



BCC Today

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Students and staff collaborate in BCC's Jerry L. Adams Learning Resources Center.

• College planning, goals focus on closing student achievement gap

As Berkeley City College completes its self evaluation and develops a new 10-year Education Master Plan, it is important to note that goals, objectives and evaluation are integrated as part of a continuous improvement cycle. In a recent interview, Tram Vo-Kumamoto, BCC's Vice President of Instruction, explained how processes are linked in the college's planning cycle and how self evaluation and continuous improvement are included in a comprehensive planning process.

• *Explain the importance of setting goals in long-term institutional planning.*

Goals feed planning and planning is part of the college's synergistic structure. Through shared governance and communication, vetting takes place so that the college President can make informed decisions.

• *How is goal-setting linked to BCC's Education Master Plan?*

Setting goals creates a complete cycle in the planning process. For example, an important focus this fall was on setting a college wide goal of eliminating the achievement gap among BCC students who are faced with multiple barriers. These prevent them from completing classes, degrees or transfer programs and they become stuck in a vicious cycle of enrolling in college and not completing programs which can lead to employment or transfer.

• *Why focus on the student achievement gap?*

We started the conversation around that in instruction and as we progressed through discussions in shared governance venues such as Roundtable, Academic and Classified Senates, Curriculum Committee and so forth, we found that the college's Education Master Plan historically had focused on programs and instruction but we hadn't done such a good job with support programs. So we started talking about barriers to student achievement and what students needed to succeed in college.



A BCC planning focus during the next 10 years will be on closing the student achievement gap.

• *What were the results of these discussions?*

Through our work with the college's governance groups, BCC identified four primary areas where students are likely to need help. They are:

- College preparedness;
- Lack of information and connectedness with people or groups that can help them;
- Time management skills; and
- Life circumstances which cause them to drop out of classes and/or college.

These were recurring themes in our discussions. So, as we proceeded with institutional planning, we asked what we could do to improve college readiness among students who were unprepared to attend college or whose life circumstances were likely to delay their college education. This led to college/K-12 collaborations where we were able to do a lot of work with articulation.

(see p. 8, column 2)

Did you know?

Mon., Jan. 19 is Dr. Martin Luther King Jr.'s Birthday Observance and BCC is closed?

The last day for students to add full semester classes is Sun., Feb. 1?

Sun., Feb. 1 also is the last day for students to drop full-term classes without a "W" appearing on their transcript?

Census Day is Mon., Feb. 2 and instructors must verify enrollment in their classes?

Fri., Feb. 6 is the last day for students to choose a P/NP grading option for full-semester classes?

BCC Today

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Dr. Deborah Budd.....President

Berkeley City College is part of the Peralta Community College District which includes College of Alameda, Laney and Merritt colleges.

President's Message

by Dr. Deborah Budd

I want to thank you all for your work on several important planning initiatives that we have undertaken at Berkeley City College. They will help us to define our future and ensure that we continue to fulfill our mission to promote student success, to provide our diverse community with educational opportunities and to transform lives. Our endeavors have created three important foundations for the college's future. They include:



Dr. Deborah Budd

• **Completion of Berkeley City College's Student Equity Plan.** Thank you to Dr. Brenda Johnson, Dean of Student Services and to Dr. Carlos Cortez, Dean of Academic Pathways, Workforce Development, and Student Success, for their leadership and to the faculty, staff and student members of the Student Equity Planning Committee. Dr. Loretta Kane, lead faculty for the college's Elementary Education AA-T Program, served as the plan's editor and did an outstanding job. All participants contributed to this living

document that will help BCC close our student achievement gap. We have already begun to make significant progress. For example, while BCC ranks fourth in the state in the number of African-American students who transfer to UC, there still is room to improve. Transfer rates for our Latino population also are moving upward. The plan will help the college continue to provide academic support and services which ensure that all of our students stay connected, directed, engaged, focused, nurtured and valued as they pursue college degrees, occupational training and transfer opportunities.

