

# *Peralta Community College District*

*Berkeley City College*

College of Alameda

Laney College

Merritt College



## *Orientation & Assessment Program Review 2015-16*

*Fall 2015*

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# Purpose and Goals

The information gathered during the program review process provides the basis for informed decision making in the Peralta Community College District. Program Review is a systematic process for the collection, analysis, and interpretation of data concerning a program or department. It provides the department, program or administrative unit accountability by collecting, analyzing and disseminating information that will inform integrated planning, resource allocation, and decision-making processes.

The primary goals are to:

- Ensure quality and excellence of academic and student support programs and administrative units.
- Provide a standardized methodology for review of units.
- Provide a mechanism for demonstrating continuous quality improvement, producing a foundation for action.
- Identify effective and exemplary practices.
- Strengthen planning and decision-making based upon current data.
- Identify resource needs.
- Develop recommendations and strategies concerning future directions and provide evidence supporting plans for the future, within the program or unit, at the college and at the District level.
- Inform integrated planning at all levels within the College and the District.
- Ensure that services reflect student needs, encourage student success, and foster improved teaching and learning.
- Provide a baseline document for demonstration of continuous improvement and use as a reference for future annual program updates.

# Components in the Process

The Non-Instructional Department, Program or Administrative Unit Program Review process, which occurs every three years, consists of answering a set of questions designed to aid in the examination of support and administrative services. These questions direct attention to assessment results, support services, administrative functions, and resource areas related to student success in order to develop a plan that will improve the quality of support and administrative services.

The primary components in the Non-Instructional Department, Program or Administrative Unit Program Review process include:

- The Non-Instructional department, support or administrative service Program Review Team
  - Completion of a Non-Instructional Department, Program or Administrative Unit Program Review Narrative Report every three years
  - Validation of the Non-Instructional Department, Program or Administrative Program Review Report
  - Completion of three reporting templates (found in the appendix). They are:
    - The *Program Review Resource Requests Template* in which to summarize key resource needs.
    - The *Integrated Goal Setting Template* in which to set goals, objectives and action plans based upon the Program Review findings in alignment with PCCD Strategic Goals and Institutional Objectives.
    - The *Validation Process Form* in which to document the validity of the program review.
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- Annual Program Updates (APUs), which review progress in meeting goals identified in the Non-Instructional Program Review, are completed in the alternate years within the comprehensive Program Review three year- cycle.
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Thus, the recommendations and priorities from the Non-Instructional Department, Program or Administrative Unit Program Review feed directly into the development of departmental and/or unit plans. In turn, the departmental and/or unit plans serve as the driving mechanisms in formulation of updated educational, budget, technology and facilities plans.

# The Non-Instructional Department, Program or Administrative Program Review Team

The Non-Instructional Program Department, Program or Administrative Unit Review Team at the College is comprised of the following members:

- Department, program or administrative unit Manager.
- Two additional staff members within the department, program or administrative unit.
- All staff within a department, program or administrative unit are encouraged to participate in the Non-Instructional Department, Program or Administrative Program Review process, although participation is not mandatory.
- A college body, such as a validation committee or institutional effectiveness committee, comprised of staff outside of the department, program or administrative unit.

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The Non-Instructional Department, Program or Administrative Unit Program Review Team will analyze the Program Level Outcomes and/or Service Area Outcomes assessment results and other information (student demographic data, needs assessments, student engagement surveys, student satisfaction surveys, etc.) and complete the Non-Instructional Department, Program or Administrative Unit Program Review Narrative Report.

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**Validation:** A *designated college body*, such as a validation committee or institutional effectiveness committee, will review the Non-Instructional Department, Program or Administrative Unit Program Review Narrative Report to ensure completeness of the narrative report, the resource needs template, and the goal setting template.

The validation committee will complete the validation form, including signatures, included in Appendix C and make recommendations to the Vice President of Instruction, Vice President of Student Services and College President.

