2021-22 PROGRAM REVIEW
INSTRUCTION

> Berkeley City College's mission is to provide our diverse community with educational opportunities, promote student success, and to transform lives.

Introduction and Directions

The Peralta Community College District has an institutional effectiveness process which consists of the following components: a District-wide Strategic Plan which is updated every six years; Comprehensive Program Reviews which are completed every three years; and Annual Program Updates (APUs) which are completed in non-program review years.

The Program Review 2021-22 timeline has been developed for each program and services to guide through the semester. Please review and work with your Deans, Managers, Department Chairs and/or Supervisors to complete this Program Review.

The Program Review is intended to primarily focus upon planning for the subsequent two years and institutional effectiveness. The Program Review process directly leads to the institutional resource allocation process and budget planning for the following academic year (2022-23). This is an opportunity for each administrative unit, support service program, and department to reflect on progress made and identify areas of program improvements to achieve equitable student success and elimination of achievement gaps. In this process of making continuous quality improvement, there is an opportunity for each program, student services, and department to request resources that support achieving the stated goals.

If you have questions regarding other material in the Program Review, please contact your Dean or Manager. If you have questions regarding data, please contact Dr. Phoumy Sayavong, Senior Researcher and Planning Analyst (psayavong@peralta.edu).

Please email the completed Program Review to your Dean by November 30, 2021.

2021-22 PROGRAM REVIEW
INSTRUCTION

COLLEGE PROFILE

Click here to view the Berkeley City College Student Demographics Dashboard.

This 2-page dashboard will provide information on the characteristics of our student body from the past two years such as headcount, ethnicity, enrollment status, age group, educational goals, and majors.

College Outcomes	2017-2018	2018-2019	2019-2020	2020-21
Full Time Equivalent Students (FTES)	4,140	3,864	3,696	3,290
Efficiency (Productivity; avg faculty-student ratio)	13.4	13	13.2	14.3
Success Rate (%)	67%	69%	67%*	74%
Degrees + Certificates Awarded (#)	1,021	948	1,106	1,014

*Excludes "EW" grades

To view prior Program Reviews, click here. To view prior Annual Program Updates, click here.

I. DEPARTMENT DESCRIPTION

Please verify the mission statement for your department. If your program has not created a mission statement, provide details on how your department supports and contributes to the College's mission.

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.

Name(s) of member(s) completing this Program Review	Department/Program	Completion Date
Gabriel Martinez and Susan Truong	General Counseling	11/30/2021

List faculty names and/or staff with assignments in fall 2021.

Full Time	Part Time
Susan Truong (Co-Chair) Gabriel Martinez (Co-Chair) Salvador Victoria (Career Counseling lead) Emie Mitsuno Hernandez (TAG lead) Fatima Shah (SLO/SAO lead) Catherine Nichols (Curriculum lead) Denise Jones (Intervention Services lead)	Alison Kubo (General Counseling) Amy Herrera (split Gen Coun & Veteran's) Roberto Alvarenga (General Counseling) Sara Malmquist-West (General Counseling only until Fall 21) Irene Chung (General Counseling) Cynthia Park (General Counseling)

II. STUDENT EQUITY & SUCCESS

Using the data dashboards provided below, review and reflect upon the outcome trends for your department. You may use data from other sources if available.

Click here if you would like to view BCC's Planning Documents (Education Master Plan, College Strategic Goals, Student Equity Plan, District Strategic Goals, Vision for Success, Guided Pathways, Technology Plan, Facilities Plan)

For assistance with data dashboards, contact Phoumy Sayavong at psayavong@peralta.edu

3A. Enrollment Trend and Productivity Dashboard
*Note that completion and retention rates are presented with the inclusion and exclusion of excused withdrawals (EW) and military withdrawals.

What are your enrollment trends in the past three years?

Census Enrollment and Productivity by Year and Campus
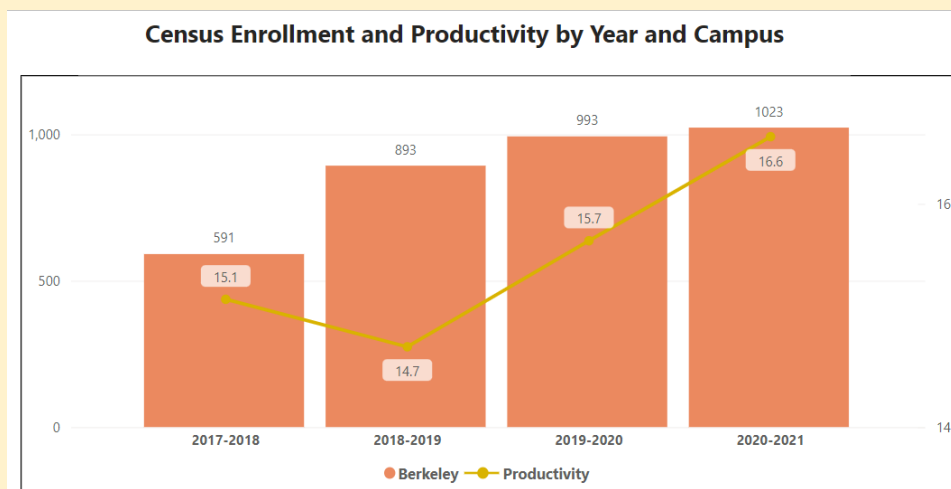
Data from the past three years, shows that the number of counseling courses we offered has grown each academic year. Since the 2017-2018 year, we've increased by 73% of the number of students enrolled in our counseling courses. Our overall counseling course offering productivity have also increased from 15.1 to 16.6.