• **Completion of Berkeley City College's Accreditation Self Evaluation.** We can be proud of the work accomplished by the college on its accreditation Self Evaluation. A special acknowledgement goes to Dr. May Chen, Vice President of Student Services, and Jenny Lowood, English Department and new Curriculum Committee Chair, for their work over the past 2-1/2 years. They assisted with gathering evidence that demonstrates BCC's institutional effectiveness. I also wish to thank the 80+ faculty, staff, students and administrators who participated on the college's accreditation standard teams. We can look forward to the ACCJC team visit which will take place at BCC from Monday, Mar. 9 through Thursday, Mar. 12.

• **Completion of Berkeley City College's Education Master Plan Update.** There were many college wide meetings this year to assist us with updating BCC's Education Master Plan. Thank you to Tram Vo-Kumamoto, BCC's Vice President of Instruction, for facilitating the conversations which took place with members of our shared governance groups.

Our primary focus for the next 10 years will be to integrate BCC's Student Equity Plan, its Student Success and Support Plan and its Education Master Plan to make sure that our students succeed, from the time they consider, then enter college, through completion of their degree and certificate programs, to their transfer to a university or their entry into an occupational field.

One of the most exciting aspects of BCC's plan integration is that each has the financial support in 2014-15 to accomplish its goals and help us close the achievement gap. Funding includes \$800,000 for BCC's Student Success and Support Plan; \$200,000 for BCC's Student Equity Plan; and \$580,000 from the Peralta Accountability for Student Success (PASS) from a 2012 district parcel tax initiative, to focus on ways to close the student achievement gap.

Whether you are a faculty member, staff member, student or administrator, your involvement, collaboration and commitment make possible BCC's continuing its mission to transform students lives. I wish you and yours a joyous holiday season and look forward to working with you in 2015.

Sincerely,

Dr. Debbie F. Budd, President

BCC Student Equity Plan involves college stakeholders in creating pathways to student success

What is a Student Equity Plan and why is it important for BCC to develop one?

“Developing and implementing a student equity plan ensures access and success for all students,” noted Brenda Johnson, Dean of Student Services and chair of BCC’s Student Equity Planning Committee. “Ultimately, the assistance provided to students through the equity plan will help them to stay in school, and finish classes and degrees.”

Berkeley City College faculty, staff, administrators and students have helped to create and will continue to develop and implement the new Student Equity Plan. It calls for a system and structure which will lead to all levels of the college working in concert to create and strengthen pathways to success for BCC students. The plan links to the college’s master plan and to its 2014-15 goals and objectives.

“All BCC stakeholders need to commit themselves to support all students on campus,” said Dr. Carlos Turner Cortez, Dean of Academic Pathways, Workforce Development and Student Success.

“BCC’s Student Equity Plan and planning meetings provide the college with a venue to examine data on student access, course completion, degree and certificate completion, and transfer rates,” he added. “These gage where gaps in outcomes exist and help BCC to develop goals and activities that address inequity on campus. The plan is not only important for BCC students, but our students, who are central stakeholders in the plan’s development of goals and activities, are important to the plan’s success. It will transform the lives of thousands of people who might not otherwise succeed at BCC.”

Ideally, the plan will support the success of all students and eliminate disadvantages for African Americans, Latinos, students with disabilities, veterans and current or former foster youth, subgroups which face a variety of obstacles which might prevent them from finishing college.

“The BSU has played a critical role in Town Hall meetings and with providing input to improve equity plan drafts,” said Miles Campbell, president of BCC’s Black Student Union. “The equity plan provides the beginnings of a long-term discussion. It will take experience and overcoming roadblocks for students to succeed; they need to be continuously involved in all steps of the planning process.”



Brenda Johnson is BCC's Dean of Student Services and Chair of the college's Student Equity Committee.

Campbell noted that many students feel that college is out of reach and need help when they start. BCC’s Student Equity Plan provides data and benchmarks that allow the college to assess its progress in ensuring success for students who face multiple barriers.

Students who participated on a panel at a November Town Hall meeting revealed that their classmates sought to:

- Develop stronger relationships with faculty;
- Find alternatives to college orientations if they could not attend one;
- Seek help from Student Ambassadors;
- Use mentoring as a way to understand and effectively use BCC’s educational opportunities and resources.

“Organizations and clubs are pivotal to mentoring students,” Campbell observed.



Dr. Carlos Turner Cortez is Dean of Academic Pathways, Workforce Development and Student Success.

“They constantly need people to remind them that they are important and that they can accomplish their goals. All interactions help.”