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# Core Data Elements

## Part I. District Office

The *District Office of Institutional Research* will provide the following data to the department or program by October 1<sup>st</sup> of each comprehensive program review year.

- Total enrollment data for the college (unduplicated) for the last three years disaggregated by age, gender, ethnicity and special populations (i.e.; foster youth, veterans, DSPS, etc.) for the last three years..
- Total number of students served in support and/or special programs disaggregated by age, gender, ethnicity, and special populations (i.e. foster youth, veterans, DSPS, etc.) for the past three years.
- Overall college retention rate disaggregated by age, gender, ethnicity, and special populations (i.e. foster youth, veterans, DSPS, etc.) for the last three years.
- Support and/or special program retention rates for the last three years, if applicable
- Overall college completion retention rate disaggregated by age, gender, ethnicity, and special populations (i.e. foster youth, veterans, DSPS, etc.) for the last three years.
- Support and/or special program completion rates for the last three years, if applicable
- Department, Program or Administrative Unit staff demographics: Full-time/part-time, by category of employment, disaggregated by age, gender, ethnicity

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## Part II. College

The *Office of Instruction and the Vice President of Instruction* at the College will provide the following to the Non-Instructional department, program or unit manager.

- A copy of the PCCD Strategic Goals and Institutional Objectives for the current academic year.
- A copy of the College Goals and Objectives for the current academic year.
- Student satisfaction/engagement survey results (CSSE, Noel-Levitz, etc.), if applicable.
- Administrative unit and/or campus surveys, if applicable.

# Definitions

**Administrative Unit:** An administrative unit is responsible for providing specific services throughout the college and/or provides services necessary to support the overall operation of the college.

**Administrative Unit Outcome (AUO):** a statement that describes the benefit that an administrative unit hopes to achieve that is a result of the work that the unit performs. Each AUO must be measurable with defined criteria.

**Assessment:** Measurement of a service area outcome. Self-assessment and evaluation surveys can provide the data. Collecting and analyzing the evidence leads to improvement of the unit's effectiveness.

**Department/Program:** An individual area of service within the college.

**FTEF (Full Time Equivalent Faculty):** Also known as load equivalency. A full-time instructor teaching 15 lecture hours per week for one semester = 1.0 FTEF. One lecture hour = 50 minute instructional period. One lab hour = .8 of one lecture hour equivalent. This is a semester, or term, measure.

**FTES (Full Time Equivalent Student):** This measure is used as the basis for computation of state support for California Community Colleges. For example, one student attending 15 hours a week for 35 weeks (one academic year) generates 1 FTES.

**Retention:** After the first census, the percent of students earning any grade but a "W" in a course, series of courses, or program.

**Service Area Outcome (SAO):** a statement that describes the benefit that a department or support service unit hopes to achieve that is a result of the work that the unit performs. Each SAO must be measurable with defined criteria.

**SSSP:** Student Support Services Program (formerly called matriculation). Services are required by the Seymour-Campbell Student Success Act of 2012. These services includes orientation, assessment and placement, educational planning, counseling, advising and follow-up services.

**Student Success:** Completion rates with a grade "C" or better. Completion rates can be at the course, program, degree or certificate level.

# Assessment & Orientation Program Review

## 1. College: Berkeley City College

Department, Program or Administrative Unit: Orientation & Assessment

Date: October 27, 2015

Members of the Department, Program or Administrative Unit Program Review Team: Gail Pendleton, Diana Bajrami Loretta Newsome, Windy Franklin, Loan Nguyen, Ramona Butler, Hermia Yam, Allene Hegler, Susan Troung.

