



Student Success and Support Program Plan (Credit Students)

2014-15

District: Peralta Community College District
College: Berkeley City College

**Report Due Postmarked by
Friday, October 17, 2014**

Email report to:
cccssp@ccco.edu

and

Mail report with original signatures to:

Patty Falero, Student Services and Special Programs Division
California Community Colleges Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549

Instructions for Completion of the College Student Success and Support Program Plan

INTRODUCTION

The purpose of the Student Success and Support Program (SSSP) Plan (Credit Students) is for the college to plan and document how SSSP services be provided to credit students¹. The goal of the Student Success and Support Program is to increase student access and success by providing students with core SSSP services, including (1) orientation, (2) assessment and placement, and (3) counseling, advising, and other education planning services, and the support services necessary to assist them in achieving their educational goal and declared course of study.

More specifically, colleges are to:

- Provide at least an abbreviated SEP to all entering students with a priority focus on students who enroll to earn degrees, career technical certificates, transfer preparation, or career advancement.
- Provide orientation, assessment and placement, and counseling, advising, and other education planning services to all first-time students².
- Provide students with any assistance needed to define their course of study and develop a comprehensive SEP by the end of the third term but no later than completion of 15 units.
- Provide follow-up services, especially to students identified as at-risk (students enrolled in basic skills courses, students who have not identified an education goal and course of study, or students on academic or progress probation.

INSTRUCTIONS AND GUIDELINES

Please carefully review these instructions and resources, including relevant sections of the Education Code and title 5 regulations before completing the program plan for your college.

The program plan is set up as a word document with sections to be completed. As you enter the narratives, the box will expand to accommodate the information provided. Please be sure to save the document as the program plan for the appropriate year before making revisions in following years.

When complete, also save the document as a PDF file and email it as an attachment to cccssp@cccoco.edu with the name of the college and "SSSP Credit Program Plan" in the subject line. It is also necessary to mail the plan with the original signatures, along with the separate Budget Plan, by the due date.

The program plan is to be submitted on an annual basis³. When writing the program plan, assume that the reader knows nothing about your Student Success and Support Program and have only your

¹ Colleges operating SSSP programs for noncredit students must prepare a separate noncredit plan. The noncredit SSSP Plan will be developed in 2013-14.

² A first-time student is defined as a student who enrolls at the college for the first time, excluding students who transferred from another institution of higher education, and concurrently enrolled high school students.

³ The program plan is now required on an annual basis due to new SSSP requirements focusing funding on core services, changes related to priority enrollment, mandatory core services, and the significant increases in funding in 2013-14 and additional increases expected in 2014-15. As implementation and funding stabilizes, this requirement may be revisited.

document to understand the manner in which the program be implemented, and resources it take (especially in terms of staffing).

Be sure to include input from faculty, staff, administrators and students in the development of this plan (as per title 5, §55510[b]). Please provide sufficient detail to draw an explicit portrait of your college's SSSP activities and staffing.

All state-funded SSSP services, procedures, and staff activities must be described in the program plan. Section 78211.5(b) of the Education Code permits districts and colleges to expend these categorical funds only on SSSP activities approved by the Chancellor. Activities and expenses described in the narrative section of the plan should also be detailed in the Budget Plan. The program plan explains those activities and presents the opportunity for colleges to fully describe implementation of the SSSP with respect to the regulations.

The program plan should not be limited to state-funded activities. Describe **all** SSSP services, policies, activities and procedures in your college and/or district regardless of funding source. This provides a complete accounting of the planned costs and activities for the program each year. In districts with more than one college, the college program plans must also address the arrangements for coordination among the colleges. The program plan will be compared with the college's SSSP Year-End Expenditure Report to monitor for consistency.

GENERAL INSTRUCTIONS

The Student Success and Support Program Plan are divided into four sections. The Budget Plan is a separate document.

- I. Program Plan Signature Page
- II. SSSP Services
 - a. Core Services
 - i. Orientation
 - ii. Assessment
 - iii. Counseling, Advising, and Other Education Planning Services
 - iv. Follow-up for At-Risk Students
 - b. Related Direct Program Services
 - i. Institutional Research
 - ii. SSSP Technology
 - c. Transitional Services Allowed for District Match
- III. Policies & Professional Development
 - Exemption Policy
 - Appeal Policies
 - Prerequisite Procedures
 - Professional Development
 - Coordination with Student Equity and Other Planning Efforts
 - Coordination in Multi-College Districts
- IV. Attachments

Links to program resources are provided on the last page of this document to assist with the development of your SSSP Plan.

SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE

College Name: Berkeley City College

District Name: Peralta Community College District

We certify that funds requested herein be expended in accordance with the provisions of Chapter 2 (commencing with Section 55500) of Division 6 of title 5 of the *California Code of Regulations*.

Signature of College SSSP Coordinator (Interim): _____

Name: Hermia Yam _____ Date: _____

Signature of the SSSP Supervising Administrator or Chief Student Services Officer: _____

Name: Dr. May Chen _____ Date: _____

Signature of the Chief Instructional Officer: _____

Name: Tram Vo-Kumamoto _____ Date: _____

Signature of College Academic Senate President: _____

Name: Cleavon Smith _____ Date: _____

Signature of College President: _____

Name: Dr. Deborah Budd _____ Date: _____

Signature of District Chancellor: _____

Name: Dr. José M Ortiz _____ Date: _____

Contact information for person preparing the plan:

Name: Dr. May Kuangchi Chen Title: Vice President of Student Services

Email: mchen@peralta.edu Phone: 510-981-2820

SECTION II. STUDENT SUCCESS AND SUPPORT PROGRAM SERVICES

Directions: For the following SSSP services: (a) orientation, (b) assessment and placement, (c) counseling, advising, and other education planning services, and (d) follow-up services for at-risk students, describe the approach your college is taking to meet its responsibilities under Title 5 Section 55531. Include the target student audiences, the types of activities, service delivery strategies, partnerships, staff, resources, technology and research support assigned to provide services.

Report projected expenditures related to these items in the Budget Plan.

Ila. Core Services

i. Orientation

1. Describe the target student audience, including an estimate of the annual number of first-time students to be served. Describe the delivery methods (in groups, online, etc.) and activities that will be provided. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing orientation. Describe at what point(s) in the student's academic pathway services are provided (before registration, at 15 units, etc.).

Target Audience: Berkeley City College (BCC) anticipates a total of 6,800 first-time students in 2014-15 to be served through orientation, based upon records for the most recent three years published by the CCCCCO DataMart.

Orientation Delivery Mode: BCC will be flexible with its orientation delivery mode so that all first-time students, regardless of their background, location, etc., can receive/participate in at least one mode of orientation. The delivery modes for orientation include:

- regularly scheduled group orientation offered in tandem with placement/assessment by appointment at http://www.berkeleycitycollege.edu/wp/student_service_programs/assessment-orientation/assessment-orientation-schedule/,
- online orientation (The online orientation was originally piloted at Laney College in the fall 2013 semester. Peralta Community College District contracted with Cynosure New Media to develop a comprehensive online orientation to meet the Student Success and Support Program core requirement. BCC used Laney's model and added elements unique to BCC. Cynosure was at Berkeley City College during the first week of September 2014 to film the videos to be used for its online orientation. The production is anticipated to be available to students by the end of December 2014.),
- Berkeley City College Orientation (BCCO) that is specially designed for high school seniors scheduled to graduate and who intend to attend BCC for their college education. BCCO is also open to all other in-coming freshmen who could benefit from this one-stop entry services format,
- Counseling Classes - College Orientation (COUN 200A, 200B), and College Success (COUN 24),
- Orientation for targeted student populations, e.g. EOPS, TRiO, ESL, etc.
- BCC ensures that PSSD (DSPS) students receive accommodation during college orientation.

Partnership. BCC has established a regular partnership with local high schools in north-central Alameda and west Contra Costa Counties, with Berkeley Adult School, and with other community partners to facilitate in-coming college freshmen to receive BCC orientation on- or off-site. Internally, Berkeley City College partners with the Peralta Community College District Office of Educational Services and with ESL faculty to provide a smooth transition for first-time new students. An overview of the orientation is given to all new students before they take the placement/assessment. They are then recommended to participate in BCCO (Mega Orientation), and/or enroll in a Counseling 200A or

a Counseling 24 class in the first semester, so that the first-time new students are not overwhelmed with the amount of information regarding college policies, procedures, and resources.

For example, in 2013-14 BCC conducted, participated in, and/or offered about 150 on- and off-campus orientation and assessment sessions, high school and community college fairs, financial aid workshops, Counseling courses, career and technical education events, and campus tours, upon request (incoming high school graduates, Berkeley Adult School, etc.), and through BCC's invitation and design (BCC Counselor's Breakfast, BCCO, ESL orientation, PSSD orientation, etc.). As a result, an MOU was signed with Berkeley Unified School District to launch Gateway to College at BCC.

Academic/Career Pathway Services. For first-time matriculating freshmen, academic/career pathway services are provided at the point of entry at the college, while the services will be completed by the 15-unit point. Nevertheless, the service will continue for first-time freshmen and all other BCC students throughout the students' college career as related to updates and/or change of major:

- College Orientation. Academic/Career pathway services during group orientation sessions with counselors, Transfer and Career Information Center Coordinator, and faculty members from instructional departments, first-year experiences/career pathway Counselors, and services designed for targeted programs (PERSIST, PACE, EOPS, PSSD, TRiO, etc.) participating and communicating with students regarding academic and career pathways and employment possibilities.
- College-wide Academic/Career Pathway Events and/or Courses. College Academic/Career Pathways Cafe, Speaker's Series, career workshops, one-on-one meetings with instructors/Counselors/academic advisors, COUN 57 – Career and Life Planning and COUN 207 – Career Exploration.
- Transfer and Career Center. Advice and resources for career exploration and decision-making are available at BCC's Transfer and Career Center <http://www.berkeleycitycollege.edu/wp/transfer/resources-for-career-exploration/> Information.
- Proactive Academic/Career Pathway/Course of Study Intervention. Four weeks into each fall and spring semesters, students with undeclared/undecided majors are identified and contacted to see a Counselor and/or attend career workshops in order to assess academic/career interests and options. During their appointment with the Counselors, their SEPs (abbreviated and/or comprehensive) are developed and/or updated.

GOALS by 6/30/2015:

- At least 80% of all 2014-15 first-time freshmen (exempt and non-exempt) will receive college orientation at BCC via a flexible delivery mode as mandated by SSSP.
- All (100%) 2014-15 first-time, nonexempt degree-/transfer-seeking students will receive college orientation at BCC via the flexible delivery mode as mandated by SSSP.
- All (100%) students with 15 or more degree applicable units who do not have a declared major will identify a major or an area of study with the assistance from Counselors, Transfer and Career Information Coordinator, or faculty advisors. Either an abbreviated or comprehensive SEP will be developed.

2. Identify the staff providing orientation, including the number of positions, job titles and a brief one-sentence statement of their role.

SSSP Funded

1 FTE Coordinator of Assessment and Orientation. The Coordinator's primary responsibilities include to plan, develop, and conduct group orientation (providing an overview PowerPoint presentation in groups and facilitate instructional and/or instructional faculty to introduce in depth information on campus policies, procedures and supporting resources to participants prior to and/or during the first two weeks of a new term); update orientation information per title 5 section 55521 and new college developments; maintain, operate, update, and conduct online orientation; input and ensure the accuracy of MIS reporting; coordinate with college-wide and community partners regarding orientation needs and issues, etc.

1 FTE SSSP Director of Student Success for the overall SSSP program – approximately 0.3 FTE for Orientation. The Director oversees the development, update, implementation, and report preparation of SSSP at Berkeley City College, ensures that BCC increases student access and success by providing students with core SSSP services including, (1) orientation, (2) assessment and placement, and (3) counseling, advising, and other education planning services, and the support services necessary to assist them in achieving their educational goal and declared course of study.

2 FTE Contract Counseling positions. The contract counselors perform all duties of SSSP including orientation, e.g., participating in the presentation of group orientation, teaching college orientation Counseling courses, offering workshops, etc., designed for the general and/or targeted student populations, interpreting assessment placement recommendations, counseling, developing student education plans (SEP), and following –up with at –risk groups of students.

Two 0.67 Adjunct Counseling positions. The adjunct Counselors performs all duties of SSSP including, orientation, participating in the presentation of group orientation, teaching college orientation Counseling courses, offering workshops, etc., designed for the general and/or targeted student populations.

Two 0.67 Faculty Advisors. The faculty advisors from instructional disciplines offer information regarding academic/career pathways to student during orientation sessions and throughout the students' college career.

Institutional Matching Funded

Five FTE Contract and five 0.67 Adjunct Counseling positions in general counseling, career pathway, First Year Experience(FYE), PERSIST, CTE, Basic Skills, TRiO, and various Learning Communities. These Counseling faculty members take primary responsibility or participate in orientations to facilitate students transitioning into college and reaching their educational goals at BCC.

(Other positions of administrators, counselors, and faculty and staff – See details in Budget Plan.)

GOALS by 01/01/2015:

- BCC identifies, develops, and maintains all positions to be funded through SSSP and institutional matching funds to ensure the delivery of SSSP core services.
- BCC hires quality personnel to deliver the services, evaluates their performance regularly, develops and implements improvement plans when necessary, and offers professional development opportunities to keep their knowledge and skills up-to-date.

3. If orientation is provided through the full or partial use of technology, identify any commercial products or describe in-house products in use or under development, including any annual subscription or staff support requirements.

PowerPoint. Berkeley City College uses PowerPoint software and online resources for the orientation either in groups or in class.

