Dear Berkeley Community,

Just as a year moves through different seasons, a college moves through cycles of planning and implementation in the quest for improvements. As we approach the three year mark of our strategic plan, we find ourselves primarily in an implementation mode. At the strategic planning meeting on May 2, 2012, we identified goal areas still requiring careful planning but also discussed the many new programs we have implemented that are now resulting in significant improvements. We also discussed assessments – how we will know when we have substantially achieved our current strategic goals.

It has been especially gratifying to note improvements in student retention seen in the Fall to Spring data. A number of projects – all motivated by work on the strategic plan – are now coming to fruition and we are seeing higher student retention as a result. We must now sustain those new programs and continue to serve students well across all functional areas if we hope to see the improvements persist.

Interestingly, with two years of implementation left in the current plan, it is nearly time to begin a new planning cycle for the 2015-2020 strategic plan. Fall 2012 will see the formation of a preliminary planning team with wider circles of associates engaged throughout the process. Just as our current plan engaged associates across the entire College, so too will the creation of the new plan. This newsletter features progress reports in a number of areas critical to the success of the College. I hope you enjoy learning about the changes and improvements we are making. Every associate has a role in our success and I thank you all for the many ways in which you make Berkeley College a great place for our students to learn.

Dario A. Cortes, PhD
President
Latest Retention Improvements Attributed to Strategic Initiatives

Several years of making plans, conducting pilots, and implementing new programs led by Dr. Glen Zeitzer, Provost; Dr. Don Kieffer, Dean, School of Liberal Arts; Dr. Judith Kornberg, Dean, School of Professional Studies; Dr. John Rapanos, Dean, School of Business; and Gerald Iacullo, Senior Director, Academic Support Center; now appear to be leading to improvements in retention for students across the College. Specific retention-related efforts, all motivated by strategic goals, are:

- Learning Communities Program
- A revised Jump Start Program (Jump Start is the College’s voluntary program in which students can complete developmental study prior to matriculation.)
- The Honors Program
- Process improvements based upon recommendations from the Enrollment Management and Online Retention Task Forces

Retention data related to these new efforts include the following:

- A 6.5 percentage point higher retention rate from Fall 2011 to Winter 2012 for students participating in Learning Communities than for comparable non-Learning Communities students.
- Eighty-six percent of Summer 2011 Jump Start students enrolled for the Fall quarter (132 out of 154). Of those enrolled students, 99 percent were retained in the Winter quarter (131 out of 132)!
- From the first group of thirty-nine students that began the Honors program in Winter 2011, all but one has maintained enrollment or graduated from the College.
- Fall 2011 Online campus new students had 10.2 percent higher retention into Spring 2012 as compared to Fall 2010 to Spring 2011 retention.

Across the entire College, the Fall to Spring retention rate for all new students jumped 5.7 percent with NYC – our largest location – increasing by 6 percent. These data for new students are especially important since the College typically experiences the greatest loss of students during their first year at Berkeley.

The Spring quarter saw the addition of the new Bridge Program to our portfolio of retention strategies. The Bridge Program helps students with low scores on standardized admissions exams qualify for admission by completing pre-college study in math and related academic skills. Data on retention for these students will be available in the quarters after they have completed the program and matriculated at the College.

From both research and experience, we know that a multi-faceted approach to retention is needed. There are many factors that contribute to students deciding to withdraw – some of which we are now addressing with targeted programs. With programs that range from assisting students who arrive underprepared to challenging students who achieve at especially high levels, we have begun to unravel the complexities of student persistence.

Dr. Jennifer Iacino, Online Dean for SDCL, presents a sash to honor student Cherri Long at the Berkeley College Honors Induction held on March 14, 2012 at The Venetian in Garfield, NJ.
Online Learning Presidential Forum Highlights Potential for Campus Growth and Service to Students

Online has grown significantly over the years, becoming the College’s second largest population of students (after NYC) in Fall 2011. The pattern of growth over the last four years is impressive:

<table>
<thead>
<tr>
<th>YEAR</th>
<th>ONLINE FULL TIME EQUIVALENT ENROLLMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2008</td>
<td>579</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>705</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>839</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>926</td>
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</tbody>
</table>

Systemwide nearly a third (2,519) of Berkeley College students are enrolled in an online course.

Online study is an important course-taking option for all students. During the Online Learning Presidential Forum in February, Berkeley associates learned about current trends and practices in online learning. They were also reminded that onsite students might accommodate the combined demands of college and busy lives by opting to enroll in online classes from time to time.