Members of the Validation Team:

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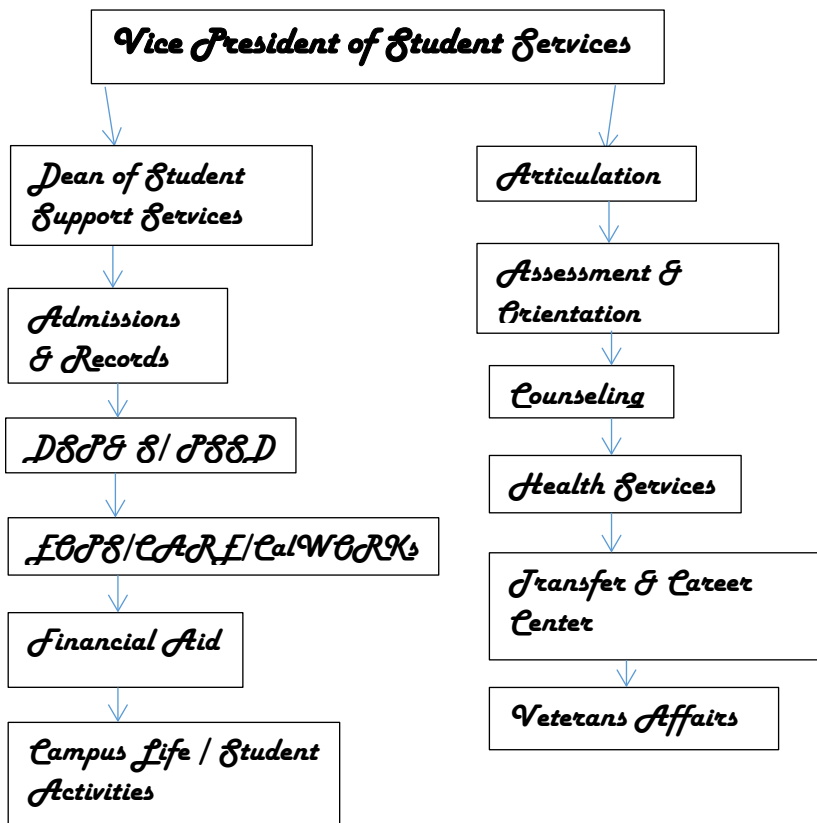
## 2. Narrative Description:

The mission of the Assessment and Orientation Department is to provide newly admitted students with an initial orientation & assessment placement experience about the colleges' resources, programs, services and policies that empowers them to make sound informed decisions about their academic experience. The department provides students with clear and useful information about their academic skills, the college environment, programs, services and resources in order to support their active efforts in choosing and achieving their educational goals.

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## 3. Organizational Chart:

### Berkeley City College Student Services Organizational Chart Assessment & Orientation





The Assessment & Orientation Office is centrally located and one of the main starting points within Student Services and we report directly to the Vice President of Student Services. Continuously collaborating with the various programs and services on campus by working in very close proximity with them to inform and provide the students access to Admissions, Assessment, Orientation, Counseling, Financial Aid, Ambassador Welcoming Center, DSPS, EOPS, CARE, CalWORKs, Learning Resources, Career and Transfer Center and the Cashier's/ Bursar's Office. Orientation & Assessment, Admissions & Records along with and Counseling Department has teamed up to provide a one- stop enrollment service process, providing students with placement assessment, college orientation, counseling, advisement, enrollment through Admissions & Records and the online enrollment process with the ambassadors assistance to ensure that all needs are met prior to the beginning of each semester. Student Ambassadors are available to help students successfully navigate the online class enrollment process to make necessary changes to their class schedule by providing exceptional customer service and technological assistance. Assessment & Orientation ranked highly favorable by students through the Student Learning Outcome (SLO) / Service Area Outcome (SAO) Survey conducted in 2014, which showed that 95% strongly agreed that the Assessment & Orientation Office provided great quality information about the programs, services, resources, policies while displaying exceptional customer service that was provided to our students. The Assessment & Orientation Office is currently in collaboration with the PACE Program and Veterans Service Office to begin collaborating, coordinate and to implement a process to capture and track the students interested in their perspectives programs through group assessments and the one-stop enrollment process.

Please describe how external factors (if applicable) , such as State and Federal laws, advisory board recommendations, changing demographics, etc. have on the support services your department, program or administrative unit provides.