Online Orientation. BCC online orientation is in production and 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.

SARS. SARS assists students in making orientation appointments, while BCC utilizes SARS to make pre-recorded appointment reminder phone calls to students for other orientation related communication purposes. Students will be given the option to make appointments online in Spring 2015.

PeopleSoft. PCCD is expanding PeopleSoft's capacity in tracking students' participation in orientation.

Desktop and Laptop computers. Both online and in-person orientations are delivered through computers and software, e.g., PowerPoint.

GOAL: BCC utilizes technology to deliver orientation by taking a hi-tech and hi-touch approach.

4. Describe the college's plans for developing and implementing orientation services. The following eight policies and procedures provided on the Orientation Checklist are identified in title 5 section 55521 as required information to include in an orientation.

Orientation Checklist (Required Policy or Procedure)

- (1) Academic expectations and progress and probation standards pursuant to section 55031;
- (2) Maintaining registration priority pursuant to section 58108;
- (3) Prerequisite or co-requisite challenge process pursuant to section 55003;
- (4) Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58621;
- (5) Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed;
- (6) Academic calendar and important timelines;
- (7) Registration and college fees;
- (8) Available education planning services.

Regardless of delivery mode, all BCC's orientation modes contain information mandated by the Orientation Checklist per Title 5 Section 55521. Please see detailed information at the district level regarding orientation and exemption criteria at <http://web.peralta.edu/admissions/2011/07/assessment-orientation/>, and BCC information at http://www.berkeleycitycollege.edu/wp/student_service_programs/assessment-orientation/.

BCC has developed, conducted, and continues to update information contained in:

- Regularly scheduled group orientation offered in tandem with placement/assessment by appointment at http://www.berkeleycitycollege.edu/wp/student_service_programs/assessment-orientation/assessment-orientation-schedule/
- Berkeley City College Orientation (BCCO) that is specially designed for high school seniors scheduled to graduate, and who intend to attend BCC for their college education, while also open to all other incoming freshmen who could benefit from this delivery mode, and
- Orientation for students in various categorical programs and/or targeted student populations, e.g., EOPS, PSSD, TRiO, First Year Experience, Learning Communities, PERSIST, PACE, etc.
- Online Orientation. With the technical assistance from the district office, BCC has completed the production of its online orientation and is scheduled to launch online orientation in spring or fall 2015. BCC regularly updates information contained in the online orientation.

For example, the in-person orientation is conducted in groups and one-on-one for students with

accommodation needs (e.g. PSSD/DSPS). Students are provided with a PowerPoint Orientation Presentation with an overview of the policies, codes of conduct, grading, class enrollment information, resources and services available to students on campus to assist them in achieving their educational goals. Students are encouraged to enroll in an orientation class, e.g., COUN 200A/B, to receive an in-depth coverage of topics in the Orientation Checklist. (BCC has developed curriculum for Counseling Courses 200A and 200B – College Orientation, and is piloting this with special student populations, e.g., PERSIST, ESL. Students in the First Year Experience Learning Community (FYE) are required to enroll in the COUN 24 course (College Success – 3 units) which includes the development of an abbreviated student education plan. Comprehensive information listed in the orientation checklist is included as part of the syllabus in the COUN 24 class.

GOALS:

- BCC develops orientation in various delivery modes and keeps the information comprehensive and up-to-date in a timely manner.
- BCC offers orientation in all delivery modes to meet student demands, and adds additional orientation sessions during the first point-of-entry timeframe, e.g., two weeks before and two weeks into the semester, based on demand. BCC will continue to make orientation delivery options available to students throughout the semester.

5. Please specify other issues, policies and procedures that the college or district determines necessary to provide a comprehensive orientation. Add additional lines as needed.

BCC updates orientation content and information when the district updates or develops new Board Policies and Administrative Procedures that pertain to college orientation. BCC works closely with PCCD to ensure that BCC is conducting orientation per up-to-date Title 5 regulations and all state mandates.

When new programs and support services are being developed, first-time BCC students will learn about these learning-and-support opportunities via orientations.

GOALS:

- BCC will conduct one-stop entry service: orientation, placement/assessment, Counseling, abbreviated SEP development and registration for the majority of its first-time students starting in spring 2015.
- PCCD/BCC will implement online orientation (currently in production) to all BCC incoming students who choose this orientation format as one of the alternatives for orientation in spring or fall 2015.

6. Include in the budget plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for orientation services.

See budget plan.

GOALS: BCC will:

- develop, implement, and utilize an annual budget as described in the plan accordingly;
- utilize the budget in an effective, efficient, responsible, and timely manner, in compliance with all budget and expenditure guidelines;
- monitor expenditures from both SSSP and institutional matching funding sources regularly and prepare reports in a timely fashion; and,
- identify, apply for, and secure grants to enhance student access and success.

ii. Assessment and Placement

1. Describe the target student audience, including an estimate of the annual number of students to be assessed, and a description of who will be required to be assessed. Describe the methods by which assessment and placement services will be delivered. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing

assessment and placement. Describe at what point(s) in the student's academic pathway assessment and placement are provided (while still in high school, summer, during registration, etc.).

Target Student Audience. BCC anticipates a total of 6,820 first-time students who will be assessed and placed in 2014-15, based upon records for the most recent 3 years published by the CCCCO DataMart. BCC's target audience includes high school graduates, returning students (after 2+ semesters away from college), applicants from adult schools, concurrent high school students (9-12 grade who are attending high school) who intend to enroll in classes requiring English, mathematics, or ESL pre-requisites; and other first time BCC matriculating students, who are not able to provide valid proof of appropriate placement information for English, mathematics, and/or ESL, and/or courses requiring English, mathematics, or ESL as pre- and/or co-requisites. For example, in 2013-14, BCC offered orientation and assessment to 5,421 new students, representing 28% of new students oriented and 25% of new students assessed (of all new PCCD students who participated in orientation and assessment).

Description of Students to be Assessed. New, matriculating (degree-/certificate- and transfer-seeking) students attending BCC, who intend to take English, mathematics, ESL, and/or Spanish will be required to take the assessment test. Please see detailed information at the district level regarding assessment and exemption criteria at <http://web.peralta.edu/admissions/2011/07/assessment-orientation/>, and BCC information at http://www.berkeleycitycollege.edu/wp/student_service_programs/assessment-orientation/. Students with verified disabilities may receive accommodations, i.e. alternate formats, an exam reader or scribe, a distraction-reduced testing environment.

Placement Assessment Methods. The orientation and assessment services are delivered by the Assessment Coordinator and/or Counselors through multiple measures, AP/IB Scores, CLEP, transcript analysis from another college, and the Compass/ ACT computerized exam, ESL writing, etc. BCC has begun piloting other assessment tools and multiple measures methods, including high school GPAs within two years of high school completion, TOEFL for ESL, etc. As of Spring 2014, BCC has piloted the enhanced multiple measures for Berkeley High School students with a GPA of 3.3 to place into transfer level English and/or mathematics.

BCC ESL faculty coordinate with staff to provide enhanced multiple measures assessment that compliments the State approved CELSA with listening, writing, and reading samples for student review. Upon review of the samples, the student engages in "Guided Self Placement" with ESL faculty to determine which level of ESL the student believes he/she should be placed.

Partnerships. BCC has established partnerships with local high schools in north-central Alameda and west Contra Costa Counties, with Berkeley Adult School, and with other community partners to facilitate in-coming college freshmen receiving placement/assessment on- or off-site. Internally, Berkeley City College partners with the Peralta district International Education Office and ESL faculty to provide a smooth transition for first-time new students, whose first language is not English. Instructions and opportunities for the preparation of placement/assessment are offered in advance to students. For example, in 2013-14 BCC conducted and offered about 150 on- and off-campus assessment sessions. BCC keeps in close communication with its partners regarding placement/ assessment, including the annual Counselors Breakfast where all major feeder high school Counselors are invited to BCC for up-to-date and updated information regarding placement/assessment.

Placement Assessment Period. BCC provides academic pathway placement/assessment in an on-going fashion. Assessments are offered to students while they are still in high school, during winter and summer breaks and registration peak periods in summer, fall, and spring terms. In

2013-14, over 150 placement assessment sections were offered for students to take ACT/COMPASS and/or ESL assessments between November and January for the spring term, and between April and August for summer and fall terms. In addition, placement assessments other than ACT/COMASS and ESL assessment, including AP/IB, CLEP, and transcript evaluations, are conducted in an on-going manner year-round by the BCC Counselors and department chairs.

Academic/Career Pathway Placement Assessment. Academic/career pathway assessments are provided at the point of entry and throughout the student's college career (for updates and/or change of major) through:

- College Orientation/Assessment. Academic/career pathway services during group orientation/assessment sessions with the Orientation and Assessment Coordinator, BCC Counselors, Transfer and Career Information Center Coordinator, and faculty members from instructional departments, First-Year Experiences/career pathway Counselors, and Counselors of programs designed for targeted programs (PERSIST, PACE, EOPS, PSSD, TRiO, etc.) may all participate and communicate with students regarding academic and career pathways and employment possibilities.
- College-wide Academic/Career Pathway Events and/or Courses. College Academic/Career Pathway Cafe, Speaker's Series, career workshops, one-on-one meetings with instructors/Counselors/academic advisors, COUN 57 – Career and Life Planning and COUN 207 – Career Exploration.
- Transfer and Career Center. Advice and resources for career exploration and aptitude inventory are available at BCC's Transfer and Career Center <http://www.berkeleycitycollege.edu/wp/transfer/resources-for-career-exploration/> Information regarding career interests, and
- Proactive Academic/Career Pathway/Course of Study Intervention. Four weeks into each fall and spring semester, students with undeclared/undecided majors are identified and contacted to see a Counselor and/or attend career workshops in order to assess their academic/career interest and options. During their appointment with the Counselors, their SEPs (abbreviated or comprehensive) will be developed and/or updated. In order to participate in the TRiO program, students must have a goal of transferring to a university with an Associate's degree or Certificate. During mandatory Counseling appointments and workshops offered, TRiO Counselors cover topics of career exploration and assist in guiding students with major selection and career pathway placement/assessment (Eureka website, California Career Café website, Career Choice books and other resources)

GOALS by 6/30/2015:

- All (100%) first time, matriculating, non-exempted students will complete placement/ assessments. Their placement/assessment scores, along with multiple measures, will be evaluated for course level recommendations.
- BCC will identify and validate 2 or more multiple measures, e.g., high school GPA within the last two years for English and mathematics.
- BCC will offer Academic/Career Café at least once per semester to:
 - (a) BCC students with an undeclared major,
 - (b) BCC feeder high school students who are exploring their college area of study, or
 - (c) anyone who is interested in learning further about their academic/career options. The

Academic/Career Café will take place during a time period convenient to both day and evening students.

2. Identify the staff providing assessment services, including the number of positions, job titles and a brief one-sentence statement of their role. Include staff providing direct assessment related research services.

See details in IIa. Core Services i. Orientation 2. staffing

GOALS by 1/1/2015:

- BCC identifies, develops, and maintains all positions to be funded through SSSP and institutional matching funds to ensure the delivery of SSSP core services.
- BCC hires quality personnel to deliver the services, evaluates their performance regularly, develops and implements improvement plans when necessary, and offers professional development opportunities to keep their knowledge and skills up-to-date.

3. Identify any assessment test(s) used for placement into English, mathematics, and ESL courses. For second-party tests, be specific about the versions and forms used. Describe which tests and services are offered online, in person, individually or in groups, etc.

- If using a test, describe what other measures are used and how they are used to meet the multiple measures requirement.
- If not using a test, describe what other measures are used to assess students and describe how students are placed into courses.
- Describe how these measures are integrated into the assessment system (as part of an algorithm included in the test scoring process, applied by counselors, used on their own without a test, etc.)

Description of Placement Assessment. BCC assesses students for placement in English, English as a second language (ESL) and mathematics, using instruments approved by the State Chancellor’s Office. Counseling faculty use assessment test scores along with clearly defined multiple measures to determine appropriate course placement for students [Ref: AP5050 Matriculation]. The multiple measures criteria includes factors such as previous educational records, English/mathematics/ESL grades, number of hours employed, primary language of the student, learning disabilities, life experiences, time for study, etc. Berkeley City College uses COMPASS tests for English and mathematics assessment and uses the CELSA Grammar test and a writing sample for ESL. BCC ESL faculty coordinate with staff to provide enhanced multiple measures assessment that compliments the State approved CELSA with listening, writing, and reading samples for students review. Upon review of the samples, the student engages in the “Guided Self Placement” with ESL faculty to determine which level of ESL the student believes he/she should be placed.

Per the table below, provided by the State Chancellor’s Office, the Compass publishers have previously received approval for the use of assessment in English, ESL and mathematics.

MIS C O D E	SECOND PARTY ASSESSMENT INSTRUMENT NAME	Approval Category	Begin Date	Expiration Date
	<i>ACT COMPASS (COMPUTERIZED)</i>			
1038	ACT COMPASS READING (new item pool)	Provisional	7/1/2013	7/1/2014
1039	ACT COMPASS WRITING (new item pool)		7/1/2013	7/1/2014

1040	ACT COMPASS NUMERICAL SKILLS/PRE-ALGEBRA (new item pool)		7/1/2013	7/1/2014
1041	ACT COMPASS ALGEBRA (new item pool)		7/1/2013	7/1/2014
1087	ACT COMPASS COLLEGE ALGEBRA (new item pool)	Probationary	7/1/2013	7/1/2014
1088	ACT COMPASS TRIGONOMETRY (new item pool)	Probationary	7/1/2013	7/1/2014
1070	ACT COMPASS ESL GRAMMAR USAGE	Probationary	7/1/2001	3/1/2015
1085	ACT COMPASS ESL LISTENING	Probationary	7/1/2001	3/1/2015
1086	ACT COMPASS ESL READING	Probationary	7/1/2001	3/1/2015

Placement Assessment Validation. The ESL writing sample validation expired in July 1, 2012. Currently, the District Office of Student Services and the District Office of Institutional Research are in the process of completing the revalidation of the test, going through the State approval process by submitting the required studies and materials described in the State Chancellor’s Office validation standards. For example, PCCD has initiated a process to complete ESL validation in 2014-15. Please see actions and timelines in the table below.