Dean Johnson encourages all BCC stakeholders to participate on the Student Equity Committee.

“Anyone can start by reviewing the Student Equity Plan,” she said. “It provides an overview of where we are and what we need to do to improve.

“All members of our college community should realize that they do make a difference in students’ lives and that students’ voices are important in determining their future.”

Dean Johnson emphasized that she was strongly committed to ensure student equity and informing others about BCC’s services.



Miles Campbell is president of BCC's Black Student Union.

“We want to make a difference in the lives of our students,” she said. “It is important to them and to us that we genuinely care.”

Get involved. Read about BCC’s Student Equity Initiative and see the college’s 2015 Student Equity Plan at www.berkeleycitycollege.edu/wp/edcomm/student-equity-plan.

Meanwhile, if you have questions about how to participate on the Student Equity Committee and related Town Hall meetings, contact Dean Johnson at bjohnson@peralta.edu.

BCC students awarded fall 2014 Peralta Foundation scholarships

The Peralta Foundation announced its fall 2014 scholarship winners and several Berkeley City College students were selected for awards. They are:

- Erin Cohen—\$250
Henry Fort Memorial Book Scholarship
- Keith Booker—\$500
Ruth Bittman Memorial Scholarship
- Peralta Foundation Scholars—\$1,000
Nirit Bisconer
Sponsored by Gilbane Building Company
Bonnie Cherry
Sponsored by Michael & Margaret Mills
Rudrani Ghosh
Sponsored by WLC Architects, Inc.
Lynda Marin
Sponsored by East West Bank
Maurice Martin
Sponsored by the International Brotherhood of Electrical Workers Local 595
Fernando Navarro
Sponsored by Northern California Carpenters Regional Council
Betty Rohney
Sponsored by Peralta Federation of Teachers (PFT) AFT Local 1603
Mary Wegler
Sponsored by Peralta Federation of Teachers (PFT) AFT Local 1603

Thank you to their sponsors and congratulations to all!

Images by BCC's Diane Rosenblum in New Mexico exhibit

Images by multimedia arts instructor Diane Rosenblum are featured in "Hunting and Gathering," an exhibit at the New Mexico Museum of Art in Santa Fe. Rosenblum teaches advanced digital photography at Berkeley City College.

Next stop: Columbia University for U.S. Marine Corps vet Brendan Gaines

When U.S. Marine Corps veteran and Berkeley City College student Brendan Gaines enters New York's Columbia University in spring 2015, it will be with a long-term goal of a career as an antitrust or intellectual property attorney

Gaines, who is secretary of BCC's Veterans Club and one of the founding members of the college's Veterans Center, is proud of the accomplishment.

"Our Veterans Club members wanted to create a place where they could go to study and support each other," he said. "It is a place for Veterans, created by Veterans where they can go and study, talk to each other and not be distracted."

Gaines explained that depending on their service, Veterans transitioning back into civilian life can be overwhelmed at times, especially since expectations are different in the civilian world. Generally, however, they tend to be resourceful and self-reliant.

"I didn't go to college right out of high school," he said. "I played a lot of sports and at the time didn't value education very much. I was ready to get out and do my own thing." While Gaines applied to college, the closer he came to high school graduation, the more he thought about another direction.

"I saw the Marine Corps as an opportunity to see a lot of places and have different experiences, so I joined and stayed five years" he recalled. "What I really learned was what you think your limit is, actually isn't your limit; there is something beyond that can be tapped into."

After boot camp, Gaines was deployed to Cuba, then to Spain, then was part of a Fleet Antiterrorism Security Team which was stationed in Spain and deployed throughout the region. It was after his second deployment that Gaines began to seriously consider college.

"Deployments take mental and physical tolls on you and I wanted to develop skills that didn't involve carrying things around," he said.



Brendan Gaines is secretary of BCC's Veterans Club.

Gaines and his wife, Corinne, who is in the U.S. Coast Guard, were living in Richmond's Marina Bay community in spring 2013 when he enrolled at Berkeley City College. Jennifer Lenahan, BCC Veterans coordinator and Counselor Amy Herrera helped him to enroll.

"I'd say Berkeley City College is pretty awesome," he observed. "Instructors are dedicated to what is going on with students. They are very accessible relative to those in other schools."

