



## **Credit**

# **Student Success and Support Program Plan**

**2015-16**

District: Peralta Community College

College: Berkeley City College

**Report Due by**

**Friday, October 30, 2015**

**Email PDF of completed plan to:**

[cccssp@cccco.edu](mailto:cccssp@cccco.edu)

**and**

**Mail signature page 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 credit Student Success and Support Program (SSSP) Plan is to outline and document how the college will provide SSSP services to credit students<sup>1</sup>. The goal of this program is to increase student access and success by providing students with core SSSP services to assist them in achieving their educational and career goals.

More specifically, colleges are to:

- Provide **at least** an abbreviated student education plan (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 for placement, and counseling, advising, and other education planning services to all first-time students<sup>2</sup>.
- 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 to at-risk (students enrolled in basic skills courses, students who have not identified an education goal or course of study, or students on academic or progress probation).

### INSTRUCTIONS AND GUIDELINES

***Please carefully review these instructions and resources, including the SSSP Handbook, relevant sections of the Education Code and title 5 regulations before completing the program plan.***

The program plan is set up as a Word document. As you enter your responses below each question, the document will expand to accommodate the information provided. *Colleges are to use the template as provided.* When complete, also save the document as a PDF file and email it as an attachment to [cccssp@ccc.co.edu](mailto:cccssp@ccc.co.edu) with the name of the college and “SSSP Credit Program Plan” in the subject line. Mail the signature page with the original signatures, along with the separate Budget Plan signature page, by the due date (Oct. 30<sup>th</sup>).

The program plan is to be submitted on an annual basis<sup>3</sup>. When writing the program plan, assume that the reader knows nothing about your program and will have only your document to understand the delivery of program services and resources needed for implementation. Be sure to include input from faculty, staff, administrators and students in the development of this plan (per title 5, §55510[b]).

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. Please be sure all expenditures are

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<sup>1</sup> Colleges operating SSSP programs for noncredit students must prepare a separate noncredit plan.

<sup>2</sup> 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.

<sup>3</sup> 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, 2014-15 and 2015-16. As implementation and funding stabilizes, this requirement may be revisited.

consistent with the [SSSP Funding Guidelines](#) or your plan may not be approved. The information provided and the funding source should be clearly indicated in the plan narrative and correspond with expenditures listed in the Budget Plan. In districts with more than one college, the college program plan must also address any portion of the college's allocation expended by the district. The program and budget plans will also be compared with the colleges' credit SSSP Year-End Expenditure Report to monitor for consistency. Note that SSSP funds may not be used to supplant general or state categorical (restricted) funds currently expended on SSSP activities. Any services provided should supplement--not supplant--any services provided to students currently participating in college categorical programs and any other federal, state, and local programs.

The SSSP Plan is divided into six sections. The Budget Plan is a separate document.

- I. Program Plan Signature Page
- II. Planning & Core Services
  - A. Planning
  - B. Orientation
  - C. Assessment for Placement
  - D. Counseling, Advising, and Other Education Planning Services
  - E. Follow-up for At-Risk Students
  - F. Other SSSP/Match Expenditures
- III. Policies
  - A. Exemption Policy
  - B. Appeal Policies
  - C. Prerequisite and Corequisite Procedures
- IV. Professional Development
- V. Attachments

Links to program resources are provided below to assist with the development of your SSSP Plan.

## RESOURCES

- [Seymour-Campbell Student Success Act of 2012](#)
- [California Code of Regulations](#)
- [Chancellor's Office Student Equity web page](#)
- [Accrediting Commission for Community and Junior Colleges](#)
- [Chancellor's Office Basic Skills website](#)

**SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE**

College Name: Berkeley City College

District Name: Peralta Community College District (PCCD)

We certify that funds requested herein will 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* and *California Education Code* sections 78210-78219.

Signature of College SSSP Coordinator: \_\_\_\_\_

Name: Hermia Yam Date: \_\_\_\_\_

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

Name: Dr. May Chen (VP Institutional Effectiveness) Date: \_\_\_\_\_  
Dr. Diana Bajrami (Interim VP Student Services) 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: \_\_\_\_\_

Contact information for person preparing the plan:

Name: Dr. May Chen Title: VP Institutional Effectiveness

Email: mchen@peralta.edu Phone: (510) 981-2857

**SECTION II. PLANNING & CORE SERVICES**

**Directions:** Please provide a brief but thorough answer to each of the following questions relating to how your college is meeting the requirements to provide core services under title 5, section 55531. Do not include extraneous information outside the scope of SSSP. Projected expenditures should correspond to items listed in the Budget Plan. Answers should be entered in the document below each question.

**A. Planning**

1. a. Describe the planning process for updating the 2015-16 SSSP Plan.

BCC adapts a comprehensive planning process to update the 2015-16 SSSP Plan through an integrated, consultative, collaborating, and shared governance fashion. The College publishes its integrated planning process entitled *Integrated Planning, Resources Allocation, and Evaluation* on the college homepage at <http://www.berkeleycitycollege.edu/wp/prm/>.

The **2015-16 SSSP** is fully integrated with each other and into BCC Education Master Plan, Annual College Strategic Plan, and Program Review(Annual Program Updates). 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. While SSSP focuses on services for first-time entering students and identifies students needing more assistance in reaching their educational goals by implementing all SSSP Core Services, Equity Plan, on the other hand, identifies groups needing more assistance and focuses on support services and instruction for new and continuing students through completion to address and monitor disparities aiming at bridging the achievement gap. Through BSI, BCC continues to institutionalize basic skills founded programs and projects to serve students in basic skills courses through connection, interventions, progress, and transfer/completion.

Below is a summarized description of the planning process for updating the 2015-16 SSSP Plan:

**BCC 2015-16 SSSP  
Development and Approval Timeline**

BCC SSSP Chairs:	Hermia Yam, Dr. May Chen, Dr. Diana Bajrami
Lead Authors:	May Chen, Diana Bajrami, Hermia Yam, and Gail Pendleton
Length of the Plan:	One- year subject to update

New Highly Structured Template:

- September – October, the co – chairs --prepare data and basic draft of the plan working with Counseling faculty and staff, faculty advisors, instruction, Assessment and Orientation coordinator, A&R, etc.
- College-wide SSSP Meetings: PIE (Planning for Institution Effectiveness), Education Committee, Student Services Council, Roundtable. The team
  - identifies activities to reach the short-term and mid-term goals from last Plan or develop new activities for 2015-16,
  - identifies accomplishments over 2014-15, and
  - based on the activities identified through consultation, develops budget lines
- Shared governance and consultation, October, 2015  
ASBCC, Classified Senate, Academic Senate, Student Services Council, Education Committee, Roundtable
- Draft the Plan and Budget – September - October, 2015
- Finalize BCC 2015-16 SSSP on campus, Roundtable - Monday, 10/26/2015
- Submission Date to the State: Friday, 10/30/2015

b. What factors were considered in making adjustments and/or changes for 2015-16?

Berkeley City College (BCC) uses its 2014-15 SSSP plan design as the foundation, reviews and communicates regularly about its implementation process, solicits feedbacks from a broad range of audience and participants throughout the year, reviews and validates data input, and monitors progress. Factors considered in making adjustments and/or making changes include, include, but are not limited to,

- i) the level of integration with other college-wide plans,
- ii) college annual strategic goals and accomplishment measures,
- iii) Student achievement gap,
- iv) Educational Master Plan development and progress made,
- v) Enrollment Management strategies and innovative designs at both the college and district levels,
- vi) continuous training needs,
- vii) barriers faced by faculty and staff during implementation,
- viii) ACCJC Accreditation Reports,
- ix) BCC's institutional effectiveness indicators,
- x) development or installation of new technology at the college and the district levels, and Progress made in AY 2014-15 as measured by Services Codes.

- c. In multi-college districts, describe how services are coordinated among the colleges.

Peralta Community Colleges District (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. This meeting is open to the general public, anyone is invited to attend 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/> . For details about the district-wide committees and activities, please see <http://web.peralta.edu/sssp/sssp-committee/>.

- d. Briefly describe how the plan and services are coordinated with the student equity plan and other district/campus plans (e.g., categorical programs) and efforts including accreditation, self-study, educational master plans, strategic plans, Institutional Effectiveness, the Basic Skills Initiative, Adult Education (Assembly Bill 86), and departmental program review.

All BCC Plans are designed to assist the College meeting its **Mission, Vision, and Value**. BCC's Mission describes the intended student population and the programs and educational services that the College provides to the community as well as its commitment to achieving student learning. The Mission Statement is the benchmark for measuring institutional effectiveness.

As is consistent with its Mission, Vision, and Values, student learning is the primary focus at BCC and, for this reason, the ability to produce and support student learning stands as the primary measure of the institution's effectiveness. All of the College's key processes and resource allocation efforts center on producing, supporting, measuring, and/or continuously improving student learning at all levels of the institution, from academic instruction and student support services, to planning and budgeting, facilities management, learning resources, and technological infrastructure.

The College makes a conscious effort to organize its key processes and allocate financial, physical, human, and technological resources, as needed, to support the ongoing

improvement of student learning for all BCC students, including students in traditional and online classes, students with different levels of college readiness, and students with a wide range of educational and professional goals. BCC also uses ongoing and systematic evaluation and planning, involving all of the College’s various stakeholders, to refine its key processes and improve student learning.

