2012-13 Administrative Service Review

Berkeley City College

Student Services

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| **Program** | **Executive Summary** | **Success Stories** | **Action Plan** | **Program Needs** |
| **Admissions and Records** | The Admissions & Records (A&R) offices serve as the first point of access to the colleges for new students and the general public. Admissions and Records is dedicated to student access and success by providing accurate, timely and exceptional customer service regarding application, registration and academic policies while providing responsive and respectful service to students, faculty, staff and the community. | Student Ambassadors are available to help students successfully enroll in classes and make necessary changes in their programs by providing customer service and technological assistance.  Degree evaluators have been moved from the District office to the campus A&R to assist students and counselors with graduation and awarding and posting of degrees and certificates.  BCC A&R ranked favorably by student users through Student Learning Outcome (SLO) survey. | Strive to provide efficient, accurate, and timely services that will contribute to the attraction, retention and graduation of a highly diverse student body.  Provide faculty and college administrators with data and services that enable them to accomplish their instructional and management objectives, creates and maintains records systems designed to protect the academic integrity and security of confidential student data, in accordance with state and federal regulations and guidelines.  Strive to communicate clearly, patiently and politely, whether in writing, in person, by phone or via electronic communication. | Human Resources:  An additional staff person (.5 P/T Clerical Assistant I) is needed to provide support for the 3 FTE, increase customer service, and cover the evening hours.  IT:  Electronic Imaging to share documents with other departments, eliminate the loss of paperwork, and increase the efficiency of staff.  Programmer in the District IT Department dedicated to Admissions and Records to maintain and increase the functionality of the PeopleSoft system.  Computer Program modification or process that would assist in notifying applicants of input errors prior to the upload into PeopleSoft. This would decrease the number of phone calls and students with problems at the counter. |
| **Articulation** | Articulation at Berkeley City College is focused on student access, equity, and success by building transfer course agreements for students who apply to four-year institutions. Students are using “articulation agreements” to make them a competitive applicant for transfer. The full range of articulation includes: the University of California Transfer Course Agreements; the California State University General Education Breadth agreements; the Intersegmental General Education Transfer Course agreements; course-to-course articulation agreements with various University of California and California State University schools; course-to-course articulation agreements with select independent colleges and universities; and the new Associate Degrees for Transfer (SB 1440). | The Articulation Officer serves as a primary reviewer of new and revised course outlines which are presented to the BCC curriculum committee. This review is now strengthened through the use of the CurricUNET system which requires articulation sign off for courses to move to the curriculum committee for action. Further, the Articulation Officer takes an active role in catalog production and college supplement production to ensure accuracy of articulation/transfer information which is published in those documents. Major accomplishments are:  Completed the updates of UC Transfer Course Agreement (UC TCA) list, the CSU General Education Breadth agreement, and the IGETC (Intersegmental General Education Transfer Curriculum) agreement. Courses approved for the agreement are noted in the BCC catalog and the BCC catalog supplement and are included in the annual update of advising sheets.  Updated all survey History course outlines and to submit them for re-review. The submission is complete and all submitted survey History courses have been reapproved.  Reviewed all appropriate courses approved for the UC TCA and added to the UC Berkeley Letters and Sciences agreement.  Increased the number of courses articulated in the C-ID system and coordinated work with faculty to determine which Berkeley City College courses match the C-ID descriptors.  Coordinated with faculty to increase the number of Associate Degrees for Transfer (SB 1440).  Responded to articulation requests from four-year colleges and universities for consideration for course-to-course and major preparation articulation.  