"Making Music Socially" 7 p.m., Wed., Feb. 11 at BCC

Madeline Huberth and Dr. Ge Wang will present, "Making Music Socially: A story of People and Technology in the 21st Century," 7 p.m., Wed., Feb. 11, at Berkeley City College's Auditorium, 2050 Center St.

The free and open to the public presentation is part of the "Not on the Test: The Pleasures and Uses of Mathematics" series of six public lectures in 2014-15, which are jointly presented by the Mathematical Sciences Research Institute (MSRI) and Berkeley City College (BCC). They are made possible with funding from the Simons Foundation.

Mark your calendars and watch for event details in the January 2015 issue of BCC's *Messenger*.

2009-14 grants bring needed funds to Berkeley City College

From 2009 to 2014, federal, state, and local grants totalling nearly \$6.4 million have made it possible for Berkeley City College to fund a variety special projects, classes and services for everything from student internships and academic skills development to professional education for faculty and staff. Federal grants include:

- **A \$1.6 million U.S. Department of Education Title III Strengthening Institutions Grant (2009-13)**

This grant is designed to serve underrepresented students and educate faculty and staff about students' needs. The grant has helped to develop an institutional culture of evidence and assessment; has allowed BCC to develop a holistic curriculum and has provided professional development support for faculty and staff. It also has supported basic skills development and student success projects, and has provided resources for community-based college and career success.

- **Carl D. Perkins Career and Technical Education (CTE) Improvement Grant**

CTE grants provide BCC with funding to support career and technical education for students who are economically disadvantaged, of limited English proficiency, who have disabilities or those who are single parents and displaced homemakers, and are of a gender not traditionally represented in the discipline.

- **CTE Transitions Grant (formerly Tech Prep) Funded through the Carl D. Perkins Career and Technical Education Improvement Act of 2006**

This grant allows BCC to focus on and develop outreach/career exploration, articulation, concurrent enrollment, credit by exam, and work-based learning. The grant helps CTE students to transition from secondary to postsecondary education and into the world of work. These funds have made possible expansion of career technical education pathways between BCC and local K-12 school districts.

BCC Restricted Budget: Sample Federal, State, County, and Local Grants and Special Allocations (2009-10 to 2014-15)

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Federal						
TRIO		\$220,000	\$213,180	\$213,180	\$202,031	\$213,180
Title III	\$189,605	\$487,086	\$423,309	\$400,000	\$451,930	\$246,181
Perkins	\$137,534	\$135,985	\$133,980	\$133,978	\$112,073	\$112,755
Trade Adjustment Assistance Community College Training (TAACCT)				\$11,158.00	\$57,116.00	\$531,726.00
CTE Transitions (Formerly Tech Prep)		\$4,484.00	\$11,660.00	\$16,000.00	\$25,450.00	\$11,023.00
State						
Northern Alameda County Regional Consortium for Adult Education (NACRCAE)					\$0 (Planning Year)	\$0 (Planning Year)
SB 1070 Career Technical Education Pathways Program Grant					\$0 (Planning Year)	\$6,000
Basic Skills	\$90,000	\$90,000	\$90,000	\$90,000	\$90,000	\$90,000
Matriculation/SSSP	\$167,542	\$153,632	\$185,904	\$181,212	\$354,563	\$858,476
CTE Community Collaborative	\$59,057	\$60,347	\$136,994	\$181,745	\$197,502	\$77,288
East Bay Career Advancement Academy (EBCAA)			\$140,000	\$70,000	\$75,000	\$75,000
Local						
Alameda County Mental Health				\$62,425	\$50,693	
Californian Community Linked Learning Initiative (Irvine Foundation)						\$75,000
Other						
Parcel Tax -PASS				\$1,911,755	\$1,607,872	\$2,051,456
Totals	\$643,738	\$1,151,534	\$1,335,027	\$3,209,028	\$3,173,537	\$4,348,085

Data Source: BCC Working Budget Files

- **Trade Adjustment Assistance Community College Training Grant (TAACCT)**

The TAACCT grant is a regional engineering, manufacturing and logistics economic and workforce initiative to preserve and expand the East Bay region's manufacturing and logistics economies. Funded by the U.S. Department of Labor, this career and technical education grant helps to create and sustain new short and medium term training which leads to employment in the biotechnology industry for TAA- certified and dislocated workers, and other unemployed adults.

