

Peralta Community College District

STUDENT SERVICES ANNUAL PROGRAM UPDATE

TRANSFER & CAREER INFORMATION CENTER

Academic Year 2014-2015

This presents the common elements to be addressed by each student services unit/area in its annual program update. Depending on College preferences, elements may be formatted or addressed slightly differently.

Executive Summary:

The Transfer & Career Information Center is a hub of student services activity. Berkeley City College's identity as a transfer institution is strong, and the focus on supporting students to successfully transfer to four year institutions is promoted throughout the campus from foundational through transfer level classes (which comprise the majority of our class offerings). An active transfer center is vital to reach as many students as possible, and the Transfer & Career Information Center has a solid presence on campus. The coordinator works in partnership with academic counselors who all provide transfer and career counseling to students. The coordinator introduces students to the resources, gives general information for both transfer and career preparation, teaches students to de-code these processes, and offers short trainings for students to effectively use on-line tools for their research and exploration, e.g., assist.org, EUREKA, California Career Café.

Success Stories:

- The Center frequently offers transfer and career events, for example in 2013-14: Transfer Day in the fall semester; on average 10 campus visits per month by four year representatives; monthly workshops.
- Center website resources expanded, including close-captioned, 30-minute video of Transfer Basics workshop developed and offered by the coordinator.

Strategic Actions:

- Advance Student Access, Success & Equity: track and document increased number of underrepresented students using the Transfer & Career Information Center to identify career and academic goals.
- Engage Our Communities & Partners: expand number of four year college and university representatives visiting campus, and increase number of internship and scholarship opportunities for BCC students.
- Create a Culture of Innovation & Collaboration: re-vitalize in-house advisory committee to expand coordination of efforts related to transfer and career information (include leaders from Academic Counseling, EOPS, TRiO, Learning Communities, etc.).
- Develop Resources to Advance & Sustain Mission: specifically related to transfer and workforce development, access CTE funding to provide more career related services, and to create an expanded on-line presence.

Program Needs:

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| Personnel: | one 1 FTE career specialist. |
| Space: | Double the current size to accommodate both transfer and career services. |
| Technology: | Data tracking software, 1 additional desktop unit |
| Fiscal: | Annual licensing fees for career development tools, handouts, online membership, etc., \$5,000. |

I. OVERVIEW

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| | | Date Submitted: | November 2014 |
| College | Berkeley City College | Administrator: | May Chen |
| Unit/Area | Transfer & Career Information Center | | |
| Completed By: | Paula Coil | | |
| Mission/History and Description of Service Provided | <p>The mission and purpose of the Transfer & Career Information Center (TCIC) is to support a student's transition to work following the completion of a Certificate or Associate of Arts Degree by providing information about the diversity of work opportunities available. The Center also helps students in the process of transferring to bachelor's degree program by providing print and on-line resources to assist students to identify a career, a major, and a transfer college, and by providing resources and activities to complete the transfer process. A primary mandate of the Center (Title 5 regulations for Transfer Centers) is to support underrepresented students to identify strategies and resources necessary to realize their transfer and career goal.</p> <p>There is a variety of print and on-line resources, materials, software, events and services available through the center. These include career exploration tools and workshops, college catalogs and viewbooks, transferable course lists (IGETC & CSU-GE; and Assist), visiting college representatives (see on-line semester calendar on center website), transfer basics and application workshops, information about mentorship programs, , internship resources, scholarship listings, and the annual transfer day fair. Center staff has on-going collaboration with several faculty, and offers informational workshops to classes each semester.</p> | | |
| Student Learning Outcomes (SLOs) <i>(or Service Area Outcomes- SAOs, or Program Learning Outcomes-PLOs)</i> | <p>TCIC SLOs are assessed on a three year cycle. The SLO assessment survey results from summer and fall 2014 are currently being evaluated and action plans developed. Survey asked students:</p> <p>"In your opinion, do you think your work in the Transfer/Career Information Center assists you to:</p> <ul style="list-style-type: none"> • better access relevant college information, resources, and services needed for your transfer success • gain useful knowledge of the transfer process • gain useful knowledge of the career development process • better identify academic and career goals • gain insight into your decision-making process with regard to your choice of major, and college or university | | |
| SLO/SAO/PLO Mapping to Institutional Learning Outcomes (ILOs) | <p>TCIC SLOs are linked to two ILOs. As stated in the 2013-14 TCIC SLO Plan, the following ILOs are linked to center student learning outcomes:</p> <p><u>Information Competency:</u> Students accessing services in the TCIC will determine that they have a better understanding of the transfer process, including choice of major, and understand how to use relevant resources for further research.</p> <p><u>Self Awareness:</u> Students utilizing the TCIC will determine that they have greater self-awareness in relation to developing and identifying their academic and career goals. Students will report greater understanding of their decision-making process, including accessing support resources.</p> | | |

