

# Peralta Community College District

Berkeley City College  
College of Alameda  
Laney College  
Merritt College



## Counseling Program Review Handbook

Fall 2015  
Version 4.

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# Purpose and Goals

The information gathered during the program review process provides the basis for informed decision making in the Peralta Community College District. Program Review is a systematic process for the collection, analysis, and interpretation of data concerning a program or department and its curriculum. It provides program and/or departmental accountability by collecting, analyzing and disseminating information that will inform integrated planning, resource allocation, and decision-making processes.

The primary goals are to:

- Ensure quality and excellence of academic programs.
- Provide a standardized methodology for review of general counseling.
- Provide a mechanism for demonstrating continuous quality improvement, producing a foundation for action.
- Identify effective and exemplary practices.
- Strengthen planning and decision-making based upon current data.
- Identify resource needs.
- Develop recommendations and strategies concerning future directions and provide evidence supporting plans for the future, within the department, at the college and at the District level.
- Inform integrated planning at all levels within the College and the District.
- Ensure that counseling services reflect student needs, encourage student success, and foster improved teaching and learning.
- Provide a baseline document for demonstration of continuous improvement and use as a reference for future annual program updates.

# Components in the Process

The Counseling Program Review process, which occurs every three years, consists of answering a set of questions designed to aid in the examination of counseling services. These questions direct faculty to examine the curriculum, pedagogy, assessment results, SSSP services and resource areas related to student success and to analyze findings in order to develop a plan that will improve the quality of teaching and learning.

The primary components in the Counseling Program Review process include:

- The Counseling Program Review Team
- Core data elements
- Completion of a Counseling Program Review Narrative Report every three years
- Validation of the Counseling Program Review Report
- Completion of three reporting templates (found in the appendix). They are:
  - The *Counseling Program Review Resource Requests Template* in which to summarize key resource needs.
  - The *Integrated Goal Setting Template* in which to set goals, objectives and action plans based upon the Library Services Program Review findings in alignment with PCCD Strategic Goals and Institutional Objectives.
  - The *Validation Process Form* in which to document the validity of the program review.

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- Annual Program Updates (APUs), which review progress in meeting goals identified in the Counseling Program Review, are completed in the alternate years within the comprehensive Program Review three year- cycle.

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Thus, the recommendations and priorities from the Counseling Program Review feed directly into the development of discipline/departmental and/or unit plans. In turn, the discipline/departmental and/or unit plans serve as the driving mechanisms in formulation of updated educational, budget, technology and facilities plans.

# The Counseling Program Review Team

The Counseling Program Review Team at the College is comprised of the following members:

- Department Chair/Co-chair or discipline designee.
  - Division Dean or Vice President of Student Services
  - Two additional counseling faculty members.
  - All faculty members within a department are encouraged to participate in the Counseling Program Review process, although participation is not mandatory.
  - A college body, such as a validation committee or institutional effectiveness committee, comprised of faculty outside of the discipline, department or program.
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The Counseling Program Review Team will analyze the core data elements, course outlines (if applicable), SLO and Service Area Outcomes assessment results, and complete the Counseling Program Review Narrative Report.

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**Validation:** A designated college body, such as a validation committee or institutional effectiveness committee, will review the Counseling Program Review Narrative Report to ensure completeness of the narrative report, the resource needs template, and the goal setting template.

The validation committee will complete the validation form, including signatures, included in Appendix C and make recommendations to the Vice President of Instruction and Vice President of Student Services.

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# Counseling Core Data Elements

## Part I. District Office

The *District Office of Institutional Research* will provide the following data to the College discipline, department or program by October 1<sup>st</sup> of each comprehensive program review year.

### A. Instructional Data:

- Total enrollment data for each counseling course (unduplicated) for the last three years disaggregated by age, gender, ethnicity and special populations.

Counseling Courses	Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015
Counseling 24	N/A	N/A	N/A	N/A	N/A	129	221	120
Counseling 57	38	42	37	31	36	40	30	79
Counseling 200A	N/A	N/A	N/A	N/A	N/A	84	143	57
Counseling 200B	N/A	N/A	N/A	N/A	N/A	48	54	42
Counseling 207A	N/A	N/A	N/A	N/A	26	19	15	18
Counseling 207B	N/A	N/A	N/A	N/A	33	N/A	N/A	N/A
Counseling 221	N/A	38	27	N/A	37	N/A	N/A	N/A
Counseling 224	21	39	100	13	40	58	N/A	N/A

### FTES per FTEF (productivity) by Course for the Last Three Years

Counseling Courses	Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015
Counseling 24	N/A	N/A	N/A	N/A	N/A	15.67	13.66	20.00
Counseling 57	17.37	21.00	18.50	12.99	18.00	10.00	15.00	19.75
Counseling 200A	N/A	N/A	N/A	N/A	N/A	4.63	8.27	8.41
Counseling 200B	N/A	N/A	N/A	N/A	N/A	9.78	4.58	1.04
Counseling 207A	N/A	N/A	N/A	N/A	5.20	17.02	11.58	18.02
Counseling 207B	N/A	N/A	N/A	N/A	N/A	2.00	4.21	0.00
Counseling 221	N/A	18.99	13.49	N/A	18.49	N/A	N/A	N/A
Counseling 224	10.80	19.51	26.30	6.13	20.01	29.00	N/A	N/A

**Berkeley City College Productivity for the last three years**

Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015
16.32	18.91	15.56	15.60	18	17.86	16.81	17.63	17.36

**Retention Rates by Course for the Last Three Years**

Counseling Courses	Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015
Counseling 24	N/A	N/A	N/A	N/A	N/A	75.38	89.59	83.33
Counseling 57	86.49	65.00	67.57	90.00	77.77%	85.005%	70.00%	68.29%
Counseling 200A	N/A	N/A	N/A	N/A	N/A	79.69	92.59	100%
Counseling 200B	N/A	N/A	N/A	N/A	N/A	95.83	94.34	69.05
Counseling 207A					91.67%	82.35	100.00	38.89
Counseling 207B					96.97	100	75.00	N/A
Counseling 221	N/A	86.84	81.48	N/A	86.49	N/A	N/A	N/A
Counseling 224	78.95	84.62	70.00	91.67	60%	100.00	N/A	N/A

**Overall Berkeley City College Retention Rate**

Term	Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015
Retention%	84.45%	80.51%	76.19%	83.32%	77.03%	76.28%	80.94%	78.36%	77.42%

**Course completion (student success) rates, by course for the last three years**

Counseling Courses	Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015
Counseling 24	N/A	N/A	N/A	N/A	N/A	61.54	81.45	72.50
Counseling 57	75.68	40.00	37.84	66.67	52.78	55.00	43.33	60.76
Counseling 200A	N/A	N/A	N/A	N/A	N/A	54.69	74.81	96.43
Counseling 200B	N/A	N/A	N/A	N/A	N/A	50.00	88.68	69.05
Counseling 207A	N/A	N/A	N/A	N/A	75%	47.06	90.91	27.78
Counseling 207B	N/A	N/A	N/A	N/A	60.61%	100.00	75.00	N/A
Counseling 221	N/A	86.84	51.85	N/A	40.54	N/A	N/A	N/A
Counseling 224	52.63	64.10	64.00	66.67	42.5%	100.00	N/A	N/A

**College course completion rates for the last three years**

Counseling Department Courses	Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015
	71.60%	66.49%	65%	72.06%	64.37%	65.10%	64.66%	65.10

**Faculty Demographics- Age**

Age	Employee Count
18-34	4
35-39	3
40-44	2
45-49	2
50-54	
55-59	2
60-64	3
65-69	
70+	

Faculty Demographic- Ethnicity	Employee Count
American Indian/Alaskan Native	
Asian	2
Black/African American	5
Filipino	2
Hispanic	
Multiple	4
Pacific Islander	
Unknown/Non Respondent	
White Non Hispanic	3
Total	16

Faculty Demographic- Gender	Employee Count
Female	10
Male	6
Total	16

**Student Support Services Data (retrieved from SARS):**

Total number of students served disaggregated by age, gender, ethnicity, and special populations (i.e. foster youth, veterans, DSPS, etc.) for the past three years.