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#### 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	6329	6904	6853	
Gender: Female	8359	8484	8537	
Gender: Unreported/ Unknown	1007	966	705	
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				

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

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				

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

Assessment & Orientation has seen an increased improvement with the resources from the BCC IT and IT District Departments. We still need to improve the application turnaround time to less than 24 hours before a student can go online to schedule an assessment appointment, retrieve the student id# and or to add classes. Selected campus staff members can now reset the student password and enter new email addresses at the Admissions & Records counter. The New CCCApply application will ask the student to choose one of the four colleges based on Financial Aid data that required students to now declare a major. The application process has a feature that will notify non-exempt students what to do next. The BCC website will direct students to the CCCApply application and the new application process also allows students to apply for the BOGW Fee Waiver. In addition the standard application process a new paper application has been designed for incarcerated students only. The newest features of the new CCCApply are the International Student Application (free) and the Bilingual Application. Students are using the online feature more to add and or drop classes and the usage of the Credentials Solutions to

order official transcripts. The brochure/college information racks located in the Ambassador Welcome Center area provides students with official Admissions & Records Forms which has been widely used by the students.

## 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? If they are on a website, please include a live link to the page where they can be found.

The Assessment & Orientation survey was completed in Fall 2013 and has shown that students are able to increase their impendence in managing their academic affairs when using the New CCCApply application, participating in the college orientation, access to Moodle resources and features for their classes, time management that refers to Add and or Drop Forms, tuition and book refunds, petitions and other deadlines. Service Area Outcomes gave us confirmation regarding the information that was provided during the college orientation presentation that the students had a clear understanding that approximately 85% of the students understood the online enrollment process, the need for a college orientation, the need to complete the assessment and multiple measures, and counseling prior to enrolling into classes, approximately 83% were aware of the importance of following college policies as they will assist in academic, personal and professional goals. Go the following website for the link to Student Service Programs. [http://www.berkeleycitycollege.edu/wp/student\\_service\\_programs](http://www.berkeleycitycollege.edu/wp/student_service_programs)

- 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. Fall 2014-15

**Student Program Plan:** Continued collaboration and coordination with the feeder high schools that they provide a letter to our college of early proposed graduation dates of their students by the principals of their perspective high schools. They are given a student program plan by Admissions & Records to change their status from high school to a SSSP matriculating student and given an college orientation, placement assessment, counseling advisement and enrollment dates to go online to add their classes for the new semester (BCC SSSP one-stop enrollment process). This has proven to be very successful and has led to ongoing specially arranged group high school assessment dates set up by the BCC Assessment Coordinator and the perspective feeder high school representative.

Improvement 2.

### **Implementation of the SSSP Online Orientation**

With the collaboration, coordination and technical assistance from our District Office, BCC has completed the film production of its online orientation and is scheduled to launch its new online orientation service to all students' spring or fall 2016. It is designed to provide options for students, specifically for distance learners and other students who would benefit from online orientation. The Peralta Community College District contracted with Cynosure New Media to develop a comprehensive online orientation to meet this Student Success and Support Program core requirement. Students would be able to take the online orientation, answer competency questions and upon completion of the orientation a certificate of completion will be issued to the student. They would have the option of printing out a copy or the Assessment Coordinator could track the completion progress through a database designed for the online orientation.

Improvement 3. Fall 2014-15

These two newly portions of our college improvements has not gone live but will impact the services offered to our students.

**Academic Advisement:** Is the application within the PeopleSoft Campus Solution that will be a process used by the Admissions & Records Technicians and Counselors. This will better assist our students with course completion and the alignment for transfer opportunities.

This is the application with PeopleSoft Campus Solutions (has not gone live) that is used to track the requirements and policies that a student must satisfy in order to graduate. As a student progresses toward graduation, the Academic Achievement audit engine analyzes all courses, restrictions, pre-conditions, or conditions completed (both successfully and unsuccessfully) by the student. The application determines what requirements are still outstanding. Using data from the Student Records tables and requirements entered on Academic Advisement Tables, this application automatically tracks the student's degree progress.