While **Education Master Plan** serves as an overarching long-term Plan, BCC relies on research and evaluation to assess its current effectiveness compared to the mission statement (internal scans) and to identify future challenges (external scans). Based on this analysis, the College develops its annual and long-term Goals that articulate how the College plans to advance the mission and meet the identified current and anticipated challenges as well as envisions future adjustments to its programs and services.

Based upon PCCD’s annual strategic goals, Education Master Plan, Equity Plan, SSSP and other State’s mandates, and through shared governance, BCC develops its **Annual College Strategic Plans with goals**, activities and strategies to reach these goals to be measured by outcome indicators.

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 not limited to: Accreditation Institutional Self-Evaluation; Education Master Plans, Strategic Plans; the Basic Skills Initiative, and departmental program review. The 2014-15 BCC Institutional Goals and Accomplishments with Measurable Outcomes, shown at <http://www.berkeleycitycollege.edu/wp/roundtable/files/2013/02/BCC-2014-15-Goals-and-accomplishment-9-16-15-upd.pdf>, serves as one of the evidences.

In 2015-16, BCC develops SSSP and Equity Plan in a well-coordinated fashion.

Timelines	SSSP	Equity
August-September 2015	Establish 2015-16 Team  Drafting and finalizing the Plan:  Co-chairs prepare data and basic draft of the plan working with Counseling faculty and staff, faculty advisors, instruction, Assessment and Orientation coordinator, A&R, etc.  SSSP team: identifies activities to reach the short-term and mid-term goals from last Plan or develop new activities for 2015-16, identifies accomplishments over 2014-15 and based on the activities identified through consultation, develops budget lines Bi-Monthly	Establish 2015-16 Team  BCC Equity Plan Chair: Brenda Johnson  5 Goal Team leaders/facilitators: Access – Diana Bajrami Course Success -Tram Vo-Kumamoto ESOL Basic Skills - Theresa Rowland/ Degree/Certificate - Antonio Barreiro Transfer - Paula Coil  Drafting and finalizing the Plan: VPIE prepares data and basic draft of the plan working with the committees, establish baseline data through shared governance process using 80% index. Determine short-term (2 or 3 year?) and mid-term (6-



	meeting with SSSP Advisory Committee – BCC Education Committee	year) goals.  College-wide Equity Plan Meetings: 9/2, 10/7, and 11/4 Chairs work with the committee and subcommittees to identify activities to reach the short-term and mid-term goals from last Plan or develop new activities for 2015-16, identify accomplishments over 2014-15, and based on the activities identified by the committee/subcommittees, develops budget lines
October, 2015	Shared Governance:  College-wide SSSP Meetings:  PIE, Education Committee, Student Services Council, Roundtable  Roundtable provides input, feedback, and approval  <b>SSSP Plan State Due Date:</b> October 30, 2015	Drafting and finalizing the Plan continues.  Shared governance and consultation:  ASBCC, Classified Senate, Academic Senate, Student Services Council, Department Chair, Institution meeting, Education Committee, Roundtable
November, 2015	Implementation of 2015-16 Plans.  Conclude 2014-15 Plan. Encumbrances all eligible purchases and expenditures.	Drafting and finalizing the Plan continues.  Shared governance and consultation:  ASBCC, Classified Senate, Academic Senate, Student Services Council, Department Chair, Institution meeting, Education Committee, Roundtable  Complete Program and Budget Plan by Finalize BCC 2015-16 Equity Plan on campus, Roundtable - Monday, 11/30/2015
December, 2015	Conclude 2014-15 Program and Expenditure Plan due to the State	PCCD Board Approval for 2015-16 Plan Date: Tuesday, 12/8/2015 Submission Date to the State: Friday, 12/18/2015  2014-15 Program and Expenditure Plan due to the State
January-June, 2016	Implementation of 2015-16 Plan 2014-15 Year-End Expenditures Report due February 12, 2016 Mid-year report – Declaration of unused SSSP funds by March 25, 2016 MIS data reporting – 30 days after the end of each term; August 1, 2016 for the final submission. Two evaluations built in to assess the progress and impact. Feedbacks will be	Implementation of 2015-16 Plan  Two evaluations built in to assess the progress and impact. Feedbacks will be based upon for improvement and revision

	based upon for improvement and revision	
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In addition, guided by the College’s Mission, Vision, and Values, planning and implementation occur on an ongoing basis through BCC’s shared governance and operational structures in an integrated and inter-related fashion. The Chart 1 below illustrates the BCC Integrated Planning, Resource Allocation, and Evaluation Flow.

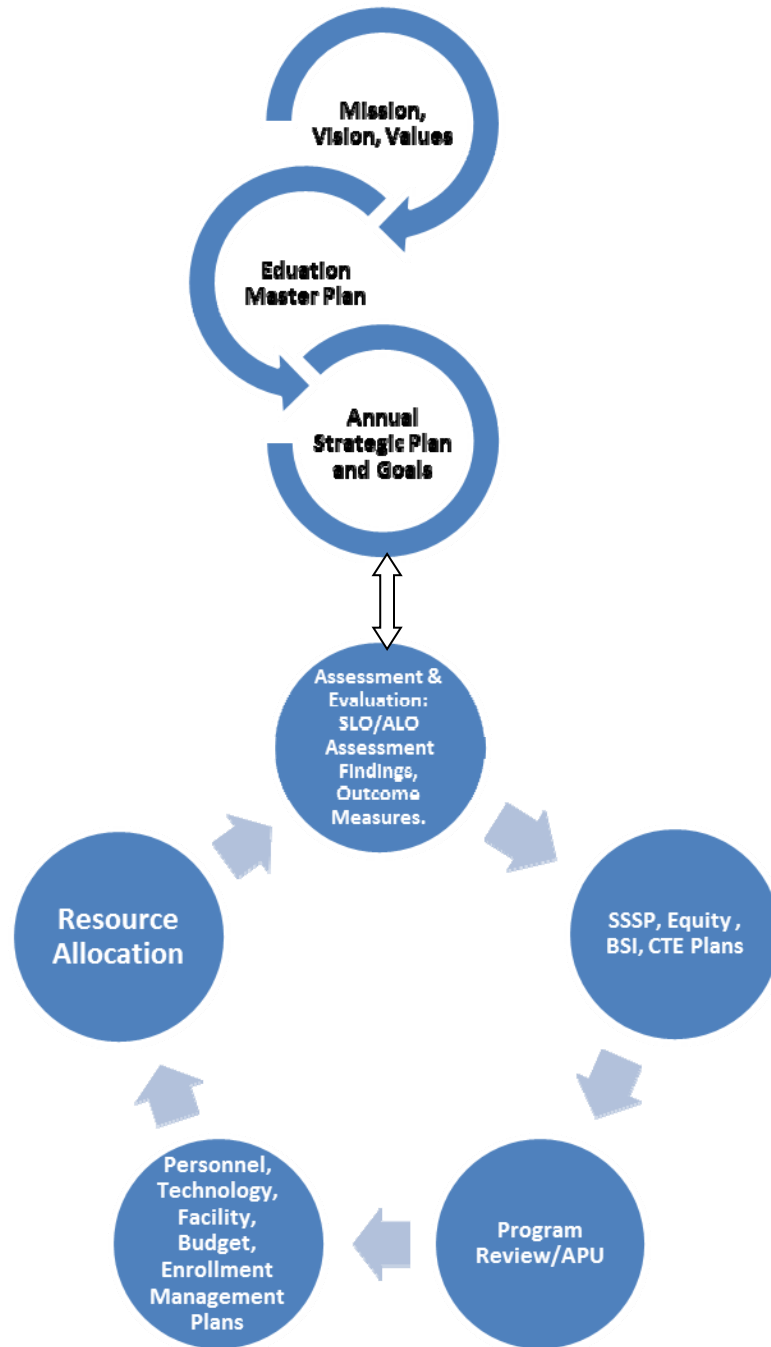


Chart 1: Integrated Planning, Resource Allocation, and Evaluation Flow

2. Describe the college’s student profile.

The preliminary fall 2015 Census data show that BCC’s enrollment headcount has increased from 6,311 to 7,330; with an approximate 16% annual increase (Chart 2).