Forum participants discussed a variety of issues related to online study in a plenary and series of breakout sessions and made recommendations for further development. Online associates, led by Campus Operating Officer Sharon Goldstein, immediately began more detailed planning and implementation of the recommendations. Examples of the progress already made include:

- Improved communication of the outstanding academic and professional accomplishments of Berkeley’s Online Faculty
- A collaboration with Clifton High School to offer online courses to their students
- Expanded social media outreach to promote online students’ awareness of and participation in online clubs and services
- Including an online representative in the admissions team at onsite open houses
- Improved online admissions presentations

Quality online study is now embraced by students, colleges, and employers alike. As students consider their choices for how to take courses, Berkeley’s options for enrolling onsite, online, or both will foster increased access and success.
Berkeley Responds to Department of Education Rules

From 2010-2012, the U.S. Department of Education (DOE) promulgated hundreds of pages of new financial aid regulations that (1) modified program eligibility, administrative procedures, oversight, disclosure, reporting requirements; (2) imposed new limitations on incentive compensation for associates involved with admission, advisement, financial aid and certain other core functions; (3) revised rules against misrepresentation to apply stricter interpretations and stronger penalties; and (4) introduced new ways to measure loan defaults, placement rates and the relationship between student loans and subsequent career income.

Berkeley’s Program Integrity Action Plan, led by William A. Brandt, Vice President, Chief Compliance Officer; Beth Coyle, Senior Vice President, Administration; Rachel Adler Jaffee, Senior Director, Compliance; Diane Recinos, Senior Vice President, Enrollment Management; and Howard Leslie, Vice President, Financial Aid; in March, 2011, established 10 committees to review and modify existing policies, processes and disclosures to comply with the new requirements. As a result, the College modified its processes for measuring academic progress, verifying FAFSA information, enrolling online students and authenticating high school credentials; revised communications to students concerning financial aid; and posted a standard disclosure template for each program of study, reflecting costs, median loan debt, graduation rates and other key metrics. Berkeley also has revised its Catalog and a number of individual policies; established content review processes for marketing materials, web site changes and other public communications; posted a comprehensive Pledge of Public Accountability to make important information more easily accessible to prospective students; modified its compensation practices; and adopted a new Code of Conduct for Financial Aid Professionals. In addition, our Chairman and our President convened a gathering of leaders representing regionally accredited proprietary institutions of higher education throughout the United States and Puerto Rico that resulted in The Accord, a reaffirmation of the institutions’ commitment to transparency, accountability, ethical practices and student success.

In the coming weeks, the DOE is scheduled to give us its preliminary report of our “gainful employment” status, based upon the data we have provided. This year’s report will be advisory in nature. Results will continue to be measured for each program year, and institutions that repeatedly fail to meet prescribed thresholds concerning loan repayment, as well as debt to income ratios, will risk losing Title IV eligibility beginning in 2015. Those institutions failing all metrics will face additional and severe disclosure requirements starting next year. Any program that fails all metrics 3 out of 4 years will lose Title IV eligibility.

In addition, it is anticipated that the DOE will soon implement a standard methodology for institutions to follow in calculating placement rates for their graduates. Current regulations only require institutions to report whatever placement rates they are required to calculate by their accreditation bodies or state regulators, or which they voluntarily calculate, and to describe any relevant methodologies or periods needed to understand those rates.

Last year, the Office of Institutional Compliance introduced a page on the Berkeley College website intended to make key policies, disclosures and other compliance information available to Berkeley staff, faculty, students and other interested parties. One of its features is the Compliance Calendar. This Calendar records and displays critical legal and regulatory deadlines throughout the year; issues reminders to associates responsible for meeting those deadlines; keeps management informed of compliance activity; and provides a repository for key compliance documentation.
TUITION/FINANCIAL AID

New Tuition and Institutional Aid Benefits Announced

The College is always concerned about the cost of attendance and how costs affect a student’s ability to complete a degree program. That concern recently resulted in a new Tuition Freeze Program, led by Diane Recinos, Senior Vice President, Enrollment Management and her team, that will allow more students to benefit from the program. Under the previous policy, students in the program were required to maintain continuous full-time enrollment with no more than one quarter off. Effective July 2012, Institutional Aid will now be offered to part-time students taking between four and eleven credits, and who have a 2.5 or higher GPA, or are exempt from all developmental course work. In 2010-2011, the College provided over 37 million dollars of institutional aid to students.