Initiated course-to-course articulation requests to update existing agreements with public four-year colleges and universities. | Maintain:  the currency of the baccalaureate lists for the University of California System (UC TCA) and the California State University System (and update that data in CurricUNET);  the annual submission of courses for the Intersegment General Education Transfer Curriculum agreement with the University of California System and the California State University System (IGETC) (and update CurricUNET);  the annual submission of courses for General Education Breadth for the California State University System (CSU GE Breadth) (and update CurricUNET);  updates in the ASSIST database and in OSCAR, the official repository systems for all California articulation involving community colleges and public four-year colleges and universities;  active and involved participation on the Berkeley City College Curriculum Committee; the district Council on Planning, Instruction, and Development (CIPD); the district CIPD General Education Subcommittee; and all sessions of the segments of the California Intersegment Council for Articulation (CIAC), including regional meetings and NCIAC meetings.  Respond to four-year college and university requests for course-to-course articulation and major preparation articulation agreements, as well as submitting courses for the University of California, Letters and Science breadth pattern;  Review course-to-course major preparation articulation agreements with those schools which BCC students primarily apply to for transfer and consistently work to update those articulation agreements;  Keep IGETC, CSU GE, and UCB L&S advising sheets current;  Increase the number of articulated courses in the C-ID system;  Assist in the development of the Associate Degrees for Transfer, particularly providing necessary transfer documentation | Personnel.  Increase human resource from .5 to 1.O FTEF.  One designated IT personnel to enhance the PCCD/BCC Articulation web site. |
| **Assessment and orientation** | The Assessment and Orientation Department function is to provide returning and newly admitted students with an initial assessment and orientation experience to the college that empowers them to make sound informed decisions about their academic experience. The department continues to provide students with clear and useful information about their academic skills and the college environment in order to support their active efforts in choosing and achieving their educational goals. The Assessment &Orientation Unit has been a main function of the college matriculation component since the conception of the school opening and continues to assess the students for proper placement in the appropriate Math, English, or ESL skill levels for greater college achievements. | In fall 10 and 11, the number of students received orientation at BCC almost doubled the numbers of those at the other two PCCD colleges of similar size.  The persistence rates of students who received orientation at BCC in Fall 09, 10, and 11 are the highest among the rates of the four PCCD colleges.  Both retention and success rates of students who received orientation at BCC in Fall 09, 10, and 11 are the highest among the rates of the four PCCD colleges.  Students ranked Assessment and Orientation very high via SLO assessment survey. For the five SLOs assessment, ranks averaged between 4.37 and 4.60 on a 5 point scale. | Provide more instruction about what to do when test is finished for more clarity.  Send assessment results electronically to the Counseling Department to streamline the process.  Invite special programs, EOPS, DSPS, CalWORKs, PACE, Persist, TRIO, etc. to present at the orientation.  Invite counselors to orientation to make a brief presentation about the assessment test results and adequate courses to be taken at BCC. | Personnel – 1 FTE clerical assistant to assist with scheduling, and responding to questions and demands.  Supplies - additional budget to purchase an adequate amount of assessment tools to meet an increasing demand for placement assessment.  IT - the development of online orientation and SARs calling ability |
| **Counseling** | Berkeley City College offers a wide range of professional counseling services for prospective and enrolled students. Services include counseling and referrals to other on-campus services. The BCC Counseling Department is located on the second floor of the college.  Drop-in and appointment counseling is available Monday thru Thursday from 8:30 a.m. to 7:00 p.m. and on Friday from 9:00 a.m. to 1:00 p.m. in order to provide access to all students, including working adults.  BCC offers a wide array of professional counseling services for students: Academic counseling, Career counseling, Transfer counseling, High school concurrent enrollment counseling, Veteran’s affairs counseling, Basic skills counseling, Probation and dismissal counseling, and Personal counseling | Success rates of student who received counseling services averaged 3.5 percentage points higher than the overall college rates over the last three years.  Fall to fall persistence rates for students who received counseling services averaged 8.5 percentage points higher than the overall college rates over the last three years.  