

Berkeley City College
Student Services Area Review 2012-13

Transfer & Career Information Center

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 basic skills 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 and gives general information for both transfer and career preparation, 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 2011-12: Transfer Day in the fall semester; Transfer Night in the spring semester; 5 4-year campus tours; Career Pathways Expo in the spring semester; on average 10 campus visits per month by four year representatives; monthly workshops.
- The number of transfers to UC and CSU increased by 13%, from 174 to 196, over the past three years.
- The Center received very positive feedback from its users through Student Learning Outcome assessment survey. On a 5-point scale, rankings of the 7 items measured ranged between 4.4 and 4.9.
- To enhance career information services, the Center received a grant to add one .5 FTE student assistant with expertise in career technical programs.

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: in-house advisory committee coordinates efforts related to transfer and career information.
- 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:

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.

Self Study Narrative for the Transfer & Career Information Center

I. BACKGROUND INFORMATION

A. Describe:

1. **The unit:** Currently located on the second floor in the counseling wing, and staffed by one full-time coordinator, the “Berkeley City College Transfer & Career Information Center facilitates 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.” (Transfer & Career Information Center Mission Statement)

The center is staffed by a full-time coordinator (classified position), with additional staffing from student assistants. Plans include utilizing technology more effectively in the future to capture student use of the center resources, and to implement changes in center services based on assessment data related to student learning outcomes. Software needs may include additional career interest assessment tools for student access.

Berkeley City College is projected to experience continued growth as funding allows. As the student population increases, more students will attend community college as a pathway to a career and/or four-year college or university, and we anticipate the center will expand services. The Transfer & Career Information Center will need more space, as well as more staffing. On campus collaborations can be expanded and strengthened.

2. **History:** The Transfer & Career Information Center was established at Vista Community College in the 1990s. College administration designed the center to be

staffed with a full-time coordinator (classified staff position), who would keep the center open 12 months a year, 40 hours per week. The coordinator works in partnership with academic counselors who all provide transfer and career counseling to students.

One counselor is designated to be the primary transfer counselor, and to oversee transfer admission guarantee and concurrent enrollment program applications. This counselor also attends regional meetings along with the center coordinator. The coordinator introduces students to the resources and gives general information, and offers short trainings for students to effectively use tools for their research and exploration (for example, assist.org).

The college also has a counselor who specializes in career counseling and students use center resources to access EUREKA and other tools such as the on-line California Career Café to prepare and augment the work they do with counseling faculty. The working relationship between departments has developed over time.

In April 2010 the center relocated to the second floor counseling wing (from the first floor atrium). The move has been successful, as evidenced by students finding the new site and utilizing center resources at a similar level to when the center was more visible on the first floor, and physically larger. The center continues to partner with instructional and counseling faculty members, and community partners (such as Cal Corps and various employers). This service area review is occurring during the busiest time of year for the center, the fall application season for the UC and CSU systems; many processes are now established in the new space and the level of service currently provided matches that of previous years.

3. **Purposes and needs assessed:** Please see below for purpose (#4 Current Components). Needs are listed in section VI Action Plan, page 11.
4. **Current components:** Current components are best described by the introductory sheet (in italics below) available to students in the center, used as a tour sheet (updated 10/12), and on-line <http://www.berkeleycitycollege.edu/wp/transfer/about-the-transfer-center/>:

“The Berkeley City College Transfer & Career Information Center is a resource to help students identify a major, a career, and/or to select a transfer institution. Students start from where they are in their process: unclear about what they want to do—and wanting to develop career and academic goals, or have an idea what they want to do but not knowing how to plan next steps, or know their goals and are needing to go through the application process in order to transfer.

All materials and activities in the Center are for the purpose of helping students come closer to their goal—for many students this is transferring to a four-year college or university. As stated, the Center works in partnership with BCC Academic Counselors. Meeting with an academic counselor is often a first step in a student’s process to identify career and academic goals. Plus, if a student is planning to complete a degree, a certificate, or to

transfer, it is wise for the student to meet with a counselor to develop or update your student education plan (SEP).