**Academic Advisement provides these business processes:**

- ✓ Defines and tracks graduation requirements
- ✓ Design degree audit reports
- ✓ Evaluates student degree progress
- ✓ Create a Student Education Plan (SEP)

The advisement report is the degree audit report that reflects a student's progress towards graduation. This report is the core function of the Academic Achievement Application. The report indicates whether the student needs to satisfy outstanding requirements. The advisement report will also show courses currently in progress. Using the what-if advising capabilities, students can run a simulated advisement report that shows degree progress based on a different or additional major (academic plan).

The Student Educational Plan (SEP) functionality provides counselors with a tool to plan students' courses for an individual term, multiple terms, or for their entire stay at the institution. After courses are added to the SEP, student can enroll in courses through PassPort using Class Search directly from their Advisement Report or from their planner. The new technology will help student stay on track academically and will help make well-informed choices about their major and educational goals. The Advisement Report offers students the latest program information that will assist them in finding a program that meets their needs and interests.

The Assessment & Orientation Office will discuss plans to conduct a new survey during the Fall 2016 semester to gauge our program level and or service area improvement based on the survey conducted in Fall 2014.

- 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.

**SARS:** The new SARS Anywhere (Internet Explorer) will assist students in making orientation and assessment appointments, while BCC also utilizes SARS to make pre-recorded appointment reminder phone calls to students for orientation and assessment and or other related communication purposes. Students will be given the option to make appointments online in Spring 2016.

Plan 2.

**PeopleSoft:** PCCD is expanding PeopleSoft’s capacity in tracking students’ participation in orientation, counseling advisement, follow-up services etc. and this will begin spring 2016

- Describe your department, program or administrative unit’s participation in assessment of institutional level outcomes (ILOs).  
Assessment & Orientation has minimal involvement in ILO’s but will support and implement BCC college institutional goals 2015-16.
- 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.  
Assessment & Orientation will continue to implement and foster any relationships and participate in partnerships with groups outside the college such as feeder high schools, contract education programs, and Multimedia partnership with Youth Radio.
- 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?  
The Assessment & Orientation Office conducts periodic surveys during the various testing cycles for comments from students about service area and or campus improvements. It allows a student to offer suggestions and make decisions about their academic outcome.
- 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?  
The survey finding showed that students were more likely to go online to enroll in classes, order transcripts and master the access to Moodle and Turn It In for their online classes. This became apparent during peak registration with the ambassadors.



Etc.

- 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? **N/A**

College retention standard \_\_\_\_\_ **N/A** \_\_\_\_\_

Program retention rates: **N/A**

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? **N/A**

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

	<b>Year 1.</b>	<b>Year 2.</b>	<b>Year 3.</b>
Number of students that completed orientation	<b>2,185</b> Nov 2012 thru Aug 2013	<b>2,388</b> Nov 2013 thru Aug 2014	<b>3,413</b> Nov 2014 thru Aug 2015
Number of students that completed assessment	<b>2,185</b>	<b>2,388</b>	<b>3,413</b>
Number of completed Student Educational Plans (SEPs)	<b>N/A</b>	<b>893/ fall 2014</b>	<b>1,293/ spring 2015</b>
Number of Abbreviated versus Comprehensive SEPs	<b>N/A</b>	<b>489 / Abbreviated</b> <b>404 / Comprehensive</b>	<b>1072 / Abbreviated</b> <b>221 / Comprehensive</b>
Total number of follow-up services	<b>N/A</b>	<b>N/A</b>	<b>971</b> <b>(fall 2014-spring 2015)</b>
Number of Early Alert referrals	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>

**Note:** Total number of Abbreviated SEP’s from fall 2014 to spring 2015 was 1,561 and during the same time period the Comprehensive SEP’s were 625: Grand Total for both Comprehensive and Abbreviated SEP’s completed was 2,186.

