

Executive Summary

Introduction

The counseling department is committed to providing quality services to students. Our department is comprised of a multicultural staff that includes multilingual speakers in Cantonese, Vietnamese and Spanish. Many of our counselors have backgrounds in career development to assist students with their educational and career exploration process. The counseling department has a positive and effective relationship with student body we serve. (See student survey results below). Student needs are our first priority and drives our decision making process for program planning.

Success Stories

- Student education planning is the number one service that allows students the necessary focus and motivation to complete their educational goals. The fact that the counseling department prioritizes SEP development aligns with the core services identified in the 3SP mandates.

The Counseling Department completed the following number of Student Education Plans

January 1-December 31st 2013 3450

January 1- November24, 2014 3078

- Counselors served record numbers of students via drop-in and appointments:

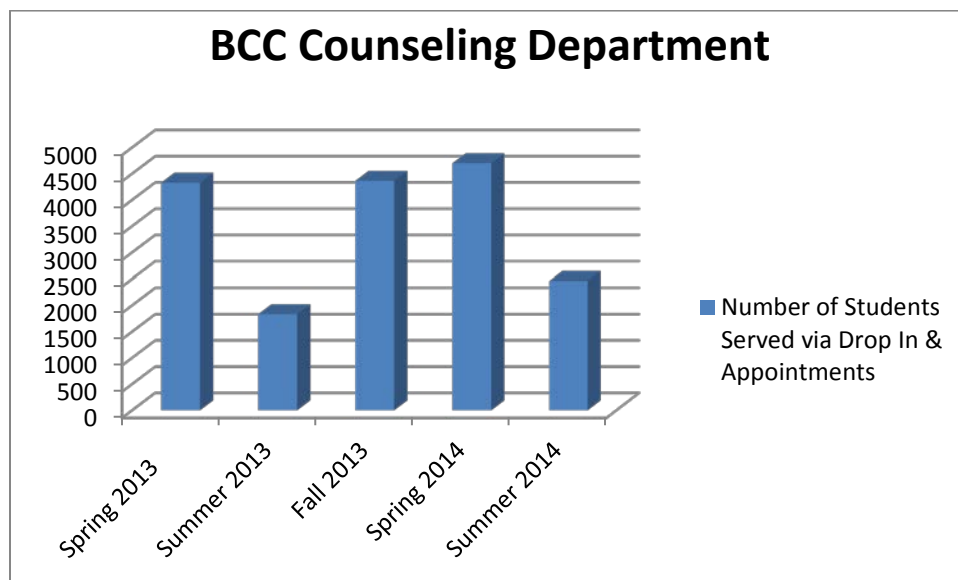
Spring 2013 4330

Summer 2013 1834

Fall 2013 4364

Spring 2014 4700

Summer 2014 2461



- The Counselor breakfast initiated in 2012 has become hugely popular. The last breakfast occurred October of this year with a record number of high school counselors attending. All

of BCC's feeder high schools were in attendance in addition to a few schools outside of our service area. The breakfast has been successful in accomplishing BCC's goals of networking and collaborating with our high school counselor counterparts.

- Counselors worked with Assessment staff and vendor to develop online orientation
- Counselors worked with the District Office to develop the Electronic Student Education Plan which interfaces with Passport. Students will be able to view and adjust their SEP and degree audit in their student center in Passport

Action Plans

- Move towards a case management model of counseling to improve consistency of information and strengthen counselor student relations.
- Implement a pilot for faculty advising that will improve student access to discipline-specific information, foster collaboration between counseling and instructional faculty, provide students with options for receiving information and understanding different academic paths.
- BCC Counselors will work with counseling departments across the District to develop a viable early alert system. Early alert will be instrumental in helping to close the achievement gap, increase course completion, persistence and transfer rates.
- Our goal is to develop Comprehensive SEP for all students, which aligns with the college goals in the Master Education Plan.

Program Needs

Human Resources

- Two Full Time Non-Tenure Track Counselors to support SEP development as mandated by 3SP
- Four Adjunct Counselors for triage during peak registration and special projects such as the ADT taskforce and outreach
- Need at least two additional clerical support in order to help the Counseling Department faculty and staff effectively serve students

Facilities/Infrastructure

- Counselors are the recipients of confrontational behavior on a more than occasion therefore, we are requesting for panic buttons in each office to provide an increased measure of security
- Counseling area does not have enough office space to accommodate full time and part time counselors. We are in dire need of office space for files, supplies, equipment and forms

Technology

- All fulltime faculty should have adequate technology to support classroom instruction, orientation, workshops, community presentations, committee work, etc.
 - Six laptops is requested for contract counselors
 - Two wireless mobile printers for In-reach/Outreach, BCCO activities

Berkeley City College

Counseling Department Annual Program Update 2014-2015

- Two computer monitors for Student Self Check in via SARS
- One color laser printer for handouts, flyers, outreach/in-reach
- Six Power point clickers to support counseling instructional faculty with classroom presentations and curriculum

Peralta Community College District
STUDENT SERVICES ANNUAL PROGRAM UPDATE
 Academic Year 2013-2014

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.