E-Counseling has been implemented  BCCO - A more comprehensive and informative orientation has been developed and piloted addressing many student concerns and questions at the onset of  their BCC experience | A led lighted marquee will be programmed, continue to be updated, and display important student information in the common area of the college  Video vignettes are currently being developed that will inform students about counseling procedures, services, processes, FAQs, etc.  Such videos will be embedded in the Counseling website, as well as being available to view in the Counseling reception area  Psychological counseling is now available on a consistent basis from a licensed professional, while a peer mental health adviser model through a grant being implemented on campus | Personnel – 1 FTE classified staff person, 4 FTE counseling faculty  Technology and equipment  Electronic imaging,  Panic buttons in counseling offices,  1 Dedicated division laptop for general counselor’s use, Updated SARS that includes such features as early alert, texting, reception wait time monitoring |
| DSPS | The mission of Disabled Students Programs and Services (DSPS) is to provide services, specialized instruction, and educational accommodations to students with disabilities so that they can participate as fully and benefit as equitably from the college experience as their non-disabled peers. DSPS seeks to work with the entire campus community in order to provide reasonable accommodations for students with disabilities, and to be in compliance with the Americans with Disabilities Act and the Rehabilitation Act of 1973, Section 504. According to the California Community College Chancellor’s Office (CCCCO) Data Mart (referred to hereafter as Data Mart), the number of DSPS students served by Berkeley City College (BCC) has increased by 3% over the past three years. The program served approximately 415 students in 2011-2012, representing 6% of BCC students. When compared to BCC campus retention rates, DSPS students were on par with their non-disabled peers in fall 2009. When compared to BCC campus success rates, DSPS students had slightly higher success rates than non-DSPS students. | DSPS student success rates for are equal to or higher than non-DSPS students.  The number of DSPS students has increased by 3% since 2009-2010 year and enrollment continues to grow annually.  DSPS is working with the Department of Rehabilitation (DOR) to refer people with disabilities to BCC programs.  In fall 2012, the Associated Student Body of BCC is working with DSPS to improve the participation and visibility of BCC students with disabilities on campus. | Continue to serve students with disabilities in-person or online by enhancing and updating the DSPS website, to include updated DSPS student and BCC faculty handbooks;  Provide DSPS students with disability related and academic counseling to assist with accessing the programs and services available at BCC;  Strengthen the network between DSPS and local agencies that serve people with disabilities: DOR, Center for Accessible Technology, and UC Berkeley’s College Internship Program.  Designate an assistive technology (AT) lab to serve the increasing demand by DSPS students who use such technologies to access and complete their coursework;  Train students in the use of assistive technologies to improve their academic success. | **Personnel**  a full-time Coordinator/Counselor (hiring in progress)  a full-time Counselor  a full-time Instructional Assistant (IA) for test accommodations and other duties  a full-time IA to support an Assistive Technology (AT) lab  identify space for an AT lab  **IT**  *Software*  JAWS version 14 (a screen reader for blind students)  ZoomText version 10 (screen magnification for low-vision students)  MAGic version (screen enlargement for students with visual impairments)  Kurzweil 3000 version 13 (text-to-speech and learning tool for students with LD)  Kurzweil 1000 (a scan and read productivity tool for blind students)  Dragon NaturallySpeaking version 12 Product Suite (speech-to-text tool for students with LD or physical upper extremity limitations)  OmniPage version 18 (DSPS staff)  MS Office 2010 (DSPS staff and students)  ABBYY Fine Reader (DSPS staff)  Adobe Acrobat Pro version 11 (DSPS staff)  Adobe Illustrator CS6 (DSPS staff)  Duxbury version 11 (DSPS staff and students)  Scientific Notebook version 5.5 (DSPS staff)  MathType version 6.8 (DSPS staff)  *Hardware / Equipment*  Full-duplex high-speed scanner [Canon DR9080] (DSPS staff)  Full-duplex laser color printer [HP Color Laser Jet CP5525] (DSPS staff)  Braille Embosser [for text] (DSPS staff and students)  \*\*Braille Embosser [for graphics] (DSPS staff and students)  PIAF [tactile imaging device] (DSPS staff and students)  CCTV (image magnifier for students with low-vision)  Braille embosser (Braille printer) |
