment services provided to the various feeder schools, special populations and Community based organization groups. Verifying initial college application, SSSP process and develop continual bi-annual calendar dates for testing at each high school, adult school, charter and private school and CBO's based on funding. Once a student is accepted and attending BCC, the assessment center will help with the SSSP process. Informing students by assisting them on how to connect with their academic and support services, and explain how general education and major preparation planning works (declaring a major). Students are more likely to achieve their goals when they have a clear understanding of the overall institutions education process and how it empowers them to successfully maintain and achieve their goal.
Increase Student Success	A well-developed process that includes the first four steps of the SSSP; (CCCApply.org application, A&O, Counseling, and A&R). We as a college will need to make sure that all staff is trained, collaborates with each other to engage and make sure that each student is properly directed, stays focused, engaged, feels connected to the college and knows that they are a valued and appreciated student.
Increase Persistence *Percentage of degree and/or transfer-seeking students who enroll in the first three consecutive terms. This metric is considered a milestone or momentum point, research shows that students with sustained enrollment are more likely to succeed.*	. Entry: Ensure that all first time freshman students at BCC will go through and utilize the multiple measures assessment and complete the SSSP one-stop process for enrollment completion services, such as orientation, assessment, counseling, student education plans (SEP), and registration on site.

Increase College Completion	Entry: Ensure that all first time freshman students at BCC will go
Percentage of degree and/or transfer-seeking students who complete a degree, certificate or transfer related outcomes.	through and utilize the multiple measures assessment and complete the SSSP one-stop process for enrollment completion services, such as orientation, assessment, counseling, student education plans (SEP), and registration on site.

IV.   RESOURCE NEEDS

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

Current Staffing Level:		Headcount	FTE Equiv.	
	Faculty (Permanent)	[#]	[#]	
	Faculty (PT/Adjunct)	[#]	[#]	
	Classified Staff (Permanent)	[1]	[1]	
	Classified Staff (Hourly)	[#]	[#]	
	Students	3	1.5	
	ICC/Consultant/Other	[#]	[#]	

Narrative: *Describe the current staffing level in relation to the relative need for effective delivery of your unit/area's programs and services.* *Discuss any current position vacancies, the need for additional personnel, the need for permanent faculty/staff instead of adjunct/hourly personnel, etc.* *Describe implications of the current staffing level in your unit/area to overall service delivery*	The center is staffed by a full-time coordinator (classified position), with additional staffing from three student assistant(s). During peak registration many students are more effective because of the assistance they receive from the Student Ambassadors and work-study students. Students are more effective and capable of managing their own student account in PeopleSoft with the additional customer service from the student support group. As stated earlier, there is a desire to expand services to include not only career information but employment services as well. This function would require more staffing and also more space.
Human Resource/Personnel Requests *List your human resource/personnel requests in prioritized/ranked order.* *Human resource/personnel requests will go through the established College and District*	Add two .5 FTE Clerical Assistant III or one 1.0 FTE Student Personnel Services Specialist to the Orientation Center to provide support in the initial sign-up for Assessment and Orientation, preparation and support for on-going assessment and orientation activities, and to provide day-to-day information related to assessment, orientation, and SSSP (formerly matriculation), and mobile site services.

planning and budgeting process.	

Facilities/Infrastructure

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

Narrative: *Describe the technology needs of your unit/area in relation to the relative need for effective delivery of programs and services.* *Describe implications of the current state of technology in your unit/area to overall service delivery.*	The assessment center is located inside the LRC and signage around the building overall is inadequate and needs updating so that students and visitors can navigate through the building without frustration. While many students access the LRC/Assessment center, there are still many who do not know it is a resource on campus. With the current size and staffing needs of the center, the continued increase in student flow would be difficult to accommodate. Currently our unit has one station area to serve students and because of the limited space we are forced to utilize a small area that impedes on the flow of all students served and affects the delivery of effective customer service during peak registration is difficult and it disrupts students who are studying and or being tutored.
Facilities/Infrastructure Requests *List your facilities requests in prioritized/ranked order.* *Facilities requests will go through the established College and District planning and budgeting process.*	At this time there is a request to build out or expand our area because our current space does not allow for expansion in our current location on campus. This area is shared with the LRC and in the future there is a need to have a space devoted solely for on-going assessments during the academic year. Ideally to have a Orientation & Assessment Center that would include an office space where a complete SSSP one-stop representation that could meet with students individually as well as in a group setting. Also, an ideal area for the center could accommodate 40+ students for assessment exams.

Technology

Please describe any technology needs for your unit/area.

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

V. OTHER

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

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

Executive Summary, Success Story, Strategic Action Plan, and Human Resource and IT Needs are listed above.

Berkeley City College
Orientation and Assessment Placement
S U R V E Y

Please answer a brief survey below to assist BCC in improving Orientation and Assessment Placement.

What information that you received from orientation today have benefited you the most?

_____

_____

_____

What information regarding the resources and services that we provide at BCC would you like additional details about?

_____

_____

_____

Please write a number that best describes each of the statements below. The numbers are defined below as:
5 – Strongly Agree   4 – Agree   3 – Neutral   2 – Disagree   1 - Strongly Disagree   0 - N/A

	Understand more about programs and services at BCC. (Information Competency)
	Become more aware of, through my assessment placement test results, my levels of English, Math and or ESL and how it relates to enrolling into the appropriate classes. (Self-awareness)
	Consider using some programs and services, e.g., DSPS, EOPS, and PACE, to assist me in meeting my educational needs. (Information Competency)
	Learn more about adequate courses that I may need to take at BCC, based on my assessment results. (Self-Awareness)
	Learning that it is my responsibility to follow the Student's Rights and Responsibilities, e.g., Attendance and Withdrawal Policy (detailed information can be found in BCC College Catalog on pages 286-319, as well as on the PCCD and or BCC Website homepage. (Personal Responsibility)

Please provide any additional suggestions for improvements of the Assessment and Orientation Placement. (Use space below or the other side of this survey.

_____

Thank you for your support!

Berkeley City College
Orientation and Assessment Placement
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	Consider using some programs and services, e.g., DSPS, EOPS, and PACE, to assist me in meeting my educational needs. (Information Competency)
	Learn more about adequate courses that I may need to take at BCC, based on my assessment results. (Self-Awareness)
	Learning that it is my responsibility to follow the Student's Rights and Responsibilities, e.g., Attendance and Withdrawal Policy (detailed information can be found in BCC College Catalog on pages 286-319, as well as on the PCCD and or BCC Website homepage. (Personal Responsibility)

Based on prior testing experience, which did you prefer
A. **Multiple Choice Questions**
B. **Essay Format Based on a Single Topic**

Please provide any additional suggestions for improvements of the Assessment and Orientation Placement. (Use space below or the other side of this survey.

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Thank you for your support!

03/03/2015