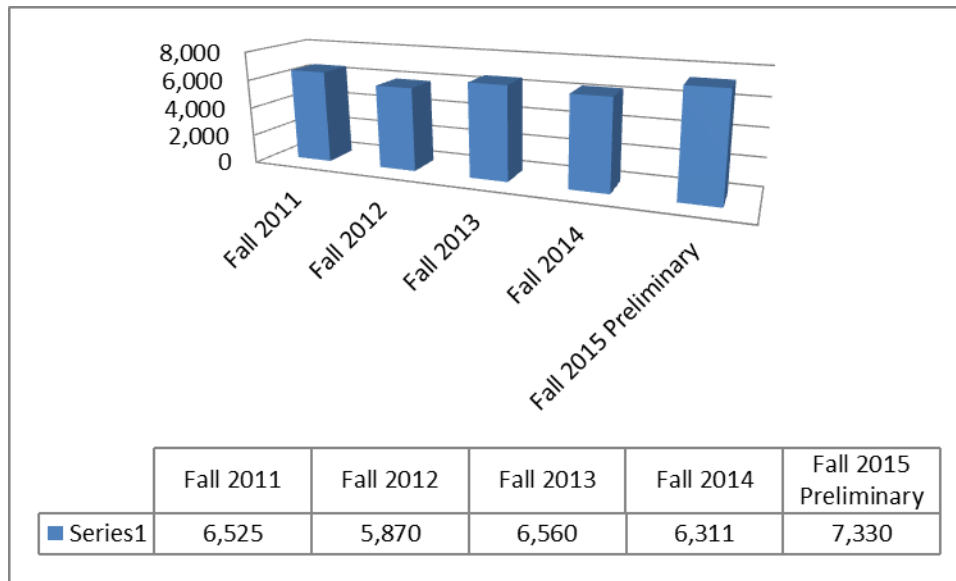
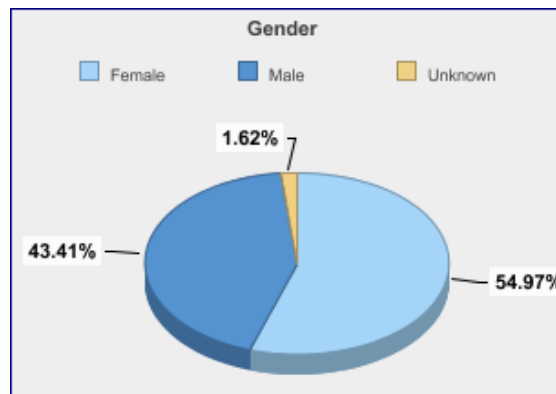


Chart 2: BCC Enrollment Headcount, fall 2011-Fall 2015

**Gender.** In Fall 2015, 7,330 students enrolled at BCC, females represented 55% of the student population, while males represented 43.4%, the other 1.5% of the student population declined to respond (Chart 3).



		2015 Fall		
CAMPUS	Total Headcount	Female	Male	Unknown
Berkeley	7330	4029	3182	119

	<b>100%</b>	55.0%	43.4%	1.6%
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Chart 3. BCC Fall 2015 Enrollment by Gender

**Age.** The average age of BCC student body is 26, with close to 50% aged between 19 and 24, followed by the 25-29 age group representing 16.2% of the BCC student population (Table 1).

Table 1.

*BCC Fall 2015 Enrollment by Age Group*

Total Head Count	Below 16	16-18	19-24	25-29	30-34	35-54	55-64	65 & Above	Average Age
7330	25	707	3582	1186	645	887	197	101	26
100%	0.3%	9.6%	48.9%	16.2%	8.8%	12.1%	2.7%	1.4%	

**Local Residency, City/Township.** Berkeley residents contribute to 22.4% of the BCC student body in Fall 2015, followed by Oakland of 20.8%. Between 3.3% and 4.5% students came from Albany, Alameda, and Emeryville. The rest are not coming from BCC's immediate service areas: San Leandro – 3.3%, Piedmont – 2%, San Lorenzo – 0.5% and all other cities/townships – 38.2% (Table 2).

Table 2.

*BCC Fall 2015 Enrollment by City/Township*

City	Total Headcount	% Of
Other City	2800	38.20%
Berkeley	1640	22.40%
Oakland	1523	20.80%
Emeryville	328	4.50%
Alameda	310	4.20%
Albany	308	4.20%
San Leandro	239	3.30%
Piedmont	145	2.00%
San Lorenzo	37	0.50%
Grand Total	7330	100.00%

**Race/Ethnicity.** It is noteworthy that students from major racial/ethnicity groups almost evenly represent BCC student population with 26% being white non-Hispanic, 18% Asian, 17% Black/African American, while Hispanics and students from multiple racial/ethnic backgrounds each represents 16% of the BCC student population. Please see detailed population breakdowns in the Chart 4 and Table 3 below.

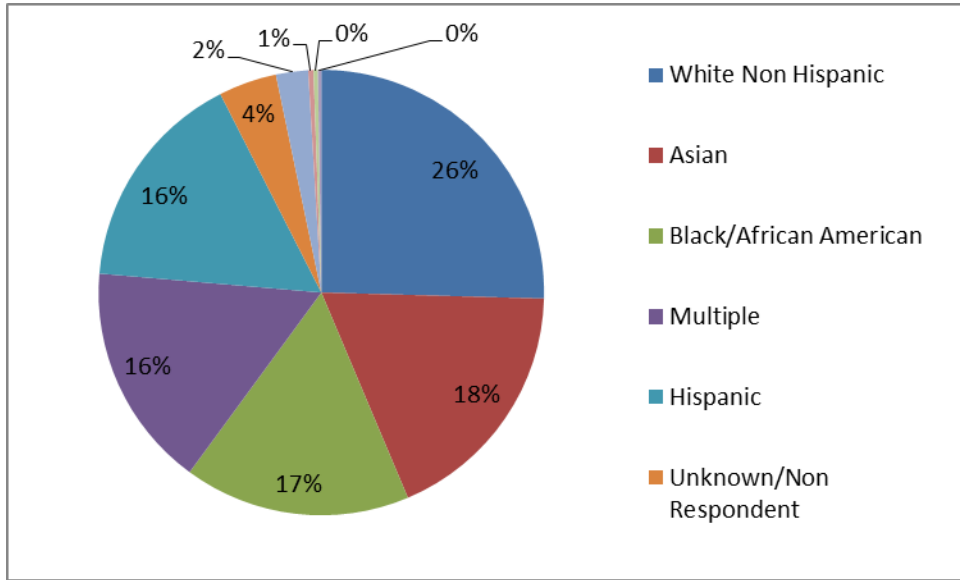


Chart 4.  
BCC Fall 2015 Enrollment by Race/Ethnicity

Table 3. BCC Fall 2015 Enrollment by Race/Ethnicity

2015 Fall		Berkeley	
Ethnic Group	Total Headcount	% Of	
White Non-Hispanic	1864	25.40	%
Asian	1335	18.20	%
Black/African American	1204	16.40	%
Multiple	1194	16.30	%
Hispanic	1184	16.20	%
Unknown/Non Respondent	309	4.20%	
Filipino	171	2.30%	
Pacific Islander	28	0.40%	
American Indian/Alaskan Native	23	0.30%	
Other Non white	18	0.20%	
<b>Grand Total</b>	<b>7330</b>	<b>100.00</b>	<b>%</b>

Data presented in Table 4 below present BCC Fall 2015 enrollment by citizenship/residency, full-/part-time and enrollment status, education level, enrollment status, and education goals.

**Citizenship and Residency.** BCC attracts many students from out-of-state and international students. The U.S. citizens represent 81% of the BCC student populations, while international students represent 19%.

**Full-/Part-time and Enrollment Status.** The vast majority of BCC students enrolled at BCC in Fall 2015 part-time (84.2%), only 15.8% enrolled full-time. Continuing students represent close to half of the student population (46.1%), followed by 29.5% first-time college students and 15.3% returning students.

**Education Level.** The vast majority of BCC students have completed high school education: 54.75% earned an U.S. high school diploma, 12.3% graduated from international high schools, 5.3% earned GED or equivalency, and 2.1% received CA high school proficiency. Approximately 15% are college graduates; 12.3% held degree(s) of Bachelor or higher, and 3.3% have earned an associated degrees already.

**Education Goal.** Over half of the BCC students enrolled at the College plan to transfer with an AA degree (36%) or without (20.3%). Approximately 12% BCC students are actually 4-year students coming to BCC to enjoy the quality education while paying half (CSU students) or 1/3 of the college cost (UC students). Overall, a total of 61.5% of the 7,330 BCC students could be categorized as Matriculating students.

Table 4.  
BCC Fall 2015 Enrollment  
by Citizenship/Residency, Full-/Part-Time, Enrollment Status, Education Level, Enrollment  
Status, and Education Goals

### Residency

2015 Fall		
Residency Berkeley	Total Headcount	% Of
Resident	6428	87.70%
Foreign	480	6.50%
Out of State	421	5.70%
*Not Indicated	1	0.00%
<b>Grand Total</b>	<b>7330</b>	<b>100.00%</b>

### Citizenship

2015 Fall		
Berkeley		
Citizenship	Total Headcount	% Of
Native	5937	81.00%
Student Visa (F1 or M1)	438	6.00%
Alien Permanent	431	5.90%
Other	244	3.30%
Permanent Resident	185	2.50%
Not indicated	55	0.80%
Alien Temporary	40	0.50%
<b>Grand Total</b>	<b>7330</b>	<b>100.00%</b>

**Full-time / Part Time Student Headcount**

2015 Fall		College of Alameda	
Full-Time/Part-Time	Headcount	%Of	
Part Time	5134	84.20%	
Full Time	961	15.80%	
<b>Grand Total</b>	<b>6095</b>	<b>100.00%</b>	

**Enrollment Status**

2015 Fall		Berkeley	
Enrollment Status	Total Headcount	% Of	
First-Time Student	2161	29.50%	
First Time Transfer Student	659	9.00%	
Returning Student	1123	15.30%	
Continuing Student	3381	46.10%	
Special Admit	4	0.10%	
Uncollected/Unreported	2	0.00%	
<b>Grand Total</b>	<b>7330</b>	<b>100.00%</b>	