Action	Date(s)
Drafting and reviewing new prompts, asking for feedback from all available ESL <i>and</i> DSPTS faculty on or before June 11	May 29 – June 11
ESL students take writing prompts first day of summer session	June 16
Review of writing samples to assess relative difficulty and check for cultural/gender/age bias. Drafting of a new scoring and placement rubric aligned with new ESL curriculum sequence.	June 19 – July 14
Make new prompts available to college assessment centers	July 14
Communication to testing centers, Counselors and college administration regarding implementation of the new test from District Office of Educational Services and/or A&R.	June 25, July 23
Write-up report and submit to CCCC Assessment Workgroup	Sept - Oct
Survey students and faculty regarding accuracy of placement	Mid to late fall 2014 term

In summary, all assessment instruments used to recommend placement in English, ESL and mathematics are approved by the State Chancellor’s Office. The computerized tests most frequently used by the College, the ACT Compass tests, are due for a six-year revalidation renewal during the 2014-15 academic year. The publisher of the tests typically does the revalidation. Validation of the ESL writing sample is in progress. The College, in collaboration with the District Office of Institutional Research and the District Office of Student Services has a process in place to evaluate assessment instruments currently in use.

Integration of Placement Assessment and use of Multiple Measures. As mentioned earlier, BCC uses a variety of assessment methods for multiple measures: AP/IB Scores, CLEP, transcript analysis from another college, high school and/or college instructor’s/Counselor’s recommendations, etc. BCC has begun piloting other assessment tools and methods, including high school GPAs within two years, TOEFL for ESL, etc. BCC also will participate in the State’s assessment initiatives - CAI. Based on multiple measures and communications with students, BCC Counselors make recommendations to students for courses that are appropriate to their college preparation levels.

GOALS by 6/30/2015:

- BCC will validate at least one multiple measure tool, e.g., high school GAP within two years of completion for English and/or math.

- PCCD/BCC will complete re-validation of ACT COMPASS and complete ESL validation.

4. Describe the college's or district's policy on the acceptance of student assessment scores and placement results from colleges within a multi-college district, if applicable, and colleges outside of the district.

Acceptance of Assessment Scores. BCC uses the same assessment tools as its three sister colleges do – ACT COMPASS (Algebra, College Algebra, Numerical Skills/Pre-Algebra, and Trigonometry, English Reading and Writing, Combined English Language Skills Assessment (CELSA), and ESL Writing Sample) - as placement assessment tools.

BCC accepts placement results conducted by other colleges and universities. BCC Counselors review placement assessment scores and/or results from outside of PCCD, e.g., high school and/or other college transcript; AP, IB, CLEP; and other multiple measures, to recommend students for course levels appropriate to their preparation. BCC Counselors often contact Counselors from other schools to collect further information about a student's preparation and to clarify the placement results.

BCC intends to identify and validate additional placement assessment options, .e.g., high school GPA, TOEFL for ESL.

PCCD informs its students regarding Assessment and Testing in an online message:

“The assessment process is a combination of Counseling, evaluating prior school transcripts, testing, and identification of career and educational goal - all designed to facilitate your success.

Assessment testing is required for all students planning to enroll in certain courses (e.g., English, math, ESL, etc.). If you have achieved satisfactory **ACT** (American College Test) or **SAT** (Scholastic Aptitude Test) scores or have tested at another community college, you should see a counselor for a recommendation for class placement. If you have earned an AA degree (or higher) you should also consult with a counselor. New students are encouraged to take the assessment test before enrolling in classes. New and continuing students should refer to the current Schedule of Classes for test dates or contact the Counseling Office or Assessment Office”.

Students with special testing needs must contact the Programs and Services for Students with Disabilities (PSSD) for accommodations.

After a student has completed the English, Mathematics, or ESL assessment test, the student should meet with a counselor regarding course placement and for removal of any pre-requisite holds. If a student has completed a comparable or equivalent prerequisite or co-requisite course outside the Peralta Community College District, the student should meet with a counselor and provide a transcript showing the comparable or equivalent course. If upon review, the counselor determines that the prerequisite or co-requisite course has been taken at another college, the counselor will remove the prerequisite hold and the student will be able to enroll in the course.

Board Policy 4235 and Administrative Procedure 4235 - Credit By Examination

Credit by Examination, Advance Placement Tests, International Baccalaureate (IB) and the College Level Examination Program (CLEP) - <http://web.peralta.edu/admissions/files/2011/10/13-15-Berkeley-Catalog.pdf>

GOAL:

Per SSSP, PCCD/BCC may develop/update policies on the acceptance of student assessment scores and placement results within or outside of PCCD, if needed.

5. Describe college or district policies and practices on:

- Pre-test practice* - Describe what type of test preparation is available, how it is delivered, how students are informed of and access materials, including sample test questions, and how students

are notified of their pre-test performance.

- b. *Re-take* - How often may a student re-take a test after taking it the first time? What is the waiting period? Is the waiting period consistent with publisher guidelines or more restrictive? Are there conditions that must be met such as completing a subject-matter workshop before being allowed to take the test again?
- c. *Recency* - How long are test scores, high school grades, etc. accepted before the student is required to reassess?

Pre-test practice. Online pre-test practice is provided to all students before assessment. Students are given a link to the pre-test to study prior to their scheduled test date act.org/compass/sample/index.html ~(**practice test**).

Re-take. Once students take the placement/assessment, they must wait 3 years before they can retake the exam.

Recency. Before a student can reassess, he/she must wait three years or seek the advisement or recommendation from a Counselor or faculty department chair.

Communication. PCCD/BCC communicates with students regarding placement assessment online at <http://web.peralta.edu/admissions/2011/07/assessment-orientation/>; in-person during outreach events, college fairs, new student orientation; or through high school counselors; and/or on-paper in college catalog, class schedules, enrollment handouts, etc. During appointments with TRiO Counselors, students who haven't taken the assessment test are informed of how crucial their assessment performance can be to the duration of their time at BCC. The TRiO Counselor directs them to the website with practice problems so they are aware of preparation methods.

Please see related PCCD/BCC Board Policy and Administration Procedures at:

<http://web.peralta.edu/trustees/files/2013/12/BP-5010-Admissions-and-Enrollment2.pdf>,

<http://web.peralta.edu/trustees/files/2011/04/AP-5011-Admission-Concurrent-Enrollment-of-High-School-and-Other-Students-Rev1.pdf>

<http://web.peralta.edu/trustees/files/2013/12/AP-5055-Enrollment-Priorities.pdf>

<http://web.peralta.edu/trustees/files/2011/04/AP-5052-Open-Enrollment.pdf>

GOAL:

Per SSSP, PCCD/BCC may develop new and/or update existing Board Policies, Administrative Procedures, and practices on pre-test practice, re-take, and recency, if needed.

6. Describe what externally-administered third-party test results are accepted for placement. Does the college accept an Early Assessment Program (EAP) result of "college ready" to exempt students from the college placement test in English? In math?

The EAP is currently pending PCCD Board Policy or Administrative Procedure approval as a part of the mathematics and English placement. However, Counselors have been using the EAP as part of the multiple measures.

7. Include in the Budget Plan all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain assessment instruments or other technology tools specifically for assessment.

See budget plan.

iii. Counseling, Advising, and Other Education Planning Services

1. Describe the target student audience, including an estimate of the annual number of students to be provided (a) counseling, (b) advising, (c) and other education planning services. Describe what these services are, the service delivery methods (in person, in workshops, FTES funded classes, online, etc.) and models used. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing these services. Describe at what point(s) in the student's academic pathway counseling, advising, and other education planning services are provided (before registration, at 15 units, etc.)

Target Student Audience.

Counseling target: 8,000 (3,000 first time students, 1,000 major undeclared/unknown, and approximately 4,000 other students who need counseling. Note. The target is estimated using a 3-year counseling trend data).

Academic Advising target: 1,000 undeclared students who need additional information regarding academic/career pathways.

SEP target: 5,000 (Note. The target is estimated using a 3-year SEP trend).

Annually, approximately 5,000 students (first-time students and first-time transfer students) who apply to the Peralta Community College District and take the orientation and assessment at Berkeley City College, will be the target student audience to receive Counseling, advising and education planning services. For example, in 2013-14, BCC students receiving Counseling/SEP development/follow-up services represented 23% of PCCD students who received similar services, while the BCC student body only represents approximately 20% of the PCCD student population. BCC Counselors provided counseling to 7,232 unduplicated applicants/students, and assisted students in developing and updating 3,065 SEPs. This is a 12% increase from 2,682 SEPs developed in 2012-13.

Description of Counseling Services and Delivery Methods.

Prior to registration for classes, first-time, matriculating students who have completed orientation and assessment are directed to meet with a Counselor in person to review the assessment result and placement recommendations. Counselors discuss the initial educational goal with the student. Counselors introduce to new students various learning communities, such as the PERSIST (for students who are not college ready), and the FYE (First Year Experience college ready). Students have the option to choose classes that match their educational goal and work with a Counselor to develop an abbreviated SEP – one-to-two term(s) education plan. Counselors clear pre-requisites for English, mathematics, ESL and/or science using multiple measures. In the first semester education plan, first-time students are encouraged to enroll in the COUN 200A/B (Orientation to College) to maintain priority registration. Students are advised to schedule an appointment with a Counselor to update their education plan and/or develop a comprehensive SEP within the first year. First-time students who are undecided on their major are encouraged to enroll in COUN 24 (College Success), COUN 57 (Career and Life Planning), or COUN 207 (Career Exploration) to assist in the process of choosing a major.

Counseling services are delivered in individual meetings, in groups, Counseling courses, and online through eCounseling. Academic Counseling and disability management counseling is

available to students with verified disabilities through PSSD/DSPS.

Partnerships.

Berkeley City College has maintained strong partnerships with major feeder high schools, e.g., Berkeley High School. Groups of selected Berkeley High School students (junior or senior) may enroll in the PERSIST to College Program – a learning community program that prepares high school students for college bound pathways. Counselors designated for learning communities work closely with Berkeley High School in advising and developing the curriculum and education plan for the high school students. Berkeley City College also maintains a partnership with the ESL program at Berkeley Adult School. Students in the ESL program of Berkeley Adult School are encouraged to meet with BCC counselors in continuing with the Certificate/Degree program in the ESL pathways and/or transfer programs.

In addition to local feeder high schools, BCC maintains partnerships with regional K-16 institutions and industry partners. For example, in 2013-14, BCC revised Youth Radio MOU, delivered MMART contract course, participated in the development and assisted PCCD in leading and securing the Easy Bay Consortium Career Pathways Grant of \$15 million; created two new CTE advisory boards for Education and ESL; supported CTE industry advisory boards in Multimedia Arts(MMArts), Teacher's Aide/Teachers Assistant, Vocational ESL, and Public and Human Services (PHS) and CIS/Business/Accounting; implemented the BCC-Skyline High School Linked Learning Initiative; established a formal partnership with Cal State East Bay (CSU EB) for the TEACH program, MMArts faculty developed articulation agreements with four year programs, including CSU EB; coordinated spring 2014 BCC CTE Day around MMArts Spring Showcase (140 AME sector students visited from local high schools).

Academic Pathway Counseling Delivery Timelines.

On-going and Year-round. BCC offers academic/career pathway counseling and advisement services on-going and year-round. This means, counseling and SEP services designed to assist student in identifying a major/area of study are offered to students before registration, at the point when students explore different academic/career pathways, and during academic follow-up services. BCC Counselors provide academic counseling while instructional faculty members offer disciplinary specific faculty advising.

For example, in 2013-14, to assist students in exploring and identifying academic/career pathway, BCC conducted a Career Technical Education Fair for approximately 200 high school seniors from local high schools; linked Learning Initiative generated PCCD-OUSD high school report creation and release; launched BCC-Mathematical Sciences Research Institute (MSRI) lecture series to engage the community in STEM awareness and education; developed the MoSAIC Math and Arts Festival; hosted BCC-BHS high school articulation meet-up with English, Mathematics, CIS, Multimedia Arts, and Public and Human Services to increase opportunities for alignment, as well as common assessment via multiple measures; participated with Bayer Pharmaceuticals and CSU East Bay STEM Institute on the planning and execution of STEM Careers Awareness Day at Emery Station; and facilitated creation of the Biotechnology career pathway map. Through these partnership-events, many BCC students learned further about various academic/career pathways that are available to them.

Completion Date for First Time Nonexempt Freshmen: prior to the 3rd semester or reaching 15 units, whichever comes first.

Prior to the end of the 2nd semester after their first entry, all first-time, matriculating students with

an undeclared major will be identified, contacted, and invited to see a Counselor, and/or receive career information services in order to identify their area of study, e.g., Career Center services, Career Exploration workshops or COUN 24, COUN 57 or COUN 207, and/or faculty advising from instructional faculty advisors.

