

BERKELEY CITY COLLEGE
ACTIVITIES and ACCOMPLISHMENTS
2012-2013

A. ADVANCE STUDENT ACCESS, EQUITY, AND SUCCESS

A.1.1 Increase the number of Student Education Plans (SEP) for Berkeley City College (BCC) first-year students by 30% through one-stop group orientation, placement and counseling, and require all students to meet with counselors in group or individual settings before the end of their second semester to create a SEP that aligns with their major and career goals.

Activities

- Initiated and conducted Berkeley City College Orientations (BCCOs) for comprehensive orientation and development of SEPs.
- Offered one-stop group orientation, placement and counseling, and developed SEPs for students through BCCOs and other organized efforts. Invited first-year students to meet with counselors to develop and/or update their SEPs. Began to fully implement First Year Experience (FYE) in Spring 2013.
- Increased the number of full-time counselors from 3 to 5, thus increased the availability of counseling appointments to students for educational planning.

Accomplishments

- Over 400 incoming freshmen participated in the BCCO process since fall 2012.
- Increased the number of SEPs by 66% since the beginning of 2012-13, more than double the established target of 30%.
- BCC participated in community college fair, Junior College Day, college night at all major feeder schools, e.g., Berkeley High, Albany High, Berkeley Adult School.
- Ten percent of the 700 freshmen invited to develop/update their SEP in fall 2012 responded and their SEP was completed.
- One hundred percent of EOPS/CARE, TRiO, Disabled Students Program & Services (DSPS), and PACE students met with counselors and developed SEPs.

A.2.1 Implement effective practices for improving foundational skills by increasing student persistence, retention and transfer through early entry into a program of study; supporting accelerated, contextualized or integrated instruction; and advocating for additional student support services, such as tutoring and extended library hours.

Activities

- Developed cohorts for First Year Experience.
- Implemented English 204, an accelerated English course providing students with Basic Skills level English to complete the same assignments as college level English 1A with built-in supplemental instruction via the imbedded Writing Workshop and portfolio assessments
- Continued accelerated English as a Second Language (ESL) and English courses using data to validate success.
- Continued English portfolio assessment.

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- Continued pilot of modularized math program.
- Reached out to students with undecided majors and invited them to attend career exploration workshops; offered career counseling courses. Enhanced services designed and offered for targeted student populations: EOPS/CARE, CalWORKs, TRiO, and DSPS.
- Gave a comprehensive BCC Student Success Strategy presentation to Asian Pacific Americans in Higher Education (APAHE) in April 2013.
- Conducted a BCC Student Success Retreat on Friday, May 10, 2013.
- Offered three 4-year campus tours for TRiO students preparing for transfer.
- Applied SLO assessment results when reviewing programs and certificates to increase student success.
- Enhanced financial aid services, including workshops, additional office hours, and by-appointment services informing students about up-to-date financial aid rules and regulations. On average, over 20 financial aid workshops are conducted on- and off-campus, including at Berkeley Adult School.

Accomplishments

- Implemented new accelerated ESL curriculum, CTE (career technical education) support classes, and developed ESL certificates of proficiency.
- Created First Year Experience and scheduled 4 cohorts to begin Fall 2013; creation of and support for writing workshops; math tutors; study skills courses.
- Supported accelerated, contextualized, and integrated instruction, as well as additional tutoring time for subjects including math, English, ESL, accounting, Chemistry, etc.
- Offered additional/extended student support services to both day and evening students through extended office hours during peak registration period, as well as regular semester terms. In 2012-13, Counseling Services were open until 7 pm Monday through Thursday.
- Student Success ScoreCard findings were reviewed during several meetings, and BCC has begun to draft success strategies.
- Increased financial aid awards by 7.7% from prior year's 9,989 to 10,756. Increased total amount of financial aid award by 28% from \$6.9 million to \$8.8 million.
- Developed and piloted accelerated/self-paced math modules to increase student success.

A.2.2 Initiate a faculty advisor program.

Activities

- Teaching and Counseling faculty jointly developed the Academic advisement model.

Accomplishments

- Academic advisement model was adopted by Faculty Senate for implementation in Spring 2013 and will be implemented in phases starting Fall 2013.

A.2.3 Offer online student services for tutoring and counseling.

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Activities

- Online tutoring endorsed by BCC Education Committee, and scheduled to be piloted in phases in the Learning Resource Center starting Fall 2013.
- eCounseling has been developed, enhanced, and conducted since 2012.
- Student Services increased online services, via phone, the web, and email.