**Education Level**

2015 Fall		Berkeley	
Education Level	Total Headcount	% Of	
Received HS Diploma	4008	54.70%	
Received Bachelor Deg or higher	904	12.30%	
Foreign Secondary School Grad	628	8.60%	
Spec Admit enrolled in K-12	484	6.60%	
Passed GED or HS Cert of Equiv	387	5.30%	
Current enr in Adult School	291	4.00%	
Received Associate Degree	240	3.30%	
Rcvd Cert of CA HS Proficiency	152	2.10%	
Not a grad of HS/not enr in HS	120	1.60%	
Not Indicated	67	0.90%	
Unknown / unreported	49	0.70%	
<b>Grand Total</b>	<b>7330</b>	<b>100.00%</b>	

**Education Goal**

2015 Fall		Berkeley	
Education Goal	Total Headcount	% Of	
Obtain AA-Transfer to 4 year	2640	36.00%	
Transfer to 4yr without AA deg	1490	20.30%	
4yr coll stdnt taking courses	872	11.90%	
Undecided on goal	576	7.90%	
Educational Development	326	4.40%	
Obtain 2yr AA w/out transfer	275	3.80%	
Discover career interests	238	3.20%	
Prepare for new career	238	3.20%	
Advance in current job/career	223	3.00%	
Improve basic skills(Eng,Rd,M)	152	2.10%	
Complete crdits for HS Dpl/GED	96	1.30%	
Earn a voc cert w/out transfr	80	1.10%	
Uncollected / unreported	45	0.60%	
Maintain certificate or	35	0.50%	

license		
Obtain 2yr Voc Deg w/out trnfr	25	0.30%
Move from noncred to Cred Crse	10	0.10%
Not Indicated	9	0.10%
<b>Grand Total</b>	<b>7330</b>	<b>100.00%</b>

3. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing core services to new students.

BCC builds partnerships through successful collaboration among the college, the district and external communities, including K-12 schools and districts, businesses, government and community agencies. The following partners have been working closely with BCC to deliver the core SSSP services to new matriculating students:

- Berkeley Unified School District, Emeryville and Albany School Districts.
- Oakland Unified School District (Skyline High School Computer Technology Academy and Oakland Technical High School Animation Program)
- Mayor's Office, City of Berkeley
- UC Berkeley
- Gateway to College
- Berkeley Youth Alternatives
- Berkeley Adult School
- Genesys Works / Bay Area

Throughout the academic year (AY) 2014-15, these partners communicated with BCC, organized potential new student groups, assisted them to complete CCCApply online for BCC, set appointments for on-site BCC orientation and assessment, scheduled campus tour, and led the student groups to BCC for the comprehensive orientation (BCCO). BCC then offered one-stop entry services to these new students for counseling, SEP development and registration.

## **B. Orientation**

1. Were adjustments made to your orientation process based on outcomes from your 2014-15 program plan?

Yes, based upon 2014-15 outcome data, BCC:



- develops a web based version of the orientation to include more in-depth information about the programs, services, policies and procedures, mandates, and the SSSP enrollment process.
- Collaborates with the Alumni Ambassadors to reestablish an enhanced and consistent partnership with the high schools and adult schools. We work together to have regular pre-established dates throughout the year to conduct presentations, assist with the college application process, coordinated group orientations , concurrent enrollment process, reviewing transcripts and developing the initial SEP for students. Information such as academic calendar and important timelines are time sensitive.
- directs college applicants and students to the latest version with a web link: <http://web.peralta.edu/admissions/category/academic-calendar/>
- adds additional orientation sessions as needed

2. a. How many students were provided orientation services in 2014-15?

**Numbers of Participants.** BCC's internal records show that throughout 2014-15, the College offered orientation services to a total of 2,426 unduplicated students. BCC begins in March of each year to offer initial orientation to new students for the following summer and fall, and in November for new students for the following spring (Table 5).

Table 5.  
BCC College Record of Assessment and Orientation Student Headcount,  
Summer 2014, Fall 2014, and Spring 2015

Assessment & Orientation Student Headcount 2014-15/ Total 2,426			
	Summer and Fall 2014	Spring 2015	Total Headcount
Students Assessed	1,688	738	2,426

However, based upon data available from CCCCO's DataMart, BCC only provided orientation to a total of 1,807 new students in 2014-15 through its Initial Orientation Services. Data in the Table below present Matriculating students and those who were exempted, but who chose to participate in Orientation: 544 in summer 2014, 562 in Fall 2014, and 701 in Spring 2015 (Table 6).

Table 6.  
BCC 2014-15 Orientation Services by Exemption Status

*California Community Colleges Chancellor's Office  
Matriculation Services Summary Report*

	Summer 2014 Directed Service Received	Summer 2014 Exempted Service Received	Fall 2014 Directed Service Received	Fall 2014 Exempted Service Received	Spring 2015 Directed Service Received	Spring 2015 Exempted Service Received
Berkeley City	3,835	1,293	7,369	2,476	7,739	2,948

Initial Orientation Services	371	173	353	209	408	293
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BCC tends to believe that the number of orientation services provided to new students between March and the end of June was not included in the MIS submission to the State for the 2014-15 SSSP Services data. The actual services provided on campus –( 2,426) is 619 higher than the DataMart’s record.

b. What percentage of the target population does this represent?

In order to respond to this question, BCC estimated the “target student population” for the initial orientation by reviewing the number of first-time students’ matriculating status through CCCApply, as well as through the Matric Goal Survey. Data in Table 7 below yield similar results: in 2014-15, BCC’s target population for the initial orientation was approximately 2,200.

Table 7.  
BCC 2014-15 First-time Matriculating Students

2014-15	First-time Matriculating
CCCApply Education Goal	2,205
Matriculation Survey Goal	2,165

Based upon data available to BCC, the number of new students who received BCC Initial Orientation (2,426) may be close to or exceed 100% of the target population (2,200).

c. What steps are you taking to reduce any unmet need or to ensure student participation?

Although BCC tends to believe that BCC students has little or no unmet needs for the initial orientation, based upon data shown above, BCC takes the following steps to ensure student participation:

- Additional/Alternative Orientation Services. BCC offers additional orientation services through EOPS/CARE, CalWORKs, and DSPS to meet the unmet needs of those students who are in need of services above and beyond general services.
- Online Orientation. BCC has been working with the District Office to finalize its online orientation in order to fully serve those are physically away from the campus.
- PowerPoint Update Online. To keep the online orientation up-to-date, BCC designs and places PowerPoint online to provide additional or revised information regarding the College every term or at least annually.

- ESOL Orientation. English for Speakers of Other Languages(ESOL) may request special individual or group orientation in Spanish, Chinese (Cantonese) or Vietnamese.

3. a. Are orientation services offered online?

With the collaboration, coordination and technical assistance from our district office, BCC has completed the film production of its online orientation and is scheduled to launch its new online orientation service to all students in Spring Fall 2016.

- b. Identify any technology used to provide orientation, including any commercial or in-house products in use or under development, and annual subscription or staff support requirements.

Online orientation technology

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 and assessment appointments, while BCC also utilizes SARS to make pre-recorded appointment reminder phone calls to students for orientation and assessment and or other related communication purposes. Students will be given the option to make appointments online in Spring 2016.

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.

4. a. Identify the topics covered in orientation. Include those topics mandated by title 5 section 55521 and any additional information, policies and/or procedures that the college or district determines necessary to include in a comprehensive orientation.

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/](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/](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. Incoming students will receive an abbreviated SEP that outlines the plan for the first two semesters leading toward their educational goals.
- Orientation for students in various categorical programs and/or targeted student populations, e.g., EOPS, CARE, CalWORKs, PSSD, First Year Experience, Learning Communities, PERSIST, PACE, LEAP (Learning English for Academic Purposes), 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 2016. 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, LEAP. 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 a comprehensive student education plan. Comprehensive information listed in the orientation checklist is included as part of the syllabus in the COUN 24 class.

5. Complete the chart below outlining the staff associated with orientation and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

# of	Title	Role	Funding Source
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FTE			(SSSP/Match/GF)
0.5	Assessment coordinator	Coordination of Orientation	SSSP
1.4	Counselors	Teaching Counselors 24, 200A, 200B	GF match
0.5	ESOL Faculty	ESOL Orientation	SSSP
0.2	EOPS Counselor	EOPS/CARE Orientation	EOPS
0.1	LD Specialist	LD Orientation	PSSD
0.1	CalWORKs Counselor	CalWORKs Orientation	CalWORKs
0.2	Adjunct Counselors	Learning Communities	SSSP
0.5	Assessment/Orientation Specialist	Clerical Support and facilitate orientation	SSSP

6. Complete the chart below outlining all other orientation related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for orientation services. These expenditures should correspond to those in your budget plan. Additional lines may be added.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
0.5	Assessment coordinator - Gail	Coordination of Orientation and Assessment	SSSP
1.4	Counselors	Teaching Counselors 24, 200A, 200B	GF match
0.5	ESOL Faculty -	ESOL Orientation	SSSP
0.2	EOPS Counselor	EOPS/CARE Orientation	EOPS
0.1	LD Specialist	LD Orientation	PSSD
0.1	CalWORKs Counselor	CalWORKs Orientation	CalWORKs
0.2	Adjunct Counselors	Learning Communities	?
2	Student Assistants	Clerical Support	Financial aid work-study
	Cynosure New Media – online orientation	GF match?	
	Student assistants	Financial aid work-study	48,000

#### Outcome of 2014-15 SSSP Goals for Orientation

##### Met as of October 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.
- BCC utilizes technology to deliver orientation by taking a hi-tech and hi-touch approach.
- 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.

- 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.
- 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.