BCC has decided to proactively assist students in identifying their area of study without delay. One month after the beginning of fall and spring terms, BCC will identify and invite all, including first-time new students, to attend career workshops, recommend students take career exploration/college success Counseling course(s) COUN 24, COUN 57, or COUN 207, receive transfer/career information from the Transfer and Career Center, and/or receive academic advisement from instructional faculty members. These students will be assigned to designated Counselors for appointments and follow-up. The Academic/Career Pathway Café will take place at least once per semester for day and evening students with undeclared major or anyone who is interested in exploring career options. To further facilitate students in making decisions about their academic/career pathway, BCC may advise students, who are still uncertain about their academic pathway, after receiving all academic/career pathway services available at BCC, to select Liberal Art or Interdisciplinary Studies as their majors at BCC. As a result, these students will be transfer ready and/or eligible for an associate degree after completion.

GOALS by 6/30/2015:

- BCC will use the 2013-14 number of students who received counseling, 7,232, as the baseline, and increase the number of those receiving Counseling by at least 10% by the end of 2014-15.
- BCC will use 2013-14 number of SEP developed, 3,065, as the baseline, and increase the SEP number by at least 10% by the end of 2014-15.

2. Describe what services are offered online, in person, individually or in groups, etc. Indicate whether drop-in counseling is available or appointments are required. Describe the adequacy of student access to counseling and advising services, including the method and time needed for students to schedule a counseling appointment and the average wait time for drop-in counseling. Describe any use of academic or paraprofessional advising.

Counseling Service Description. During peak registration (at the beginning of the each term), students meet with Counselors for a 15-minute drop-in session to clear pre-requisites, do a quick review of their transcripts, and the development of a one semester abbreviated education plan. Appointments are not scheduled until after the last day to add classes. Waiting time for drop-in counseling varies from 30 minutes to 3 hours during peak registration; but during the semester, waiting time may be about or less than 30 minutes. To shorten waiting time during peak registration, BCC hires additional adjunct Counselors, triage student's counseling needs, and assists students in preparing a complete record package, e.g., placement/assessment scores, transcripts, registration related forms, prior to seeing a counselor.

Students who cannot come in person can send email to the Counseling Department (counselingbcc@peralta.edu) to seek advice. They can also scan or fax their transcripts to clear pre-requisites. Drop-in hours are available Monday through Thursday from 8:30 am to 7:00 pm; Friday 8:30 am – 4:00 pm. TRiO counseling services can be administered via in-person, phone, email, or video-chat formats.

Counseling appointments are available year-round (even during peak periods) through TRiO. Students can meet with counselors in 30 minute, 60 minute, or 90 minute increments; or through TRiO workshops.

BCC continues to identify and implement innovative strategies to increase access opportunities for first-time and continuing students to counseling services.

Student Access to Counseling Services. BCC students have access to counseling services through various avenues.

Categorical/Special Programs. Students who are in the Veteran Affairs Program, Program and Services for Students with Disabilities (PSSD), EOPS/CARE, CalWORKs, TRiO and other programs designed for targeted student populations (PERSIST, PACE, First Year Experience, Career Pathways, etc.) may schedule appointments to take care of time sensitive paperwork or to request reasonable accommodations. The ratio of student to counselor is significantly lower in these special programs. Therefore, in comparison with the general student population, student access to counseling services is not a major challenge for categorical/special programs. While categorical programs caseloads may be smaller when compared to general counseling, our students require more documented services from their counselors. For example, PSSD counselors verify eligibility, prescribe reasonable accommodations, and provide academic counseling. Veteran Affairs must provide education plans for students that meet federal guidelines and assist students with referrals to various support services. CalWORKs and TRiO Counselors must provide extra services above and beyond academic counseling. Unlike General Counseling, categorical programs already practice counseling by case-management.

The Berkeley City College Extended Opportunity Programs and Services (EOPS) provides academic counseling services to students from low-income and first generation in college backgrounds. Students participating in EOPS work specifically with the EOPS Counselor to get assistance with developing a comprehensive student educational plan (SEP). In addition to academic counseling, EOPS Counselors must provide and verify two mandated counseling sessions per term for each EOPS student and triage counseling for students who receive poor midterm progress reports. Students are required to meet with the EOPS counselor at least two times every fall and spring semester. After developing their initial comprehensive SEP during their first two counseling meetings, each subsequent counseling meeting gives them an opportunity to check-in with the EOPS counselor to assess their progress towards completing their educational goals, make updates to their SEPs, and develop a stable and on-going working relationship with the EOPS Counselor and staff. EOPS counseling appointments take place in person only.

Drop-in/Counseling Appointments. After peak registration, students from the general student population receive counseling in person, email or call to schedule an appointment (30 minutes or 1 hour appointment) on a first-come first-serve basis. Students schedule appointments to discuss their educational goal, develop a comprehensive education plan, file a petition for degrees/certificates, career counseling, concurrent enrollment with 4-year universities, and/or seek advice on transfer and follow-up of their academic performance. However, students cannot schedule a same-day appointment. Before, during, and after peak registration, PSSD provides drop-in counseling several days a week.

e-Counseling. e-Counseling is available to students who are enrolled in distance education or online courses. e-Counseling is also available to students who have a compelling reason for not being able to come in-person to see a Berkeley City College Counselor. e-Counseling services are for basic educational advising. Because of the Family Educational Rights and Privacy Act (FERPA), Berkeley City College e-Counselors only provide general information. Responses are not immediate and may take up to three working days for students to receive a response.

Counseling Courses/Group Counseling. To provide in-depth counseling to students, BCC counseling department also offers an array of counseling classes to students, ranging from College Orientation (COUN 200A/B), to Career Exploration (COUN 57). Students enrolling in counseling classes may be self-selected, or referred by faculty and staff. BCC also offers

counseling classes at local high schools so that prior to officially attending BCC, high school students could begin to learn about college education and map their academic/career pathway including transfer and career preparation.

Mental Health Counseling. As part of counseling support, especially designed for at-risk students who need additional personal Counselor support, BCC offers mental health counseling 4 days per week. Urgent care is available in a first-come first-serve fashion, but in general pre-appointments are required.

Faculty Advising. The Counseling Department at Berkeley City College has been working with the Academic Senate to detail a Faculty Advising Model that is designed for BCC instructional faculty to perform advisement activities to supplement counseling services. Faculty advising activities include early identification of potential at-risk students; supporting those who are clearly on certain career pathway; providing information on matters related to academic majors and career possibilities; helping students select courses in specific disciplines that are appropriate to the student's intended academic majors and career pathways, appropriate to a student's abilities, and in an appropriate sequence ; or promoting retention through personal interest in a student's academic progress.

GOALS:

- Engagement - BCC will begin to implement a case-management counseling method that was successfully piloted in 2013 so that all first-time matriculating freshmen in 2014-15 will have a designated Counselor.
- Nurture – By 6/30/2015, BCC will implement an enhanced Faculty Advising Model by identifying instructional faculty as faculty advisors. These advisors will offer academic/career pathway information to students who need disciplinary specific advice. The number of students receiving faculty advising will be recorded to be used as baseline data for follow- up and evaluation.

3. Describe the type of assistance provided to help students develop an abbreviated student education plan and the scope and content of the plan.

Abbreviated SEP Service Description. Students receive a copy of a 1-2 term abbreviated student education plan (SEP) after their one-on-one meeting with a Counselor. These one-on-one meetings may take place during counseling appointments, at the end of COUN 200A/B course, BCCO, or any other format of group counseling sessions. During the first counseling meeting, students identify their education goal (certificate, degree, and/or transfer), full- or part-time status, time commitment (day and evening), and course of study (major). The plan is saved in the district server for other Counselors to view and update. Prior to 2014-15, only Counselors at Berkeley City College could view and update a BCC SEP. Beginning Fall 2014, counselors in the Peralta Community College District can view and update student education plans from any location within the four PCCD colleges. The Electronic SEP (through the PeopleSoft system) is in test environment, and is scheduled to be implemented in Spring 2015. This electronic SEP is Counselor driven and students can view the SEP in the Student Portal once they login.

Scope and Content of Abbreviated SEP. Based on the assessment/placement recommendation and the student self-reported goal, Counselors introduce learning community programs of study (PERSIST, FYE, PACE...), in addition to programs and courses with self-selected major/area of study, and help students build their SEP around their work-and-family commitment. The Counselors highlight courses that are major preparatory, elective, or career technical education

courses (CTE); and courses that meet the general education requirement for the college's associate degrees, CSU, UC, and independent college/university transfers.

GOAL S by 6/30/2015:

- BCC Counselors will complete the development of an abbreviated SEP for all fall 2014 first-time freshmen (100%), and for at least 80% of all spring 2015 first-time freshmen.
- BCC Counselors will assist 100% financial aid recipients in developing abbreviated SEPs.

4. Describe the type of assistance provided to help students develop a comprehensive student education plan that identifies the student's education goal, course of study, and the courses, services, and programs to be used to achieve them.

Comprehensive SEP Service Description.

First-time, Matriculating Freshmen. After receiving an abbreviated SEP at the point-of-entry, all first-time, matriculating freshmen are invited back to see their Counselors in order to develop the comprehensive SEP. During the counseling appointment, Counselors retrieve the abbreviated SEP from the District server. Based on the assessment/placement recommendation, AP, IB, and CLEP tests results, and/or transcripts from other colleges, Counselors update the SEP to reflect courses needed, and to provide a road map for students to understand the time commitment needed to accomplish their goals. Students are given a copy of the comprehensive SEP at the end of the meeting. The Electronic SEP is in test environment, and is scheduled to be implemented in spring 2015. This electronic SEP is Counselor driven and students can view the SEP in the Student Portal (of PeopleSoft) once they login.

Undeclared Major. All students with an undecided major are assigned to meet with a Counselor. Students who are undecided on the major are encouraged to visit the college's Transfer Center to use a career exploration self-assessment tool, "Eureka", to assess their interests/aptitude before meeting with the Counselor for the comprehensive SEP. As an alternative, those students with an undecided major are encouraged to enroll in COUN 24 (College Success), COUN 57 (Career and Life Planning), or COUN 207 (Career Exploration) in order to receive further support in selecting a major/area of study. Students who are enrolled in COUN 24 receive a comprehensive SEP at the end of the semester as part of the course project. However, students who enroll in COUN 57 and all other students have to schedule an appointment to develop the comprehensive SEP. During the appointment, Counselors discuss the educational goal, major, course sequence in English, mathematics, science and ESL, and the transfer destination. Counselors use various resources such as the college catalog, GE course requirements, transfer web-sites, such as www.assist.org, or individual college web-sites to clarify requirements needed for the student to accomplish his/her educational goal. Counselors retrieve the abbreviated SEP from the District server. Based on assessment/placement recommendation, AP, IB, and CLEP tests results, and/or transcripts from other colleges, Counselors update the SEP to reflect courses needed, and to provide a road map for students to understand the time commitment needed to accomplish their goals. Students are given a copy of the comprehensive SEP at the end of the meeting.

At-risk Students or all others who need an Up-to-Date Comprehensive SEP. With the support of the Transfer and Career Information Center Coordinator and faculty advisors, BCC Counselors (general, EOPS/CARE, CalWORKs, DSPS/PSSD, TRiO, First Year Experience, PACE, PERSIST, Learning Communities) will work with all first-time freshmen and returning/continuing students to develop/update the comprehensive SEP for students to follow in order to reach their educational goal at BCC. Students on academic/progress probation or dismissal will be informed by the district to see a Counselor. During the meeting, Counselors will

develop strategies with the student to improve his/her academic standing, update the SEPs, and/or develop a comprehensive SEP that is adequate and realistic for each student to reach their educational goals at BCC.

Online SEP Tool.

PCCD has been working on developing an electronic SEP interfacing with PeopleSoft/PASSPORT. With the online tool, Counselors will have the ability to edit the SEP while students can view their SEPs on PASSPORT when they log on to their Student Center portal. This function is in the testing stage as of fall 2014 and is scheduled to be fully implemented by spring 2015. In addition, an upgraded academic advising function is added to PeopleSoft on PASSPORT. This academic advising function has the ability to determine college graduation residency requirements for the campus where the student is applying for a degree, create and save multiple academic advisement reports that allow students to run “what if” scenarios. This academic advising upgraded function is in the test environment and is scheduled to roll out in spring 2015.

GOALS by 6/30/2015:

- Counselors will assist at least 50% of the 2014-15 first-time freshmen in developing their comprehensive SEP.
- counselors will assist at least 50% of students with undeclared majors in identifying a major/area of study and developing comprehensive a SEP.
- counseling will assist at least 50% of financial aid recipients in developing/updating their comprehensive SEP, if they don't already have one or fail to follow through.

5. Identify the staff providing counseling, advising and other education planning services, including the number of positions, job titles and a one-sentence statement of their roles. Indicate the number of full-time counselors and their negotiated student contact hours. Indicate the number of part-time counselors and the number of full-time equivalent counselors (total full time and part time counseling hours divided by 2080).

See details in IIa. Core Services i. Orientation 2. staffing

Other positions of Administrators, counselors, and faculty and staff – See details in Budget Plan.

GOALS by 1/1/2015:

- BCC identifies, develops, and maintains all positions to be funded through SSSP and institutional matching funds to ensure the delivery of SSSP core services.
- BCC hires quality personnel to deliver the services, evaluates their performance regularly, develops and implements improvement plans when necessary, and offers professional development opportunities to keep their knowledge and skills up-to-date.

6. Identify any technology tools used for education planning. For third-party tools, be specific about the product and how it is used. Identify any technology tools used for support of counseling, advising and other education planning services, such as scheduling or degree audit. For third-party tools, be specific about the product and how it is used.