*\*Note: Disaggregated data per above specification not available.*



**Total number of students that completed orientation & assessment for the past three years**

	<b>Summer 2012</b>	<b>Fall 2012</b>	<b>Spring/ Summer 2013</b>	<b>Fall 2013</b>	<b>Spring/ Summer 2014</b>	<b>Fall 2014</b>	<b>Spring/ Summer 2015</b>	<b>Total</b>
<b>Assessment &amp; Orientation</b>	N/A	730	1455	700	1688	738	2675	7986

**Total number of completed Student Educational Plans (SEPs) & Abbreviated versus Comprehensive SEPs**

<b>SEP's</b>	<b>Summer 2012</b>	<b>Fall 2012</b>	<b>Spring 2013</b>	<b>Summer 2013</b>	<b>Fall 2013</b>	<b>Spring 2014</b>	<b>Fall 2014</b>	<b>Spring 2015</b>	<b>Total</b>
Abbreviated SEPs	N/A	N/A	N/A	N/A	N/A	N/A	489	1072	1561
Comprehensive SEPs	N/A	N/A	N/A	N/A	N/A	N/A	404	221	625
<b>Total</b>	N/A	N/A	N/A	N/A	N/A	N/A	<b>893</b>	<b>1293</b>	<b>2186</b>

**Total number of follow-up service**

<b>Counseling Follow Up Services</b>	<b>Fall 2014- Spring 2015</b>
Follow Up Orientation	17
Follow Up Career	623
Follow Up Academic	553
Follow Up Other	1037

Number of Early Alert referrals- Pilot program implemented Fall 2015- Data Unavailable

**Part II. College**

A. The *Office of Instruction and/or the Curriculum Specialist* at the College will provide the following to the Counseling Chair/Co-chair.

- A list of active counseling courses and the date they were last updated/approved.

COURSES	WHEN WAS THE CLASS LAST REVIEWED OR UPDATED?	WHEN ARE YOU PLANNING TO UPDATE THE COURSE? Please indicate the semester.	NOTES
COUN 024-College Success	11/18/2014	Fall 2017	
COUN 057-Career and Life Planning	11/18/2014	Fall 2017	
COUN 200A-Orientation to College	11/18/2014	Fall 2017	
COUN 200B-Orientation to College	11/18/2014	Fall 2017	
COUN 207A-Career Exploration		Spring 2016	
COUN 207B-Career Exploration		Spring 2016	
COUN 501-Counseling Learning Lab (Non-Credit)		N/A	

B. The *Office of Instruction and/or SLO Coordinators* at the College will provide the following to the Counseling Chair/Co-chair.

- A list of courses and programs that depicts the current status of assessments at the course level

COURSES	Data available from previous rounds?	Action Plan from Previous Rounds?	Notes	Fall 2015	Spring 2016	Summer 2016*	Fall 2016	Spring 2017	Summer 2017*	Fall 2017	Spring 2018	Summer 2018	When will the action plan be created?	Status Report?
COUN 024- College Success	Y				X									
COUN 057- Career and Life Planning				X										
COUN 200A- Orientation to College	Y				X									
COUN 200B- Orientation to College	Y				X									
COUN 207A- Career Exploration					X									
COUN 207B- Career Exploration					X									



	<p>partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.</p>
<p><b>C: Build Programs of Distinction</b></p>	<p><b>C.1 Student Success:</b> Develop a District-wide first year experience/student success program (such as Peralta Scholars).</p> <p><b>C.2 Student Success:</b> Develop and fully implement an innovative student success program at each college that feeds into the District-wide first year experience/student success program.</p>
<p><b>D: Strengthen Accountability, Innovation and Collaboration</b></p>	<p><b>D.1 Service Leadership:</b> Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues and community partners.</p> <p><b>D.2 Institutional Leadership and Governance:</b> Evaluate and update policies and administrative procedures, the overall PCCD organizational structure, and functional responsibilities within the District.</p> <p><b>D.3. Institutional Effectiveness:</b> Evaluate and update the PBIM participatory governance structure and the Budget Allocation Model (BAM).</p> <p><b>D.4. Global Planning:</b> Develop a Total Cost of Ownership (TCO) plan that includes agreed upon standards, estimates costs for facilities operations and maintenance, costs for technology acquisition, repair and replacement cycles, custodial and stationary engineering services for all existing buildings and potential new facilities.</p>
<p><b>E: Develop and Manage Resources to Advance Our Mission</b></p>	<p><b>E.1 FTES/FTEF Target:</b> Achieve the District target FTES/FTEF within budget.</p> <p><b>E.2 Budget to Improve Student Success:</b> Increase alternative funding sources including, but not limited to, the Peralta Colleges Foundation, non-RES tuition (with a particular focus on recruiting international students), grants, etc.</p> <p><b>E.3 Fiscal Oversight:</b> Prudently manage all fiscal resources; general fund, bonds, benefits, OPEB), other long-term liabilities; Resolve all outstanding audit findings.</p> <p><b>E.4 Support Quality Instruction:</b> Increase investments in materials, equipment, and teaching and learning resources to enhance student learning outcomes.</p>

- A copy of the College Goals and Objectives for the current academic year



D. The Vice President of Student Services and/or the Office of Instruction will provide the following to the Counseling Chair/co-chair.

Student satisfaction/engagement survey results (CSSE, Noel-Levitz, etc.), if applicable. The CCSSE results did not isolate counseling services within Student Services with respect to student satisfaction. Counseling completed a student satisfaction survey (inserted below) that served as an indicator for future improvements with respect to service delivery.