Accomplishments

- Over 120 hours of e-Counseling was provided online in 2012-13.
- Over 100 students accessed online career exploration resources in the Transfer and Career Information Center in 2012-13.

A.2.4 Increase BCC's non-resident student population through outreach and enhance their success through support programs.

Activities

- Developed accelerated ESL curriculum, certificates of proficiency and extracurricular support programs.
- Hosted BCC international student luncheon to understand needs and concerns.
- Managed grant funding to provide innovation and instruction funding for ESL workshop series, development of new contextualized coursework, and support services for international students, including tutoring and student engagement events.
- Researched and presented information regarding California Dream Act and AB 540 at the national and college levels to enhance the understanding of non-resident students who may be eligible for in-state tuition and applying for and receiving state scholarships that would support access and success.

Accomplishments

- Initiated and conducted ESL Workshop Series, ESL/Global Studies Buddies Program, College-wide "global awareness" events in Atrium.
- Initiated and implemented new ESL certificate programs.
- Funded ESL workshop series, development of new contextualized coursework, and support services for international student, including tutoring.
- ESL Department co-coordinators built relationship and linked classes with Berkeley Adult School.
- BCC Non-resident FTES increased by 13% between 2011-12 and 2012-13. In 2012-13, BCC generated 31% of international student FTES district-wide, in comparison with 20% of total FTES.

A.3.1 Develop partnerships with local high schools to create a clear pathway from high school to BCC to 4-year institutions. Gather data that identifies students from local high schools and increase by 20% the number of historically under-represented students by June 2014.

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Activities

- BCC ESL program hosted annual orientation event for Berkeley High School ESL program.
- Received Career Ladders Project (CLP) Community College Linked Learning Initiative (CCLLI) grant to partner with Oakland Unified School District (OUSD)'s Linked Learning Academies to nourish successful pathways from career-centered high school academies and BCC CTE programs, specifically Multimedia Arts. Joined OUSD Superintendent, Office of College and Career Readiness, and Skyline Computer and Technology at the CLP CCLLI Institute in Sacramento to develop relationship with mentor college: Pasadena City College to learn best practices.
- Multimedia Art instructors taught at community educational partner Youth Radio in Oakland.
- Developed relevant data collection and analysis through District Institutional Research office.
- Partnered with Berkeley Technology Academy (BTEC), Berkeley High School, Albany High School, and Emeryville High School to develop articulation agreements.
- Enhanced collaboration with local feeder schools by offering counselor breakfast meeting, attending all local high school college fairs, including weekdays, evenings, and weekends to Albany High, Emeryville High, McGregor High School, San Leandro High School, Berkeley Adult School, Berkeley High, etc.
- Partnered with Berkeley High School (BHS) to pilot an English 201A class as part of the Navies Scholars Program to increase the number of African American BHS students' transition to BCC.
- Partnered with City of Berkeley Vision 20/20 Initiative to increase matriculation of Berkeley High School students to BCC.

Accomplishments

- Received Career Ladders Project funding to nourish pathway between linked learning academies, including Oakland Unified School District's (OUSD) Skyline High School and other OUSD Career Technology (CTE) Academies, and BCC's Multimedia Art program, as well as connected with OUSD Office of Career and College Readiness.
- Four or more major feeder schools organized 2013 graduates to attend placement assessment, orientation and Student Education Plan (SEP) development. Over 400 incoming BCC freshmen attended BCCO (BCC Orientation) in 2012-13. Participants included a high percentage of historically under-represented students, e.g., first time college students, ethnic minorities, financially disadvantaged students. Collected student contact information in order to establish cohort data for follow-up.

A.3.2 Pilot and assess innovative programs designed to increase student persistence among historically under-represented groups, and assess current learning communities' fall-to-fall persistence rates.

Activities

- Developed new ESL certificate programs and CTE support classes.

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- Met with stakeholders from Berkeley High School and City of Berkeley to plan the Navies Scholar cohort pilot. Developed a partnership with Youth Radio to increase the number of their students who go on to attend college.
- Launched a Focused Inquiry Groups (FIG) using Flash and Math to build games and learn core math.
- Leveraged Basic Skills Initiative (BSI) and Career Advancement Academy (CAA) funding to improve student and teacher communication and readiness skills.
- Increased college access for academically and economically disadvantaged students through BCC's EOPS/CARE programs. EOPS served an average of 316 students over the last three years, while the State only funded for 100.
- Implemented new enrollment strategies to increase student enrollment in First Year Experience.