PowerPoint. Berkeley City College uses PowerPoint software and online resources for various counseling services deemed to be appropriate either in groups or in class.

Counseling Information provided through Online Orientation. BCC online orientation is in

production and is designed to provide options for students, specifically for distance learners and other students who would benefit from online orientation. Vital information regarding counseling is included as part of the online orientation content.

SARS. eSARS allows students to make counseling appointments. BCC utilizes SARS to make pre-recorded phone calls to students as appointment reminder or for other counseling related communication purposes.

PeopleSoft. PCCD is expanding PeopleSoft's capacity in assisting students' participation in developing SEPs and academic degree audit.

PCCD has been working on developing online SEPs that interface with PeopleSoft/PASSPORT. With this online tool, Counselors have the ability to edit the SEPs and students can view their SEPs on PASSPORT when they log in to their Student Center.

PCCD has begun to activate online academic advising module as part of student portal in PeopleSoft. PCCD/BCC is scheduled to pilot this tool in spring 2015 with a target date of full function in fall 2015. Academic Advising is a module within the PeopleSoft System that will provide the ability for students to appraise different programs in the system in a "what if scenario". The student will also have the ability to submit degree petitions online. The Academic Advising is scheduled to go live in spring 2015.

Desktop and Laptop computers. Both online and in-person counseling are delivered through computers and software, e.g., PowerPoint.

eCounseling. eCounseling is available to students who are enrolled in distance education or online courses. eCounseling is also available to students who have a compelling reason for not being able to come in person to see a Berkeley City College counselor. eCounseling services are for basic educational advising.

GOAL. BCC utilizes technology to deliver counseling by taking hi-tech and hi-touch approach.

7. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for counseling, advising and other education planning services.

Please see Budget Plan for details.

iv. Follow-Up for At-Risk Students

1. Describe the target student audience according to Title 5 section 55525, including an estimate of the annual number of students to be provided at-risk follow-up services, and the college's process to identify them. Describe the strategies for addressing the needs of these students, including:
 - a. Types of services are available to these students; how they are notified and when.
 - b. Strategies for providing counseling, advising, or other education planning services to assist them in selecting an education goal and course of study.
 - c. How the services identified in "a" and "b" above are provided (online, in groups, etc.).
 - d. How teaching faculty are involved or encouraged to monitor student progress and develop or participate in early alert systems.

Target Audience. It is estimated that annually BCC serves approximately (i) 1,000 students who may be placed on academic and/or progress probation or dismissal, (ii) 800 with undeclared

major/area of study regardless of their academic standing, and (iii) another 800 enrolled in basic skills English, mathematics, and ESL courses.

Process of Identification and Notification.

Probation/Dismissal Students. Based on the published grading policy defined in PCCD Administrative Procedure 4230 and published online and on-paper in the BCC Catalog, PCCD calculates and tracks student academic progress and status at the end of each term, per Academic or Progress Probation or Dismissal procedures posted at the district level on <http://web.peralta.edu/admissions/2011/07/academic-and-progress-probation-or-dismissal/>, and at the college level on <http://www.berkeleycitycollege.edu/wp/counseling/faqs/what-is-academicprogress-probation/>. Students who are placed on academic/progress probation or dismissal receive a notice from PCCD requesting them to see Counselors at their home campus prior to the next registration/enrollment. In addition, BCC financial aid recipients, who are not successful in making student academic progress (SAP), receive a notification from the Office of Financial Aid suggesting that they seek counseling regarding how to maintain or reinstate financial status.

Undeclared/Undecided Major/Area of Study. Four weeks after the beginning of fall and spring semesters, BCC requests the PCCD Research Office to generate a list of students with an undeclared, who enrolled at BCC for a minimum of 0.5 units. After receiving the list, BCC informs these students via email or SARS calls, recommending that they seek counseling to learn about the various options available to them for assistance with identifying a major or area of study at BCC.

Students Enrolling in Basic Skills courses. BCC has innovative instructional support services embedded in English, ESL, and mathematics basis skills courses below college/transfer levels. Instructors and tutors identify and work directly with these students who need additional help. In addition to supplemental instructional support, these students receive all other student support services that are available to them on campus. General, Categorical Program, or counselors from other special programs assist these students to develop or update their comprehensive SEPs, or to receive other follow-up services deemed appropriate for them.

Types of services available to students.

Academic/Progress Probation/Dismissal. Students who are placed on probation (including progress and academic probation) or on dismissal are notified about Probation and Dismissal through their Peralta email. Students can log on to their Student Center in PASSPORT to find out the probation or dismissal status. Also, students on probation or dismissal and are eligible for financial aid receive a letter from the Financial Aid Office informing them of the SAP (Student Academic Progress) requirement. BCC Counselors follow-up with the list of students and provide or refer them to the necessary intervention, such as, tutoring, academic advisement, financial aid, learning communities, and peer support through college life/student clubs. EOPS student participants, who are placed on probation status, are required to have one counseling appointment with the EOPS Counselor or an EOPS counseling intern as an intervention. During this meeting, the EOPS Counselor or EOPS counseling intern helps the student assess his/her challenges with being a successful student, helps the student come up with solutions to his/her presenting issues, and makes referrals to other Student Services programs that can help address the student's particular needs, such as tutoring services, Programs and Services for Students with Disabilities, Learning Communities, personal counseling, etc. Students then follow up with the EOPS Counselor or EOPS counseling intern during their required EOPS counseling appointments to assess their progress with improving their academic standing.

Undeclared Major/Area of Study. Students with an undeclared major/area of study are identified and sent an email to inform them of the need to see a Counselor for any one of the following interventions:

College-wide Academic/Career Pathway Events and/or Courses. College academic/career pathway fairs, Speaker's Series, career workshops, one-on-one meetings with instructors/counselors/academic advisors, COUN 57 – Career and Life Planning, and COUN 207 – Career Exploration course.

Transfer and Career Center. Advice and resources for career exploration are available at BCC's Transfer and Career Center <http://www.berkeleycitycollege.edu/wp/transfer/resources-for-career-exploration/>.

Proactive Academic/Career Pathway/Course of Study Intervention. Four weeks into each fall and spring semesters, students with undeclared majors are identified and contacted to see a Counselor and/or attend career workshops in order to assess academic/career interest and options. During their appointments with the Counselors, their SEP is developed and/or updated.

Basic Skills Students. For students enrolled in basic skills English, mathematics, and/or ESL courses, BCC provides innovative and proactive services to these students through the Basic Skills Initiatives (BSI) Plan. For details please see BCC 2013 BSI Plan.

Strategies. Students who are placed on probation and/or dismissal will be informed to meet with a Counselor one-on-one in order to complete an Academic Success Contract. Students on dismissal have to schedule an appointment with a Counselor to complete the "Student Petition for Reinstatement from Dismissal" and follow steps as stated on the petition in order to improve their academic performance. Counselors discuss strategies for improving academic performance with the possibility of a student taking a reduce load of no more than 9 units for students on probation and no more than 6 units for students on dismissal. Discussion takes place around revising or creating a student education plan and resources, such as course repetition and academic renewal, are presented as an avenue to raise one's GPA and return to good standing. If the student is placed on academic probation for two consecutive semesters, the student could lose priority registration. If a disability is the cause for a student's lack of academic progress or a barrier to satisfactory academic performance, additional support will be provided individualized assessment, specialized counseling, and referral to appropriate resources. If disability is a cause to student's lacking of academic progress and/or a barrier for satisfactory performance, additional support or accommodations will be provided through PSSD.

Service Providing Methods. Counselors on the four campuses in the Peralta Community College District have developed an online workshop for students to learn about the district policy on probation and dismissal, and the impact of less-than –good standing on their enrollment status. Students also learn how to calculate their GPA to get back on track in good standing. Tips on student success are provided. The PCCD district has charged a district-level Student Success Task Force to review and implement the online workshop to assist students with getting back on track. Students are encouraged to use college resources, such as tutoring services, writing lab, one-on-one coaching services, and other college resources of EOPS, DSPS, Library, and Financial Aid.

Instructional Faculty Involvement. Instructional faculty at BCC play an important and active role in follow-up services, including academic advisement, monitoring student progress, referring students for support services, and participating in the early alert system. A college Early Alert Task Force was formed to address the issue of early alert at BCC, while the PCCD SSSP

Taskforce has been developing a system-wide, proactive early alert process to enable instructional faculty to identify at-risk students for early intervention. Meanwhile, English, mathematics, and ESL instructional faculty have identified, implemented, and updated strategies to improve basic skills student progress and success. The Peralta Community College District will implement an Early Alert System as part of the Grade Book implementation in the spring 2015 semester.

In addition, instructional and counseling faculty team up to provide seamless support through EOPS/CARE, TRiO, DSPTS, First Year Experience, Learning Communities, PERSIST, PACE, and other projects designed for targeted student bodies.

GOALS:

- 100% of students who are eligible for receiving follow-up services will be identified and notified for services in 2014-15.
- BCC will establish baseline data for a Follow-up Service Ratio defined as: percentage of follow-up eligible students who respond to BCC's notification and come forward for support services in 2014-15 - the number of follow-up services recipients divided by the number of follow-up eligible students.
- BCC will develop strategies to increase BCC's Follow-up Service Ratio by at least 5% per term in 2015-16.
- BCC/PCCD will conduct research studies to evaluate the impact of BCC follow-up strategies and use as the basis for productive strategizing to better serve student and promote student success.

2. Identify the staff providing follow-up services (including the numbers of positions, job titles and a one-sentence statement of their roles).

See details in IIa. Core Services i. Orientation 2. staffing

Please see Budget Plan for details.

3. Identify any technology tools used for follow-up services. For third-party tools, be specific about the product and how it is used.

The Peralta Community College District will use the Communications, Checklists, Comments (CCC) within the Academic Advising module in PeopleSoft. The district will use the CCC to generate letters to send to students notifying them of their placement on progress or academic probation. The letter will contain information on the follow-up services available to these students. The college can choose to use the system to also send notifications via email. The Checklists will be used to remind students that particular items must be completed.

eSARS will be used for students to make follow-up service appointments online. The college may choose to use eSARS to make reminder calls or to send reminder text to the student prior to his/her appointment.

Academic Advising in PeopleSoft will be used to provide the following:

- online student education plans;
- evaluation of degree and certificate petitions expeditiously and efficiently;
- use of the Education Planner to plan semesters ahead; and
- ability to review "what if scenarios" for different programs available at PCCD

4. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for follow-up services.

See details in iii. Counseling 5. Staff.

IIb. Related Direct Program Services (District Match Funds only)

i. Instructional Research

1. Describe the types of Institutional Research be provided that directly relate to the provision or evaluation of SSSP Services.

PCCD Institutional Research and the BCC researcher will continue to evaluate the effectiveness of SSSP at BCC as described in this Plan. Research will focus on the impact of fundamental strategies/interventions listed below:

- Prior educational experience, including transcripts, such as, high school GPA within the recent two year period,
- Validation of additional assessment methods and establishment of cut-scores,
- Educational goals and courses of study development and updates,
- Exemptions criteria established for orientation, assessment, pre-/co-requisites, counseling, SEP development and update,
- Financial aid,
- Basic skills tracking, and longitudinal tracking of learning communities , for example, FYE, PERSIST, etc.,
- Strategies for follow-up services,
- Academic performance, such as, institutional set standards required by ACCJC, ScoreCard progress, and completion measures., and
- Other projects deemed appropriate for SSSP improvement

Furthermore, strategies and interventions included in the 2014-15 SSSP Plan will be evaluated so that BCC can continue to improve its SSSP services to its students.

ii. Technology

1. Describe the types of services provided through the use of technology that directly relate to the delivery of services, such as online orientation, advising and student educational planning.

Student orientations provided via the online orientation which is expected to be available at all of the Peralta colleges by the end of the 2014-15 year.

Academic Advising will be used to provide the following:

- online education plans;
- evaluation of degree and certificate petitions expeditiously and efficiently;
- use of the Education Planner to plan semesters ahead; and
- ability to review “what if scenarios” trying different programs available at PCCD.

IIc. Transitional Services Allowed for District Match

1. Recognizing the challenges some districts face in restoring services after the 2009-10 budget cuts, districts may

also count expenditures for costs that were allowable as of 2008-09, even though they are no longer allowable under SB 1456 and current SSSP regulations. These include Admissions and Records, Transfer and Articulation Services, Career Services and other Institutional Research. Describe what types of services are provided during this transition period that are being used for district match.

BCC uses cost that are directly related to the three SSSP core services as matching funds in the following areas:

Admissions and Records. Coordinating with the Peralta District Office of Admissions and Records and at BCC, the College delivers SSSP services in areas of transcript analysis, tracking follow-up for at-risk students, etc. In addition, the Associate Vice Chancellor of Student Services at the district office has been coordinating district-wide SSSP projects, for example, SARS, academic advising (degree audit), early alert, counseling function in relation with SSSP, in a fashion enhancing system-wide support for the colleges so that BCC and its three sister colleges can effectively and efficiently provide SSSP services to target student audiences without barrier.

Transfer and Articulation Services. Transfer and articulation services at BCC have been serving as the backbone assisting new students in connecting their initial goal at the entry point with potential outcomes when completing their education at BCC leading to transfer and/or career advancement. Information provided by Transfer Coordinator and Articulation Officer create a roadmap for BCC students guiding them when considering academic pathway and preparing for transfer.