- **U.S. Department of Education TRiO Grant**

TRiO provides funding for support services to low-income BCC students who are the first in their families to attend college and for students with disabilities. The grant helps them to complete an associate degree or certificate, then transfer to a four-year institution. TRiO services include counseling/ case management, priority registration, skills development, tutoring, transfer and career planning, training in financial literacy, college and university tours, and workshops.

State funded grants include:

- **AB 86, Northern Alameda County Regional Consortium for Adult Education (NACRCAE)**

California Assembly Bill 86 (AB 86) has allocated funding for two-year planning and implementation grants to regional consortia comprised of community college districts and their K-12 counterparts. BCC has joined with six local adult schools and its Peralta sister colleges in a Northern Alameda County Regional Consortium for Adult Education (NACRCAE) to develop adult education pathways.

- **The Career Pathways Trust**

California Assembly Bill 86 (AB 86) allocates funding implementation grants to regional consortia which include community college districts and their K-12 counterparts. Together, they develop career and college pathways with transitional services, industry support, university-aligned career and college education, and work-based learning experience. Berkeley City College was funded for counseling and instructional faculty, including those who teach in the Health and Biosciences, Information and Communications Technology/Digital Media, Public Service and Law.

(see p. 7, column 1)

BCC Self Evaluation ready for ACCJC review

After more than 2-1/2 years of self evaluation activities and six years of planning to prepare for BCC's six-year team visit by the Association for Community and Junior Colleges of the Western Association of Schools and Colleges (ACCJC/WASC), the college submitted its report in December 2014. ACCJC accreditation teams will visit Berkeley City College, College of Alameda, Laney College and Merritt College in March 2015.

More than 80 BCC faculty, staff members, administrators and students worked for over 1-1/2 years on the four accreditation standards which resulted in a comprehensive self evaluation. They conducted interviews and surveys, gathered data, met with students, faculty and staff, and researched and organized data to prepare for an ACCJC accreditation team visit set for Mon., Mar. 9 through Thur., Mar. 12.

Standard I: Institutional Mission and Effectiveness

Co-Chairs: Dr. May Chen and Jenny Lowood
Principal Writer: Jenny Lowood

• Standard IA: Mission

Co-Chairs: Windy Franklin and Gail Pendleton
Principal Writer: Shirley Fogarino

• Standard IB: Institutional Effectiveness

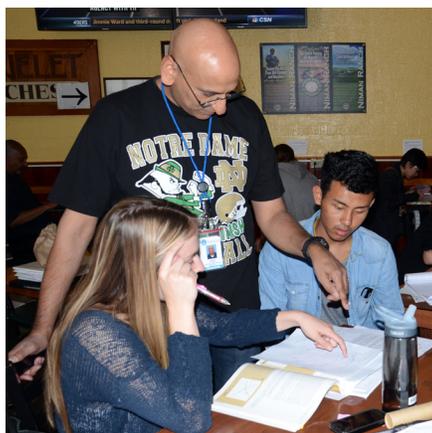
Co-Chairs: Dr. May Chen and Jenny Lowood
Principal Writer: Jenny Lowood

Standard II: Learning Programs & Services Instructional Programs, Student Support Services, Library & Learning Support Services

Co-Chairs: Brenda Johnson
Principal Writer: Jenny Lowood

• Standard IIA: Instructional Programs

Co-Chairs: Dr. Dylan Eret and Jenny Lowood
Principal Writer: Katie Koelle



BCC's self evaluation helped the college to measure institutional effectiveness.