Materials, Software, Events and Services to Support Student Transfer and Career

Exploration: *College catalogs to review majors & course descriptions; College handbooks & brochures – (free materials); UC & CSU transferable course lists (IGETC & CSU-GE; and Assist); Opportunity to talk to college representatives (see on-line semester calendar); College applications and application workshops; Workshops on ‘How to Do Your [UC] Personal Statement’; Workshops on ‘Transfer Basics’; Concurrent Enrollment w/UCB, CSU East Bay, & Mills College; Guaranteed Admissions to several UCs & CSUEB; Mentorship Program – opportunity to be mentored by a UCB student; Website with general transfer information & calendar of transfer events; EUREKA data base – search information on majors, careers, schools & scholarships; On-line search for majors, programs, and college information; Transfer bulletin boards with UC, CSU, & private college news & events; ‘What Can I Do With This Major?’ information sheets; List of Bay Area Colleges with Evening & Weekend B.A. Degree Programs; Historically Black Colleges resources; Study Abroad information; Workshops on ‘Career Exploration Basics’; annual fall Transfer Day; annual spring Transfer Night; Career Pathways Expo highlighting BCC programs of study; partnerships with on and off campus groups”*

In addition, the center staff has established on-going working relationships with several faculty members, and offers workshops and instruction to classes each semester—for example, in the foundational program PERSIST, the ‘Transfer Basics’ workshop is routinely scheduled, and this collaboration is effective in reaching under-represented students, and providing early resource introduction and support to these students.

STAFFING

There are programmatic needs for more staffing. The full time coordinator position is vital to keeping the center operational for a full work week and throughout the academic year (although for the last 3 summers, the district has adopted a 4 day work week and the campus has been closed on Fridays). That said, the center is closed at times when the staff person is participating in campus activities and training, and/or has shared governance responsibilities. The center is kept open at times by student assistants who are trained to answer general student questions and to direct students who come to the center to appropriate resources, be these academic counseling staff or on-line tools; assistants will also encourage students to contact the center coordinator by email or phone to schedule in-person follow up.

The coordinator is the primary contact from BCC to all four year institutions; the center is one of the primary places on campus where students can connect their interests, aptitudes, exploration about future employment opportunities, with academic programs of study (and decisions about an academic major).

ADDITIONAL SERVICES

Maintenance of the college job board (for job and internship postings), website, and transfer and career related workshops open to the whole college are additional unique functions of this program/service area. The coordinator is also the point person for scholarships on campus, oversees

maintenance of the scholarship listings on the website (a page in the financial aid section of the campus site-see link: http://www.berkeleycitycollege.edu/wp/financial_aid/financial-aid-links/), and chairs the college scholarship committee.

Section VI, Action Plan (on page 11), and section C below delineates further the facility, fiscal, space, technology and personnel components and resources of the center.

B. Describe unique aspects of the program.

1. One unique aspect of the program relates to the fact that over 37% of in-coming students list Transfer as their educational goal upon admission¹ (2,784 individuals for Fall 2010), and if we expand to look at all matriculating students, many who will decide to transfer in addition to getting an AA degree, then the percentage increases to 64% or 4,763 individuals.² The college enrollment has grown in double digits since moving into our new facility, in fall 2006. Student headcount in fall 2006 was 4,562, and in Fall 2010 was 7,436.³ While this incredible growth is celebrated, staffing has not grown in relation to the enrollment increase, and each area in the college, including the center, has experienced greater utilization.
2. Another unique aspect of the program involves reaching students who declare that they are Undecided in terms of educational goal. These numbers continue to increase as well, with 27% (1,216 individuals) of students in fall 2006 self-identifying as Undecided on educational goal to 37% (2,755 individuals) of students in Fall 2010⁴ declaring Undecided on their admissions application. A recently developed workshop on “Career Exploration Basics” (a collaborative effort with an academic counselor and center coordinator) aims to address the influence of education and career goal on student success, while introducing the process of and resources for career exploration.

C. Describe your current resources. Current resources aside from the on-line and hard copy materials mentioned above are the full-time coordinator, and part-time student workers (work-study and CTE grant funded). Visiting college and university representatives are also resources, as are workshop presenters.