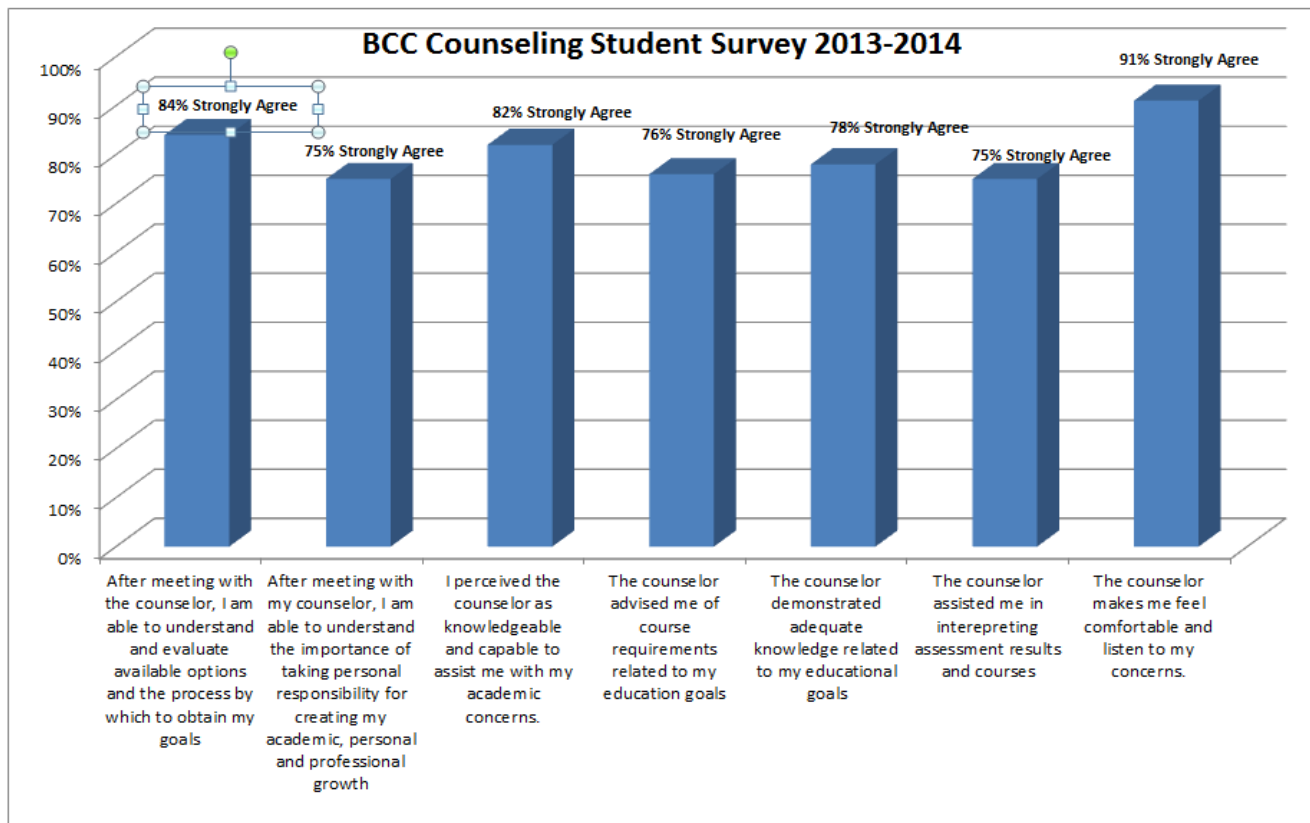


Figure 1

# Definitions

**Discipline:** An individual area of study within a department/program. Each discipline consists of all the courses in the Master Course file that make of the discipline. This is the baseline level of instruction and is linked to a Taxonomy of Programs (TOP) code. TOP is a classification system for academic programs in the California Community Colleges.

**Department/Program:** An organized sequence of courses, or series of interdisciplinary courses, leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to an institution of higher education (Title 5 Section 55000).

**FTEF (Full Time Equivalent Faculty):** Also known as load equivalency. A full-time instructor teaching 15 lecture hours per week for one semester = 1.0 FTEF. One lecture hour = 50 minute instructional period. One lab hour = .8 of one lecture hour equivalent. This is a semester, or term, measure.

**FTES (Full Time Equivalent Student):** This measure is used as the basis for computation of state support for California Community Colleges. For example, one student attending 15 hours a week for 35 weeks (one academic year) generates 1 FTES.

**WSCH:** Weekly Student Contact Hours. For a particular class, Weekly Contact Hours = number of class hours per week, and WSCH for the class = total number of weekly contact hours for all students in the class as of census date.

To compute the FTES generated by a 17.5 week semester class use the formula:

$$\text{FTES} = \text{WSCH} \times 17.5 / 525$$

For example, a class of 40 students meeting 3 hours per week generates 120 WSCH, and so

$$\text{FTES} = 120 \times 17.5 / 525 = 4.0$$

**FTES/FTEF (Productivity):** The ratio of full-time equivalent students to full-time equivalent instructors. This is a measure of class size and will differ across disciplines and types of classes. For lecture classes, Productivity = enrollment/2. For example, if there are 35 students in a lecture class, productivity =  $35/2 = 17.5$ .

**Retention:** The percent of students earning any grade but “W” in a course or series of courses. To compute retention for a class, take class completion with grade other than “W” and divide by enrollment at census. Grade other than W = A, B, C, D, F, I, Pass, No Pass, In Progress, Report Delayed, No Grade

**SSSP:** Student Support Services Program (formerly called matriculation). Services are required by the Seymour-Campbell Student Success Act of 2012. These services includes orientation, assessment and placement, educational planning, counseling, advising and follow-up services.

**Student Success:** Course completion rate with a grade “C” or better.

# The Counseling Program Review Report

## 1. College: Berkeley City College

**Date:**       **October 30, 2015**

### **Members of the Counseling Program Review Team:**

Alley Hegler  
Tamara Harris-Coleman  
Susan Truong  
Diana Bajrami

### **Members of the Validation Team:**

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## 2. Narrative Description

The mission of the Counseling Department is to engage students in a process of personal growth and empowerment. We offer academic, personal and career counseling which fosters increased self-esteem and life-long learning.

The Counseling Department is committed to providing quality services to students. Our department is comprised of a multicultural staff that includes multilingual speakers. Many of our counselors have a background in career development which enables them to assist students with educational and career exploration processes. The Counseling Department has a positive and effective relationship with the student body population. Student needs are our first priority and the impetus for our decision making process for program planning.

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## 3. Curriculum:

Please answer the following questions and/or insert your most recent curriculum review report (within the past 3 years) here.

*Attach the Curriculum Review Report or Answer these Questions:*

- Have all of your course outlines of record been updated or deactivated in the past three years? If not, list the courses that still need updating and specify when your department will update each one, within the next three years.



COURSES	WHEN WAS THE CLASS LAST REVIEWED OR UPDATED?	WHEN ARE YOU PLANNING TO UPDATE THE COURSE? Please indicate the semester.	NOTES
COUN 024-College Success	11/18/2014	Fall 2017	
COUN 057-Career and Life Planning	11/18/2014	Fall 2017	
COUN 200A-Orientation to College	11/18/2014	Fall 2017	
COUN 200B-Orientation to College	11/18/2014	Fall 2017	
COUN 207A-Career Exploration		Spring 2016	
COUN 207B-Career Exploration		Spring 2016	
COUN 501-Counseling Learning Lab (Non-Credit)		N/A	

What is the discipline, department or program of study plans for curriculum improvement (i.e., courses or programs to be developed, enhanced, or deactivated)?

- Counseling 224 and Counseling 221 were deactivated in 2014
- Distance Education component for Counseling Courses 24 and 57 has been created to give students more options and flexibility to take much needed support classes. Along that line, Counseling plans to increase the number of counseling support classes offered online
- Counseling Faculty will be an integral part of planning pathways that emphasize acceleration, stackable certificates and degrees and K thru 16 educational opportunities
- Partnership with primary high school feeder Berkeley High continues to encourage dual enrollment, foster pathways that increase college credit prior to graduation and reinforce high school to college transition. For example next semester (Spring 2016), BCC will increase our course offering of Counseling 57 from one section to two sections. Counseling 24 will be evaluated for increased sections the following semester in Fall 2016
- Counseling 24 courses were integrated into the Learning communities and the First Year Experience programs in Spring 2014
- Counseling 200A and 200B were activated to provide orientation and SEP administration in 2013
- Counseling 200A/B were also integrated into LEAP, PACE and Persist Learning Communities

#### 4. Assessment:

Please answer the following questions and attach the TaskStream “At a Glance” report for your discipline, for the past three years. Please review the “At a Glance” reports and answer the following questions.

COURSES	Data available from previous rounds?	Action Plan from Previous Rounds?	Notes	Fall 2015	Spring 2016	Summer 2016*	Fall 2016	Spring 2017	Summer 2017*	Fall 2017	Spring 2018	Summer 2018	When will the action plan be created?	Status Report?
COUN 024-College Success	Y				X									

COUN 057- Career and Life Planning			X										
COUN 200A- Orientation to College	Y					x							
COUN 200B- Orientation to College	Y					x							
COUN 207A- Career Exploration						x							
COUN 207B- Career Exploration						x							
* Only for courses not offered during regular semesters													

*Questions:*

How does your discipline ensure that students are aware of the learning outcomes of the counseling courses? Where are the counseling course or service area outcomes published? (For example: syllabi, catalog, department website, etc. If they are on a website, please include a live link to the page where they can be found)

Please add the following to your list:

**For course SLOs**

- o Syllabi
- o Student Learning Outcomes webpage: <http://www.berkeleycitycollege.edu/wp/slo/student-learning-outcomes/>

**For Program Learning Outcomes**

- o College Catalog (printed and on the website [http://www.berkeleycitycollege.edu/bccdocs/BerkeleyCityCollege\\_2015\\_17Catalog.pdf](http://www.berkeleycitycollege.edu/bccdocs/BerkeleyCityCollege_2015_17Catalog.pdf))
- o Program Assessment Matrices webpage: <http://www.berkeleycitycollege.edu/wp/slo/program-assessment-matrices/>

**Degrees and Certificate Programs webpage:**

Degrees and Certificate Programs webpage: <http://www.berkeleycitycollege.edu/wp/depts-progs/degree-certificate-programs/>

Briefly describe at least two of the **most significant changes/improvements** your discipline made in the past three years as a response to counseling courses or service area assessment results. Please state the course number or service area outcome and assessment cycle (year) for each example and attach the data from the “Status Report” section of TaskStream for these findings.