• Standard IIB: Student Support Services

Co-Chairs: Allene Hamilton-Hegler and Brenda Johnson

Principal Writer: Hermia Yam

• Standard IIC: Library Learning & Support Services

Co-Chairs: Dr. Carlos Cortez, Joshua Boatright and Heather Dodge

Principal Writer: Tom Moniz

Standard III: Resources—Human, Physical, Technology and Financial Resources

Co-Chairs: Shirley Slaughter and Dr. Carlos Cortez

Principal Writers: Dr. Tim Rose, Laurie Brion, Gabe Winer and Adan Olmedo

• Standard IIIA: Human Resources

Co-Chairs: Antonio Barreiro and Nancy Cayton
Principal Writer: Laurie Brion

• Standard IIIB: Physical Resources

Co-Chairs: Mostafa Ghous and John Pang
Principal Writer: Dr. Tim Rose

• Standard IIIC: Technology Resources

Co-Chairs: Dr. Fabian Banga and Lee Marrs
Principal Writer: Gabe Winer

• Standard IIID: Financial Resources

Co-Chairs: Shirley Slaughter and Jennifer Lenahan
Principal Writer: Adan Olmedo

Standard IV: Decision Making Roles & Processes

Co-Chairs: Paula Coil, Ramona Butler and Cleavon Smith

Principal Writer: Dr. Joseph Bielanski

• Standard IVA: Decision-Making Roles & Processes

Co-Chairs: Paula Coil, Ramona Butler and Cleavon Smith

• Standard IVB: Board & Administrative Organization

Chair: Dr. Joseph Bielanski

Principal Writer: Dr. Joseph Bielanski

"We can all be proud of this accomplishment," said Jenny Lowood, English Department chair and principal author and editor of the report. "Many people spent many hours using and developing tools to evaluate our strengths and weaknesses; our self evaluation shows that BCC has made tremendous progress."

View BCC's self evaluation and related accreditation materials online at: www.berkeleycitycollege.edu/wp/accreditation

BCC alum and Rhodes Scholar Tenzin Seldon off to work at U.N.



Tenzin Seldon is a BCC alumna and Rhodes Scholar

Tenzin Seldon, Rhodes Scholar and Berkeley City College alumna graduated summa cum laude from in 2009. While at BCC, she served as an Associated Students of Berkeley City College (ASBCC) senator, was student ambassador and served in several leadership posts. In 2012, Seldon graduated Phi Beta Kappa with high honors from Stanford's Department of Comparative Studies with a focus in education and global justice. In 2014, as a Rhodes scholar at England's Oxford University, she earned a master's degree in Comparative Social Policy. Her dissertation focused on poverty, family and welfare policy.

At Stanford, she served as president of Project Compassion and as Executive Cabinet Diversity Chair for the university's student government. She also was with the Freeman Spogli Institute's Program for Human Rights where she worked to raise awareness about global human trafficking. Seldon was the first Tibetan to be awarded Stanford's Truman Scholarship.

Later, Seldon coordinated President Barack Obama's Interfaith Challenge where she fostered and emphasized interfaith understanding among her peers. She also was a fellow at the Center for Compassion and Altruism, Research and Education (CCARE), funded and supported by His Holiness the Dalai Lama, to promote the pedagogy and scientific study of compassion.

Seldon is an executive and co-founder of Climate Justice League. She also is part of the Clinton Global Initiative.

BCC's community always welcomes the dynamic young leader, who often returns to share her wisdom, insight and passion for education.

Grant funding allows BCC to create new programs, partnerships

(from p. 5, column 3)

- **SB 1070 Career Technical Education (CTE) Pathways Program Grant**

California Senate Bill 1070 (SB 1070) created the Career Technical Education Pathways Program. The grant funds regional consortia to develop and implement sustainable policies and infrastructure to help CTE students transition from high school to postsecondary education and careers. Consortia members identify and leverage regional resources, leadership, and investments to attain their goals.

- **The Basic Skills Initiative Grant (BSI)**

BCC has used Basic Skills Initiative funding to develop, expand, and employ effective classroom practices in English, ESL, and statistics, innovative multiple measures assessment for ESL and English students, and for one-stop counseling services at BCC assessment and orientation. This grant is funded by the State Chancellor's Office of the California Community Colleges.

- **The CTE Community Collaborative Grant**

The CTE Community Collaborative introduces middle and high school students in Berkeley City College's service area to a broad spectrum of career choices. It also provides hands-on activities and training in several industry sectors listed as strategic priorities by the California Community Colleges Employment and Workforce Development Program, including multimedia arts and entertainment. Activities include curriculum development and articulation, the creation of stackable certificates, internship opportunities for students, and professional development for faculty. This grant is funded by the State Chancellor's Office of the California Community Colleges.

- **East Bay Career Advancement Academy (EBCAA) Grant**

EBCAA is a central component of BCC's efforts to bring low income residents into career path employment and access careers in growing regional industries and occupations. EBCAA combines basic skills with technical training and expanded support systems to increase graduation, ongoing enrollment, and employment among students who need help to access and succeed in higher education. EBCAA funds Public and Human Services and PERSIST, two of BCC's Learning Communities. It is sponsored by the California Community Colleges Economic and Workforce Development Division.