- a. **Faculty/staff resources-** described in History section on pages 2-3—all full and part-time academic counseling faculty work in collaboration with center coordinator and provide services to students, including counselors who specialize in certain aspects of transfer and career exploration
- b. **Classified staff resources-** center coordinator is a classified staff member-1.0 FTE
- c. **Facility resources -**center is able to accommodate small groups, holds various print materials, and has four computer stations for student use
- d. **Fiscal resources-** funding is needed to cover annual licensing for career software, and future expansion of services, i.e. more staffing

D. Provide your program goals and show how they are measured. Program Goals are listed

¹ Peralta Facts, Enrollment Trends, Berkeley City College, March 2010, p. 11

² *Ibid*, p.10

³ *Ibid*, p.1

⁴ *Ibid*, p.11

in Table 1, and explained further in section IV Action Plan, section B.

E. How do you know that the program is meeting its goals? SAO assessment results, general student feedback, and other as outlined in Table 1.

F. What are the indicators that measure your present goals? See Table 1.

G. What are expected results of these indicators? See Table 1.

TABLE 1 (Strategic Planning Goals from Annual Program Update 2011-12)

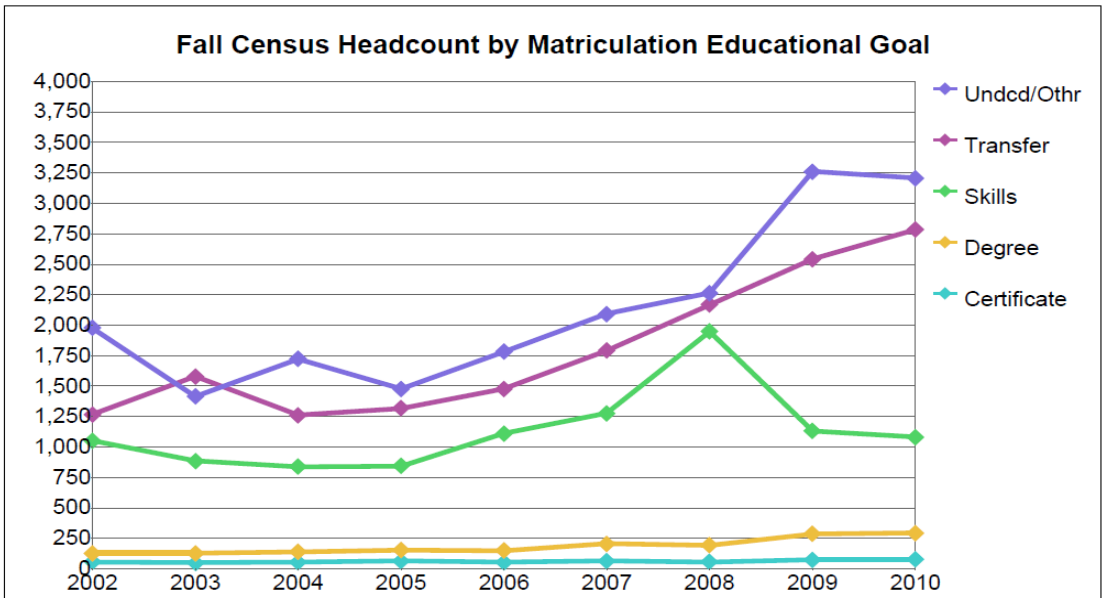
GOAL	HOW IS THE GOAL MEASURED (INDICATORS)	WHAT ARE EXPECTED OUTCOMES
Advance Student Access, Success & Equity	Data capturing center users shows increase in number of under-represented students.	Increase in number of under-represented students who transfer successfully, and who change educational goal from undecided.
Engage Our Communities & Partners	Expanded number of four year college and university representatives visiting campus; increased number of internship and scholarship opportunities for BCC students.	BCC students transferring to a greater variety of four year campuses; more BCC students fulfilling internships and being awarded more scholarships.
Create a Culture of Innovation & Collaboration	In house advisory committee coordinates efforts related to transfer and career information, reaching more students, more effectively.	Greater coordination among academic and student services programs that serve under-represented students.
Develop Resources to Advance & Sustain Mission—specifically related to transfer and workforce development	CTE funding utilized to provide more career related services; expanded on-line presence. Student feedback on SAOs measures effectiveness of resources.	Increase in number of students who transfer, and increase in number of students who engage in career exploration. (see Access, Success & Equity)

II. STUDENT DEMOGRAPHICS OF THOSE USING YOUR SERVICES

A. Who do you serve? General demographic data for BCC is available in overall college profile for all program reviews and is not duplicated here. In terms of headcount numbers, The Peralta Community College District Peralta Facts publication gives fall headcount by matriculation goal; see screen shot of page 11 below. Students with matriculation goals of Transfer, AA/AS Degree, Certificate, Improve Job Skills, Discover Career, and those that are Undecided, are students served in the center.