Accomplishments

- Revamped English basic skills curriculum to accelerate and improve instruction.
- Piloted new accelerated ESL curriculum.
- Piloted Navies Scholar Program Cohort in partnership with Berkeley High School.
- Piloted offering Survey of Digital Imaging, Multimedia Art 130, at Youth Radio. Ninety-two percent of these students were placed in internships as a result of the skills they learned in the class.
- Provided one-stop enrollment in First Year Experience at BCCO including Assessment and Orientation, counseling, SEP development, and registration.
- Funded June 2013 Faculty Experiential Leadership Institute (FELI) – training offered by Academy for College Excellence (ACE) - for FYE instructional and counseling faculty.
- Trained instructors and student workers in Academy for College Excellence (ACE) curriculum focused on working styles, stress management, and communication.
- Measured *Persistence*, *Retention*, and *Success Rates* of students who received orientation at BCC in the Fall 2011 semester. Both retention and success rates of students who received orientation at BCC in the Fall of 2011 are the highest among the rates of the four PCCD colleges.
- Fall-to-Fall persistence rates for students who received counseling services at BCC averaged 8.5 percentage points higher than the overall college rates over the last three years; while success rates of students who received counseling services averaged 3.5 percentage points higher than the overall college rates.

- A.4.1 Provide faculty development opportunities on effective teaching techniques, updated instructional information (learned and shared), and shared vision regarding instructional goals and outcomes, in conjunction with the assessment of instruction.

Activities

- Improved pedagogy through assessment of Communication Institutional Learning Outcome.
- Managed Title III funding to support faculty development.

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Accomplishments

- Increased faculty and staff development through Teaching and Learning Center activities, (APPLEs, FIGs, DARTs, etc.)
- Funded Fall 2012 to Spring 2013 faculty and staff development projects via the Teaching and Learning Center.
- Received Lumina Foundation Grant for DQP (Design Quality Programs) through partnership with ACCJC.

A.4.2 Institute a student peer education and mentorship program to assist fellow students. Institute a mentorship program with BCC faculty, staff, and administrators each adopting 5-10 students as mentees.

Activities

- Increased faculty mentoring of students.
- BCC Service Community (BCCSC) initiated transfer peer advisor model on campus, and provided transfer advisement by sharing personal strategies with BCC students who are interested in transfer.

Accomplishments

- 100 BCC students offered admissions to transfer to UC Berkeley for 2013-14 terms.

B. ENGAGE AND LEVERAGE PARTNERS

B.1.1 Strengthen community partnerships to enhance career pathways.

Activities

- BCC ESL program hosted annual orientation event for Berkeley Adult School ESL students.
- Worked directly with community partners, from industry, municipal, institutional, and non-profit organizations, to create CTE pathways for BCC students and alumni.
- Received Trade Adjustment Assistance (TAA) grant as part of a \$15 million 10-college consortium to increase Biotechnology and Stepping Stones to Science Program and to develop analytical chemistry and CIS programs.
- Multimedia Art instructors taught at community educational partner Youth Radio in Oakland, and ESL teachers taught at Berkeley Adult School.

Accomplishments

- Hosted East Bay Green Jobs DOL Conference with keynote from Hilda Solis, U.S. Secretary of Labor.
- Co-hosted Science, Technology, Engineering, and Math (STEM) Career Day with Biotech Partners, CSUEB, UC Berkeley, Bayer, and LBNL. Joined Bay Area Community College Consortium (BACCC) regional consortium and supported regional industry advisory council. Sponsored creation of Multi Media Art (MMA) Industry Demand Survey.

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- Hosted East Bay Economic Development Association's Annual Report Event.
- Hosted Department of Labor TAA Bay Area Convening with Virginia Hamilton
- Hosted Career Advancement Academy and TAA Conventions.

B.1.2 Ensure currency and viability of CTE programs. Create a master list of community partners, assess strength of partnerships, and network to expand partnerships.

Activities

- Worked directly with community partners from industry, municipal, institutional, and non-profit organizations, to build BCC's community partners. Work with existing CTE programs to support their industry advisory partnerships.

Accomplishments

- Completed master list of Human Services (HUSV) partners.
- Supported CTE program development of Industry Advisory Councils (Multimedia Art, etc.), as well as funded CTE program partnership building (Health and Human Services, Spanish Medical Interpreting, etc.)

B.1.3 Develop and communicate a shared vision for grants, career technical education, foundational skills, and learning communities that helps to achieve the college mission.