- What has the department/program done to improve SSSP services? What is planned for the next three years?  
The Assessment & Orientation Office will department will be implementing a new On-line version of the BCC College Orientation spring or fall 2016.
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**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   0  

Part-time faculty headcount   0  

Total FTEF faculty for the discipline, department, or program   0  

Full-time/part-time faculty ratio   N/A  

Classified staff headcount, if applicable   1 FTE  

Administrative staff: N/A

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.

**Staffing Needs:** 1.0 FTE – Orientation & Assessment Specialist

The staffing need is to hire an Orientation & Assessment Specialist for clerical support and to assist with exam proctoring.

The increase in our staff would give us the much needed additional assistance and an extra person at the front desk, and to cover the volume of students and increased testing session that are conducted each testing cycle. The shortage staffing over the years in classified hiring area, does not allow us to meet true enrollment growth and provide the services needed to meet the student population growth. The computer technology equipment that we are currently using is too slow to meet the volume overload which forces student to be in line or wait unnecessarily.

A total of three (3) new computers are needed, two (2) at the front reception desk, one (1) in the coordinators office with two (2) monitors and one (1) ergonomic key board and wireless mouse , one



(1) additional printer 4 n1 for the coordinators office, one (1) ergonomic desk station (coordinator), two (2) laptop computers, and three (3) ergonomic chairs.

- Describe your current utilization of facilities and equipment.

Due to the size of our current campus, space availability is limited and the organizational growth of our Student Services Staff population continues to decline with no staff replacements with the cost savings of the positions. The main campus for the last eight (8) plus years have continued to collaborate and share various rooms around the campus (if available) to accommodate faculty, staff and students a collaborated effort to continue strive for student success, completion and transfer. However room #126 specifically, located inside the Learning Resource Center (LRC) is shared with the Library staff for their Library Resource Classes, faculty for special presentations and or exams. Student Services staff members coordinate ongoing SSSP Workshops to assist with student succession (Foster Youth, Homeless, Underserved, Student Loan Maintenance etc. ). The Assessment & Orientation Office utilizes this room with 36 outdated computers, nine (9) months out of the year consistently. A room designed solely for Orientation & Assessment, this would be great with the agreement that it would be shared with Student Services Departments for on-going SSSP usage.

- 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.

A total of three (3) new computers are needed, two (2) at the front reception desk (staff), one (1) in the coordinators office with two (2) monitors and one (1) wireless ergonomic key board & mouse (coordinator), one (1) additional printer 4 n1 for the coordinators office, one (1) ergonomic desk station (coordinator) and three (3) ergonomic chairs (staff and coordinator) and software to assist and accommodate PSSD students with the exam (e.g. Kurzweil 3000, JAWS and MAGic) .

We also need a better timely response time from the IT Department to response to student request for a reset of their log in and password while they wait to schedule an appointment for the placement exam or to add classes online. We need the District to post a note on the application in bold red that students returning to the Peralta District after a two or more semester break will not get a “welcoming back email” only new students will.

- 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.

The Assessment & Orientations facility needs would be to have a room/ area designed solely for Orientation & Assessment. This would be great with the agreement that it would be shared with Student Services Departments for on-going SSSP usage (e.g. Financial Aid, Foster Youth, Homeless Workshops).

## 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.

The Assessment & Orientation staff serves on the Education Committee, Graduation Committee, Classified Senate Committee, District SSSP Committee, participate in the Foster Youth and Homeless Students informational workshops presented by the Financial Aid Office; and participate in CAI & SSSP Conferences.

- Discuss how faculty and/or staff have engaged in community activities, partnerships and/or collaborations.

The Assessment & Orientation staff will participate in the “Training in Microsoft Office”, Foster Youth and Homeless Students workshops , Classified District Workshops on “Managing Stress In Your Work Environment” and “Dealing with Difficult People” these workshops are open to classified Staff.

- Discuss how adjunct faculty members and/or part-time hourly employees are included in departmental or program trainings, discussions, and decision-making.