In addition, data from the 2011 District Equity Report can give us another picture of the students we serve. The tables relating to transfer to the UC and CSU systems are from the Peralta Community College District Equity Report, June 2011, and are cited in section III STUDENT PERFORMANCE AND FEEDBACK, on page 8.

Berkeley City College



Fall Census Headcount by Matriculation Educational Goal

2010
Headcount is
preliminary.

Matric Goal	2002	2003	2004	2005	2006	2007	2008	2009	2010
Transfer	1,265	1,578	1,261	1,317	1,475	1,790	2,167	2,541	2,784
AA/AS Degree	126	126	138	152	147	203	192	284	293
Certificate	55	47	51	63	52	63	55	72	75
Improve Job Skills	616	527	518	514	673	718	1,077	717	740
Discover Career	355	301	262	263	344	437	668	259	218
Ed Enrichment	659	514	602	374	521	528	637	478	345
Improve Basic Skills	79	56	56	64	91	119	202	154	121
Complete HS Credits	65	58	35	39	43	68	173	60	105
Undecided/Other	1,253	843	1,084	1,062	1,216	1,494	1,451	2,721	2,755
Total	4,473	4,050	4,007	3,848	4,562	5,420	6,622	7,286	7,436

Percentage Distribution of Fall Census Headcount by Matriculation Educational Goal

Matric Goal	2002	2003	2004	2005	2006	2007	2008	2009	2010
Transfer	28%	39%	31%	34%	32%	33%	33%	35%	37%
AA/AS Degree	3%	3%	3%	4%	3%	4%	3%	4%	4%
Certificate	1%	1%	1%	2%	1%	1%	1%	1%	1%
Improve Job Skills	14%	13%	13%	13%	15%	13%	16%	10%	10%
Discover Career	8%	7%	7%	7%	8%	8%	10%	4%	3%
Ed Enrichment	15%	13%	15%	10%	11%	10%	10%	7%	5%
Improve Basic Skills	2%	1%	1%	2%	2%	2%	3%	2%	2%
Complete HS Credits	1%	1%	1%	1%	1%	1%	3%	1%	1%
Undecided/Other	28%	21%	27%	28%	27%	28%	22%	37%	37%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%

III. STUDENT PERFORMANCE AND FEEDBACK

A. **How do students who receive services perform?** The following tables show stable and increased numbers of transfers to the UC and CSU systems.

Number of Transfers from BCC to CSU by Ethnicity: Peralta Equity Report 2011, p. 157

Academic Year	Asian/Pi	African-Am	Filipino	Latino	Nat Am	White	Other / Unknown	Total
2002	8	17	0	7	0	21	25	78
2003	11	11	1	5	0	24	24	76
2004	4	17	1	4	1	19	27	73
2005	9	12	3	10	2	20	16	72
2006	6	22	0	10	2	28	24	92
2007	10	19	2	9	1	26	23	90
2008	3	28	2	10	2	20	20	85
2009	9	23	1	12	1	22	23	91
2010	8	16	2	8	0	20	21	75

Number of Transfers from BCC to UC by Ethnicity: Peralta Equity Report 2011, p.167

Academic Year	Asian/Pi	African-Am	Filipino	Latino	Nat Am	White	Other / Unknown	Total
2002	14	5	2	8	1	21	7	58
2003	6	2	2	7	0	27	10	54
2004	12	4	2	6	0	34	23	81
2005	10	7	1	10	1	45	14	88
2006	8	8	2	16	1	37	10	82
2007	7	5	0	18	0	40	10	80
2008	10	8	1	10	0	48	12	89
2009	18	12	4	24	2	49	11	120
2010	26	12	1	17	0	51	14	121

C. **How do their counterparts who do not receive services perform?** [If data are available.]

D. **What do students have to say about student services [CCSSE Reports 2007 & 2009 as well as other surveys]?** See SLO analysis.