BCC grants fund projects that lead to student success.

Other grants include:

- **California Community College Linked Learning Initiative (CCLLI) Grant**

CCLLI brings together Linked Learning high schools, community colleges, business leaders and four year colleges and universities to create pathways for high school students to transition to community college. They enable students to earn certificates, degrees or credentials that are valued by employers and demonstrate career readiness or sufficient preparation to succeed at a four year college or university. At BCC, CCLLI has linked the multimedia arts department with the computer technology academy at Oakland's Skyline High School. There, BCC helps to update articulation agreements, provides transitional services, holds joint industry advisory boards, and sponsors an event which engages high school and community college students in class and theater to explore careers in multimedia arts.

- **Alameda County Mental Health Grant**

Mental health plays a vital role in college student retention and success. To address this issue, the Peralta Community District applied for and received a mental health grant from Alameda County Behavioral Health Care Services (ACBHC). The purpose of this grant is to develop a lasting peer education and support infrastructure on campus; raise awareness of mental health issues among students, faculty and staff; and improve the campus capacity to respond to student mental health needs, to boost student retention and success. The grant has allowed BCC to hire a Peer Support Specialist and to train four student peer advisors based upon a nationally recognized peer counseling model called Wellness Recovery Action Plan (WRAP).

- **Accrediting Commission for Community and Junior Colleges (ACCJC) Lumina Grant**

In January 2013, BCC was one of 15 community colleges accepted for inclusion in ACCJC's 30-month Degree Qualifications Project (DQP), funded by a Lumina Foundation Grant. Within the framework of the grant, BCC's project focuses on program assessment in its general and PACE Pathways Liberal Arts and Social and Behavioral Science degrees to align program outcomes to the DQP; develops a coherent pathway through the degrees (including general education courses), focusing on learning outcomes achievement; and identifies assessment activities that can be embedded into multiple courses across programs to accommodate student choice. This project provides BCC with training, support, and opportunities for collaboration to complete important program design and assessment, particularly for AA-T and AS-T degrees, and for other degrees in the liberal arts and social sciences. Only colleges at proficiency level in assessment were accepted to participate in this grant program. While participation in this project does not directly provide additional funding to the college, it does provide support for work that strengthens institutional effectiveness.

Grants help to integrate pre-transfer, foundation skills development

M. Katherine Bergman, BCC's director of special projects, writes and manages the college's grants initiatives. A particularly exciting project centers around the use of Basic Skills Initiative (BSI) and state Student Success and Support Program (SSSP) funds to integrate and develop Pre-Transfer Foundation Skills Completion classes and services based on data in the college's Student Equity Plan (SEP).

"The Student Success Act which incorporates Matriculation, sets aside resources and provides intervention for students who face multiple barriers to completing college," Bergman said. "By working with faculty, staff and students, and using their input and experience, the college is taking a cutting-edge approach which will help students who may have multiple barriers that prevent them from finishing college or completing classes, degrees and pathways to careers and four-year colleges."

BCC Calendar

December 2014

- **Wed., Dec. 24–Thur., Jan. 1**
Spring Break

January 2015

- **Tue., Jan. 6—**
2-3:30 p.m., Student Services Council, Rm. 451A
Last Day to Pay Fees; Students will be Dropped if They Do Not Pay Their Fees
- **Thur., Jan. 8—**
3-4:30 p.m., Classified Senate, TLC, Rm. 341
- **Wed., Jan. 14 thru Fri., Jan. 16—**
Staff Development Days
- **Mon., Jan. 19—**
Holiday—Dr. Martin Luther King Jr.'s Birthday Observance
- **Tue., Jan. 20—**
Spring 2015 Semester Begins
2-3:30 p.m., Student Services Council, Rm. 451A
- **Thur., Jan. 22—**
3-4:30 p.m., Classified Senate, TLC, Rm. 341
- **Fri., Jan. 23—**
1:30-3:30 p.m., Department Chairs, TLC, Rm. 341
- **Sat., Jan. 24—**
Saturday Classes Begin
- **Thur., Jan. 29—**
10 a.m.-Noon Curriculum Tech Review, TLC, Rm. 341
12:15-1:30 p.m., Education Committee, TLC, Rm. 341
- **Sun., Feb. 1—**
Last Day to Add Full Term or Drop Full Term Classes without a "W"
Last Day to Drop Full-Term Classes and Receive a Refund