Collaboration with the Student Services staff departments; Admissions & Records, Counseling, Financial Aid, DSPS, EOPS, CalWORKs, CARE, PACE, Learning Communities, Veterans Services, First Year Experience (FYE) on student program plans, surveys, student major changes, petitions, special high school enrollment. Faculty is always encouraged to attend and have open invitation to participate and provide open dialogue discussion in the various Student Services committees and meetings (e.g. Ed Committee, Student Services Council, and Equity).

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## 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.

The Assessment & Orientation staff will participate in the “Training in Microsoft Office”, Foster Youth and Homeless Students workshops , Classified District Workshops on “Managing Stress In Your Work Environment” and “Dealing with Difficult People” these workshops are open to classified Staff. Our department would appreciate additional workshops to improve our department functionality along with providing exceptional support to our students.

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**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).

Continue to partner and collaborate with admissions, ambassadors, special population programs and counseling in the one-stop SSSP process to ensure that the students in the program have access to the enrollment online.

Continue to work with Financial Aid as their office to implemented SSSP.

Work closely with the Veterans and PACE Departments to get their perspective students ready for college enrollment in group settings.

- 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:**

The Assessment & Orientation Office will continue to assist the students on how to navigate through CCCApply Online Application process and the next steps for enrollment. The student will then continue the process of matriculation (SSSP) through, orientation, assessment, counseling, and enrollment online or at the Admissions & Records counter.

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

Assessment & Orientation (SAO/SLO) fall 2013 survey findings outcome.

95% - After completing the online CCCApply admissions application, students understood that they would need to complete the orientation, placement assessment, and counseling services prior to registration.

99% - After the students initial contact with the Assessment & Orientation Office via email, phone or in person, understood the SSSP Enrollment Process and one stop enrollment support services.

90% - Understood that they were able to log into My PassPort Student Center to add and drop classes, view their class schedule, aware that they can request official transcripts online and aware of the importance of following specific BCC policies and procedures.

- **Goal 3. Student Success:**

Assessment & Orientation will partner with Admissions & Records, Counseling, Financial Aid, PSSD, EOPS/CARE/CalWORKs, Veteran's Services and the other stakeholder groups interested in the continued support, development and writing of the Student Success and Support and Equity Programs.

- **Goal 4. Student Success:**

Assessment & Orientation will base student success on information provided in the college orientation (in person or via online) and their awareness of time management that refers to grading policies, refunds, adding and dropping of classes, petitions and other deadlines. The Ambassadors will also assist students with various college resources, students have computer access in the Ambassador Welcome Center, this will also help them to understand the options available and the consequences of their impact on society and self.

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

Assessment & Orientation Office will work in partnership with all stakeholder groups related to the implementation of the SSSP Program. Continue to work closely with the ambassadors and each of the feeder high schools and its representatives to process assessed students graduation letters in a timely manner, before the start of each semester. Admission & Records will continue its partnership with all stakeholder high school groups that once the letters are received at the college, Admissions & Records will process Student Program Plans early enrollment.

# Appendix A

## Non-Instructional Department, Program or Administrative Unit Program Review Prioritized New Resource Requests Summary

College:  Berkeley City College

Discipline, Department or Program:  Assessment & Orientation

Contact Person:  Gail Pendleton ~ Coordinator

Date:  10/27/15

Resource Category	Description	Priority Ranking (1 – 5, etc.)	Estimated Cost	Justification (page # in the program review narrative report)
<b>Human Resources: Faculty</b>	N/A			
<b>Human Resources: Classified</b>	Assessment Specialist for clerical support and exam proctoring	1st	35,000	14
<b>Human Resources: Student Workers</b>	Student support staff to assist with clerical support, MIS/ database input, exam proctoring assistance and office coverage.			14
<b>Technology</b>	(3) New desk top computers, (1) 4 n 1 printer, (1) ergonomic keyboard with wireless mouse, (3) ergonomic chairs, (1) ergonomic desk station and (2) laptops, Software for PSSD.	25,000		14
<b>Equipment</b>	(3) new desk top computers, (1) 4 n 1 printer, (1) ergonomic keyboard with wireless mouse, (3) ergonomic chairs, (1) ergonomic desk station and (2) laptops	?		14
<b>Supplies</b>	Printer Cartridges, sticky notes, pens, pencils,	1,500		14
<b>Facilities</b>	Assessment Computer Lab			
<b>Professional Development</b>	SSSP & CAI Conferences, District workshops, Classified Professional development activities.	5,000		
<b>Other (specify)</b>				