ADVISEMENT

Advisement Department’s Renewal Plan Moves Ahead

Historically, the Advisement Department has functioned as a registrar’s office at each location. The Academic Advisement Department, led by Kristin Rowe, Assistant Provost, is now creating new ways to serve students by focusing on three areas: 1) shifting to a teaching and learning model, 2) improving access to students and 3) building Advisement Department compliance.

Creating a teaching and learning environment for our students begins through “cohort assignments.” Each advisor will become an expert and student advocate in one or more specific areas such as majors (e.g., Marketing or Fashion) or particular sub-groups of students (such as Veterans, Honors, or transfer students). Advisement will work closely with Career Services, Faculty, and Admissions for an even more comprehensive approach. Writing formal learning outcomes for students’ engagement with advisors will help the department track their success and use data for improvement. Clear goals will also help shape strategies to ensure that students receive and retain information critical to their success at Berkeley and beyond.

Improving access for students depends upon having technology that is user friendly and that allows students to maintain and track their academic and personal records. Basic improvements in the self-service registration portal and the degree progress report will give students accurate information to support decision making.

Department compliance is critical to effective functioning and seamless service delivery to students. Advisement is now completing a work flow analysis both within advising and across other departments, automating processes to improve accuracy and speed, and centralizing key programs for student success (e.g., Satisfactory Academic Progress and Census Reporting) in order to provide clear accountability and improve overall program management.

Once the planning is done and changes have been implemented, all students will benefit from a more efficient and student focused advisement experience.
ALUMNI

Alumni of the Year Awards

During the 2012 Berkeley College Commencement the Alumni Relations Department, led by Laura Jewell, Assistant Vice President, Institutional Advancement, honored two distinguished alumni who have used their Berkeley education to become leaders in their careers and their communities.

From New York we honored Cecilia Garcia, class of 1985. Cecilia graduated from Berkeley with an A.A.S. Professional Secretarial degree. She currently holds the title of Vice President, Investment Management Division at Goldman Sachs. Ms. Garcia is a mentor to other young women in her industry and was the Berkeley College alumni representative at the “Women’s Leadership: Reflections, Insight, and Wisdom” forum held in March.

From New Jersey we honored Etta Rudolf Denk, class of 1983. Etta received her Executive Secretarial Diploma from Berkeley and went on to receive her B.A. in Urban Studies from Rutgers University. Ms. Denk is currently the Senior Vice President - NJ Market Manager at Bank of America. She is a resident of Maplewood, New Jersey and is active in numerous organizations including The Council of New Jersey Grantmakers, the Center for Non-Profit Corporations, the Housing & Community Development Network of New Jersey, the Bergen County Workforce Investment Board, and Paterson Restoration Corporation. In 2004, she was appointed by former Governor Jim McGreevey to the Faith Based Advisory Commission.

WOODLAND PARK

The Renaissance Continues

The heavy equipment is gone now, but left in its wake at the Woodland Park location is a stunning new entrance featuring a beautiful stone wall with classic brass lettering and electronic signage. The driveway is paved, striping and crosswalks have been completed, and campus shuttles meet students in the new bus loop. Shuttle signs and benches make for an inviting waiting area. Phase one of the Woodland Park Renaissance, led by Tom Alessandrello, Vice President, Operations (BES); Beth Coyle, Senior Vice President, Administration; and Mark Wagener, Vice President, Operations (Berkeley College); has been completed.

Speizel Architects have now been commissioned to begin a second design phase of the Renaissance project. In preparation for the eventual merging of different student services spaces into a “one stop shop,” Alumni Relations is now sharing space with Career Services. This move will benefit current students who visit Career Services and simultaneously mix with Alumni Relations staff who can alert students to the range of alumni benefits – especially those that are career-related.

An additional benefit of the move will be for prospective students on tours as they are introduced to how the services of both departments will span their academic careers and continue through graduation and beyond.

LOOKING FORWARD TO 2015-2020

While exciting work continues in all areas of the current strategic plan, preliminary discussions have already begun on the process for creating the next strategic plan for 2015-2020! In order to prepare the new plan in time for Board of Trustees approval in January 2014 (for the July 1 fiscal year start of the new plan), a new strategic planning committee will be charged and begin its work in Fall 2012.

The strategic planning process is an opportunity for broad involvement of associates across the College to collaborate in building a forward looking vision, taking into consideration a broad array of challenges and opportunities projected over the next 5 – 10 years. With the pace of change in higher education ever increasing, the need for a visionary strategic plan has never been greater. No one can yet predict what Berkeley College will look like in the year 2020, but broad engagement by Berkeley associates in the upcoming strategic planning process will be needed to create a compelling vision and plan leading to success for our students and our College.