- Improvement 1.** Initial assessment done on Courses – Counseling 24 and Counseling 200A/B
- Improvement 2.** Multiple Measures assessment pilot implemented Fall 2015 (Counseling Service Area)
- Improvement 3.** Bi monthly counseling training sessions to improve knowledge base and consistency of information (Counseling Service Area)  
\*Actions implemented based on assessment cycle 2012-2015.

Briefly describe two of the **most significant examples** of plans for counseling courses or service area improvement for the next three years as result of what you learned during the assessment process. Please state the course number or service area outcome and attach the data from the “Assessment Findings and Action Plan” section for each example.

- Plan 1. **Counseling priority is to strategize and identify a method by which more students can be reached in order to develop a comprehensive student education plan earlier in their academic experience.**
- Plan 2. **The above multiple measures approach and development of a case management concept to our counseling services will allow counselors the opportunity to mentor more effectively through recidivism. Developing relationships and getting to know individuals on a more personal level is our goal.**

Describe how assessment results for Distance Education counseling courses compare to the results for the corresponding face-to-face classes, if applicable.

N/A

Describe assessment results for counseling courses with multiple sections or sessions. Are there similar results in each section or session?

**As an institution, BCC has not focused on assessment results within individual sections of courses. We have found it most useful to assess SLOs on a global level, rather than focusing on the limited data available within individual sections.**

Describe your discipline/department’s participation in assessment of institutional level outcomes (ILOs).

**ILO information competency and critical thinking to be assessed using counseling courses 57 and counseling 24.**

How are counseling courses or service area outcomes aligned with the institutional level outcomes? Please describe and attach the “Goal Alignment Summary” from TaskStream.

COURSES	BCC Institutional Student Learning Outcomes				
	Ethics and Personal Responsibility Students will be able to analyze a situation and understand the consequences of actions taken as well as their impact on society and self. Students will demonstrate collaborative involvement in community interests.	Information Competency Students will be able to find, evaluate, use, and communicate information in all its various formats.	Communication Students will be able to speak read and write clearly and effectively with appropriate diction and content for the intended audience. In addition, students will be able to analyze communications for meaning, purpose, effectiveness and logic.	Critical Thinking Students will be able to identify a problem or argument, isolate facts related to the argument, generate multiple solutions to the problem, predict consequences, and use evidence and sound reasoning to justify a well-informed position.	Self Awareness and Interpersonal Skills Students will be able to analyze their own actions, see the perspectives of other persons, and work effectively with others in groups.
COUN 024-College Success	X				X
COUN 057-Career and life Planning		X	X	X	X
COUN 200A-Orientat ion to College		X	X		
COUN 200B-Orientation to College	X	X		X	X
COUN 207A-Career Exploration		X		X	X
COUN 207B-Career Exploration		X		X	X

**5. Instruction:**

Describe effective and innovative strategies used by faculty to involve students in the learning process.

- o Instructors have implemented more Team/group work within the Counseling courses
- o Co teaching to provide different styles, personality, knowledge base within classroom
- o Counseling classes provide much needed support to academic learning via learning community cohorts

How has new technology been used by the counseling department to improve student learning?

- o Academic advising with the use of electronic SEPs allows students to learn firsthand the machinations of creating and realizing their academics goals
- o Moodle platform is utilized in Counseling courses. Specifically, forum posts provide a venue for all students to participate and exchange ideas, strategies and information in general.
- o Career websites such as Eureka, Career Zone and CaCareerCafe (to name a few) are used by students at school and away from campus as an exploratory tool for assistance with developing interests pertaining to subjects, majors, transfer and other pathways.
- o Road Trip Nation Videos and Website has been used to engage students via a multimedia format in the Counseling 24 courses

How does the counseling department maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, and online counseling services?

- The Counseling Department has maintained admirable statistics with respect to degree and certification completion and transfer to four-year institutions
- The 2013-14 counseling satisfaction survey noted high regard in service delivery indicators in all areas to be above 75 percent satisfactory.
- To ensure accuracy and consistency in information disseminated to student population, counselors attend bimonthly counselor training sessions.
- Plans are in progress to develop counseling resource site for counselor access
- Students who access e-advising are required to agree to confidentiality agreement in order to access e-advising services. Additionally, counselors providing e-advising services respond within 48 hours.

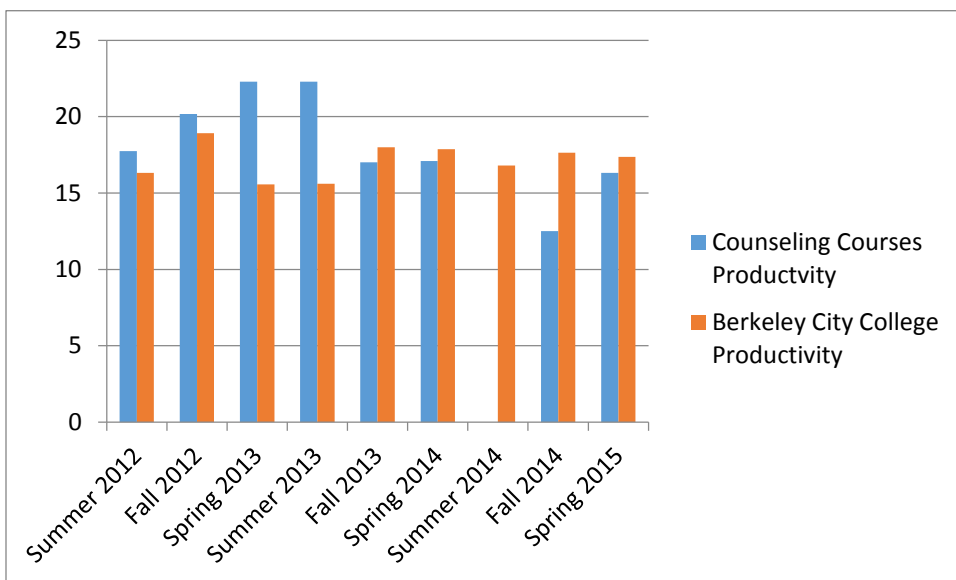
Briefly discuss the enrollment trends in counseling courses. Include the following:

**Overall enrollment trends in the past three years:**

Berkeley Counseling Headcount	Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015
	60	109	158	42	148	310	414	281

**An explanation of student demand (or lack thereof) for specific courses.**

Productivity for the counseling courses compared to the college productivity rate



*\*Note: Counseling courses were not offered in summer 2014.*

**Counseling Courses Productivity for the last three years**

Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015
17.74	20.17	22.28	10.25	17.01	17.09	N/A	12.50	16.32

**Berkeley City College Productivity for the last three years**

Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015
16.32	18.91	15.56	15.60	18	17.86	16.81	17.63	17.36

College productivity rate ?

Are courses scheduled in a manner that meets student needs and demands? How do you know?

- Counseling 24 has several sections that span each day of the week and am/pm sections thus giving student multiple scheduling scenarios.
- Starting Spring 2016 Counseling 24 and 57 will be offered with hybrid and online options.
- Counseling 200A and 200B are being combined effective Spring 2016 into Counseling 201. Students will no longer be required to enroll in two separate courses with different meet times.

**Recommendations and Priorities:**

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**6. Student Success and Student Equity:**

**Part A.**

- Describe course completion rates (*% of students that earned a grade “C” or better or “Credit”*) in the counseling courses for the past three years. Please list each course separately. How do the counseling course completion rates compare to the college course completion standard?