# Appendix B

## PCCD Program Review

### Alignment of Goals Template

College:  Berkeley City College

Department, Program or Administrative Unit:  Assessment & Orientation

Contact Person:  Gail Pendleton ~Coordinator

Date:  10/27/15

#### A&O/Berkeley City College/PCCD Institutional Goals 2015-2016

Assessment & Orientation Department Goal	College Goal	PCCD Goal and Institutional Objective
Continue partnerships with stakeholders to achieve and close the student educational achievement gap, by making sure those students are achieving equitable academic access and success for transfer.	Achieve Equitable Academic Access and Success.	Advance Student Access, Equity, and Success.
Continue partnerships with educational institutions, community based organizations to collaborate and develop additional resources based on needs to sustain and advance our Mission.	Foster Partnerships with Educational Institutions, Community Organizations, and Businesses to Ensure Equitable Educational Opportunities for Success.	Engage and Leverage Partners
Participating in various conferences, workshops and stakeholders committees, Assessment & Orientation will continue to work with design, redesign, pilot, implement, and support the various Programs of Distinction and Educational Pathways leading to student access, excellence, and academic success.	Design, Implement, and Support Programs of Distinction and Educational Pathways Leading to Access, Excellence, and Success.	Build Programs of Distinction
Assessment & Orientation will continue to work with stakeholders to strengthen institutional accountability through continuous quality improvements, collaborations, and Innovation.	Strengthen Institutional Accountability through Continuous Quality Improvement, Collaboration, and Innovation.	Strengthen Accountability, Innovation, and Collaboration.
Assessment & Orientation will continue to promote recognition of BCC and advocate for more Local, State, and Federal Resources to advance equitable educational excellence.	Promote Recognition of BCC and Advocate for more Local, State, and Federal Resources to Advance Equitable Educational Excellence.	Develop Resources to Sustain and Advance our Mission.

# Appendix C

## Program Review Validation Form and Signature Page

College: Berkeley City College

Department, Program or Administrative Unit: Assessment & Orientation

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### Part I. Overall Assessment of the Program Review Report

Review Criteria	Comments: Explanation if the box is not checked
<p><input type="checkbox"/></p> <p>1. The narrative information is complete and all elements of the program review are addressed.</p> <p><input type="checkbox"/></p> <p>2. The analysis of data is thorough.</p> <p><input type="checkbox"/></p> <p>3. Conclusions and recommendations are well-substantiated and relate to the analysis of the data.</p> <p><input type="checkbox"/></p> <p>4. Department, program or administrative unit planning goals are articulated in the report. The goals address noted areas of concern.</p> <p><input type="checkbox"/></p> <p>5. The resource requests are connected to the department, program or administrative unit planning goals and are aligned to the college goals.</p>	

**Part II. Choose one of the Ratings Below and Follow the Instructions.**

Rating	Instructions
<input type="checkbox"/> 1. Accepted.	1. Complete the signatures below and submit to the Vice President of Instruction.
<input type="checkbox"/> 2. Conditionally Accepted.	2. Provide commentary that indicates areas in the report that require improvement and return the report to the department, program or administrative unit manager with a timeline for resubmission to the validation chair.
<input type="checkbox"/> 3. Not Accepted.	3. Provide commentary that indicates areas in the report that require improvement and return the report to the department, program or administrative unit manager with instructions to revise. Notify the Dean and Vice President of Instruction of the non-accepted status.

**Part III. Signatures**

**Validation Team Chair**

\_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

**Counseling Department Chair**

\_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

**Received by Vice President of Instruction or Vice President of Student Services**

\_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