BCC student exhibit in Jerry Adams Gallery

Work by Berkeley City College student artists are on exhibit in BCC's Fall 2014 Student Show in the college's Jerry Adams Gallery, 1st Floor, at Berkeley City College, 2050 Center St. The exhibit is on display from Sat., Nov. 15 through Wed., Jan. 23. Gallery hours are Mon.-Fri., 9 a.m. to 6 p.m. Featured artists include Irene Bocato, Monique Boyd, Nicholas, Chen, Tom Fosse, Koine Freeman, Zohra Kalinkowitz, Bee Marrone, Gerardo Mendez Christine Pillazo, Pearl Jones Tranter and Carole Witten.

BCC focus: Eliminate student achievement gap

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It also lead to development of three important plans which are focused on closing the achievement gap: BCC's Student Equity Plan, its Student Success and Support Plan and its Education Master Plan.

- **Resources are necessary to support the college's new focus on closing the achievement gap. How will the college fund this new initiative?**

We're looking at grants such as those that fund the Basic Skills Initiative, Carl Perkins CTE grants and other pockets of funding. We'll test ways of using existing resources and then focus on where we should go to apply for more grant funding. For example, in developing curriculum for transitional English courses, we can use grant funding for new classes and if they are successful, we can go back to existing resources and convert classes to the new curriculum. Assessment of new English classes shows that they have been tremendously successful with students who may have difficulty with writing. The new classes have allowed the students to make great progress. We're now developing other classes which will help students succeed in their math classes.

- **Does this mean changing and strengthening curricular areas where students would best benefit?**

Yes. It means organizational and structural change but within the parameters of a shared governance process and being creative about how to use current college resources.

Such a change also involves retraining faculty and staff. There always is a professional development level to initiatives like this.

When we do this type of work, we take the risk of engaging in change to fulfill our mission of transforming students' lives, and then succeed at it. This type of progress allows our goal setting and planning to come full circle.

- **How do these efforts integrate with accreditation and institutional self evaluation?**

Accreditation is about asking us to reflect on our own practices. Are we accomplishing what we want to achieve? Planning is the beginning of our work and accreditation and self evaluation helps us to evaluate whether we are getting there. Thus each informs the other and helps us to measure our progress and whether the college is moving in the direction that we want.

- **Then one of BCC's primary focuses in the next year will be on closing the student achievement gap?**

Yes. If we focus on college preparedness and are concerned about our students and their ability to succeed, we can commit to focusing on this issue.

As a community, BCC is great at using good data to come to conclusions and make improvements. We still need to expand upon where we will focus to close the achievement gap. The Student Equity Plan, Student Success and Support Plan and the Education Master Plan are three starting points.

- **How can college stakeholders be more involved?**

Our shared governance committee meetings are open to all of our college community, including students. Outside of these meetings, they are encouraged to read the plans and view the data analysis which will show why BCC is focusing on this.

The important thing is the big picture and finding ways to think about planning and to communicate with all college stakeholders at different levels. Work at the committee level looks different and must always be communicated in context of the big picture and what we hope to do to make our students successful in college.

At the next level of work, we're asking how we can connect more with faculty and staff; identify who we need to have in the conversation; and how we can best deliver our message.

- **So BCC's focus as part of its Education Master Plan during the next 10 years also will be on eliminating the student achievement gap?**

Remember that our mission, vision and values drive the college. We seem to have one big problem—the student achievement gap—which if we can solve it, will empower our students to transform their lives.

- **Where can people find information about the college's Education Master Plan, Student Equity Report and the Student Success and Support Plan?**

Anyone can find that information, as well as meeting minutes, at these web sites:

- **Education Master Plan**
www.berkeleycitycollege.edu/wp/prm/master-plans
- **Student Equity Plan**
www.berkeleycitycollege.edu/wp/edcomm/student-equity-plan
- **Student Success and Support Plan**
www.berkeleycitycollege.edu/wp/prm/master-plans