#### **On-going as of October 30, 2015**

- 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.
- 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.
- 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.
- Identify, apply for, and secure grants to enhance student access and success.
- identify technology resources and services available to increase student success (such as IntelliResponse, Student Lingo, etc.)
- finalize the online appointments to reach a larger number of students at a much more effective pace

### **C. Assessment for Placement**

1. Were adjustments made to your assessment for placement process and/or procedures based on outcomes from your 2014-15 plan?

Based on BCC's 2014-15 plan outcome, BCC has made several adjustments as follows:

- increases the amount of assessment sessions offered
- coordinates with the high schools to meet regularly in order to schedule, coordinate and proctor the Orientation and Assessment in a group setting and to increase students' preparation and knowledge about the orientation
- English, math, ESL faculty have developed rubrics to use high school transcripts, SAT, ACT, AP/IB/ CLEP as a means of multiple measures for placement
- works with Berkeley Unified School District to develop a MOU for multiple measures algorithm

- Invests in professional development activities to be in touch with the current state efforts to increase the effectiveness of placement and assessment

2. a. How many students were provided assessment services in 2014-15?

**Number of Assessment Services Recipients.** Based upon data available to BCC (Table 8), in 2014-15, the College provided assessment services, including using multiple measures and other alternative measure tools, to a total of 5,696 students of duplicated count. There were 3,974 students who received at least one type of placement assessment services: 904 in Summer 2014, 1,546 in Fall 2014, and 1,524 in Spring 2015.

Table 8.  
*BCC 2014-15 First-time Matriculating Students  
Who Received Initial Placement Assessment Services by Type*

	Summer 2014	Fall 2014	Spring 2015	2014-15 Total
<b>Initial Assessment/Placement (SS07)</b>	<b>1432</b>	<b>1977</b>	<b>2287</b>	<b>5696</b>
Alternative measures	677	894	896	2,467
Alternate multiple measures	591	731	1,231	2,553
Assessment result from outside				
Peralta	80	188	58	326
Early Assessment Program (EAP)	84	164	102	350
<i>At least one assmt/plcmt service received</i>	<i>904</i>	<i>1,546</i>	<i>1,524</i>	<i>3,974</i>

b. What percentage of the target population does this represent?

**% of Target Population.** Based upon data available as shown in Table 7 above, the number of total target population in 2014-15 was around 2,200. Since in total of 3,974 unduplicated applicant/student counts received at least one placement assessment services, the number of new students who received placement assessment at BCC, including multiple measure tools, may have exceed 100% of the target population.

c. What steps are you taking to reduce any unmet need or to ensure student participation?

In order to continue to ensure student participation, BCC continues to:

- expands partnerships with proactive outreach to our stakeholders in the community, including adult schools and high schools for various college orientation and assessment events on their campuses and or agencies.
- conducts presentations and provide informational brochures about the assessment services, programs and degrees that the college has to offer all students.

- develops and validates more student-friendly placement assessment multiple measures
  - trains counselors, faculty and classified professional on the effective use of multiple placement methods
3. Give a brief and specific overview of the assessment process. Include a description of the test preparation that is available.

New, matriculating (degree-/certificate- and transfer-seeking) students attending BCC, who intend to take English, Mathematics, ESOL (English for Speakers of Other Languages) , 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/](http://www.berkeleycitycollege.edu/wp/student_service_programs/assessment-orientation/). Students with verified disabilities will receive accommodations, i.e. alternate formats, an exam reader or scribe, a distraction-reduced testing environment.

Test Preparation. 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](http://act.org/compass/sample/index.html), [khanacademy.com](http://khanacademy.com), [patrickjmt.org](http://patrickjmt.org) ~ (practice test).** In addition, counselors at high schools and BCC work with students to increase their awareness about the assessment test, as well as the use of multiple methods placement

Re-take Policy and Recency. Before a student can reassess, he/she must wait three years (under review by state chancellor office) or seek the advisement or recommendation from a Counselor or faculty department chair. This policy is under review at the District. BCC is also waiting for recommendations from the State CAI (Common Assessment Initiative) and has already created a subgroup that would focus on the effective implementation of the CAI. Several BCC classified professionals and counselors (including the SSSP Coordinator) have attended multiple professional development activities to keep abreast of the new developments.

4. a. Identify any assessment test(s) used for placement into English, mathematics, and ESL courses. Provide specific information about any second-party tests, including the versions and forms used.

BCC assesses students for placement in English, English as a Second Language (ESOL) 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/ESOL 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, Mathematics, and ESOL assessment that includes a writing sample for ESOL students. BCC ESOL faculty coordinate with staff to provide enhanced orientation and multiple measures assessment that compliments the State approved COMPASS with listening, writing, grammar and reading samples for students review. Upon review of the samples, the student engages in the “Guided Self Placement” with ESOL faculty to determine which level of ESOL the student believes he/she should be placed.

b. When were tests approved by the CCCCCO and what type of approval was granted?

The College assesses students for placement in English, ESOL, 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 placement of students. The multiple measures criteria include factors such as previous educational records, grades, number of hours employed, primary language of the student, learning disabilities, life experiences, and time for study. The Ability to Benefit (ATB) test is provided for students who have not completed a high school degree or equivalent and who need to establish federal financial aid eligibility.

BCC uses Compass tests for English and mathematics assessments and a writing sample for ESOL assessment.

As shown in Table 9 below, provided by the State Chancellor’s Office, the Compass publishers received state approval for the use of assessment in English, ESOL and mathematics.

Table 9.

*Compass Instrument Approval Status*

MIS CODE	SECOND PARTY ASSESSMENT INSTRUMENT NAME	Approval Category	Begin Date	Expiration Date
	<b>ACT COMPASS (COMPUTERIZED)</b>			
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 ESOL GRAMMAR USAGE	Probationary	7/1/2001	3/1/2015
1085	ACT COMPASS ESOL LISTENING	Probationary	7/1/2001	3/1/2015
1086	ACT COMPASS ESOL READING	Probationary	7/1/2001	3/1/2015

The ESOL writing sample validation expired 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.

- c. When were disproportionate impact and consequential validity studies last completed?

Consequential Validity Survey was completed in Fall 2014 at the District for the 4 colleges. <http://web.peralta.edu/indev/files/2015/03/Consequential-Validity-Survey-Fall-2014.pdf>

5. a. What multiple measures are used?

BCC uses a variety of assessment methods for multiple measures: AP/IB Scores, SAT, ACT, 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 ESOL, etc. <http://online.flipbuilder.com/creaseyprepress/alpc/>, pp 77-81. 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. BCC counselors also include ACT and SAT scores as part of the multiple measurement tools, as indicated in the BCC College Catalog <http://online.flipbuilder.com/creaseyprepress/alpc/> p 20.

Moreover, BCC has been working to include and validate more multiple measures, please see Attachments X and X for details.

- b. How they are integrated into the assessment system (as part of an algorithm included in the test scoring process, applied by counselors, etc.)?

Counselors use the algorithm (developed by the high school instructors and faculty at PCCD) in conjunction with the cut scores to guide placements of English and Math. For details, please see Attachments X and X mentioned in 3.a above.

- c. Do these measures meet the multiple measures requirement per title 5, sections 55502 and 55522?

Yes, once the multiple measures policy is fully implemented the District IR will conduct the validation study.

6. Describe the policy on the acceptance of student assessment scores and placement results from colleges within a multi-college district, from colleges outside of the district, or from adult education programs.

**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, COMPASS and ESOL 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, SAT, ACT, 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 ESOL.

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, ESOL, 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 are referred to the Programs and Services for Students with Disabilities (PSSD) for accommodations.

After a student has completed the English, Mathematics, or ESOL 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 with course description 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>

7. How are the policies and practices on re-takes and recency made available to students?

The policies, practices on re-takes and recency are made available to students online at <http://online.flipbuilder.com/creaseyprepress/alpc/>, on BCC college homepage, [http://www.berkeleycitycollege.edu/wp/student\\_service\\_programs/assessment-orientation/](http://www.berkeleycitycollege.edu/wp/student_service_programs/assessment-orientation/).

8. Complete the chart below outlining the staff associated with assessment for placement and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
0.5	Assessment coordinator	Coordinate and proctor assessment	SSSP
0.5	Contract counselors	Multiple measures assessment	GF match
0.5	Adjunct counselors	Multiple measures assessment	SSSP
0.25	District evaluator	Evaluation of external transcripts	SSSP
0.1	Math, science, English, ESOL instructors	Multiple measure assessment and consequential validation	GF match
0.5	Orientation and Assessment Specialist	Clerical support and Proctor	SSSP

9. Complete the chart below outlining all other assessment for placement related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for assessment for placement services. These expenditures should correspond to those in your budget plan. Additional lines may be added.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
	COMPASS Assessment units	SSSP	33,200
	ESOL readers for writing samples	SSSP	
	ESOL validation	SSSP	
	eSARS		

**Outcome of 2014-15 SSSP Goals for Placement Assessment**

**Met as of October 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. See English and Math multiple measures development status in Attachments 1 and 2.

**On-going as of October 30, 2015**

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

**D. Counseling, Advising, and Other Education Planning Services**

1. Were adjustments made to your counseling services process and/or procedures based on outcomes from your 2014-15 plan?

Student Success Day are planned to provide a one-stop entry services to new incoming students to receive the mandated orientation as well as getting an abbreviated SEP developed by counselors. A specialist from the admissions office is available to enroll all these students in classes.