I. OVERVIEW

		Date Submitted:	December 1, 2014
College	Berkeley City College	Administrator:	May Chen
Unit/Area	Counseling		
Completed By:	Alley Young and Susan Truong		
Mission/History and Description of Service Provided	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.		
Student Learning Outcomes (SLOs) <i>(or Service Area Outcomes-SAOs, or Program Learning Outcomes-PLOs)</i>	Understand and evaluate available options and the process by which to obtain their desired goals (INFORMATION COMPETENCY) Understand and evaluate available options and the process by which to obtain their desired goals (CRITICAL THINKING) Understand the importance of and take personal responsibility for creating their academic, personal and professional growth (SELF AWARENESS AND INTERPERSONAL SKILLS)		
SLO/SAO/PLO Mapping to Institutional Learning Outcomes (ILOs)	See Above		

II. ASSESSMENT, EVALUATION AND PLANNING

Quantitative Assessments	
<i>Include service area data such as number of students served by your unit/area. Include data and recommendations from program review.</i>	Spring 2013 appointments between 1/21-5/24 totaled 4330 Summer 2013 appointments between 5/28- 7/26 totaled 1834 Fall 2013 appointments between 8/19-12/13 totaled 4364 Spring 2014 appointments between 1/21-5/23 totaled 4700 Summer 2014 appointments between 5/27-7/25 totaled 2461

<p><i>Include data used to assess your SLO/SAO/PLOs.</i></p>	
<p>Qualitative Assessments</p>	
<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>Survey results from 2013 and 2014 were highly favorable with all indicators ranging between 75% to 91% approval with counseling services. See Figure 1 for disaggregation of indicators.</p>

III. Identifying Strengths, Weaknesses, Opportunities, and Limitations

<p>Strengths <i>What are the STRENGTHS of your unit/area?</i></p>	<p>The counseling department is committed to providing quality services to students. Our department is comprised of a multicultural staff that includes multilingual speakers in Cantonese, Vietnamese and Spanish. Many of our counselors have backgrounds in career development to assist students with their educational and career exploration process. The counseling department has a positive and effective relationship with student body we serve. (See student survey results above). A veritable working relationship with our high school feeder schools has been established. We have developed a cooperative and collaborative relationship with instructional faculty to support our student needs. Our counselor to student ratio has improved from 1:2000 to 1:1058. The addition of five fulltime, contract counselors allows full participation of the counseling faculty in the shared governance process.</p>
<p>Weaknesses <i>What are the current WEAKNESSES of your unit/area?</i></p>	<p>Although counselor to student ratio has improved significantly, the addition of fulltime and adjunct faculty is still needed. Such mandates as 3SP and the Equity Plan require more contact and services to students within specified time frames to support student success. Additionally, the Equity Plan and 3SP processes require involvement and planning from counseling faculty to develop and implement effective strategies to address the core services.</p> <p>Shortage of office space; currently, there is not enough office space to accommodate current faculty or new hires.</p> <p>Storage space is extremely limited. More and more case management services will be provided in general counseling requiring maintenance of student files. Currently we have run out of space to house transcripts, various forms, equipment and</p>

	<p>supplies.</p> <p>General and Categorical Counselors are isolated from each other. Need to have offices in close proximity for better communication and training consistency.</p>
<p>Opportunities <i>What are the OPPORTUNITIES in your unit/area?</i></p>	<p>BCC has just entered escrow to purchase a new building. Hopefully this will solve the office shortage challenge.</p> <p>3SP has provided funding for case management</p>
<p>Limitations <i>What are the current LIMITATIONS of your unit/area?</i></p>	<p>Counselors have limited time off the floor to develop their knowledge base, brainstorm, follow up on student requests, etc. The current allotment of .5 hours upon arrival and .5 hour prior to leaving only allows for returning phone calls and checking emails. Counselors need regular, consistent time off the floor to meet the demands of preparing paperwork, following through with committee work, training and planning new processes for 3SP Mandates, preparing for students, maintaining currency in the counseling discipline, collaborate with our instructional counterparts.</p>