Activities

- Special Projects Committee worked to map flow and purpose of grant resources at BCC.
- Revised Perkins 13-14 proposal process to increase understanding and access to CTE funding as well as CTE programs and projects.
- Created Logic Model.
- Revised Title III 13-14 proposal process to increase understanding and access to CTE funding for relevant programs and activities as well as increase reach of funding to student services and basic skills.
- Completed grant application for Perkins, Alameda County Mental Health grant, and Health Screening testing contract with Berkeley Free Clinic.

Accomplishments

- Created map of the flow, connections, and purpose of Special Projects' funded innovation and CTE projects.
- 2013-14 Perkins process resulted in innovative and collaborative proposals, including initiation of two new CTE programs, Teacher's Aide and Bilingual Teacher's Aide, as well as Public Art, and a new contextualized Business Math course.
- Title III 13-14 process resulted in 22 innovative applications cutting across disciplines and student services.
- Created a flexible framework that would help integrate efforts in CTE programs, TRiO, and Special Projects; the tool also serves as a way to evaluate the projects together.
- Offered on-site mental health individual counseling since 2011-2012 and peer counseling since 2012-13. One Counseling member is certified to serve as mental health peer

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advisor supervisor, while four public health students are certified to serve as peer advisors. In Spring 2013, mental health peer advisors began to offer support to BCC students who are under stress.

C. BUILD PROGRAMS OF DISTINCTION

- C.1.1 Maintain three-year cycle of assessing institutional learning outcomes by completing assessment -- including “closing the loop”--of two ILOs (Institutional Learning Outcomes), as well as related courses and programs, by June, 2013.

Activities

- Initiated critical thinking ILO assessment.
- Submitted Annual Report to ACCJC.
- Developed Student Learning Outcomes (SLO) for all student services programs, conducted SLOs assessments, and included findings in fall 2012 Program Review for future program improvement plan.

Accomplishments

- Completed Communication Institutional Learning Outcomes (ILO) assessment.
- Incorporated SLO findings into program reviews, completed Accreditation follow-up report; BCC removed from warning, and received full accreditation.

- C.1.2 Through program review and annual program updates, incorporate learning outcomes assessment into budget allocation processes and plans.

Activities

- Incorporated SLO Assessment in the program review process.
- Completed SLO and program reviews; organized and prioritized program needs, and submitted program needs to BCC and PCCD for funding.

Accomplishments

- All disciplines completed program reviews in Fall 2012.
- 15 new positions in the process of being posted for hire prior to Fall 2013, and 8 positions to be posted in Fall semester, 2013.
- Based upon recommendation generated from 2012 program reviews, completed purchasing requests for supplies, equipment, and other needs. BCC received funding for both faculty and staff positions for 2012-13 and 2013-14.
- By the end of 2012-13, BCC secured a total of 9 administrative positions, an increase from 7 positions previously. The nine positions include president, vice president of instruction, vice president of student services, business manager, 1 dean of student support services, 2 deans of instruction, 1 director of special programs, and 1 director of student activities and campus life. In addition, BCC also received 7 additional faculty and 3 classified positions for 2013-14; recruitment has begun.

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- C.2 Submit the March 15, 2013 ACCJC College Status Reports on Student Learning Outcomes implementation, documenting that BCC has successfully achieved “proficiency” level.

Activities

- Submitted ACCJC College Status Reports on Student Learning Outcomes on March 15, 2013.
- Received Lumina Grant.
- BCC submitted its Annual Assessment Report, 2013 annual Report, and BCC/PCCD follow-up report to AACJC.

Accomplishments

- Received full accreditation from AACJC.

- C.3.1 Position BCC as one of the top STEAM (Science, Technology, Engineering, Applied Arts, and Math) community colleges in California.

Activities

- Leveraged funding for Biotech, MMA, Public Arts, CIS, etc., to ensure resources for instruction and student services, including tutoring and Biotech Lecture Series.
- Developing partnerships to increase STEAM with Cal Performances and Berkeley Symphony.

Accomplishments

- Funded critical student services for Biotech, MMA, Public Arts, CIS, etc., students, including tutoring.
- Hosted and funded STEM events, including STEM Career Day, and Biotech Lecture Series (2013-14).

- C.3.2 Increase BCC’s transfer rate to UC, particularly of under-represented, under-served, and non-traditional populations.