Counselors used multiple measures including the use of high school transcripts to work with students on placement of classes in English, math and ESOL. PCCD instructional faculty and high school teachers work together to develop the multiple measure algorithm as a guideline for advisement and course placement.

All counselors are trained to use electronic SEP to document SEPs developed for new and continuing students. It is planned that in the near future, students will be able to view their SEP in their student portal. Also, students will be able to play the 'what if' scenario to make informed decisions should they plan to change their major. The Degree Audit model is in production and students will be able to monitor their progress in accomplishing their educational goal. Students are contacted to meet with the counselors to develop their SEPs. Very often the counselors will have the caseload to work with their students to provide continuity in the counseling services.

More counseling courses are offered to assist students with the exploration of major, e.g. Coun 24 (College Success) to facilitate the development of a comprehensive education plan. Another section of Coun 57 (Career Life Planning) will be added to teach high school student to have an early process of career exploration (Get Focused, Stay Focused) so that by the time they are enroll at BCC, they are better informed of educational and careers pathways that they can pursue while at Berkeley City College.

BCC has hired 4 new counselors to assist students toward completing the education goals.

2. a. How many students were provided counseling, advising and education planning services in 2014-15?

Based on data available through CCCC's DataMart, BCC provided counseling/advising services to 1,793 students in Summer 2014, 4,521 students in Fall 2014, and 5,007 in Spring 2015. Through one-stop entry services, all students attended orientation and placement assessment, received counseling onsite, while registration services were also provided whenever possible.

During the same period, 898 student education plans (SEP) were developed in Summer 2014, 1,495 in Fall 2014, and 1,293 in Spring 2015.

Table 10 below shows the numbers by the exemption status, while Table 11 presents the records reported to the State Chancellor's Office via MIS.

Table 10.  
BCC 2014-15 Counseling, Advising, and SEP Services  
by Exemption Status

California Community Colleges Chancellor's Office  
Matriculation Services Summary Report

	Summer 2014	Summer 2014	Fall 2014	Fall 2014	Spring 2015	Spring 2015
	Directed	Exempted	Directed	Exempted	Directed	Exempted
	Service Received	Service Received	Service Received	Service Received	Service Received	Service Received
Berkeley City	3,835	1,293	7,369	2,476	7,739	2,948
Counseling/Advisement Services	1,219	574	3,159	1,362	3,350	1,657
Education Plan Services	665	233	1,124	371	880	413

Table 11.  
Summary of SSSP Services Reported to the State Chancellor's Office for  
BCC 2014-15

	Summer 2014	Fall 2014	Spring 2015	2014-15 Total
<b>Counseling (SS08)</b>	<b>1,793</b>	<b>4,521</b>	<b>5,007</b>	<b>11,321</b>
<b>Education Plan (SS09)</b>	<b>898</b>	<b>1495</b>	<b>1293</b>	<b>3686</b>
Abbreviated only	836	680	742	2,258
Comprehensive only	13	184	138	335
Abbreviated and comprehensive	49	631	413	1,093

b. What percentage of the target population does this represent?

**Counseling.** Based on the data available and the design of BCC's one-stop entry services, BCC believes that close to 100% of the target population received counseling and/or faculty advisement.

**SEP.** BCC Counseling Department ensured that all 1,257 new students who are active in Fall 2014 and/or Spring 2015 received at least one abbreviated and/or comprehensive SEP(s). The Counseling Department verified the records of SEP online against the new and active student list received from PCCD IR, and thus believed that close to 100% of the target population received at least one SEP.

Meanwhile, BCC plans to work with the district in consultation with the State Chancellor's Office to clearly define the criteria of the "target population" for counseling and SEP development, since these two services are regular services that the College provides to all students, including potential applicants.

c. What steps are you taking to reduce any unmet need or to ensure student participation?

- Students receive emails as well as phone calls to remind them of the need to meet with a counselor to develop and/or update their SEPs. Counselors also go to classrooms to make presentations and invite students to schedule a counseling appointment for SEPs. Faculty advisors including all instructional faculty regularly remind students to meet with counselors to develop and update the comprehensive SEPs.
- EOPS students are required to meet with counselors 3 times a semester to develop and update their SEPs and to address the progress.

- PSSD students are provided with appointments to meet with their counselors to develop and update their SEPs with the load and accommodations as the key factors in the process.
- ESOL students who are in the LEAP program are required to enroll in the Coun 200B. Counselors who teach the class meet with students to assist with identifying the educational goal and major of study. At the end of the class, students will have a SEP.
- Students who are in the learning communities, e.g. FYE have designated counselors to work with them in the development and update of the SEP.
- Berkeley City College is working to leverage resources to use technology effectively, so students are often reminded of the importance of ongoing relationship with the counselors, faculty advisers and faculty.

3. a. Describe the service delivery methods (in person, workshops, FTES generating course, etc.).

Majority of students prefer meeting with counselors one-on-one in person. However, counselors also meet with students in groups and most of the times in FTES generating course such as Coun 24, Coun 57, Coun 200A and Coun 200B. Some students prefer to use email to communication with counselors. BCC has a centralized counseling email address ([counselingbcc@peralta.edu](mailto:counselingbcc@peralta.edu)) for students to ask short questions. For students on Distance Education, they can use BCC's eCounseling service (in email format). A counselor is designated to reply to students for more in depth questions. Students who use the eCounseling service have to go through the FAQ (frequently Asked Questions) to see if answers are provided to their questions. For FERPA purposes, students have to sign the confidentiality agreement before using the eCounseling service.

The Counseling Department at BCC is reviewing best practices to improve the effectiveness of each counseling session, by leveraging technology resources that would increase the preparedness of each student per each counseling session (IntelliResponse, ASK BCC)

- b. Is drop-in counseling available or are appointments required?

During Peak registration time at the beginning of the semester, only one counselor is available to provide appointments to review outside transcripts for abbreviated SEP or for follow up with at risk students on probation or dismissal. All counselors are on drop-in to advise students during such peak time.

After census day, students can meet with a counselor on drop-in or schedule appointments for counseling. We are working to leverage technology resources to enable online appointments.



c. What is the average wait time for an appointment and drop-in counseling?

Average waiting time for drop-in during peak registration time can be up to 2 hours. During regular semester, waiting time for drop-in ranges from 15 minutes to an hour. Student can schedule an appointment for a month in advance, but the average is about two weeks. During Fall 2015 semester, the counseling department, recognizing that the opportunity cost of the time of each student, especially during peak time, utilized technology to minimize the waiting time, by texting students when their appointment was due. BCC is trying to explore best practices to ensure a more effective and efficient delivery of counseling services.

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

After students complete the assessment, counselors are available to assist them with a 1 to 2 semester SEP. For students who are college ready, counselors recommend them to enroll in learning communities such as the First Year Experience (FYE) Learning Communities, or place them in English and math in the first semester together with some courses that meet the general education requirements for AA degree or transfer.

For ESOL students who need to take foundation courses, they can enroll in the Learning Communities such as LEAP (Learning English for Academic Purposes), or PERSIST (Personal Initiative and Social Transformation). If students are interested in the CTE programs, counselors will develop SEPs to meet requirements of the programs.

b. Describe the type of assistance provided to students to develop a comprehensive education plan and the scope and content of the plan.

During the first semester, students who are enrolled in the Coun 24 and Coun 57 have the opportunity to explore career and educational pathways to make an informed decision on the intended major. Students can meet with the faculty advisors in various disciplines to explore the major. They can also go to the transfer center to research on career pathways. Students can attend College academic/career pathway fairs, speaker's series, and career workshops to assist with the choice of a major. Once the students have identified a major, they can schedule an 1 hour appointment to work with counselors to develop the comprehensive SEP. Counselors will use college catalog to identify major requirements, or use [www.assist.org](http://www.assist.org) or college web sites to identify transfer requirements. Counselors will share pre-requisites requirements to develop course sequence in the SEP. In the comprehensive SEP, students will get the road map from beginning to the last semester of completion of the education goal.

5. Identify any technology tools used for, or in support of, counseling, advising and other education planning services, such as an education planning tool or degree audit system.

At BCC, we use PeopleSoft Degree Audit model to assist students with developing SEP. The District is working with counselors at the 4 campuses to determine the appropriate time to make the tool available in the student portal so students can monitor their progress in meeting the education goal. Students can also use the tool to perform the 'what if' scenario to make an informed decision in case they want to switch their major.

6. Complete the chart below outlining the staff associated with counseling, advising and education planning services and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
5	Contract counselors	Counseling and advising	GF match
4	Contract counselors	Counseling and advising	SSSP
1	Contract counselors	Counseling and advising	EOPS
1	Contract counselors	Counseling and advising	PSSD
1	Faculty advisors	Major advising	SSSP
0.5	Transfer center coordinator	Career assessment	GF match
3	Adjunct counselors	Counseling and advising	SSSP
1	instructors	Coun classes, career exploration	GF match
1	Staff assistant	Clerical supports and appointments	SSSP

7. Complete the chart below outlining all other counseling, advising and education planning related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for these services. These expenditures should correspond to those in your budget plan. Additional lines may be added.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
	Computers for counselors/staff	SSSP	
	Professional development	SSSP	
	Outreach material	SSSP	
	eSARS	GF?	
	Computers for student assessment	GF match	

<b>Outcome of 2014-15 SSSP Goals for Counseling, Advising, and SEP</b>
<p><b>Met as of October 30, 2015</b></p> <ul style="list-style-type: none"> <li>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. (See Attachment X).</li> </ul>

- 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.
- 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.
- Counselors will assist at least 50% of the 2014-15 first-time freshmen in developing their comprehensive 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.
- 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.
- BCC utilizes technology to deliver counseling by taking hi-tech and hi-touch approach.