E. **Have you used statewide or national assessment instruments to assess your program?** BCC uses transfer and career related data and reports published by the State of California as feedback tools.

IV. PROGRAM EFFECTIVENESS

A. **Interdepartmental/ Program/Campus Collaboration**

1. **Please provide a list of memberships in standing committees and governance groups.** Center coordinator is a member of the following: College Roundtable, College Student Success Task Force, Campus Scholarship Committee, District Classified Senate (officer), Campus Classified Senate (officer), and Student Services Council.
2. **How does the unit (and committees in which unit participates) support other administrative, student services and academic units in the college?** While the center is a standalone operation in some sense, there is on-going interaction, and collaboration with the following departments: Counseling, EOPS, Articulation, Admissions & Records (transcripts), Financial Aid, and PACE, as well as general instruction programs. While the whole college works for student success, each semester there is an invitation to all faculty members to have a short presentation in the classroom about the Transfer & Career Information Center. Each month the calendar of events is distributed to the college as a whole and certain faculty members reliably share this information with their classes.

In the student services council, departments identify issues within the interconnection and flow of services and work to address issues in a student-centered way. An internal advisory board on campus has been established and is expanding, to coordinate and focus more effectively on reaching underrepresented and under-served students (as is the mandate for transfer centers statewide); expanded linkages with basic skills and other learning communities on campus has been useful in planning and service delivery—these relationships remain strong.

3. **If your program has an impact on other programs/dept/service, please describe the nature of the relationship with the program/dept/service and the effectiveness of the relationship.** As stated in the History section of this review (pages 2-3), the Transfer & Career Information Center and the Counseling Department are not only close in proximity, but are complimentary in function. The Center serves as a resource area for students to do general research and to prepare for in-depth academic planning with the academic counselors, and often is a place for students to follow up on their work with the counselor. A recent workshop, “Career Exploration Basics,” was collaboratively developed and offered by an academic counselor and the center coordinator. (Answer above relates to this question also.)

B. Quantity of program/dept/service delivered (student utilization of services and student engagement)

1. **How many students do you serve (unduplicated)?** Approximately 2800 annually.
2. **How many appointments do you have on any given day?** Most students are seen on a drop-in basis. If a student requests to make an appointment, they are able to do so.
3. **How many contacts do you make with students?** On average 15 students a day visit the center; in addition, daily phone contact with students average 5-10 contacts. On days when we have a university representative in the center, this number can double, and attendance at workshops offered on campus has numbered up to 40 students (average attendance 20 students).

V. STUDENT LEARNING OUTCOMES (Service Area Outcomes)

A. List the student learning outcomes that have been assessed. Describe the activities that will be or have been implemented to close the assessment loop on SLOs.

SLOs were most recently articulated in the 2011-12 SLO Plan, and focused on

- 1.) the student process of choosing major, selecting transfer colleges/universities, and gaining useful knowledge of the transfer process, and
- 2.) identifying career goals, and gaining useful knowledge of the career development process.

The two (2) SLOs developed were connected to the institutional objectives of information competency and self awareness.

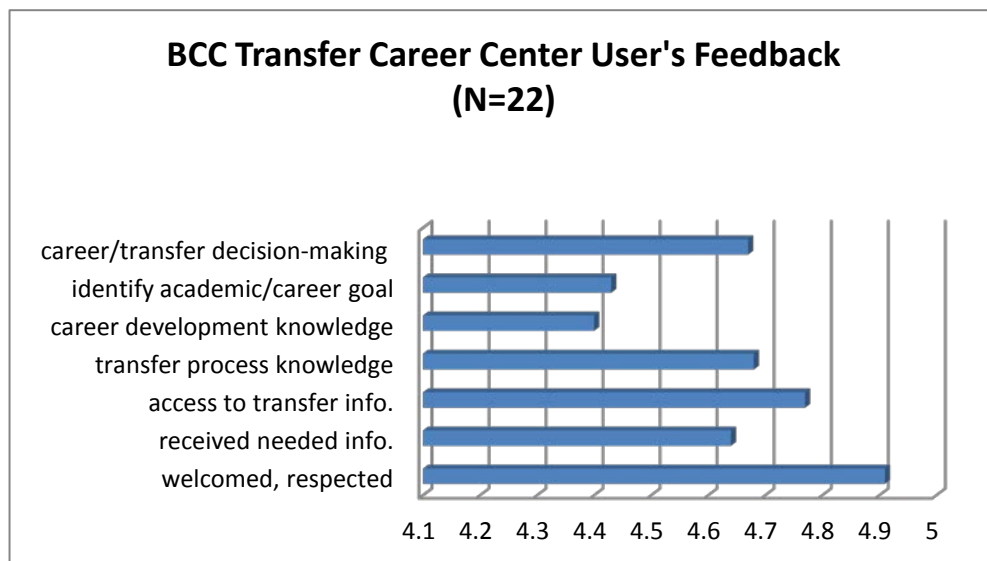
Information Competency: Students accessing the Transfer & Career Information Center will determine that they have a better understanding of the transfer process, and understand how to use relevant resources for further research. Assessment method: Students will be requested to fill out the survey during defined periods during the academic year.