Career Services. In addition to Counselors and instructional faculty advisers, career services provided by the Coordinator of the Transfer and Career Information Center plays an important role to assist students in exploring their academic/career interests and linking their interests and education with future career possibilities of upward mobility. The Coordinator, who used to be the lead for orientation and assessment at BCC, has been and will continue to work with Counselors and faculty advisors to present roadmaps to students who are still undecided about their majors/areas of study through career exploration workshops, Academic/Career Pathway Café, and career exploration information offered in the Transfer and Career Information Center at BCC.

Institutional Research. Researchers at PCCD will continue to conduct studies that are directly related to SSSP, including, but are not limited to, placement assessment and pre- and co-requisites validation, assessing multiple measure evaluation, comparing and contrasting student success between those who receive SSSP services and those who are exempted from SSSP services, basic skills student tracking, studying impact of counseling and academic advising on a student's performance, identifying factors causing success vs. failure, etc.

SECTION III. POLICIES & PROFESSIONAL DEVELOPMENT

1. Exemption Policy

Provide a description of the college or district's adopted criteria for exempting students from participation in the required services listed in title 5 section 55520 consistent with the requirements of section 55532.

A student may be exempt from orientation, assessment, counseling, advising, or student education plan development if any of the following applies:

- has completed an associate degree or higher;
- has enrolled at the college for a reason other than career development or advancement, transfer, attainment of a degree or certificate of achievement, or completion of a basic skills or an English as a Second Language course sequence;

- has completed these services at another community college within a time period identified by the Peralta Community College District;
- has enrolled at the college solely to take a course that is legally mandated for employment as defined in Title 5, section 55000 or necessary in response to a significant change in industry or licensure Standards; or
- has enrolled at the college as a special admit student pursuant to Education Code section 76001.

Any student exempt from orientation, assessment, counseling, advising, or student education plan development shall be notified and may be given the opportunity to participate in these services. The District does not exempt a student solely because a student has not selected an education and career goal or course of study.

All enrollment related information is presented to the general public, including students at:
<http://web.peralta.edu/admissions/>

Enrollment related forms, including the petition for Degree/Certificate, or pre-requisite/co-requisite challenge forms are available at:
<http://web.peralta.edu/admissions/admissions-records-forms/>

Goal:

PCCD/BCC will review current exemption policy and procedures, and update per Student Success Initiative, if necessary.

2. Appeal Policies

Describe the college's student appeal policies and procedures.

Student Right to Appeal

A matriculating student wishing to claim exemption from any matriculation component, or choosing not to participate, must file the appropriate waiver form. If a student wishes to file a complaint alleging unlawful discrimination in the implementation of matriculation practices, the student can follow the Peralta Community College District Policy on Nondiscrimination.

To challenge matriculation regulatory provisions or file a complaint, the student should contact the Vice President of Student Services for information regarding applicable college policies and procedures. Failure to comply with matriculation policies regarding the declaration of an educational goal and development of an educational plan without completing the necessary waiver form may result in the loss of matriculation services including priority registration.

Priority Registration Appeal

Students may appeal the loss of enrollment priority when the loss is due to extenuating circumstances. Extenuating circumstance are verified cases of accidents, illness or other circumstances beyond the control of the student, or when a student with a disability applied for, but did not receive a reasonable accommodation in a timely manner. The Vice President of Student Services or designee determines the appeal in his/her sole discretion.

These enrollment priorities will be effective for the fall 2014 semester enrollment. The District ensures that these procedures are reflected in course catalogs and that all students have appropriate and timely notice of the requirements of this procedure.

All enrollment related information is presented to the general public, including students at:
<http://web.peralta.edu/admissions/>

Enrollment related forms, including various appeal/petition are available at:
<http://web.peralta.edu/admissions/admissions-records-forms/>

Goal:

PCCD/BCC will review all current appeal policies, procedures, and related forms, and update or upgrade them in keeping with the Student Success Initiative, if necessary.

3. Prerequisite Procedures

Provide a description of the college's procedures for establishing and periodically reviewing prerequisites in accordance with title 5 section 55003 and procedures for considering student challenges.

Prerequisites, co-requisites, advisories, and limitations are necessary to ensure that students succeed in their coursework and have access to the courses they require. It is important to have prerequisites in place where they are a vital factor in maintaining academic standards. It is also necessary to ensure that prerequisites, co-requisites, advisories, and limitations do not constitute unjustifiable obstacles to student access and success. Therefore, to foster the appropriate balance between these two concerns, the Education Code requires that prerequisites, co-requisites, advisories, and limitations be established based solely on content review or content review with statistical validation. The PCCD Administrative Procedure AP 4260 has established process for curriculum review, program review, implementing prerequisites, co-requisites, and limitations on enrollment, review of individual courses, and courses exempt from content review <http://web.peralta.edu/trustees/files/2011/04/AP-4260-Prerequisites-and-Co-Requisites-2.pdf>

The college shall provide the explanations of the definitions of pre-requisites, co-requisites, procedures for challenge, definitions of advisories on recommended preparation, and definitions of contract course, noncredit basic skills course, non-degree applicable basic skills courses, both in the college catalog and in the schedule of courses per PCCD Administrative Procedure 4260
<http://web.peralta.edu/trustees/files/2011/04/AP-4260-Prerequisites-and-Co-Requisites-2.pdf>

GOALS:

PCCD/BCC will review existing Prerequisite Procedures, and update or upgrade per the Student Success Initiative, if necessary.

BCC will also review on-site implementation procedures and steps to ensure efficiency and effectiveness that would be both staff- and student-friendly.

4. Professional Development

Describe plans for faculty and staff professional development related to implementation of the Student Success and Support Program.

Berkeley City College provided funding for faculty and staff to attend Equity Summit 2014 organized by the Community College League of California, An Introduction to the Get Focused...Stay Focused Initiative, Launch Your Freshmen Workshop, and the Webinar on Teaching Men of Color in the Community College. The District has organized district-wide Counselors meetings and training sessions to address new development of the Student Success and Support Program. In addition, Berkeley City College facilitated core members of SSSP on campus to participate and/or to attend the Training and Orientation for Student Success and Support Program Coordinators, Webinars and Student Success Conference sponsored by the RP Group.

Equity and Success has been the theme of BCC's staff development, including Flex Day over the last two

years. The BCC staff development website is open to the general public at: <http://www.berkeleycitycollege.edu/wp/staff-dev/>

In addition, as shown on <http://www.berkeleycitycollege.edu/wp/staff-dev/flex-days/> and <http://www.berkeleycitycollege.edu/wp/staff-dev/files/2014/01/January-2014-BCC-Flex-Days-Agenda.pdf>, equity, engagement, success, and transforming lives were the major topics for fall 2013, spring 2014, and fall 2014 BCC Flex Day agenda and activities.

GOAL:

In addition to college-wide focus on access, equity, and success, BCC dedicates a major portion of the SSSP 2014-15 budget for SSSP related staff development activities on- and off-campus.

5. Coordination with Student Equity Plan and Other Planning Efforts

Describe how the SSSP Plan and services are coordinated with the college's development of its student equity plan and other district/campus plans and efforts, including Accreditation Self-Study, educational master plans, strategic plans, the Basic Skills Initiative, and departmental program review.

Ever since the first introduction of Student Success Initiatives by the State Chancellor's Office with details published in the [2012 Final Report of Student Success Task Force with Recommendations](#) in January 2012, BCC began to integrate the eight recommendations with 22 strategies into college-wide goals and strategic plans. The College then, through the shared governance process, developed and implemented strategies and activities, and evaluated the accomplishments against pre-established measurable outcome indicators. While BCC SSSP focuses on services for entering students and identifies individuals needing more help by implementing all SSSP Core Services, the college Equity Plan identifies groups needing more help and focuses on services and instruction for new and continuing students through completion to address and monitor disparities aiming at bridging the achievement gap.

Access, Equity, and Success have been in the center of the strategic goals at both district and college levels since 2009-10; thus SSSP services have been playing an integral role in all district/college plans and efforts, including, but are not limited to Accreditation Institutional Self-Evaluation, Education Master Plans, strategic plans, the Basic Skills Initiative, and departmental program review. The 2013-14 BCC Institutional Goals and Accomplishments with Measurable Outcomes, shown below, serves as one of the evidences (Attachment D).

GOAL:

While student achievement and success are being fully assessed and evaluated in the 2015 Accreditation Self-Evaluation, BCC ensures the coordination of SSSP with its Equity Plan, Education Master Plan, Basic Skills Initiative, and the college-wide Annual Program Review Updates (APU) that are currently taking place with an anticipated completion date either by the end of 2014 (BSI, APU, Equity Plan) or in 2015 (Accreditation Self-Evaluation, Education Master Plan).

6. Coordination in Multi-College Districts

In districts with more than one college, describe how policies and Student Success and Support Program services are coordinated among the colleges.

PCCD created a district-wide Student Success Taskforce in 2012 addressing the SSSP initiatives from a broad perspective, while the district-wide Matriculation Committee continued to meet focusing on Matriculation policies and practices at the colleges. In August 2013 the Matriculation Committee and the Student Success Task Force groups from the colleges were merged. The combined groups are now functioning under the title of Student Success and Support Program Committee (SSSP). The SSSP Committee is a subcommittee of the District Education Committee and it has been meeting once a month since September 2013. Due to the size of the committee, a Working Group was created to address the implementation of the Senate Bill 1456 mandates. The SSSP Committee and the Working Group include

representatives from each college and the district.

However, anyone can attend the meetings and participate in the discussions. The Student Success and Support Program provided an end of the year report on January 2014. <http://web.peralta.edu/sssp/files/2014/06/SSSP-End-of-Year-Status-Update-5-01-21-14.docx>
To view the meeting minutes, agendas and documentation for both the SSSP Committee and Working Group follow the link <http://web.peralta.edu/sssp/miscellaneous-documents/>

In addition, there has been district-wide effort to update and upgrade policies and procedures specifically in the following areas:

Academic expectations and progress and probation standards pursuant to section 55031. The Peralta Community College District has an established process to notify students who are placed on academic/progress probation. Furthermore, the Student Success and Support Program (SSSP) Working Group is developing a process that will require a student to meet with an academic Counselor to discuss resources available at the college. The student will be required to complete a contract like form and to view a PowerPoint presentation, as well as complete a quiz to ensure that the student is aware of the repercussions of being placed on that status, as well as how to regain satisfactory academic status. Information on academic expectations and progress and academic standards are included in the counseling courses. Currently the colleges offer a variety of COUN 200 A/B courses that address the items on the Orientation Checklist.

Maintaining registration priority pursuant to Title 5, section 58108. The District Admissions and Records established priority registration meeting the requirements pursuant Title 5, section 58108. In addition, the Counseling Department collaborated with the SSSP Working Group and the SSSP Committee to develop a Priority Registration appeal process. The process for the appeal was established in fall 2013. The District also notifies students that upon completion of 100 units that they will lose priority registration. The notification is sent when the student has completed 75% of the units. Currently the colleges offer a variety of COUN 200 A /B courses that address the items on the Orientation Checklist.

Maintaining Board of Governors Fee Waiver eligibility pursuant to Title 5, section 58621. The District Financial Aid Office will collaborate with the SSSP Working Group and Committee to develop a process that will use the same criteria as the priority registration guidelines. A student information campaign must take place to inform all students district-wide. Currently, the colleges offer a variety of COUN 200 A/B courses that address the items on the Orientation Checklist.

Academic calendar and important timelines. The academic calendar is created and approved by the bargaining units. The District Admissions and Records Office is responsible for creating the calendar in the PeopleSoft System and for placing the information online for student use. Currently, the colleges offer a variety of COUN 200 A/B courses that address the items on the Orientation Checklist.

Registration and college fees. Registration dates are created based on the approved calendar. The registration dates and student fees are advertised in the class schedule, on the district's and college's websites. Information on registration and student fees is also included in the orientation. Additionally, the colleges offer a variety of COUN 200 A/B courses that address the items on the Orientation Checklist.

SECTION IV. ATTACHMENTS

Please provide a list of attachments to the SSSP Plan and a one-sentence description of each attachment, if the title is not self-explanatory.

The following attachments are required:

Attachment A, *Student Success and Support Program Plan Participants*. Please attach a listing of all individuals with their job titles, who were involved with creating the SSSP Plan.

Attachment B, *Organizational Chart*. Please attach a copy of your colleges' organization chart and highlight the Student Success and Support Program Coordinator's position. Please include all positions that work directly in the program providing SSSP services.

If your district has a district SSSP Coordinator in addition to the college SSSP Coordinator, please attach a copy of the district organization chart, and highlight the district SSSP Coordinator's position (if it is not identified as such on the chart). If a recent or accurate organization chart is not available at this time, please draw one that includes the minimum elements listed above.

Attachment C, *SSSP Advisory Committee*. Attach a list of the members of the college's SSSP Advisory Committee. This can be a list of individuals and their positions or simply the positions. If the committee is chaired by someone other than the SSSP Coordinator, please highlight the chair on the list of members, and identify the correct name of the committee, (advisory committee, coordinating council, steering committee, etc.). If the committee has standing or formalized subcommittees (e.g., SEP, orientation, budget, training, etc.), please list those also.

Other Attachments (optional)

Additional attachments may include SSSP forms or templates that illustrate section responses.

You may also submit any documents, handbooks, manuals or similar materials that your district/campus has developed as SSSP materials.

ADDITIONAL INFORMATION

Questions regarding the development of the college SSSP Plan may be directed to:

Debra Sheldon
California Community College Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549
dsheldon@cccco.edu
(916) 322-2818

Attachment A

Student Success and Support Program Plan Participants

Title 5 Section 55510 (11)(b) requires that the Student Success and Support Program Plan for each college "be developed in consultation with representatives of the academic senate, students, administrators, and staff with appropriate expertise." Please list the persons and their stakeholder group (e.g., Student Senate, Academic Senate, Curriculum Committee, etc.), of the individuals who participated in the development and writing of this Plan. Add more pages as needed.