Activities

- Invited a guest speaker from California College of the Arts (CCA) – a former BCC student to give a talk to the BCC community.
- Secured and managed grant funding from federal, state, and local sources to provide basic skill, general education, and CTE supplemental instruction.
- Partnerships with UC Berkeley strengthened including those with Berkeley City College Service Community (BCCSC), Student Achievement Guided by Experience (SAGE) Scholars Program, Stiles Hall and representation at CAL Day.
- BCC Transfer and Career Information Center (TCIC) partners with four-year colleges and universities with an average of 10 colleges or universities come monthly to BCC either to meet individually with students or to work with larger groups through tabling. The TCIC

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also sponsors an annual Transfer Day attended by 50+ campus representatives from California and out-of-state colleges/universities.

- Participated in CAL Day.
- Hosted closing event and reading for the Vona Writing Workshops for Writers of Color.

Accomplishments

- 100 students from diverse backgrounds have been accepted to transfer to UC Berkeley for 2013-14 year.
- Funded basic skills, general education, and CTE supplemental instruction, including math, English, ESL, Spanish Medical Interpreter, etc. tutoring.

- C.3.3 Increase the number of Associate Degrees for Transfer (AA-T and AS-T) per SB 1440, and work to increase student completion of these degrees.

Activities

- Advertised certificates available.
- Brochure developed on BCC's degree transfers.
- Increased number of AA-Ts, AS-Ts.

Accomplishments

- AA-Ts or AS-Ts now exist at BCC in the following areas: Business Administration, English, Mathematics, Psychology, and Sociology. AA-Ts and AS-Ts are currently under development at the College in the following areas: Anthropology, Art History, Studio Arts, Communication, Computer Science, Elementary Teacher Education, History, Philosophy, Political Science, and Spanish.
- Close to 400 students earned degrees and/or certificates from BCC in 2012-13 - doubling the highest number of awards, 201 in 2011-12.

D. CREATE A CULTURE OF INNOVATION AND COLLABORATION

- D.1.1 Expand district-wide coordination and collaboration in all instruction and student services areas to increase efficiency and effectiveness in serving students.

Activities

- Mirrored district-wide shared governance structure and developed college-wide Education Committee, Technology Committee and Facilities Committee that met regularly and shared information with College Roundtable.
- BCC EOPS/CARE conducted a district-wide Student Success meeting to share and identify innovative strategies to improve EOPS/CARE student success.
- Developed joint efforts including First Year Experience, BCCO, Academic Advisement Model, etc.

Accomplishments

- Held Peralta ESL Advisory Council meetings, and Peralta ESL Faculty Retreat.

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- Multimedia Arts worked with departments to create videos to assist students with their success.
- Created forums/opportunities for discussion/input/community building.
- Developed and offered a Bridging the Gap fee-based course.
- Developed a technology budget.
- Faculty and staff facilitated innovative and collaborative initiatives through BCC Teaching and Learning Center (TLC).
- Implemented a new scheduling model to increase students' ability to take a full load.
- Project-based critical thinking class taught by faculty to engage students at a deeper level.
- Developed and offered Massive Open Online Courses (MOOCs), e.g., Contemporary Latin American Literature.
- Participated in the City of Berkeley's Vision 20/20.
- Developed HUSV (Human Services) internships.

D.2.1 Analyze existing technological structures for their effectiveness and update as needed in order to become more effective in the areas of Technology and Communication.

Activities

- Developed a matrix to extract the technology needs for BCC, and created a technology budget.
- Identified and prioritized technology needs based upon program review recommendations and submitted report to PCCD district-wide technology committee for funding.
- Implemented BCC Technology three-year plan. Incorporated BCC's technology needs into program review, and submitted to PCCD Technology Committee.
- Upgraded and updated BCC DSPS hardware and software to expand student access to teaching and learning.

Accomplishments

- Submitted the technology budget to the District Technology Committee to request matching funds for various projects.
- Increased distribution of technology to faculty and staff.

D.2.2 Ensure that student support and course evaluation in online classes are equivalent to those offered in BCC's face-to-face classes.

Activities

- Created a site for e-counseling services for online students.
- Created a robust online help desk for online students and faculty.
- Offered training for faculty on campus and online.
- Promoted Open Educational Resources.
- Created online instructor evaluations.
- Developed college website.