| **EOPS/CARE/CalWORKs** | The mission of the EOPS program is to increase the percentage of underserved and underprepared students, who complete their educational goals including: AA/AS Degrees, Certificates and/or transfer to four-year colleges. The program provides counseling, priority enrollment, progress tracking and intervention, peer advising, transfer assistance and book vouchers.  The CARE program provides additional support services i.e. childcare and transportation assistance to EOPS students with children, who receive cash aid from the County Social Services Department and are interested in obtaining job relevant education to break the dependency cycle.  The CalWORKs program provides educational and career opportunities to students who are welfare recipients to achieve long-term self-sufficiency. Support services include counseling, childcare, work study and job training. | EOPS served an average of 316 students over the last three years, while the State funded for 100 students only.  CARE and CalWORKs served an average of 24 and 66 students respectively in the same three-year period.  EOPS students constitute 11% of BCC’s full-time student population.  Between 2010-12:  -62 students received AA/AS degrees and 13 received Certificates.  -33 EOPS students transferred to the UC system and 38 to the CSU system.  -52% of EOPS students identified transfer as their primary goal compared to 38% for BCC | * Decrease the total number of EOPS enrollment to 200 (100% above state cap) by spring, 2013 semester * Expand outreach activities to Increase the number of first semester students who submit their application packages before the start of school by 80%. * Sign MOU with the Berkeley One-Stop- Center to expand employment opportunities for CARE & CalWORKs students. * Increase the number of CARE and CalWORKs students able to create resumes, cover letters and skilled in interview skills by 50%. | **Human Resources**   * Increase current .67 EOPS counseling position to 1.0. * Increase the current EOPS .75 clerical position to 1.0 * Hire a .50 Clerical Assistant for CalWORKs   **Technology**.   * Bar-code scanner and data storage software for book-loan program * Heavy Duty Copy Machine * 2 Scanners for EOPS computer lab & EOPS Office * Fax Machine |
| **Financial Aid** | Over 60% of BCC students received financial aid in 2010-11. The process of applying for Federal and State financial assistance in theory should be fairly easy for college students in general. However, the process is perceived confusing and complicated for many Berkeley City College (BCC) students who are from a disadvantaged background and who are not familiar with important information for Financial Aid application, e.g., filing income tax return on time. | In 2010-11, in total of $6.87 million of various financial aids was awarded to BCC students, an increase from $6.34 from prior year.  The number of Pell Grant recipients increased by 43% from 1,098 in 2009-10 to 1,571 in 2011-12.  The amount of Pell award increased by 47% from $3.45 million in 2009-10 to $5.07 million in 2011-12.  More than 80% of financial aid recipients are from an ethnic minority background.  Received positive feedback from SLO participants. | Decrease the number of adverse audit findings by implementing policies and procedures for processing of student financial aid files in accordance with Peralta District policies.  Create an outreach program by offering financial aid workshops to increase the awareness of eligibility for financial aid in order to increase the amount of recipients who receive the BOGFW and Pell Grants.  Distribute the SLO surveys on the months of October, November, December, and January.  Increase financial aid recipients by implementing a financial aid appointment system to facilitate faster completion of student files which would result in quicker disbursements for students. | Human Resources:  Staff to be increased to 6  FTE from the current  4.5 FTE.  Office Space:  A storage area, a quality filing system, the FA front counter to be located outside the FA office, a computer room to conduct the Financial Aid workshops.  Equipment: Three additional monitors, three phone lines, one laptop, and three small printers.  High Technology: *Electronic Imaging:* [computers](http://www.businessdictionary.com/definition/computer.html) and/or specialized hardware/software to [capture](http://www.businessdictionary.com/definition/capture.html) ([copy](http://www.businessdictionary.com/definition/copy.html)), [store](http://www.businessdictionary.com/definition/store.html), [process](http://www.businessdictionary.com/definition/process.html), manipulate, and distribute '[flat](http://www.businessdictionary.com/definition/flat.html) [information](http://www.businessdictionary.com/definition/information.html)' [documents](http://www.businessdictionary.com/definition/documents.html), (transcripts, Student Educational Plan (SEP), and educational supporting documentation) through [digitization](http://www.businessdictionary.com/definition/digitization.html).  *New system:* new financial aid system that enables students to check their FA status from their student account.  *Automatic phone messages:* to remind students about important financial aid updates. |