Counseling Courses	Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015
Counseling 24	N/A	N/A	N/A	N/A	N/A	61.54	81.45	72.50
Counseling 57	75.68	40.00	37.84	66.67	52.78	55.00	43.33	60.76
Counseling 200A	N/A	N/A	N/A	N/A	N/A	54.69	74.81	96.43
Counseling 200B	N/A	N/A	N/A	N/A	N/A	50.00	88.68	69.05

Counseling 207A	N/A	N/A	N/A	N/A	75%	47.06	90.91	27.78
Counseling 207B	N/A	N/A	N/A	N/A	60.61%	100.00	75.00	N/A
Counseling 221	N/A	86.84	51.85	N/A	40.54	N/A	N/A	N/A
Counseling 224	52.63	64.10	64.00	66.67	42.5%	100.00	N/A	N/A

\*Course completion is defined as students who completed with a passing grade of A, B, C or D. Data is not disaggregated by grades.

### Course Completion by Age

Age	Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015
<b>Under 16</b>	94.83	90.00	90.91	91.89	88.00	78.38	90.54	90.70	93.62
<b>16-18</b>	85.48	74.29	77.32	79.33	77.23	74.14	89.37	73.46	72.38
<b>19-24</b>	72.38	64.78	62.49	76.00	63.32	64.81	75.97	63.30	64.79
<b>25-29</b>	68.13	69.06	67.81	69.77	67.27	68.92	76.70	65.33	67.30
<b>30-34</b>	63.85	71.17	70.32	74.85	68.29	69.23	68.20	70.93	67.07
<b>35-54</b>	67.14	72.85	72.30	70.33	72.81	72.41	73.86	73.22	73.78
<b>55-64</b>	68.24	75.19	77.29	73.97	74.65	76.36	66.00	71.58	75.19
<b>65 &amp; Above</b>	75.00	75.68	69.35	81.82	75.47	72.88	66.67	76.32	73.75
<b>Total</b>	71.85	68.08	66.66	74.76	67.27	67.71	76.48	66.77	67.50

### Course Completion by Gender

Gender	Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015
<b>Female</b>	70.86	68.46	67.71	72.81	69.03	68.00	76.02	67.27	68.39
<b>Male</b>	73.85	67.60	65.34	77.18	65.20	67.07	77.81	65.90	66.29
<b>Unknown</b>	61.02	68.46	67.87	75.47	66.44	73.76	60.61	75.93	71.15
<b>Total</b>	71.85	68.08	66.66	74.76	62.27	67.71	76.48	66.77	67.50

### Course Completion by Ethnicity

Ethnicity	Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015
American Indian/Alaskan Native	76.92	55.88	64.44	72.73	54.55	56.25	66.67	64.71	52.00
Asian	81.99	76.31	75.41	85.59	76.07	77.49	88.08	77.88	77.84
Black/African American	59.31	56.34	56.65	61.76	56.63	56.32	62.81	54.23	55.39
Filipino	72.09	68.42	67.36	71.92	75.99	66.60	79.17	72.62	69.36
Hispanic	70.00	68.15	64.75	70.97	65.24	64.57	69.62	61.88	61.86
Multiple	66.07	61.52	62.35	69.88	65.47	63.21	70.20	60.43	60.19
Other Non white	50.00	70.97	73.13	90.00	75.76	79.49	85.71	91.67	85.19
Pacific Islander	30.00	70.00	61.86	76.92	50.00	70.97	76.47	66.67	53.85

Unknown/Non Respondent	70.13	69.85	69.68	72.31	68.04	69.02	76.24	66.67	72.22
White Non Hispanic	75.54	74.45	71.47	78.61	70.55	74.41	81.60	73.04	73.25
<b>Total</b>	71.85	68.08	66.66	74.76	67.27	67.71	76.48	66.77	67.50

- Are there differences in the course completion rates when disaggregated by age, gender, ethnicity or special population (current or former foster youth, students with disabilities, low income students, Veterans)? If so, please describe.
  - When course completion rates are disaggregated by age, students under the age of 16 average counseling course completion rate for the past three years is 89.87%, compared to students ages 19-24 who's average completion rate for the last three years is 67.53%; this age group makes up about 50% of BCC's student population.
  - There is not a noticeable difference in counseling course completion rate between female (69.03%) and male (69.58%) students.
  - When course completion rates are disaggregated by ethnicity, Asian students have the highest average completion rate for the past three years (79.62%), while Other-Non White students have the next highest completion rate for the past three years (77.91%). African American (57%) and Pacific Islander (61.86%) students have the lowest average counseling course completion rates.

College course completion standard

*Please insert the data chart here or complete the section below.*

**See Chart Above**

- Describe course completion rates in the department **for Distance Education** courses (100% online), if applicable, for the past three years. Please list each course separately. How do the counseling Distance Education course completion rate compare to the college course completion standard?
  - College course completion standard - N/A- Counseling has not offered Distance Education Courses. We will start offering DE courses in Spring 2016
- Are there differences in the course completion rates when disaggregated by age, gender, ethnicity or special population (current or former foster youth, students with disabilities, low income students, Veterans)? If so, please describe.
  - College course completion standard - N/A- Counseling has not offered Distance Education Courses. We will start offering DE courses in Spring 2016

*Please insert the data chart here or complete the section below.*

Counseling Distance Education (100% online) course completion rates:



Course 1. \_\_\_\_\_  
 (course name and number) rate \_\_\_\_\_

Course 2. \_\_\_\_\_  
 (course name and number) rate \_\_\_\_\_

Course 3. \_\_\_\_\_  
 (course name and number) rate \_\_\_\_\_

- Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the counseling department deal with this situation? How do you ensure that Distance Education courses are effective?

N/A- Counseling has not offered Distance Education Courses. We will start offering DE courses in spring 2016.

- Describe the counseling courses retention rates (After the first census, the percent of students earning any grade but a “W” in a course or series of courses) for the past three years. How does the counseling course retention rate compare to the college retention standard?

**Counseling Courses Retention by Age (%)**

Age	Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015
<b>Under 16</b>	96.15	100	90.48	90.48	95.65	88.89	90.91	81.48	95.65
<b>16-18</b>	92.38	83.71	76.73	91.42	80.87	81.28	87.74	83.39	80.57
<b>19-24</b>	84.37	79.06	74.61	83.47	75.78	75.14	83.07	78.15	77.04
<b>25-29</b>	81.73	82.30	78.51	82.27	75.99	77.88	79.79	77.12	79.28
<b>30-34</b>	83.83	80.32	78.15	78.39	77.63	77.47	71.11	77.46	75.72
<b>35-54</b>	82.76	81.84	78.42	81.85	79.34	75.47	75.87	76.92	75.90
<b>55-64</b>	85.00	78.48	71.37	82.73	75.71	77.55	77.78	76.05	74.00
<b>65 &amp; Above</b>	93.62	86.34	77.13	84.91	81.95	79.22	65.96	81.82	80.57
<b>Total</b>	84.45	80.51	76.19	83.32	77.03	76.28	80.94	78.36	77.42

**Counseling Course Retention by Ethnicity (%)**

Ethnicity	Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015
American Indian/Alaskan Native	85	75	70	100	75.68	70.27	100	72.5	63.64
Asian	87.49	85.83	82.95	86.60	83.69	82.75	87.47	82.66	83.73
Black/African American	78.64	74.53	67.94	77.61	68.25	68.04	70.74	70.74	67.37

Filipino	86.67	78.02	78.12	82.35	78.52	77.99	81.48	76.38	80.43
Hispanic	83.81	80.00	74.76	79.00	76.24	75.40	78.40	76.29	76.59
Multiple	84.80	80.06	76.25	85.07	75.30	74.41	77.51	77.38	76.44
Other Non white	71.43	89.06	77.14	77.78	71.43	68.09	37.50	67.57	72.73
Pacific Islander	90.00	74.07	70.59	78.57	71.79	57.58	42.86	85.42	73.91
Unknown/Non Respondent	86.73	78.48	76.77	82.76	77.06	74.05	77.56	81.77	74.68
White Non Hispanic	86.24	82.84	78.39	86.82	80.90	79.65	84.05	82.31	80.55
<b>Total</b>	84.45	80.51	76.19	83.32	77.03	76.28	80.94	78.31	77.42

### Counseling Courses Retention by Gender (%)

Gender	Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015
<b>Female</b>	84.66	80.28	76.37	83.44	76.34	77.24	80.82	78.01	77.81
<b>Male</b>	84.02	80.79	76.07	82.90	77.82	75.47	81.19	78.68	76.93
<b>Unknown</b>	85.81	80.79	74.83	86.72	77.25	71.26	79.17	80.29	79.17
<b>Total</b>	84.45	80.51	76.19	73.32	77.03	76.28	80.94	78.36	77.42

- When course retention rates are disaggregated by age, students under the age of 16 average counseling course retention rate for the past three years is 92.18 %, compared to students ages 16-18 who's average retention rate for the last three years is 84.23%. The age group who has the lowest average course retention rate is between the ages of 55-64 (77.63%).
- There is not a noticeable difference in counseling course completion rate between female (79.44%) and male (79.31%) students.
- When course retention rates are disaggregated by ethnicity, Asian students have the highest average counseling course retention rate for the past three years (84.79%), while Other-Non White students have the next highest retention rate for the past three years (82.42%). African American (71.54%) and Pacific Islander (71.64%) students have the lowest average counseling course retention rates.