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Accomplishments

- Offered e-Counseling services for distance education and online students who live too far from the campus to conveniently access services. These services are also for students who have a compelling reason for not being able to come in person to see a Berkeley City College counselor.
- Created e-mail services for Financial Aid Services.
- Created Helpdesk for students at online@peralta.edu.
- Created Helpdesk for faculty at support@eberkeley.org.
- Established remote services at BCC for online students by email or phone:
 - Admissions & Records
 - Articulation
 - Bookstore
 - DSPS: Disability Services
 - Transfer & Career Information
- Implemented Tutorials for BCC students using the Peralta District Online Course LMS (Moodle.)
- Implemented Faculty Moodle Tutorials online.
- Offered online office hours through CCC Confer. Prepared to integrate google mail (gmail) to our LMS to virtually authenticate and offer 2.0 interaction (audio, video, google drive) between students and instructors.
- Promoted Open Educational Resources initiative on campus with several instructors exploring ways of opening up educational resources and reducing cost for students in the area of class materials and books.
- Developed instructor evaluations 100% online in Moodle.
- Developed a Moodle, WordPress and Mahara installation / all these installations are open source platforms designed to help educators and departments create their own sites.

E. DEVELOP AND MANAGE RESOURCES TO ADVANCE BCC's MISSION

- E.1.1 Achieve enrollment target of 3,560 resident FTES and productivity target of 17.5 for resident FTES/FTEF.

Activities

- Innovatively increased Spring 2013 course offers to achieve enrollment target through management workshops, when additional funds became available.
- Developed and implemented strategic scheduling and creation of pathways.

Accomplishments

- Met original target for Resident FTES.

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- Met productivity target: both BCC's fall 2012 and spring 2013 productivity numbers of 18.94 and 18.56 exceeded the target of 17.5 and the PCCD average of 18.22 for fall 2012 and 17.02 for spring 2013.

E.2.1 Advance resource parity for BCC, including transfer of funds or faculty and classified staff as a necessary means for fiscal stability.

Activities

- Budget Allocation Model is now transparent and being implemented in phases.

Accomplishments

- Three new classified approved for hire Fall 2013.
- Seven new faculty positions approved through integrated budget planning; four new faculty hired for Fall 2013.
- Hired full-time Special Projects Director, Director of Student Activities and Campus Life, and Dean of Academic Pathways, Workforce Development and Student Success.

E.2.2 Monitor annual program budgets to ensure timely expenditures.

Activities

- Engaged in rigorous examination of current and past spending to ensure compliance with grantors as well as efficient use and braiding of funding.
- Reviewed monthly expense reports (MER's) and pivot table for easy evaluation and analysis of budget.

Accomplishments

- Engaged in detailed review and correction of Special Projects to ensure payment of outstanding expenditures.
- Ensured systematic use of funds to cover cost of critical equipment, supplies, and supplemental instruction, through coordination with VPI and CTE Dean.

E.2.3 Increase BCC's President's Circle to expand community partnerships and funding sources for our students and our programs.

Activities

- Held President's Circle event in December 2012.
- Continued outreach with community partners.
- Increased Vision 20/20 partnership with mayor of Berkeley and Berkeley High School.

Accomplishment

- Received additional donations to assist with program and student support.

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E.3.1 Formulated a process to coordinate and integrate grant projects in order to leverage resources and make significant institutional change. Set up grant budgets to track expenditures more efficiently.

Activities

- Worked with Title III Coordinators as well as Faculty and Classified Leadership, opened the Special Projects funding process to the community to ensure increased transparency and understanding to fuel coordination and integration with BCC institutional goals and mission, specifically student success.
- Prepared budgets to promote understanding of grant resources and efficient use of funds.
- Secured new cost center for grants to ensure increased ability to monitor, approve, and track funding per grantor agreements.
- Hosted Fulbright Orientation Program for three consecutive years, including summer 2012.

Accomplishments

- 2013-14 Perkins application process increased BCC community participation, garnered initiation of innovative new CTE programs as well as new applications of general education subjects to CTE students, and funded a more collaborative approach to supplemental instruction, outreach, and workforce development.
- Created a plan for a school-wide First Year Experience. Piloted a limited model in Fall 2012 and Spring 2013, and will continue experimenting with this in Fall 2013.
- Secured additional net income of \$20,000 for BCC through Fulbright contract in 2012-13.

E.4.1 Ensure that BCC's Response to Recommendation 5 in the March 15, 2013 Follow-Up Report is thorough and effectively addresses the concerns of the Accrediting Commission for Community and Junior Colleges (ACCJC).

Activities

- BCC submitted its Annual Assessment Report, 2013 annual Report, and BCC/PCCD follow-up report to AACJC by 3/15/2013. Response to Recommendation 5 is thorough and effectively addressed AACJC's concerns.

Accomplishments

- Removed from any accreditation warning, and received full accreditation in July 2013.