**On-going as of October 30, 2015**

- 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.
- counselors will assist at least 50% of students with undeclared majors in identifying a major/area of study and developing comprehensive a SEP.

**E. Follow-Up for At-Risk Students**

1. Were adjustments made to your follow-up services and/or procedures based on outcomes from your 2014-15 plan?

A group of faculty and counselors convened to develop a basic early alert system to ensure that faculty address the concern with the student first and then send the early alert notification to the designated counselor if they determine that the student will benefit from a counseling service. In Fall 2015, a few instructors from different departments and some learning communities have piloted the system.

SSSP working group with counseling representatives from the 4 campuses worked to develop an online probation workshop with video, quiz to be loaded on Moodle – a platform for student access. The list of students on probation/dismissal will be loaded into Moodle, and counselors might be able to extract the data to keep track of all students who completed the probation workshop. This online probation workshop is in progress and is planned to be implemented in Spring 2016.

Students who do not have a major are referred to meet with faculty advisors to explore options. They are also referred to take the career assessment – Eureka before meeting with a counselor to explore major study. Students who are in the FYE learning communities are required to take various career assessments e.g. true colors, Eureka, personality assessment to have a better understanding of their own values and personality before they make the decision of a major.

ESOL students who are in the LEAP learning communities are required to enroll in Coun 200B. They are provided with information on various certificate and degrees offered at the college. They will have the opportunity to make informed decision before meeting with the instructor to develop the comprehensive SEP toward their educational goal.

2. a. How many students were provided follow-up services in 2014-15?

In 2014-15, BCC Counseling and instructional faculty members, Transfer and Career Information Center Coordinator, EOPS/CARE, CalWORKs, DSPS, and faculty and staff members coordinated and provided follow-up services to those who were on academic/progress probation or dismissal and other at-risk students.

Data illustrated in Tables X and X below present the numbers of students who received follow-up services in Summer and Fall 2014 and Spring 2015. While Table 12 presents the number by exemption status, Table 13 displays the types of services provided.

Table 12.

BCC 2014-15 Students who Received Follow-up Services

California Community Colleges Chancellor's Office  
Matriculation Services Summary Report

	Summer 2014	Summer 2014	Fall 2014	Fall 2014	Spring 2015	Spring 2015
	Directed	Exempted	Directed	Exempted	Directed	Exempted
	Service Received	Service Received	Service Received	Service Received	Service Received	Service Received
Berkeley City	3,835	1,293	7,369	2,476	7,739	2,948
Academic/Progress Probation Services	74		135		210	
Other Services	915		1,586		1,952	

Table 13.

Summary of SSSP Services Reported to the State Chancellor's Office  
for BCC 2014-15 by Type of Follow-Up Services

	Summer 2014	Fall 2014	Spring 2015	2014-15 Total
<b>Academic Progress Probation (SS10)</b>	<b>74</b>	<b>135</b>	<b>210</b>	<b>419</b>
Academic or progress probation	62	119	180	361
Dismissal	12	16	30	58
<b>Other Services (SS11)</b>	<b>962</b>	<b>2,060</b>	<b>2,556</b>	<b>5,578</b>
Other orientation	0	4	12	16
Career, interest or subsequent placement	84	472	652	1,208
Other follow-up education planning	131	296	598	1,025
Other academic progress	747	1,288	1,294	3,329
<i>At least one 'other' service received</i>	<i>915</i>	<i>1,586</i>	<i>1,952</i>	<i>4,453</i>

b. What percentage of the target population does this represent?

In 2014-15, BCC provided close to 100% of students who were categorized “at-risk” and who were self-selected to approach BCC for follow-up services including, but were not limited to, academic advising/counseling, SEP updates, career exploration, and referral services.

Meanwhile, BCC plans to work with the district office in consultation with the State Chancellor’s Office, to adequately define and identify the “target population” , reach out to them proactively, and facilitate their acceptance of receiving these services.

c. What steps are you taking to reduce any unmet need or to ensure student participation?

- Proactive Communication and Services Delivery. In Fall 2014 and Spring 2015, BCC requested and received contact information of students with undeclared academic majors, invited them via email, SARS calls, and personal phones to make counseling appointments.
- Case Management Counseling. All full-time contract and adjunct counselors are assigned a case load so that all target students would have his/her own designated counselor(s). The counselors would proactively contact students who are eligible for follow-up services for services.
- Organized Early Alert. BCC is working with the district office to develop an effective, organized Early Alert systems to ensure student participation.

3. a. What types of follow-up services are available to at-risk 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 the needed interventions or refer them needed services, 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. Follow up e-mails are sent to these students in an ongoing basis.

**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. The Transfer and Career Center coordinator meets with students individually and/or in groups. The College ensures that the Transfer Center is open and available to students on extended hours. Information is sent out to all students and faculty about career opportunities, transfer deadlines and guidelines, scholarship opportunities. The Transfer Day is a great opportunity for students to meet representatives from different colleges (public, private, state and out of state institutions). More information is provided online at:

<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.

**Faculty Advising.** Students with undeclared major are required to meet with faculty advisors to learn more about various disciplines and the career pathways. They are also referred to take the career assessment - Eureka at the Career and Transfer Center. After the career assessment, students will schedule an appointment with the counselor to discuss the major choice leading to the development of the SEP.

**Basic Skills Students.** For students enrolled in basic skills English, mathematics, and/or ESOL 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.

b. How and when are students notified of these services?

The office of the Vice President of Student Services in collaboration with the Office of the Vice President of Institutional Effectiveness request a list of students with undecided major at the beginning of the semester.

Once the list is available, students will be contacted to meet with counselors for referral of services as listed above.

This contact will be ongoing till all students are being reached.

Students who are on probation/dismissal will be notified via email once the instructors submitted the grades at the end of the semester. Students can also check the probation/dismissal status on their student portal.

Counselors and students will be notified via email once the instructor posted an early alert on the class roster. This can be done anytime during the semester.

c. Describe the service delivery method (in groups, workshops, etc.) and any technology tools used.

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 required 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.

d. Are instructional faculty involved in monitoring student progress? Do they participate in early alert systems?

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 ESOL instructional faculty have identified, implemented, and updated strategies to improve basic skills student progress and success. In addition, instructional and counseling faculty team up to provide seamless support through EOPS/CARE, TRiO, DSPS, First Year Experience, Learning Communities, PERSIST, PACE, and other projects designed for targeted student bodies.

The Peralta Community College District has developed an online Early Alert System as part of the Grade Book implementation. BCC's instructional and counseling faculty members have actively participated in the development and begun to pilot the System in Fall 2015.

4. Complete the chart below outlining the staff providing follow-up services and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
2 FTE?	Instructional faculty	Faculty advising	SSSP -
4 FTE	Contract counselors	Follow up counseling/intervention, update SEP, referral to resources	GF- match
.2 FTE	Contract counselors	Follow up counseling/intervention, update SEP, referral to resources	EOPS
.2 FTE	Contract counselors	Follow up counseling/intervention, update SEP, referral to resources	CalWORKs
.2 FTE	Contract counselors	Follow up counseling/intervention, update SEP, referral to resources	PSSD
1 FTE	Contract counselors	Follow up counseling/intervention, update SEP, referral to resources	SSSP
.1 FTE	Adjunct counselors	Follow up counseling/intervention, update SEP, referral to resources	SSSP

5. Complete the chart below outlining all other follow-up services related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for these services. These expenditures should correspond to those included in your budget plan. Additional lines may be added.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
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	Contract Counselors	GF- match	
	Contract Counselors	SSSP	
	Adjunct Counselors	SSSP	
	Faculty advisors	SSSP	

<b>Outcome of 2014-15 SSSP Goals for Follow-up Services</b>	
<b>Met as of October 30, 2015</b>	
<ul style="list-style-type: none"> <li>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.</li> </ul>	
<b>On-going as of October 30, 2015</b>	
<ul style="list-style-type: none"> <li>100% of students who are eligible for receiving follow-up services will be identified and notified for services in 2014-15.</li> <li>BCC will develop strategies to increase BCC’s Follow-up Service Ratio by at least 5% per term in 2015-16.</li> <li>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.</li> </ul>	

**F. Other SSSP/Match Expenditures**

1. Describe any institutional research directly related to the provision and/or evaluation of SSSP services. List any related expenditures in the table below. These expenditures should correspond to those in your budget plan.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount

2. List any match expenditures not previously accounted for in the plan. These expenditures may include Admissions and Records, Transfer and Articulation Services, Career Services, Institutional Research (unrelated to SSSP), instructionally funded tutoring and supplemental instruction costs for at-risk students. These expenditures should correspond to those in your budget plan.

Budget Code	Expenditure Title/Description	Funding Source	Amount

**SECTION III. POLICIES**

**A. Exemption Policy**

1. Provide a description of the college or district's adopted criteria and process for exempting students from SSSP-required services in accordance with title 5 section 55532.

#### Exemption Policy

Provide a description of the college or district's adopted criteria for exempting students from participation in the SSSP 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.