Action Plan for Continuous Improvement

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

1. Move towards a case management model of counseling to improve consistency of information and strengthen counselor student relations.
2. The District has purchased a student advising/electronic SEP tool that allows students to interact with counselors online in the development of their educational plans. This tool will increase student knowledge concerning academic planning, as well as foster student self-advocacy.
3. Implement a pilot for faculty advising that will improve student access to discipline-specific information, foster collaboration between counseling and instruction, provide students with options for receiving information and understanding different academic paths.
4. Counselors will work with counseling departments across the District to develop a viable early alert system. Early alert will be instrumental in helping to close the achievement gap, increase course completion, persistence and transfer rates.
5. The new online orientation will increase students access for orientation completion
6. Counseling will develop a master calendar for the semester that will organize counseling activities and avoid activity overlaps and over scheduling; thus, a more efficiently run counseling department.
7. A full time clerical support person has been hired and will start in spring 2015. The administrative support will be of value in all of the points illustrated thus far; specifically organizing and streamlining operations that will increase our effectiveness and productivity.
8. Counselor liaisons have been established to work directly with each instructional

- department for the purpose of obtaining discipline information to share with all counselors.
9. More collaboration with our feeder high schools, in order to better prepare high school students to make the transition to college. Counseling hopes to make more concurrent enrollment classes available, fine tune orientation to their needs, attend high school functions upon invitation.
 10. The counseling department will utilize a multiple measures approach with an emphasis on student self-assessment. Effective placement is key to student's persistence and goal completion.
 11. Distance education component for counseling courses 24 and 57 have been approved which will give students more options and flexibility to take much needed support classes.
 12. Tremendous progress has been made in developing a collaborative climate between counseling and instructional departments. Continued effort and progress in this direction can only strengthen the common goal to provide access to students and ensure their success.
 13. One Stop Counseling: After assessment, students are able to meet with a counselor to clear matriculation hold, develop abbreviated SEP and register for classes with the assistance of the Admissions & Record staff

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>)*

<p>Meet District FTES Target for AY2014-2015 of 19,355</p>	
<p>Increase Student Success</p>	<p>The College has created a 10-year educational master plan that identifies the college's goals for maximizing student success, increasing persistence and college completion. The counseling department will be an integral part of creating the climate that will allow us to achieve these goals.</p> <p>The addition of counseling classes to the FYE and cohort programs has proven to be instrumental in increasing student success by providing necessary support classes to the curriculum.</p> <p>Much work has been done to improve and expand our orientation delivery. We have taken suggestions offered by high school students and counselors, to concentrate on pathways with an emphasis on CTE programs. We also encourage more BCC student involvement.</p>
<p>Increase Persistence <i>Percentage of degree and/or</i></p>	<p>SEE ABOVE</p>

<p><i>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></p>	
<p>Increase College Completion <i>Percentage of degree and/or transfer-seeking students who complete a degree, certificate or transfer related outcomes.</i></p>	<p>SEE ABOVE</p>

IV. RESOURCE NEEDS

Human Resource/Personnel

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

<p>Current Staffing Level:</p>	<p>Headcount</p>	<p>FTE Equiv.</p>	
	<p>Faculty (Permanent)</p>	<p>6</p>	<p>4.8]</p>
	<p>Faculty (PT/Adjunct)</p>	<p>8</p>	<p>3.55</p>
	<p>Classified Staff (Permanent)</p>	<p>[1]</p>	<p>[1]</p>
	<p>Classified Staff (Hourly) [#]</p>	<p>.5</p>	<p>[0]</p>
	<p>Students</p>	<p>[1]</p>	<p>.5</p>
	<p>ICC/Consultant/Other</p>	<p>[0]</p>	<p>[0]</p>
<p>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</i></p>	<p>The current ratio of counselor to student is approximately 1:1058. An acceptable ration would be 1:900.</p> <p>We have hired five contract counselors within the last 24 months which inches us closer to an acceptable counselor student ration.</p> <p>The increase in full time faculty has allowed Counseling to be involved in the shared governance process though out the college.</p>		

<p><i>position vacancies, the need for additional personnel, the need for permanent faculty/staff instead of adjunct/hourly personnel, etc.</i></p> <p><i>Describe implications of the current staffing level in your unit/area to overall service delivery</i></p>	<p>The increase has also benefited students directly shortening the wait time to see a counselor and opening up more slots for students to see counselors by appointment even during peak registration.</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>Two full time, non-tenure track counselors and increase adjunct faculty by four to support counseling triage during peak registration and special projects such as the ADT taskforce and outreach</p> <p>Full time staff assistant (pending)</p> <p>Need at least two additional Student Workers or Clerical Assistant to support new classified position and the Counseling department</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>Counseling area does not have enough office space to accommodate full time and part time counselors. We are in dire need of storage space for files, supplies, equipment and forms.</p> <p>Counselors are the recipients of confrontational behavior on a more than occasional basis. Panic buttons in each office would provide an increased measure of security.</p>
<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</i></p>	<p>All fulltime faculty should have adequate technology to support classroom instruction, orientation, workshops, community presentations, committee work, etc. Therefore, a request for six laptops is requested for contract counselors.</p> <p>Accessories to support presentations and instructional needs:</p> <ul style="list-style-type: none"> ▪ Six power point clickers ▪ Two wireless mobile printers ▪ One laser color printer for the counseling department