II. ASSESSMENT, EVALUATION AND PLANNING

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| Quantitative Assessments | |
| <p><i>Include service area data such as number of students served by your unit/area. Include data and recommendations from program review.</i></p> <p><i>Include data used to assess your SLO/SAO/PLOs.</i></p> | <p>The center serves on average 15-20 students daily, including contact via phone and email as well as students seen on drop-in and by appointment. Approximately 1900 students served annually. Recommendations from program review include:</p> <ul style="list-style-type: none"> • Advance Student Access, Success & Equity: track and document increased number of underrepresented students using the Transfer & Career Information Center to identify career and academic goals. • Engage Our Communities & Partners: expand number of four year college and university representatives visiting campus, and increase number of internship |

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| | <p>and scholarship opportunities for BCC students.</p> <ul style="list-style-type: none"> • Develop Resources to Advance & Sustain Mission: specifically related to transfer and workforce development, Access CTE funding to provide more career related services, and to create an expanded on-line presence. |
| Qualitative Assessments | |
| <p><i>Present evidence of community need based on advisory committee input, student surveys, focus groups, etc.</i></p> <p><i>Include data used to assess your SLO/SAO/PLOs.</i></p> | <p>SLO assessment recommendations will be analyzed before the start of the spring semester, and action plans will be developed based on assessment findings.</p> |

III. Identifying Strengths, Weaknesses, Opportunities, and Limitations

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| <p>Strengths <i>What are the STRENGTHS of your unit/area?</i></p> | <p>Student-centered empowerment philosophy and approach of work in the center: vast majority of students who visit the center leave knowing more than before about their own academic record, program requirements, general and specific information regarding transfer and / or career exploration.</p> |
| <p>Weaknesses <i>What are the current WEAKNESSES of your unit/area?</i></p> | <p>Center location is not immediately visible as it is located inside the counseling wing. Even though signage and flyers are posted on campus, there are still many students who do not know that the center exists as a resource on campus.</p> |
| <p>Opportunities <i>What are the OPPORTUNITIES in your unit/area?</i></p> | <p>There is opportunity to continue to expand access to the center—more focused outreach and collaboration with faculty members and other student service departments, for example.</p> |
| <p>Limitations <i>What are the current LIMITATIONS of your unit/area?</i></p> | <p>Current staffing levels are a limitation. There is a desire to expand services to include not only career information but employment services as well. This function would require more staffing and also more space.</p> |

Action Plan for Continuous Improvement

Please describe your plan for the continuous improvement of your unit/area.

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| <p>Center coordinator will continue to develop and expand partnerships on and off campus, design and offer more workshops, and will work with re-vitalized center advisory board to strengthen these efforts.</p> <p>On-line resources will continue to expand. For example, post more close-captioned video resources.</p> |
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Additional Planned Educational Activities Towards FTES, Student Success, Persistence, and Completion

Describe your unit/area's plan to meet district FTES target and address student success, persistence, and completion, especially for unprepared, underrepresented, and underserved students. (see Student Success Scorecard- <http://scorecard.cccco.edu/scorecard.aspx>)

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| <p>Meet District FTES Target for AY2014-2015</p> | <p>While the center is not directly involved with initial enrollment processes, we field a lot of questions regarding transfer opportunities, and some prospective students choose BCC because of its proximity to UC Berkeley and the resources there that students are able to access (such as being part of Starting Point Mentorship Program, or taking a UCB class through concurrent enrollment).</p> <p>Once attending BCC, the center helps with retention and persistence by assisting students to connect with their academic and career goals, and by understanding and taking ownership of their academic record. That is, we teach students how to research transfer requirements, and explain how general education and major preparation</p> |
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| | planning works. Students are more likely to achieve their goals when they have a clear understanding of the transfer process and are empowered regarding their planning and progress. When students are applying for transfer, the center supplies support and guidance. |
| Increase Student Success | Please see above. In addition, the center does outreach to foundation skills classes and collaborates with programs that serve under-represented students (such as EOPS, TRiO). |
| Increase Persistence <i>Percentage of degree and/or transfer-seeking students who enroll in the first three consecutive terms. This metric is considered a milestone or momentum point, research shows that students with sustained enrollment are more likely to succeed.</i> | Please see above. |
| Increase College Completion <i>Percentage of degree and/or transfer-seeking students who complete a degree, certificate or transfer related outcomes.</i> | Please see above. |