Self Awareness: Students accessing the Transfer & Career Information Center will determine that they have greater self-awareness in relation to developing and identifying their career and academic goals. Students will report greater understanding of their decision-making process, including accessing support resources. Suggested assessment method: Students will be requested to fill out the survey during defined periods during the academic year.

Link to the Transfer & Career Information Center SLO Plan:

http://www.berkeleycitycollege.edu/wp/student_service_programs/files/2011/08/BCC-TCIC-slos.pdf

The following table offers a look at the SLO survey feedback from center users; recommendations are noted.



Based upon SLO data shown above, to close the assessment loop on SLOs, the Transfer & Career Information Center will integrate the following SLO assessment recommendations into future program plans:

- 1.) promote center to users interested in career development;
- 2.) team up with counselors to offer further services regarding career development and academic/career goal identification; and
- 3.) increase human and other resources in career information area.

B. What additional student learning outcomes should be considered to demonstrate what your student should know and/or be able to do as a consequence of the service provided by your unit? The Center Coordinator has had support to review the SLO assessment results and design effective assessment methods. From first round of assessment results, while most responses were within target range, it is apparent that more work can be done in the areas of career development, and the academic/career goal identification process. Further SLO development will depend on incorporation of current SLO findings and program improvement.

VI. ACTION PLAN: Using the results of the data collected and discussed in the self-study, identify:

A. The future needs of the program include the following:

Staffing-In order to expand services in the career exploration area, more staffing is needed. Currently there is a student assistant in the center for 20 hours per week who is focusing on career and job-related services. A campus of this size could support a full-time specialist to work with students on world-of-work related skills, career exploration, internship placement and employment services.

Space-as the college grows and expanded services and staffing are needed, the center will need more space. Office space for additional staffing is needed.

Technology-Software to track student use of the center and resources, specifically

demographic information, is needed. One more computer station for student access is needed also.

Fiscal-Funds are required to support additional staffing and technology needs. Current annual license fees (\$1500) for Eureka, The California Career Information System, are not built into the center budget.

B. The future goals and methods of assessment of the program, including student learning outcomes. Future goals will grow from work on strategic planning goals as outlined in annual program update (from Table 1 on page 6), and work on program improvement related to SLO assessment. See below.

Goal 1: 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, and to help them transfer to 4-year colleges; continue to build relationships with other departments and programs on campus such as EOPS, PERSIST, TRiO, etc.; continue SLO assessment analysis in relation to student access, success & equity; work as member of campus Student Success Task Force, and on-campus advisory group to create and support campus-wide efforts related to students identifying academic and career goals—assess this work for effectiveness.

Goal 2: Engage Our Communities & Partners: expand number of four year college and university representatives visiting campus; increase number of internship and scholarship opportunities for BCC students; document BCC students transferring to a greater variety of four year campuses, and document that more BCC students are applying for and fulfilling internships, and being awarded more scholarships.

Goal 3: Create a Culture of Innovation & Collaboration: in-house advisory committee coordinates efforts related to transfer and career information, reaching more students, more effectively; document greater coordination among academic and student services programs that serve under-represented students. (This work is connected to Goal 1 above.)