### College retention standard \_\_\_\_\_

Counseling course retention rates

Year 1. \_\_\_\_\_

Year 2. . \_\_\_\_\_

Year 3. . \_\_\_\_\_

What has the counseling department done to improve course completion and retention rates? What is planned for the next three years?

- Counseling classes, specifically counseling 24, were added to FYE and the Learning Community cohort. The collaboration between Counseling and English reinforces writing skills between the two disciplines, contextualization of the subject matter, and sense of community among students. All of these factors contribute to course completion and retention.

**Part B.**

Please provide the following information about these specific SSSP counseling services for the past three years.

	<b>Year 1.</b>	<b>Year 2.</b>	<b>Year 3.</b>
Total number of students served	7,765	8,140	8,933
Number of students that completed orientation	2185	2388	3413
Number of students that completed assessment	2185	2388	3413
Number of completed Student Educational Plans (SEPs)	N/A	N/A	2186
Number of Abbreviated versus Comprehensive SEPs	N/A	N/A	Abbreviated= 1561 Comprehensive= 625
Total number of follow-up services	N/A	N/A	971
Number of Early Alert referrals	N/A	N/A	N/A

What has the counseling department done to improve SSSP counseling services? What is planned for the next three years?

- ✓ Deactivated Counseling 224 and replace with Counseling 24. The later has an orientation and career component.
- ✓ Counseling 24 provides for an SEP to be developed while enrolled in the class.
- ✓ Plans are in progress to bring career one stop kiosk to the BCC campus
- ✓ Counselling 200A was instituted as an orientation class
- ✓ Counseling 200B was instituted for the Abbreviated/Comprehensive SEP development
- ✓ Student Success Days developed as an expanded mega orientation

**7. Human, Technological, and Physical Resources (including equipment and facilities):**

- Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.

Full-time faculty headcount 10.5

Part-time faculty headcount 4

Total FTEF faculty for the discipline, department, or program

Full-time/part-time faculty ratio

Classified staff headcount, if applicable \_\_\_\_\_ 1 \_\_\_\_\_

Other: 2 student workers, each working 20 hours per week

- What are your key staffing needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, counseling services provided, survey results, and/or other factors.

Berkeley City College Counseling Department full-time counseling faculty has tripled from three Counselors to ten counselors between 2007 to 2015. The expansion of the full time counseling staff has created the need for additional office space. Currently the department is in the process of hiring a full-time Mental Health counselor and a second student worker. Student Counselor ratio is

A Staff Assistant was hired in January 2015; she fills the critical role for our department. Our staff assistant needs a designated work space that allows her to work on confidential student and financial information.

Increase .5 articulation officer to 1.0. BCC is second largest college in the District and employs 12 contract counselors. A full time articulation officer is needed to support the efforts of such a large student body and counseling faculty. (Joseph fill in rest)

Maintain 2 student workers at all times to support staff assistant and man reception desk

Part Time Classified Assistant to support administrative needs of the department

Departmental activities in the works

- We'd like to create a counseling reception area that is a more inviting and welcoming place for students. We plan to showcase artwork from BCC faculty and students and rotate the exhibit every couple of months. We'd also like to make the reception area brighter with new lighting and paint, add signage that is visible from all floors of building, and create a more children friendly environment.
- There will be the development of a Counseling newsletter highlighting our activities, specialties and involvement in various aspects of campus
- Increasing the informational Vimeos that are created in collaboration with the MMMARTS department to provide answers to frequently asked questions (FAQs), counseling procedures. Examples of Vimeos that have already been created are on the topic of how to develop an SEP and how to participate in the Cross Enrollment Program with the 4 year Colleges.

- All full-time faculty are assigned to a specific Department/Discipline Liaison for every department. Additionally, every Full-time Faculty and most part-time are involved in a Berkeley City College or PCCD Committee. This keeps our department informed on all aspects of campus life. This allows for frequent exchange of information between the counseling department and faculty. This is particularly helpful when there have been changes to curriculum.
- E-Counseling
- Conversations have begun with Career One Stop to bring their services to the BCC campus
- Early Alert is being piloted this fall 2015 semester
- Counseling classes continue to increase to meet the demands of SSSP mandates and student needs
- An assessment of counseling classes resulted in a redesign that deactivated Counseling 221 and 224; Counseling 24 was put in place as a part of the Learning Communities, FYE and as a stand alone, Counseling 200A & B will be replaced with Counseling 201 in Spring 2016. Further, the DE option was approved for several counseling classes, thus giving students more scheduling flexibility.
- Describe your current utilization of facilities and equipment.
  - Full-time tenure track counseling faculty are all assigned an office space with a computer and two flat screen monitors, a phone with an intercom system.
  - The version of software currently used by counselors is Microsoft Outlook is from 2010! In addition, all full-time faculty received a lap-top in 2015 to be able to work remotely or while in meeting or at conferences etc..
  - Select faculty has chosen to use a standing desk to alleviate ergonomic issues attributed to sitting for prolonged periods of time.
  - Installation of an electronic check-in kiosk to make check-in more efficient, assessing
- What are your key technological needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, counseling services provided, survey results, and/or other factors.
  - Major improvement of bandwidth is needed as one typically is not able to receive a signal inside of one's office
  - IT support person and to updating all software uniformly for the counseling department ( full-time and adjunct faculty).
  - Installation of an electronic check-in kiosk to make check-in more efficient, assessing the student's needs upon arrival and expediting service utilizing SARS Trak.
  - Updated SARS that includes features such as Early alert, texting, students scheduling appointments vis SARs, reception wait-time monitoring software update.
  - When we hire new counselors, it typically takes a month or more for them to have access to the W drive, Passport, we would like to
  - Panic button on lanyards for all counselors or installed inside the counseling office to ensure staff safety.

- To complete the updates needed to offer online orientation to incoming students.
  - Subscriptions to essential Career and major exploration programs; such as Road Trip USA.
  - Create a BCC Counseling department website that is more user friendly, informative and visually appealing
  - Any technology that is essential to create and institute a safety plan for our department.
  - All full and part-time faculty should have adequate technology to support classroom instruction, orientations and workshops, and community work.
- What are your key facilities needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, counseling services provided, survey results, and/or other factors.
    - Counseling full time staff has tripled in the past 2-3 years. Due to the space dilemma, Counselors are housed on the first, second and third floors. A primary goal of the Counseling Department is to have all counseling services on one floor. The current design creates a disjointedness that inhibits collegiality, information sharing and student service delivery to name a few.
    - 
    - Counselors are the recipients of confrontational and hostile behavior on a regular basis. We are on the front lines. Installing panic buttons in each office or providing portable lanyards with a panic button would provide an essential measure of security, particularly with the rash of college shooting that have occurred in the past few years. Further documentation unnecessary in view of the media coverage of multiple violent acts on college campuses. Receiving training for dealing with volatile students is critical and urgent.
    - Professional development opportunities for full and part-time adjunct faculty
    - Color, laser printer for counseling projects, programs, etc.
    - Dedicated office space for staff assistant due to need for privacy to work on confidential matters (i.e student records, faculty paperwork, budget, etc.).
- Please complete the Counseling Program Review Prioritized Resource Requests Template included in Appendix A.