A summary of the exemption criteria is available at BCC homepage

[http://www.berkeleycitycollege.edu/wp/student\\_service\\_programs/assessment-orientation/](http://www.berkeleycitycollege.edu/wp/student_service_programs/assessment-orientation/), FAQ 6), and on BCC's College Catalog <http://www.berkeleycitycollege.edu/wp/bccpub/bcc-catalog/>, pp 27-28.

The general public and the student may find the Exemption from SSSP Services form online at:

<http://web.peralta.edu/admissions/files/2011/06/Exemption-from-SSSP-5-28-2015.pdf>.

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/>

2. What percentage of your student population is exempt (list by category)?

Data in Table 14 below indicate that 26.2% of BCC students received SSSP services were exempted. Nevertheless, with the exceptions of Academic/Progress Probation Services and Other Services, approximately 1/3 of those who received SSSP services were actually exempted.

Table 14.  
2014-15 BCC Students who Received SSSP Services by Exemption Status

California Community Colleges Chancellor's Office

Matriculation Services Summary Report

	Summer 2014	Summer 2014	Fall 2014	Fall 2014	Spring 2015	Spring 2015	2014-15
	Directed	Exempted	Directed	Exempted	Directed	Exempted	% of
	Service Received	Service Received	Service Received	Service Received	Service Received	Service Received	Exempted
Berkeley City	3,835	1,293	7,369	2,476	7,739	2,948	26.2%
Academic/Progress Probation Services	74		135		210		0.0%
Counseling/Advisement Services	1,219	574	3,159	1,362	3,350	1,657	31.7%
Education Plan Services	665	233	1,124	371	880	413	27.6%
Initial Assessment Services Placement	591	313	1,012	534	939	585	36.0%
Initial Orientation Services	371	173	353	209	408	293	37.4%
Other Services	915		1,586		1,952		0.0%

## B. Appeal Policies

Describe the college's student appeal policies and procedures. If these policies are posted on the college's website, also provide the link below.

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/>.

## **C. Prerequisite and Corequisites Procedures**

Provide a description of the college's procedures for establishing and reviewing prerequisites and corequisites in accordance with title 5 section 55003 and procedures for considering student challenges. If these policies are posted on the college's website, also provide the link below.

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-Regquisites-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>

#### **SECTION IV. PROFESSIONAL DEVELOPMENT**

Describe plans for faculty and staff professional development related to implementation of SSSP.

A college-wide training regarding the implementation of SSSP will be designed and conducted targeting all BCC administrators, faculty, staff, and students at least once per term.

Instructional faculty members will receive specifically designed training regarding early alert and faculty advising.

A 2 days district wide counselors training on the use of electronic SEP and degree audit was conducted in Fall 2015.

At BCC, the counseling department plans a 2 days counseling retreat each semester to provide updates and training to all counselors on the implementation of SSSP and explore best practices

BCC counselors participated (will participate) in the UC and CSU transfer conferences, statewide initiatives (CAI) conferences and related SSSP workshops.

High School Counselors Breakfast will invite high school counselors in local service areas, and college faculty and staff to learn the updates on programs and services at the college.

Under the leadership of the Office of the President different workshops and professional development activities focusing on equitable student success are provided through out the semester. Dr. Bajrami (the interim VPSS) conducted three workshops on Scaling Up Student Success for students from underserved communities in higher education. Additional professional development activities focusing on student success are being designed and planned.

#### **Outcome of 2014-15 SSSP Goals for Policies, Staff Development**

##### **Met as of October 30, 2015**

- 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.
- 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).

**On-going as of October 30, 2015**

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

**SECTION V. ATTACHMENTS**

The following attachments are required:

Attachment A, *Student Success and Support Program Plan Participants*. Please complete the form below of all individuals with their job title, 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, including those listed in the narrative above. If your district has a district SSSP Coordinator in addition to the college SSSP Coordinator, or other district staff included in your plan, 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).

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.

**ADDITIONAL INFORMATION**

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

Mia Keeley  
California Community College Chancellor's Office  
[mkeeley@cccco.edu](mailto:mkeeley@cccco.edu)  
(916) 323-5953

### 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: \_\_\_\_\_ Title: \_\_\_\_\_

Stakeholder Group: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Stakeholder Group: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Stakeholder Group: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Stakeholder Group: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Stakeholder Group: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Stakeholder Group: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Stakeholder Group: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Stakeholder Group: \_\_\_\_\_

Attachment



# Improved Placement Initiative Recommendation Tool for English

**DRAFT VERSION 1.1**



Grade Level: 12

Cumulative GPA: 1.7

Enter data from high school transcript and/or placement assessment in the highlighted cells.

12th Grade English Grade: C-

AP English Grade: N/A

Writing Score: 20

Reading Score: 25

Recommendation based on test alone:

See Counselor



### Placement Recommended based on Multiple Measures

Based on criteria defined by the Multiple Measures Assessment Project (MMAP) and information entered above, enrollment is approved for the courses indicated below.

### ***English Courses:***

ENGL 267A AND 268A, OR ENGL 269A, OR ENGL 252A	APPROVED
ENGL 201A	NOT APPROVED
ENGL 1A	NOT APPROVED



## Attachment



## Improved Placement Initiative Recommendation Tool for Mathematics

### DRAFT VERSION 1.1

Grade Level:	12	Enter data from high school transcript and/or placement assessment in the highlighted cells.
Cumulative GPA:	3.6	
Algebra II Grade:	C	
Geometry Grade:	A+	
Trigonometry Grade:	N/A	
Pre-Calculus Grade:	C	
Calculus Grade:	N/A	
Statistics Grade:	N/A	
Highest Math Test Taken:	Pre-Algebra	Recommendation based on test score alone:  Arithmetic (250)
Math Test Score:	0	

#### Placement Recommended based on Multiple Measures

Based on criteria defined by the Multiple Measures Assessment Project (MMAP) and information entered above, enrollment is approved for the courses indicated below. Note that Math 13 and Math 15 share the same pre-requisites and are therefore considered at the same level.

#### ***Precollegiate Math Courses:***

Math 253	APPROVED
Math 201 or 210A	APPROVED
Math 203 or 211	APPROVED
Math 202	APPROVED

#### ***Courses for CTE Programs:***

Math 220	APPROVED
Math 221	APPROVED
Math 208	APPROVED

***Transfer Level STEM Courses:***

Math 50	APPROVED
Math 1	APPROVED
Math 2	APPROVED
Math 3A	NOT APPROVED

***Transfer Level Non-STEM Courses:***

Math 13	
or 15	APPROVED
Math	
16A	NOT APPROVED

## Attachment

	Fall 2014	Fall 2014	Fall 2014	Fall 2014	Spring 2015	Spring 2015	Spring 2015	Spring 2015	Total Baseline
	Directed	Directed	Exempted	Exempted	Directed	Directed	Exempted	Exempted	
	Service Received	Service Not Received	Service Received	Service Not Received	Service Received	Service Not Received	Service Received	Service Not Received	
Alameda	7,345	82,294	2,178	56,214	6,025	89,428	1,960	63,648	
Academic/Progress Probation Services	906				405				1,311
Counseling/Advisement Services	1,921	19,680	1,089	13,509	1,906	21,321	1,098	15,304	6,014
Education Plan Services	1,074	20,527	585	14,013	778	22,449	366	16,036	2,803
Initial Assessment Services Placement	602	20,999	285	14,313	527	22,700	376	16,026	1,790
Initial Orientation Services	513	21,088	219	14,379	269	22,958	120	16,282	1,121
Other Services	2,329				2,140				4,469
Berkeley City	7,369	81,048	2,476	56,012	7,739	87,919	2,948	63,084	
Academic/Progress Probation Services	135				210				345
Counseling/Advisement Services	3,159	18,515	1,362	13,260	3,350	20,024	1,657	14,851	9,528
Education Plan Services	1,124	20,550	371	14,251	880	22,494	413	16,095	2,788
Initial Assessment Services Placement	1,012	20,662	534	14,088	939	22,435	585	15,923	3,070
Initial Orientation Services	353	21,321	209	14,413	408	22,966	293	16,215	1,263
Other Services	1,586				1,952				3,538
Laney	8,575	79,415	4,828	53,604	8,869	85,604	4,600	61,076	
Academic/Progress Probation Services	72				501				573
Counseling/Advisement Services	3,980	17,671	2,696	11,912	4,523	18,721	2,849	13,570	14,048
Education Plan Services	1,319	20,332	810	13,798	1,015	22,229	585	15,834	3,729
Initial Assessment Services Placement	993	20,658	796	13,812	1,027	22,217	770	15,649	3,586
Initial Orientation Services	897	20,754	526	14,082	807	22,437	396	16,023	2,626
Other Services	1,314				996				2,310
Merritt	4,920	82,546	1,815	56,657	5,824	89,141	2,010	63,942	
Academic/Progress Probation Services	181				277				458
Counseling/Advisement Services	2,300	19,362	1,051	13,567	2,571	20,772	1,283	15,205	7,205
Education Plan Services	1,010	20,652	443	14,175	1,041	22,302	447	16,041	2,941
Initial Assessment Services Placement	507	21,155	207	14,411	466	22,877	226	16,262	1,406
Initial Orientation Services	285	21,377	114	14,504	153	23,190	54	16,434	606
Other Services	637				1,316				1,953