| **Health Services** | The mission of Health Services in the Peralta Community College District is to further the equality of the educational opportunity and success for all students by providing access to health services which promote the physical, emotional, social and spiritual well-being of its students.  Health Services is a centralized service.  There has no comprehensive health services delivered at BCC. Students are been referred to health services located at Laney. | BCC  -received on-site personal counseling two days a week  -received on-site HIV testing 2-hour, monthly services  -received a 16-month metal health service grant, hired on-site grant supervisor, and developed a plan to provide peer advisor training  -is developing a contract to offer 4-hour weekly health services designed for the youth. | To begin to offer health services to BCC students similar to the existing services on other campuses, BCC will continue to identify partners, apply grants, and work with on-campus instruction program: Public Health Services | Adequate personnel, space, and facility will have to be identified and developed to offer health services on campus. |
| **In- and Outreach/Student Ambassadors** | The mission of Community Outreach/In-reach Services is to have a presence on campus at BCC, and as well in the local community, including schools and community organizations. The main goal for the on campus presence is to assist prospective and current BCC students in receiving necessary information through Passport, website, and in-person. The involvement in the community is one of ensuring that persons of all ages and backgrounds have a clear understanding of all the growth and learning possibilities that exist at Berkeley City College. Furthermore the goal of the Student Ambassador Program is to create an atmosphere where students feel that the college is a place they can readily turn to satisfy their growth and learning needs. | Redirect the focus from outreach to in-reach to support access, equity, and success.  Playing a vital role in assisting students with entry services, e.g., admissions and records, especially during peak registration period.  Connecting BCC with the local communities.  Receiving positive feedback from SLO assessment from the users and student ambassadors about the services and experiences. | Establishing a comprehensive community outreach/in-reach program to all feeder locations.  Establishing a set data base for community outreach/in-reach locations and populations within these locations.  Creating a data file tracking the impact of outreach/in-reach activities  Develop and implement an intensive Student Ambassador Training. | A regular and steady operating budget for Student Ambassadors  One .5 FTE clerical assistant to support record and document processing |
| **Student Activities** | On March 1, 1976, the Peralta Community College District Board approved Policy 4.45 stating, “Student activities are recognized by the District as an integral part of a community college’s total program. The Student Activities Office at Berkeley City College was established with the belief that college learning extends beyond the classroom. Student Activities provides the basis for opportunities that create an out-of-classroom environment that:   * Augments classroom instruction by fostering unique and expanded educational, civic, social and cultural experiences. * Enhance and prepare students for future civic, social, cultural, and political responsibilities through community service, service learning, and leadership development opportunities. * Foster personal growth and facilitate interaction between students, faculty, and administration from varied backgrounds in diverse settings through the organization of social, civic, and cultural activities. | Since the elimination of the 1 FTE staff position, a portion of the responsibilities have been shared by several administrators, faculty and staff members from BCC, as well as UC Berkeley BCC Service Community. Due to the help of these volunteers, the 2012 ASBCC is well organized, dedicated, with 17 active student clubs.  Program Review recommendations have been integrated into decision-making process at both college and district levels. Resources have been identified to partially meet needs identified from previous program reviews. For example, the size of student activity space tripled between 2009-10 and 2011-12. New furniture and computer equipments have been purchased and installed. BCC continues to try to identify resources to meet the need for personnel. | Support ASBCC to effectively serve its role:   1. to increase the student voice on campus through active participation on shared governance meetings, 2. to increase club participation, and 3. To assist students with obstacles they may encounter on campus.   Advise ASBCC and clubs to follow constitutions, by-laws, and PCCD policy and procedures.  Conduct student elections annually to ensure the continuation of the Associated Students, and student club activities. | Personnel:  1 FTE Faculty/Staff Advisor |