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**8. Community, Institutional, and Professional Engagement and Partnerships:**

- Discuss how faculty has engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

The increase in full-time faculty has allowed for the Counseling Department to be involved with shared governance throughout the college. The increase has also benefitted students directly by shortening the wait time to see a counselor and opening up more slots for students to see counselors by appointment

**Please see chart below.**

- Discuss how faculty has engaged in community activities, partnerships and/or collaborations.

**Please see chart below**

- Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

Adjunct faculty members attend bi-monthly counseling departmental meetings. Training on selected counseling topics and issues are conducted on a monthly basis

<b>Full-time Faculty</b>	<b>Peralta/BCC Committees</b>	<b>Departmental Activities and Presentations</b>	<b>Community Activities, Partnerships, and Conferences</b>
Skyler Barton	Education Committee; Peralta Scholars Committee; Berkeley City College Scholars Committee; Equity Committee: Access; Learning Communities Committee; Outreach Committee;	Peralta Scholars Program (Berkeley City College Scholars); Student Decision Making Tool for LC Committee	CSU Conference; 20/20 Vision- collaboration between Berkeley Mayor' s Office, BUSD, and BHS; Presented to over 50 Bay Area high schools and organizations about BCC FYE programs; Career Technical Education/Career Pathways Trust Committee (BCC & BHS); High School to College Initiative Task Force
Joseph Bielanski (.5 Articulation Officer and .5 District Office Activities)	College Roundtable and College Education Committee; District Education Committee; District Academic Senate; assist in the facilitation of the District Planning and Budgeting Committee; Tenure Review Committees	Faculty member on the ACCJC and California Community Colleges Board of Governors	ASCCC Fall and Spring Plenary; ASCCC Curriculum Institute; Strengthening Student Success Conference; CCLC Conference; CSU General Education Advisory

			Committee
Denise Jones	Equity Committee: Course Completion; Dreamers Task Force	Department Retreat Planning Committee; Collaborating with ASBCC President Brianna Rogers to create a monthly Counseling academic preparation workshop series	CSU Conference
Tamara Harris-Coleman	Curriculum Committee; Equity Committee: Transfer/Degree & Certificate Completion; Peralta College Foundation Scholarship Review Committee; Hiring Committee for BCC Mental Health Specialist; Hiring Committee for BCC Political Science Instructor; Tenure Review Committees	Cross Enrollment Program Coordinator; Transfer Admissions Guarantee Program Coordinator; Social Sciences Liaison; Counseling Program Review Team; BCC Counseling Department Mentor; Presented information on TAG and Cross Enrollment Program in various classes	Transfer Center Director's Association- Regions 3 & 4
Allene Hegler	Planning for Institutional Effectiveness Committee; Department Chair's Council; Equity Committee: Course and Degree Completion, Career Pathways Trust, Tenure Review Chair and Committee, Faculty Advising Lead, Online Probation Lead, SSSP Working Group, Designated Early Alert Contact, High School to College Initiative	Arts and Cultural Studies/English Liaison	
Gabriel Martinez	District Education Committee; Dreamers Task Force; District Counseling Functionality Team; Equity Committee: Access; Undocumented Students Task Force	ASL/Modern Languages Liaison	CSU Conference
Emie Mitsuno-Hernandez	Academic Senate; Student Services Council	CIS/Business Liaison; Presentation for Foster Youth/Academic Youth: Academic and Financial Assistance Workshop	Collaboration with members of BCC Financial Aid and PSSD departments to gather information/best practices for sexual violence prevention page on BCC website.
Catherine Nichols	Dreamers Task Force; Equity Committee: ESL and Basic Skills Completion; Early Alert Task Force; Campus Pride Index Lead	Financial Aid Presentation at Counseling Department Retreat; Participant in the <i>Peralta Matters</i> show that features new faculty; BCC Counseling Department Mentor Program; BCC Counseling website team	CSU Conference
Christina Taing	Education Committee; Peralta Scholars Committee; Berkeley City College Scholars Committee; Equity Committee: Access; High School to College Initiative Task Force; Learning Communities Committee; Outreach Committee; ESL Committee	Coordinate with First Year Experience, PERSIST and PACE faculty; BCC Counseling Retreat Committee; Flex day panel on Learning Communities and Peralta Scholars; Orientation for BCC Scholars Program	CSU Conference; 20/20 Vision- collaboration between Berkeley Mayor's Office, BUSD, and BHS; Presented to over 50 Bay Area high schools and organizations about BCC FYE programs; High School



			to College Initiative Task Force;
Susan Truong	BCC Education Committee for Quality Programs & Services; BCC Department Chair's Council; Equity Committee: Access; BCC's LEAP Advisory Council; Peralta District Wide International Student Advisory Council;	Co-Chair of the Counseling Department; Counseling Program Review Team; ESL Liaison; Teaches Counseling 24/200A/200B; Tenure Review Committees	Reached out to Berkeley High School's Foster Youth Program and Alameda County Independent Living Skills Program to develop pipeline for foster youth. Hosting High School Counselor's breakfast to local feeder High Schools.
Hermia Yam	SSSP Coordinator; District Education Committee; Roundtable for Planning and Budgeting; Counseling Functionality Team; Equity Committee: ESL and Basic Skills	Science & Biotechnology Liaison; Tenure Review Committees	
<b>Part-time Faculty</b>	<b>Committees</b>	<b>Discipline/Department Liaison</b>	
James Aganon	Equity Committee: Access	BCC Counseling website team;	High School to College Initiative Task Force;
Denise Fontenot			
Ismael de Guzman	Faculty Advisor for BCC Filipino Students Alliance; Learning Communities Committee; Assisted with development of the Summer Bridge Program at BCC	BCC Counseling Department Mentor Program	20/20 Vision- collaboration between Berkeley Mayor's Office, BUSD, and BHS; FYE/PERSIST outreach to schools: BUSD, Oakland High, Oakland Tech, Albany and Berkeley Adult School; Oakland Boxing Association PACE outreach; attended Kaiser Hospital fair,
Raymond Landry		BCC Counseling Department Mentor Program	

## 9. Professional Development:

- Please describe the professional development needs of your discipline or department. Include specifics such as training in the use of classroom technology, use of online resources, instructional methods, cultural sensitivity, faculty mentoring, etc.
  - ✓ Technology updates and innovations
  - ✓ CSU /UC updates on major and admissions requirements
  - ✓ Career development
  - ✓ Counseling techniques
  - ✓ Mental Health Issues
  - ✓ Student Success
  - ✓ Counseling Best Practices
  - ✓ Teaching Pedagogy

How do you train instructors in the use of Distance Education platforms? Is this sufficient?

- The District Office offers a four part distance education certificate. The Counselling department encourages Counselors to complete this certificate prior to teaching Distance Education courses.

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10. **Discipline, Department or Program Goals and Activities:**

- Briefly describe and discuss the discipline, department or program goals and activities for the next three years, including the rationale for setting these goals. NOTE: Progress in attaining these goals will be assessed in subsequent years through annual program updates (APUs).

- Then fill out the goal setting template included in Appendix B. which aligns your discipline, department or program goals to the college mission statement and goals and the PCCD strategic goals and institutional objectives.

- **Goal 1. Curriculum:**

- **Develop and implement high school to college pathways that identify stackable degrees and certificates, encourage dual enrollment, produce acceleration and allow early college credit/Equity/3SP**

- **Goal 2. Assessment:**

- **Assess all counseling courses within three year period. Record in TaskStream**

- **Goal 3. Instruction:**

Activities and Rationale:

- **Goal 4. Student Success Student Equity:**

- **Develop comprehensive SEPs for all students during first year of academic experience/3SP mandate**

- **Pilot Faculty Advising model spring 2016/Equity**

- **Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships:**

- **Develop resource site for counselor reference and new counselor training/staff development**
- **Develop training manual for new counselors/staff development**

- Please complete the Program Review Integrated Goal Setting Template included in Appendix B.