IV. RESOURCE NEEDS

Human Resource/Personnel

Please describe any human resource/personnel needs for your unit/area.

| Current Staffing Level: | | Headcount | FTE Equiv. | |
|--|--|------------------|-------------------|--|
| | Faculty (Permanent) | [#] | [#] | |
| | Faculty (PT/Adjunct) | [#] | [#] | |
| | Classified Staff (Permanent) | [1] | [1] | |
| | Classified Staff (Hourly) | [#] | [#] | |
| | Students | 1 | .5 | |
| | ICC/Consultant/Other | [#] | [#] | |
| Narrative: <i>Describe the current staffing level in relation to the relative need for effective delivery of your unit/area's programs and services.</i> <i>Discuss any current position vacancies, the need for additional personnel, the need for permanent faculty/staff instead of adjunct/hourly personnel, etc.</i> | <p>The center is staffed by a full-time coordinator (classified position), with additional staffing from student assistant(s).</p> <p>As stated earlier, there is a desire to expand services to include not only career information but employment services as well. This function would require more staffing and also more space.</p> | | | |

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| <p><i>Describe implications of the current staffing level in your unit/area to overall service delivery</i></p> | |
| <p>Human Resource/Personnel Requests <i>List your human resource/personnel requests in prioritized/ranked order.</i></p> <p><i>Human resource/personnel requests will go through the established College and District planning and budgeting process.</i></p> | <p>Please see above. Employment Services Specialist is desired.</p> |

Facilities/Infrastructure

Please describe any facilities/infrastructure needs for your unit/area.

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| <p>Narrative: <i>Describe the technology needs of your unit/area in relation to the relative need for effective delivery of programs and services.</i></p> <p><i>Describe implications of the current state of technology in your unit/area to overall service delivery.</i></p> | <p>The center is located in the counseling wing. Signage in the building overall is inadequate and needs updating. While many students access the center, there are still many who do not know it is a resource on campus. That said, with the current size and staffing of the center, significant increase in student flow would be difficult to accommodate.</p> |
| <p>Facilities/Infrastructure Requests <i>List your facilities requests in prioritized/ranked order.</i></p> <p><i>Facilities requests will go through the established College and District planning and budgeting process.</i></p> | <p>Please see above—if services are to be expanded, more staffing and space is required.</p> <p>Ideally a campus Transfer & Career Information Center would include an office space where college representatives could meet with students individually. Private information including transcripts are often discussed, for example. Currently it is a struggle to book space in adjunct counseling offices for the UC Berkeley representative (because the center has no office space connected).</p> <p>Also, an ideal space for the center could accommodate 30+ students for workshops</p> |

Technology

Please describe any technology needs for your unit/area.

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| <p>Narrative: <i>Describe the technology needs of your unit/area in relation to the relative need for effective delivery of programs and services.</i></p> <p><i>Describe implications of the</i></p> | <p>The center is included in campus-wide technology planning. Please see below.</p> |
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| <p><i>current state of technology in your unit/area to overall service delivery.</i></p> | |
| <p>Technology Requests <i>List your technology requests in prioritized/ranked order.</i></p> <p><i>Technology requests will go through the established College and District planning and budgeting process.</i></p> | <p>The center is scheduled for computer upgrades to existing units, and one additional desktop unit.</p> <p>Software for an on-line job board is desired—though additional staffing is required for initiating and maintaining this function.</p> |

V. OTHER

Please feel free to provide any additional information about your unit/area below.

SUCCESS STORY: Expanded info from Section III - there is a 30 minute video of the Transfer Basics workshop posted on the center website that the MMart department (Hannah Chauvet and students) produced, and is enabled for closed captioning. This is a good capacity-building step, and represents significant collaboration between several members of the campus community.

ALSO: BCC continues to enjoy a high transfer rate, and has a solid identity as a transfer institution.