| **Transfer and Career Information Center** | The Transfer & Career Information Center is a hub of student services activity. Berkeley City College’s identity as a transfer institution is strong, and the focus on supporting students to successfully transfer to four year institutions is promoted throughout the campus from basic skills through transfer level classes (which comprise the majority of our class offerings). An active transfer center is vital to reach as many students as possible, and the Transfer & Career Information Center has a solid presence on campus. The coordinator works in partnership with academic counselors who all provide transfer and career counseling to students. The coordinator introduces students to the resources and gives general information for both transfer and career preparation, and offers short trainings for students to effectively use on-line tools for their research and exploration, e.g., assist.org, EUREKA, California Career Café. | The Center frequently offers transfer and career events, for example in 2011-12: Transfer Day in the fall semester; Transfer Night in the spring semester; 5 4-year campus tours; Career Pathways Expo in the spring semester; on average 10 campus visits per month by four year representatives; monthly workshops.  The number of transfers to UC and CSU increased by 13%, from 174 to 196, over the past three years.  The Center received very positive feedback from its users through Student Learning Outcome assessment survey. On a 5-point scale, rankings of the 7 items measured ranged between 4.4 and 4.9.  To enhance career information services, the Center received a grant to add one .5 FTE student assistant with expertise in career technical programs. | Advance Student Access, Success & Equity: track and document increased number of underrepresented students using the Transfer & Career Information Center to identify career and academic goals.  Engage Our Communities & Partners: expand number of four year college and university representatives visiting campus, and increase number of internship and scholarship opportunities for BCC students.  Create a Culture of Innovation & Collaboration: in-house advisory committee coordinates efforts related to transfer and career information.  Develop Resources to Advance & Sustain Mission: specifically related to transfer and workforce development, access CTE funding to provide more career related services, and to create an expanded on-line presence. | Personnel:  one 1 FTE career specialist.  Space: Double the current size to accommodate both transfer and career services.  Technology: Data tracking software, 1 additional desktop unit  Fiscal: Annual licensing fees for career development tools, handouts, online membership, etc., $5,000. |
| **Veteran Affairs** | The California State Approving Agency, the Council for Private Postsecondary and Vocational Education, and the Veterans’ Administration approves Berkeley City College a s a degree-granting institution for veterans and to eligible dependents of veterans seeking educational and vocational training under Title 38, United States Code. The Veterans Affairs Program at BCC (BCC VA Office) provides specialized customer service to members of the various branches of military service, veterans, and their eligible dependents. Specifically, the staff serves as advocates for students by providing information about Berkeley City College, financial assistance and assisting with Veteran's Administration certification of their educational benefits. The VA Certifying Officials for Berkeley City College acts as liaison between the college and the regional VA offices to provide information on college procedures, and to resolve problems regarding eligibility and payment of VA benefits. | The number of veteran students served by at BCC VA Office has increased over 57% since the 2009-10 and enrollment continues to grow annually.  The retention rate of VA students in fall 2011 at BCC (80.2%) was 8 percentage points higher than the overall rate at BCC (72.5%).  The success rate of VA students in fall 2011 at BCC (72.8) was 7 percentage points higher than the overall rate at BCC (65.6%).  BCC is working with the Oakland Veteran’s Center in an outreach program to assist veteran students to stay in school.  In fall 2012, BCC veteran’s started a Veteran’s Club to assist and organize veteran students on campus. The club is open to all veteran and non-veteran students at all of the Peralta Community College campuses. | Continue to serve VA students in-person as well as online by enhancing, updating and upgrading BCC Veterans Affairs Website.  In fall 2012, veteran students formed a BCC Veterans club open to all veteran and non-veteran students in the Peralta Community College District. The club meets twice a month and will continue to be expanded.  Provide Veteran students with counseling and services to assist transition back into the community and civilian life.  Create a network with other veteran services organizations, such as Vocational Rehabilitation and the Oakland Veteran’s Center. | Financial Need – a specifically designated funding.  Personnel Needs – 1 FTE Veteran Certifying Official, .5 Veteran Counselor, and .5 psychological counselor  Facility/Equipment Needs - A designated VA Center, and centralized filing system.  Technology Needs - Automated SARS calling service and one VA laptop computer. |