## Appendices

# Appendix A

## Counseling Program Review Prioritized Resource Requests Summary for Additional (New) Resources

**College:** Berkeley City College

**Discipline, Department or Program:** Counseling

**Contact Person:** Alley Young and Susan Troung

**Date:** 11/6/2015

Resource Category	Description	Priority Ranking (1 – 5, etc.)	Estimated Cost	Justification (page # in the program review narrative report)
<b>Human Resources: Faculty</b>	Increase .5 articulation officer to 1.0	3		p. 26
<b>Human Resources: Classified</b>	Part Time Classified Assistant to support administrative needs of the department			p. 26
<b>Human Resources: Student Workers</b>	Maintain 2 student workers at all times to support staff assistant and man reception desk	5		p.26
<b>Technology</b>	Panic buttons	5		p. 28
<b>Equipment</b>	Laser color printer	2		p. 28p. 28
<b>Supplies</b>				
<b>Facilities</b>	Office space for staff assistant Office space for contract counselor Storage space for documents	5		p. 28
<b>Professional</b>	Conferences, webinars,	5		p. 31

<b>Development</b>	workshops that pertain to teaching pedagogy, career development, counseling techniques, counseling best practices, mental health, transfer.			
<b>Other (specify)</b>				

# Appendix B

## PCCD Program Review Alignment of Goals Template

College: Berkeley City College

Discipline, Department or Program: \_\_\_\_\_

Contact Person: Allene Hegler, Susan Truong, Tamara Harris-Coleman, Diana Bajarami

Date: \_\_\_\_\_

Discipline, Department or Program Goal	College Goal	PCCD Goal and Institutional Objective
<ol style="list-style-type: none"> <li>1. Develop and implement high school to college pathways</li> <li>2. Develop comprehensive SEPs on all student by end of first year of academic experience</li> <li>3. Pilot Faculty Advising model for Spring 2016</li> </ol>		<p>Strategic Goals  <b>A: Advance Student Access, Equity, and Success</b>            2015-2016 Institutional Objectives  <b>A.1 Student Access:</b>            Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 20, 609 RES FTES.</p> <p><b>A.2 Student Success:</b> Using the total 2014-2015 data as a baseline, increase students' participation in SSSP eligible activities by at least 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans.</p> <p><b>A.3 Student Success:</b> Fully implement an Early Alert process for all students.</p> <p><b>A.4 Student Equity:</b> Address the achievement gap through fully</p>

		<p>implementing the student success and equity plans at each campus.</p> <p><b>A.5 Student Success:</b> Using 2014-2015 data as a baseline, increase student engagement in activities such as student governance, student life activities, student leadership development, service learning programs, learning communities and student employment.</p>
2.	<p><b>BCC Goal 3. Increase the number of new partners and enhance and leverage resources with existing partners.</b></p>	<p>Strategic Goals:  <b>B: Engage and Leverage Partners</b>  2015-2016 Institutional Objectives:</p> <p><b>B.1 Partnerships:</b> Develop a District-wide database that represents our current strategic partnerships and relationships, both locally and abroad. Identify the individual responsible for this objective by October 1, 2015.</p> <p><b>B.2. Partnerships:</b> Expand and document domestic and international partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.</p>
3.	<p><b>BCC Goal 4. Reduce education and achievement gap through building and implementing programs of distinction through SSSP, Equity, BSI and other college-wide plans.</b></p>	<p>Strategic Goals:  <b>C: Build Programs of Distinction</b>  2015-2016 Institutional Objectives:</p> <p><b>C.1 Student Success:</b>  Develop a District-wide first year experience/student success program (such as</p>



		<p>Peralta Scholars).</p> <p><b>C.2 Student Success:</b> Develop and fully implement an innovative student success program at each college that feeds into the District-wide first year experience/student success program.</p>
<p>4. Develop resource site for counselor reference and new counselor training</p> <p>5. Develop training manual for new counselors</p>	<p><b>BCC Goal 5. Resolve the 2 ACCJC Recommendations and BCC's self-identified Actionable Improvement Plans</b></p>	<p>Strategic Goals:</p> <p><b>D: Strengthen Accountability, Innovation and Collaboration</b></p> <p>2015-2016 Institutional Objectives:</p> <p><b>D.1 Service Leadership:</b> Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues and community partners.</p> <p><b>D.2 Institutional Leadership and Governance:</b> Evaluate and update policies and administrative procedures, the overall PCCD organizational structure, and functional responsibilities within the District.</p> <p><b>D.3. Institutional Effectiveness:</b> Evaluate and update the PBIM participatory governance structure and the Budget Allocation Model (BAM).</p> <p><b>D.4. Global Planning:</b> Develop a Total Cost of Ownership (TCO) plan that includes agreed upon standards, estimates costs for facilities operations and maintenance, costs</p>

		for technology acquisition, repair and replacement cycles, custodial and stationary engineering services for all existing buildings and potential new facilities.
5.	<b>BCC Goal 6. Increase BCC additional and alternative funding sources through materializing BAM, funding raising, non-RES tuition, grants, etc.</b>	<p>Strategic Goals:  <b>E: Develop and Manage Resources to Advance Our Mission</b>  2015-2016 Institutional Objectives:</p> <p><b>E.1 FTES/FTEF Target:</b>  Achieve the District target FTES/FTEF within budget.</p> <p><b>E.2 Budget to Improve Student Success:</b>  Increase alternative funding sources including, but not limited to, the Peralta Colleges Foundation, non-RES tuition (with a particular focus on recruiting international students), grants, etc.</p> <p><b>E.3 Fiscal Oversight:</b>  Prudently manage all fiscal resources; general fund, bonds, benefits, OPEB), other long-term liabilities; Resolve all outstanding audit findings.</p> <p><b>E.4 Support Quality Instruction:</b> Increase investments in materials, equipment, and teaching and learning resources to enhance student learning outcomes.</p>
6.		Strategic Goals:

7.		Strategic Goals:
8.		Strategic Goals:

# Appendix C

## Program Review Validation Form and Signature Page

College:

Discipline, Department or Program:

### Part I. Overall Assessment of the Program Review Report

Review Criteria	Comments: Explanation if the box is not checked
<p><input type="checkbox"/></p> <p>1. The narrative information is complete and all elements of the program review are addressed.</p> <p><input type="checkbox"/></p> <p>2. The analysis of data is thorough.</p> <p><input type="checkbox"/></p> <p>3. Conclusions and recommendations are well-substantiated and relate to the analysis of the data.</p> <p><input type="checkbox"/></p> <p>4. Discipline, department or program planning goals are articulated in the report. The goals address noted areas of concern.</p> <p><input type="checkbox"/></p> <p>5. The resource requests are connected to the discipline, department or program planning goals and are aligned to the college goals.</p>	

**Part II. Choose one of the Ratings Below and Follow the Instructions.**

Rating	Instructions
<input type="checkbox"/> 1. Accepted.	1. Complete the signatures below and submit to the Vice President of Instruction.
<input type="checkbox"/> 2. Conditionally Accepted.	2. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with a timeline for resubmission to the validation chair.
<input type="checkbox"/> 3. Not Accepted.	3. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with instructions to revise. Notify the Dean and Vice President of Instruction of the non-accepted status.

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**Part III. Signatures**

**Validation Team Chair**

\_\_\_\_\_  
 Print Name

\_\_\_\_\_  
 Signature

\_\_\_\_\_  
 Date

**Counseling Department Chair**

\_\_\_\_\_  
 Print Name

\_\_\_\_\_  
 Signature

\_\_\_\_\_  
 Date

**Received by Vice President of Instruction**

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Print Name

Signature

Date

- Creation of videos available for viewing online and in the counseling lobby; also updating counseling info from support classes, deadlines for petitioning for certificates and degrees, and graduation on a LED scrolling screen