Name: Dr. May Chen Title: Vice President of Student Services

Stakeholder Group: Administrator

Name: Gail Pendleton Title: Orientation and Assessment Coordinator

Stakeholder Group: Classified Staff

Name: Hermia Yam Title: Counselor, SSSP Interim Coordinator

Stakeholder Group: Faculty

Name: Cleavon Smith Title: Academic Senate President

Stakeholder Group: Faculty

Name: Allene Young Title: Counseling Department Chair

Stakeholder Group: Faculty

Name: Joseph J. Bielanski, Jr. Title: Articulation Officer

Stakeholder Group: Faculty

Name: Jennifer Lenahan Title: Student Services Specialist

Stakeholder Group: Classified Staff

Name: Roberto Gonzalez Title: Classified Senate President, Alt Media Specialist

Stakeholder Group: Classified Staff

Name: Danny McCarty Title: President, Associated Students of Berkeley City College

Stakeholder Group: Student

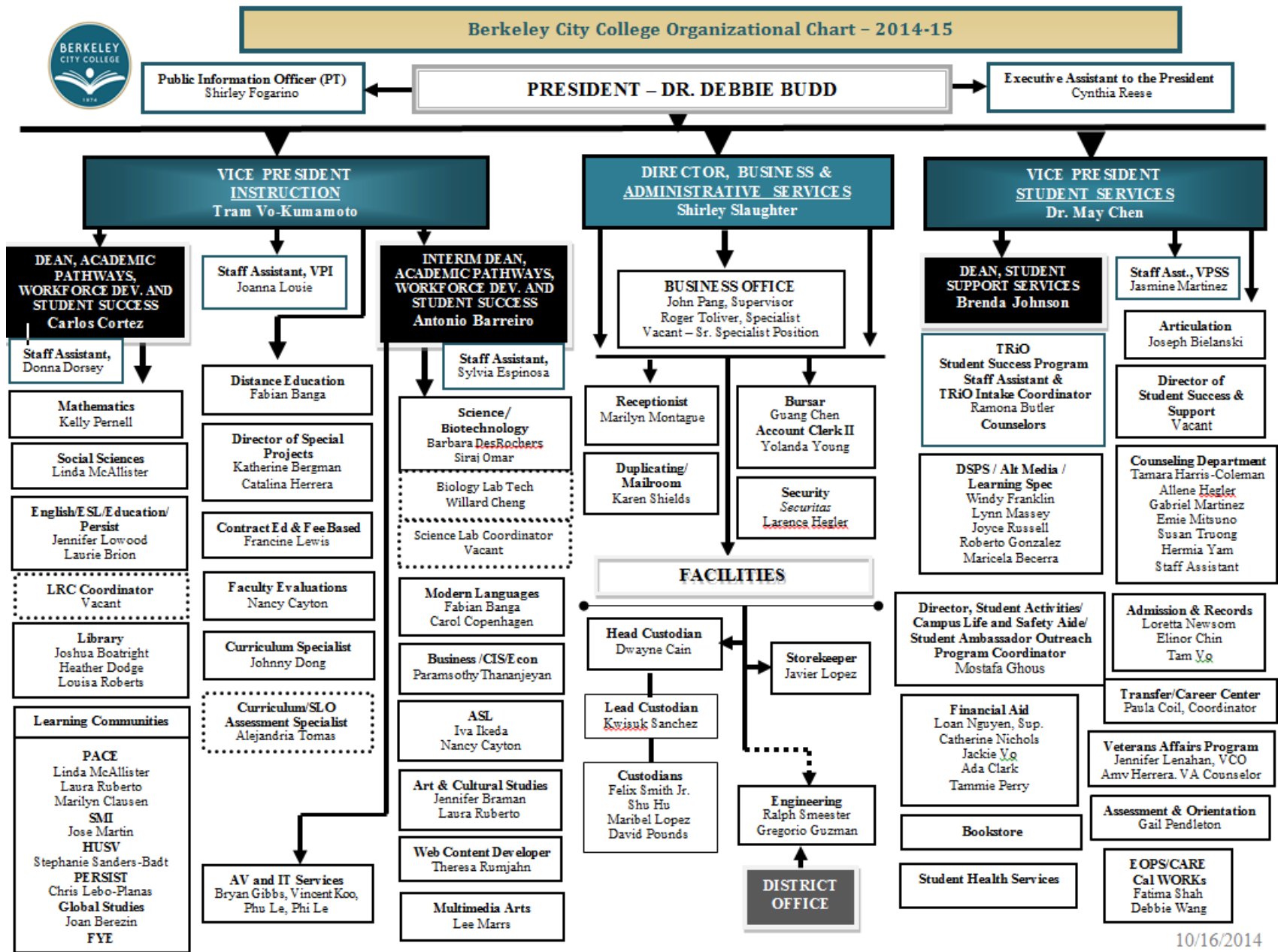
RESOURCES

- [Senate Bill 1456](#)
- [California Code of Regulations, Online](#)
- Student Success and Support Program Student Equity Plan
- [Accrediting Commission for Community and Junior Colleges](#)
- [Chancellor's Office Basic Skills web site](#)

Attachment A, Student Success and Support Program Plan Participants – additional information.

1. BCC Student Services Council
2. BCC Counselors
3. BCC Education Committee
4. BCC Roundtable for Budget and Planning
5. BCC Academic Senate
6. BCC Classified Senate
7. Associated Students
8. BCC Learning Communities
9. PERSIST, and PERSIS to College
10. First Year Experience

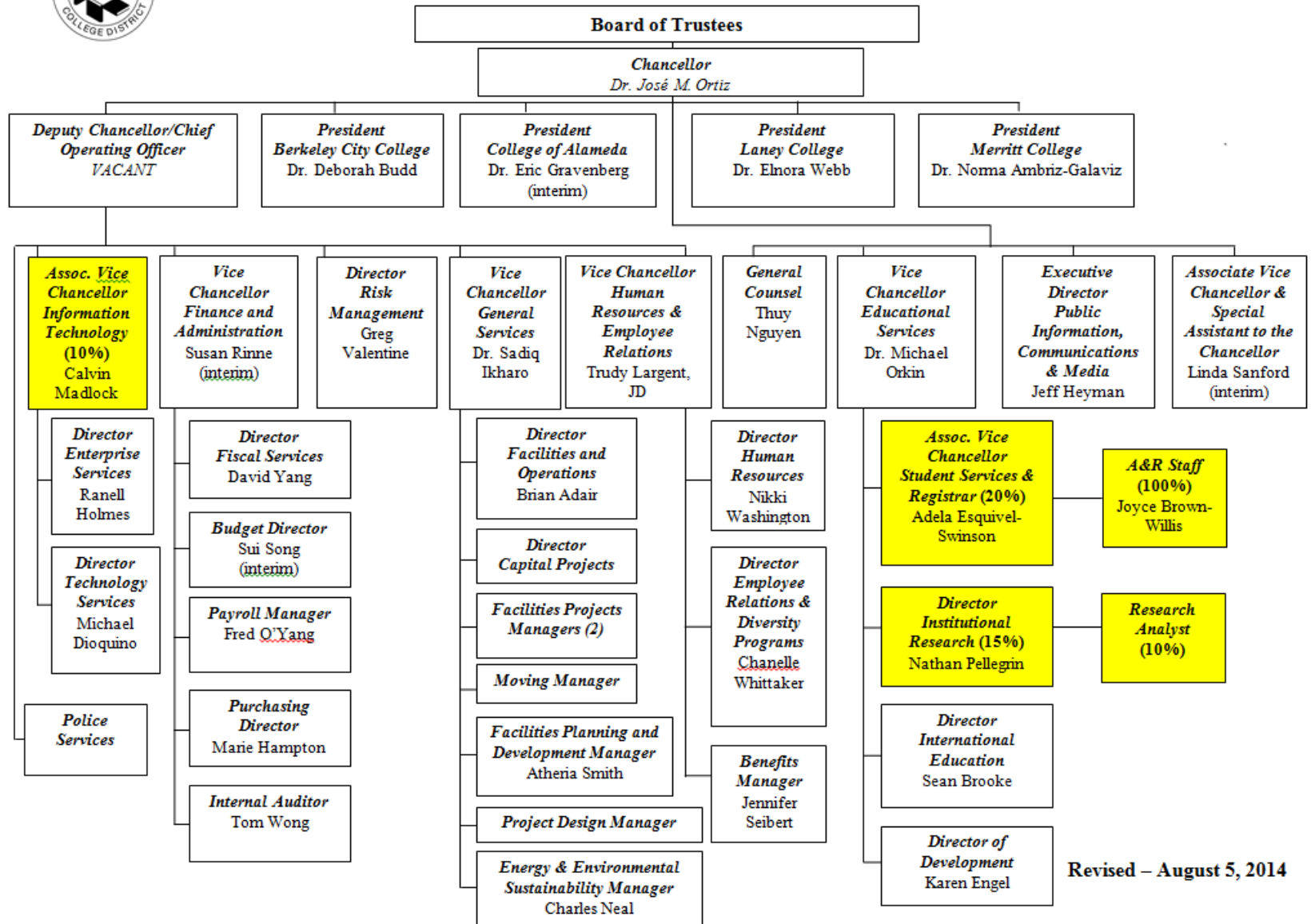
Attachment B, organizational Chart



10/16/2014



**BCC SSSP MATCHING FUNDED POSITIONS
PCCD ORGANIZATIONAL CHART (Managers)
2014-15**



Revised – August 5, 2014

Attachment C.
BCC SSSP Advisory Committee

BCC Education Services Members:

Co-Chairs: Vice President of Instruction
Vice President of Student Services

Membership:
Director of Special Project
Curriculum Committee Chair or designee
Planning for Institutional Effectiveness (PIE) Chair or designee
Classified Senate President or designee
Academic Senate President or designee
Articulation Officer
Counseling Faculty Chair or designee
Library Faculty Chair or designee
Assessment and Orientation Coordinator
EOPS/CARE Coordinator
DSPS Coordinator or Learning Disabilities Specialist
Learning Community designee
Professional Development Chair
Teaching and Learning Center Coordinator
Associated Students President or designee
Department Chair or designee
Transfer and Career Information Center Coordinator

The major trust of the BCC SSSP Advisory Committee is to advise the College to plan and document how SSSP services be provided to credit students in the following areas:

Developing abbreviated SEP for all entering students with a priority focus on all matriculating students who are degree/certificates seeking, preparing to transfer, and/or advancing their careers at the point of entry, and then followed by comprehensive SEP development before the new student completing 15 units or completing the end of the third term, whichever comes first.

Offering orientation, placement assessment, counseling, academic advising, and follow-up services to be proved to all first-time students.

Providing support services to students with undeclared major/area of study through counseling, academic/career advisement, and activities organized and offered by Transfer and Career Information Center, comprehensive SEP development and/or update, by the end of third term but no later than completion of 15 units.

Deliver proactive follow-up services, especially to at-risk students (students enrolled in basic skills courses, students with undeclared major/area of study, students on academic/progress probation or academic dismissal). Support services include counseling in an engaged, case management fashion; tutoring; mental health counseling; referral services to financial aid, and other support programs specifically designed for targeted student body, e.g., EOPS, DSPP, learning communities.

Attachment D.

Berkeley City College 2013-14 Institutional Goals and Accomplishments with Measureable Outcomes

Approved by Leadership Council and College Roundtable for Planning and Budgeting October 21, 2013 and November 6, 2013

Berkeley City College’s Leadership and Roundtable for Planning and Budgeting at their October and November meetings approved a set of college goals for FY 2013-14.

The goals, which integrate directly with the college’s mission, vision and values, and State-wide Student Success Initiatives, guide BCC as faculty, staff, administrators and students work together to develop annual priorities and initiatives to ensure student success.