<p><i>technology in your unit/area to overall service delivery.</i></p>	<ul style="list-style-type: none"> ▪ Two Monitors in counseling lobby for students to check themselves in for drop-in sessions
<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>	<ol style="list-style-type: none"> 1. Laptops for six contract counselors 2. Two wireless mobile printers for In-reach/Outreach, BCCO activities 3. Two computer monitors for Student Self Check in via SARS 4. One color laser printer One color laser printer for handouts, flyers, outreach/in-reach 5. Power point advancers Six Power point clickers to support counseling instructional faculty with classroom presentations and curriculum

V. OTHER

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

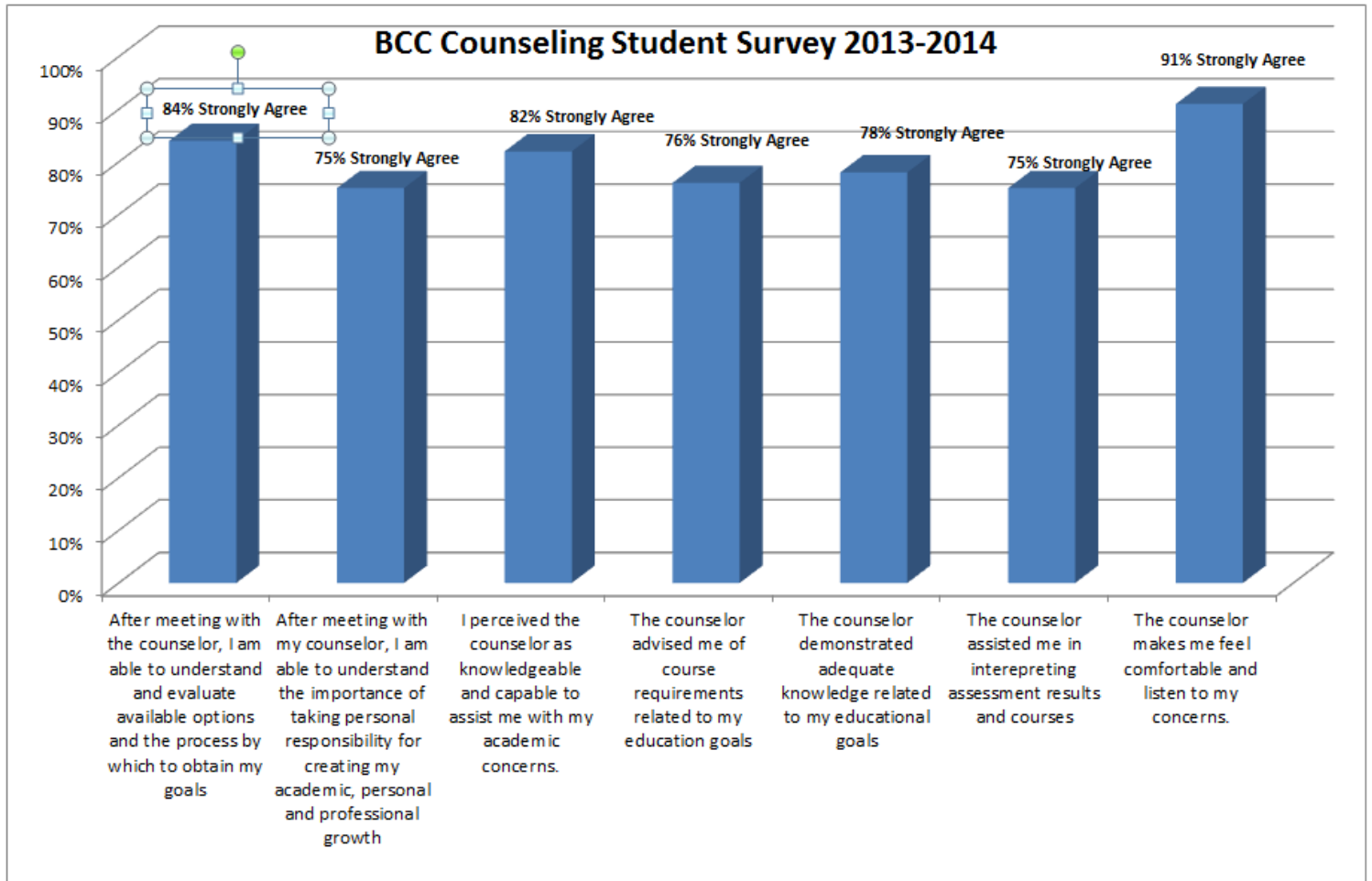


Figure 1