Goal 4: 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. Student feedback on SLOs measures effectiveness of resources; track and document increase in number of students who transfer, and increase in number of students who engage in career exploration. (This work is also connected to Access, Success & Equity, Goal 1 above.)

C. The strategies and actions to be taken by the unit over the next three years to strengthen the program and meet the strategic goals of the program and the college. The Transfer & Career Information Center will continue to expand its programming and increase student awareness and use of the center's resources, and will give special focus to developing programming that assists under-represented student populations to learn about and effectively transfer to four-year colleges and universities. See goals listed in section B above.

Work on college research efforts to look at meaningful data with regard to career and education goal-setting. This is a key factor that is linked with increased student success (retention and persistence), and is an institutional goal (to strengthen support, equity and access, and for all students to identify education goals). Look at involvement in the center, and assess how students utilize the center over time until they reach their goals.

A newly formed campus advisory committee will be useful in coordinating efforts on campus to reach students and support student learning in areas of career exploration and transfer. This includes work done through the campus Student Success Task Force. Utilize this body to support the clearer linkage of career and transfer center functions: develop linkages with Basic Skills Initiative; Title III; and academic counseling efforts to work with underrepresented students, in order to connect students with career and educational goals. This body is to be a working group to assist in achieving, reviewing, and revising center goals.

D. The support needed by the unit in order to address issues resulting from the self-study.

BCC is projected to experience continued growth (as state funding cycles allow), and as the student population increases, and more students attend community college as a pathway to a career and/or four-year college or university, the center will expand services. As demand grows, more space will be needed, as well as staffing. Expanded software programs and equipment to support student career exploration will be needed as well.

In addition, the coordinator needs college technical staff support to implement a system to capture student use of the center; further collaboration is needed with counseling faculty to more clearly articulate how the center and the counseling department functions complement each other, especially with regard to career exploration. This work has begun and will be strengthened over time.

Data documenting academic progress of Transfer & Career Information Center users could be developed at the district and the college levels.

E. The decision-making process includes dialogue on the results of assessment and is purposefully directed toward aligning institution-wide practices to support and improve student learning.

Recommendations arrived through program review and SLO assessment findings will be published online, discussed at college-wide meetings, and integrated into decision-making process.

The 3 questions for Recommendation 5:

- 1) *If your department experienced a reduction in resources, describe the impact of that reduction on the overall educational quality of your unit and the College.*

Over the past several years, this department has experienced a reduction in resources in terms of reducing and in some cases eliminating funds for supplies, software license fees, professional development, and travel. Most recently, this department experienced a reduction in resources due to mandatory furlough days for staff (resulting in closing the center on these days). As long as furlough days continue to be required, and staffing is not expanded, the hours of operation in the center will be impacted. As of the writing of this report, October 2012, four furlough days are anticipated.

- 2) *How does the department plan to sustain the quality of instruction and/or services offered through your department in the current environment of reduced resources?*

Tools on the internet will continue to be highlighted on the Center's webpage, and given occasional center closings for staff furlough days, the center presence on-line will allow access to many resources.

- 3) *What does the department recommend that the college do to maintain quality educational programs and services?*

Our campus enjoys the reputation of having a very high transfer rate, and transfer curriculum courses are central to the college's academic offerings. As long as funding and staffing remain steady for the Transfer & Career Information Center, the transfer rate should remain strong. This department has relied on grant funding to cover some of the resource needs (annual software site license fees, for example). Budgeting for department needs is part of planning and preparation for implementation of the district-wide budget allocation model that is expected this academic year, and will bring additional funding to BCC.

Reference Resources:

Peralta Facts: Enrollment Trends Berkeley City College, March 2010, PCCD Office of Institutional Research

<http://web.peralta.edu/indev/files/2010/02/Enrollment-Trends---Berkeley-.pdf>

Peralta Equity Report: June 2011 PCCD Office of Institutional Research, Educational Services

<http://web.peralta.edu/indev/files/2012/02/Peralta-Equity-Report-June-2011.pdf>

Peralta Community College District Program Review Site

<http://web.peralta.edu/indev/research-data/documents/>

Transfer & Career Information Center Student Learning Outcomes Plan 2011-12

http://www.berkeleycitycollege.edu/wp/student_service_programs/files/2011/08/BCC-TCIC-slos.pdf