PACCD/BCC Goal	Statewide Student Success Initiatives	Accomplishments with Measureable Outcomes
<p>PCCD Goal A. Advance Student Access, Equity, and Success – Activity engages our communities to empower and challenge all current and potential students to success.</p> <p>BCC Goal 1. Meet BCC resident student FTES target (3,691) by preserving and nourishing resources.</p> <p>(PCCD Resident Student FTES Goal, 18,830.)</p>	<p><u>1. Increase college and career readiness</u> 1.1 Collaborate with K-12 to jointly develop common standards for college and career readiness</p> <p><u>4. Align course offerings to meet student needs</u> 4.1 Give highest priority for courses advancing student academic progress</p> <p><u>8. Align resources with student success recommendations</u> 8.3 Encourage innovation and flexibility in the delivery of foundational skills/basic skills instruction</p>	<p>Enrollment. Reached and exceed BCC resident student FTES target, In 2013-14, BCC generated 3,840.80 resident and total FTES of 4,297.5, with a productivity of 17.65. Over 456 Non-resident Annualized FTES. (District’s resident FTES was 18,540 and total FTES 19,902 with productivity of 16.98.)</p> <p>Outreach and Collaboration. Established outreach baseline for fall and spring terms: Records include number by type of outreach and partnerships, e.g., on- and off-site activities, on-campus college tour. Conducted, participated in and offered 150 on- and off-campus orientation and assessment sessions, high school and community college fairs, financial aid workshops, counseling courses, career and technical education events, and campus tours, upon requests (incoming high school graduates, Berkeley Adult School, etc.), or through BCC’s invitations (BCC Counselor’s Breakfast, BCCO – Mega Orientation, ESL, DSPS). An MOU was signed with Berkeley Unified School District to launch Gateway to College at BCC.</p> <p>Access and Placement Assessment. Offered orientation and assessment to 5,421 new students. The number of new students receiving orientation at BCC represented 28%, and the number of assessed represented 26% of all PCCD new students in F2013.</p> <p>Quality Services. Provided above and beyond support to targeted student populations of 250 EOPS/CARE students (who represent 23% of BCC’s full-time students of 1,098), 35 CalWORKs, 48 foster youth, 247 DSPS, 214 Veterans and their dependents (a 43% increase from last year) with a new Veteran Center being established, 120 TRiO, over</p>

		<p>5,000 financial aid recipients, with services including priority registration, over 50 academic and financial workshops, 24/7 online tutoring, engaged counseling, and other intervention strategies.</p> <p>Financial Aid. Awarded \$9.26 million dollars in financial aid to 5,805 (one could receive one or more types of award). The dollar amount award is a 6% increase from last year and 125% from the amount awarded in 2008-09.</p> <p>Instructional Support. Expanded tutoring to include additional space, qualified tutors in math, English, ESL, and other gateway subjects for face-to-face and distance education students. One-on-one sessions with writing coaches designed and offered to students in need of improving their writing skills.</p>
<p>PCCD Goal B. Engage Our Communities and Partners.</p> <p>BCC Goal 3. Improve career and college preparation progress and success rates (successfully transition students from basic skills to college-level, as well as CTE/ career)</p>	<p><u>2.Strengthen support for entering students</u></p> <p>2.1 Develop and implement common centralized diagnostic assessments</p> <p>2.2 Require students to participate in diagnostic assessment, orientation and the develop of an education plan</p> <p>2.3 Develop and use technology application to better guide students in education processes</p> <p>2.4 Require students showing a lack of college readiness to participate in support resources</p> <p><u>3. Incentivize successful student behavior</u></p> <p>Require students to begin addressing basic skills deficiencies in their first year.</p> <p><u>6. Revitalize and re-envision professional development</u></p> <p>6.1 Create a continuum of mandatory professional development opportunities</p> <p>6.2 Direct professional development</p>	<p>Institutional Set Standard (ACCJC): Reach course success rate of 63%.</p> <p>Met institutional set standard: BCC’s fall 2013 course success rate (defined as ratio of students receiving A, B, C, or pass/credit to total census graded enrollment) increased to 65% in fall 2013 from previous fall’s 63%. CTE course success rate reached to 64%.</p> <p>Reached course completion rate (ratio of students receiving any grade including D, F, W, no pass or no credit to total census enrollment) of 77% for the overall BCC courses and CTE courses, and 74% for basic skills courses. Maintained over 70% of college-wide fall to spring persistent rate, 80% for EOPS and DSPS students.</p> <p>Career Pathway. Conducted a Career Technical Education Fair for approximately 200 high school seniors from local high schools; linked Learning Initiative generated PCCD-OUSD high school report creation and release; launched BCC-Mathematical Sciences Research Institute (MSRI) lecture series to engage community in STEM awareness and education; developed MoSAIC Math and Arts Festival; hosted BCC-BHS high school articulation meet up with English, Math, CIS, Multimedia Arts, and Public and Human Services to increase opportunities for alignment as well as common assessment via multiple measures; participated with Bayer Pharmaceuticals and CSU East Bay STEM Institute on the planning and execution of STEM Careers Awareness Day at Emery Station; and facilitated creation of Biotechnology career pathway map.</p> <p>K-16 and Industry Partnership. Revised Youth Radio MOU, delivered MMART contract course, participated in the development and assisted PCCD in leading and securing Easy Bay Consortium Career Pathways Grant of \$15 million; created two new CTE advisory boards for Education and ESL; supported CTE industry advisory boards in Multimedia Arts, Teacher’s Aide/Teachers</p>

	<p>resources toward improving basic skills instruction and support services</p>	<p>Assistant, Vocational ESL., and PHS and CIS/Business/Accounting; implemented BCC-Skyline High School Linked Learning Initiative; established a formal partnership with Cal State East Bay for the TEACH program, MMArts faculty developed articulation agreements with four year programs, including CSUEB; coordinated spring 2014 BCC CTE Day around MMArts Spring Showcase (140 AME sector students visited from local high schools).</p> <p>International Education. Coordinated International Student Taskforce with BCC instructional and counseling faculty, staff, and District representatives to assist BCC international students; created international student office to serve international students at BCC; designed BCC-Berkeley Adult School ESL fact sheet for UC Berkeley International Student Housing.</p>
<p>PCCD Goal C. Create a cohesive program of unique, high-quality educational programs and services.</p> <p>BCC Goal 2. Increase certificate/degree completion and transfers to 4-year colleges or universities by inspiring and supporting students.</p>	<p><u>2.Strengthen support for entering students</u></p> <p>2.5 Require students to declare a program of student early in their academic careers</p> <p><u>3. Incentivize successful student behavior</u></p> <p>3.1 Adopt system-wide enrollment priorities reflecting the core mission of community colleges</p> <p>3.2 Require students receiving BOGG to meet various conditions and requirements</p> <p>3.3 Provide students the opportunity to consider full time enrollment</p>	<p>2013 ACCJC institutional set student achievement standards:</p> <ul style="list-style-type: none"> • Award 130 or more degrees, 56 or more certificates by the end of 2013-14 • Transfer 250 or more students to in- and out-of-state colleges and universities by the end of 2013-14 <p>Met Institutional Set Standards (ACCJC): BCC awarded 244 degrees and 298 certificates, and transferred 171 to UCs and 117 to CSUs for a total of 288 transfers in state alone.</p> <p>Transfer Degree Development. BCC developed and offered 12 Approved Associate Degrees for Transfer (ADT): Business Administration AS-T, Mathematics AS-T, Art History AA-T, Communication Studies AA-T, Elementary Teacher Education AA-T, English AA-T, History AA-T, Philosophy AA-T, Political Science AA-T, Psychology AA-T, Sociology AA-T, and Studio Arts AA-T.</p> <p>Number of Transfers. BCC has the highest acceptance rate (63%) of California community college applicants admitted to UC Berkeley in 2013-14; this figure far surpassed the statewide admission average of 24%. Six Veteran students transferred to UCs (5 to UC Berkeley, 1 to UC San Diego) and 1 to Stanford; and 6 to CSUs; a 50% increase of Veteran transfers from the previous academic year. Ten TRiO (8% of participants) transferred, including 2 to Cal, 1 to Mills College, 5 to SFSU, and 2 to CSU East Bay.</p> <p>Transfer and Career Services. Counseling and Transfer and Career Information Center offered transfer related services to over 2,000 students on campus and 800 off-campus in coordination with instructional faculty and district A&R Office, and UC/CSU and other 4-year colleges and universities in the region, in-person, at events,</p>

		<p>via phone, or by email contact; offered at least 10 workshops focused on transfer basics and career exploration overviews; assisted over 600 students in completing their transfer admissions applications and personal statements.</p> <p>Student Education Plan (SEP). BCC students receiving counseling/SEP development/follow-up services represent 23% of PCCD students who received similar services, while BCC student body represents approximately 20% of PCCD student population. BCC counselors provided counseling to 7,232 unduplicated applicants/students, and assisted students in developing and updating 3,065 SEPs; this is a 14% increase from 2,682 SEPs developed in 2012-13.</p>
<p>PCCD Goal D. Implement best practices in communication, management, and human resource development.</p> <p>BCC Goal 4. Ensure BCC programs and services reach sustainable, continuous quality improvement level</p>	<p><u>1. Increase college and career readiness</u> 1.1 Collaborate with K-12 to jointly develop common standards for college and career readiness</p> <p><u>4. Align course offerings to meet student needs</u> 4.1 Give highest priority for courses advancing student academic progress</p> <p><u>7.Enable efficient state-/district-college-wide leadership and increase coordination among colleges/departments</u> 7.1 Develop and support a strong community college system office 7.2 Set local student success goals consistent with statewide/district goals 7.3 Implement a student success scorecard 7.4 Develop and support a longitudinal student record system</p> <p><u>8. Align resources with student success recommendations</u> 8.3 Encourage innovation and flexibility in the delivery of foundational skills instruction</p>	<p>Accreditation Self Evaluation. Conducting Institutional Self-Evaluation according to timeline to reaffirm full Accreditation in Spring 2015. More than 50 faculty, staff, and administrators participated in ACCJC certificate training and received Certificate of Completion for Accreditation Basics. Conducted Accreditation Standard review and evaluation sessions for all standards with a broad participation consisting of faculty, staff, students, administrators, and community members. Organized self-evaluation town hall gathering and received extensive and in-depth insights, suggestions, and information sharing. Completed the Degree Qualifications Profile project, in collaboration with ACCJC, to strengthen program assessment, particularly in the area of civic learning. Conducted and analyzed CCSSE and SENSE survey data for self-evaluation.</p> <p>Data-Driven Decision Making. Ensured data-driven program improvement process and integrated planning into resource development and allocation by: (a) Assisting the college in identifying available data and preparing user-friendly data analysis throughout decision-making process. Data used include those that published by PCCD IR, CCCCCO DataMart, and Student Success Scorecard; (b) Ensuring the completion of student services annual program update, SLO update, SLO assessment, and integrated SLO assessment findings into annual program update; and (c) Completing and applying ILOs, assessment, CCSSE, and other assessment tools and research findings to increase student success.</p> <p>Data Use Capacity. Increased data use capacity at BCC and PCCD, including BCC faculty and staff trainings (BI tool, etc.), BCC and PCCD institutional research staffing capacity (currently PCCD has two new hires and BCC one new contractor), contracted with RP Group for data support (including CTE Completions Survey and Student Support (Re)designed), participated in BACCC and BSI data training on CCCCCO Scorecard, BSI Tracker, and CTE Launch board to complete Title III report and BSI report, gained access and experience with CalPass.</p>

		<p>Student Learning Outcomes. Completed all course, program, and ILO assessments, as scheduled on the published timeline. Engaged in and updated SLO assessment work for Student Services, including Veterans’ Services, Campus Life and Student Affairs, Assessment and Orientation, Financial Aid, Admissions and Records, Counseling, Transfer and Career Center, DSPS, EOPS/CARE/CalWORKs, TRiO, etc. Expended previous Assessment Committee to “(PIE) Planning for Institutional Effectiveness Committee,” with a revised mission and functions. Completed rubrics and assessment plans for all institutional learning outcome assessments. Published an article in <i>Assessment Update</i> regarding the BCC English Department portfolio assessment (which has led to major curricular changes in the department); validated all ongoing assessment work at the college.</p> <p>Staff Development. Launched the ADT Task Force. Hosted BCC’s first annual Faculty Appreciation Breakfast and Classified Appreciation Week. Funded FELI professional development opportunities and ensured it was self-supporting. Offered 4 Town Hall communication meetings at BCC in 2013- 2014. Coordinated with TLC/Professional Development Chair to support newly restarted Professional Development Committee, including: Classified staff members, single clearing house for BCC professional development (faculty and staff), and funded BCC faculty and staff professional development (travel, TLC activities, conferences, etc.)</p>
<p>PCCD Goal E. Collaborate to ensure Fiscal Stability.</p> <p>Develop resources to advance and sustain our Mission – ensure that resources are used wisely to leverage resources for student and community success in a context for long-term environmental sustainability.</p> <p>BCC Goal 5. Collaborate to ensure Fiscal Stability.</p> <p>Stay within adopted</p>	<p><u>8. Align resources with student success recommendations</u></p> <p>8.1 Encourage categorical program streamlining and cooperation</p> <p>8.2 Invest in the new Student Support initiative</p>	<p>Budget Management. Ended Fiscal Year 2013-14 within budget by achieving and surpassing our FTES target. Conducted budget workshops and training on FTES and understanding the Glossary of Terms. Continued with strategic scheduling to optimally use BCC resources. Effectively prepared for and passed all independent financial and operational audits: financial aid, EOPS/CARE, DSPS, Associated Students, and Bursar’s Office.</p> <p>Grants and Categorical Funds. Completed successfully all required reporting: Title III Annual Performance Report, Basic Skills Initiative Report, Perkins and Tech Transitions, CTE Community Collaborative reports, and TAACCCT, to ensure compliance and continued funding. Hosted successful external evaluator visits for federal Title III and TAACCCT/DBS grants.</p> <p>Facility and Space Utilization. Renovated south campus and scheduled the building for optimal usage including adding additional furniture. Restored BCC’s relationship with the classroom schedulers at the University of California at Berkeley, and secured and ensured the use of 5 classrooms four nights per week. Implemented Go-Print student print management system in Library and LRC. Created class schedule template with updates to room usage</p>

<p>2013-14 annual budget</p> <p>Develop and secure additional revenue streams, i.e. non-resident enrollment, community partnerships, industry relationships, etc.</p>		<p>and size information.</p> <p>New Financial Resources Development. Secured and processed two major in-kind gifts and developed memorandums to obtain approval from PCCD Board.</p> <p>Human Resources. Completed multiple employee recruitment and hiring processes. Instructional and services supports have been and continued to be provided by Student Ambassadors, student assistants, Ambassador alumni, student peer advisors and transfer liaisons. BCC also expanded faculty quality and quantity, including hiring contract instructors in math (2), Ethnic Studies (1), Philosophy (1), counseling (2), music (1), and adjunct faculty in Teacher Education, PERSIST, First Year Experience, basic skills, learning communities, English, and Math.</p>
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