Note: Please see the separate Counseling Department Service Area Program Review for details related to counseling service data

When the data for your department are disaggregated by student ethnic groups, what trends do you observe and how do plan to address them over the next three years?
-   Latinx and African American students enrolled in our counseling courses tend to have lower completion and retention rates, compared to other student groups. We also noticed that female students tend to have higher completion and retention rates in our counseling course, compared to male students.

Year 1 (2021-22)	Year 2 (2022-23)	Year 3 (2023-24)

- Continue to work with our high school partners to support our dual enrolled students - Develop activities to support our Latinx and African American students, as these two student groups tend to have lower completion and retention rates - Work with our counseling faculty to come up with ways to support Latinx and African American students in our counseling courses, Eg. Cultural competency professional development activities; work as a team to share successful strategies for support our DI student populations	- Continue to work with our high school partners to support our dual enrolled students - Develop activities to support our Latinx and African American students, as these two student groups tend to have lower completion and retention rates - Work with our counseling faculty to come up with ways to support Latinx and African American students in our counseling courses, Eg. Cultural competency professional development activities; work as a team to share successful strategies for support our DI student populations	- Continue to work with our high school partners to support our dual enrolled students - Develop activities to support our Latinx and African American students, as these two student groups tend to have lower completion and retention rates - Work with our counseling faculty to come up with ways to support Latinx and African American students in our counseling courses, Eg. Cultural competency professional development activities; work as a team to share successful strategies for support our DI student populations

What would you recommend that we do to increase student enrollment in your department?

- Continue to work with our counseling faculty to develop cultural competency in understanding the needs of our Latinx and African American students; In-reach activities to let our DI students know that the counseling faculty are here to support them, to ensure their successful course completion.
- Continue to work with our high school partners to expand on our counseling dual enrollment courses
- Develop in reach activities to share with the campus community about our counseling courses and the benefits of enrolling in them as early as possible in a students' educational journey at BCC

3B. Course Completion and Retention Rates Dashboard – Instruction
*Note that completion and retention rates are presented with the inclusion and exclusion of excused withdrawals (EW) and military withdrawals.

If you need more guidance with this item, click here for additional support. Click here for additional guidance for how to view and use equity data. If you would like to view BCC's Equity Plan, click here.

On page 3 of the "Course Completion and Retention Rates by Subject" dashboard, what are the completion and retention trends by gender, age, ethnicity in your department?

Course Completion and Retention Rates by Subject

Academic Year	Gender	Headcount	Census Enrollment	Completion	Completion*	Retention	Retention*
2018-2019	F	427	495	78.3%	78.5%	89.9%	89.9%
2018-2019	M	340	381	75.3%	75.3%	87.1%	87.1%
2018-2019	X	17	17	64.7%	64.7%	82.4%	82.4%
Total		**784**	**893**	**76.8%**	**76.9%**	**88.6%**	**88.6%**

Academic Year	Age	Headcount	Census Enrollment	Completion	Completion*	Retention	Retention*
2018-2019	16-18	316	334	77.5%	77.5%	88.3%	88.3%
2018-2019	19-24	240	271	70.1%	70.1%	83.4%	83.4%
2018-2019	25-29	64	77	79.2%	80.3%	94.8%	94.7%
2018-2019	30-34	44	59	83.1%	83.1%	94.9%	94.9%
2018-2019	35-54	51	74	74.0%	74.0%	90.4%	90.4%
2018-2019	Under 16	69	69	91.3%	91.3%	94.2%	94.2%

Academic Year	Ethnicity	Headcount	Census Enrollment	Completion	Completion*	Retention	Retention*
2018-2019	Asian	143	162	79.6%	79.6%	92.6%	92.6%
2018-2019	Black / African American	192	218	71.6%	71.6%	86.7%	86.7%
2018-2019	Hispanic / Latino	268	312	77.5%	77.5%	88.1%	88.1%
2018-2019	Two or More	68	71	78.9%	78.9%	90.1%	90.1%
2018-2019	Unknown / NR	26	29	69.0%	69.0%	72.4%	72.4%
2018-2019	White	82	94	80.9%	81.7%	90.4%	90.3%

Course Completion and Retention Rates by Subject

Academic Year	Gender	Headcount	Census Enrollment	Completion	Completion*	Retention	Retention*
2019-2020	F	383	523	64.7%	81.7%	92.6%	90.7%
2019-2020	M	302	445	56.6%	75.3%	90.0%	86.7%
2019-2020	X	20	26	50.0%	56.5%	73.1%	69.6%
Total		**705**	**994**	**60.7%**	**78.2%**	**91.0%**	**88.4%**

Academic Year	Age	Headcount	Census Enrollment	Completion	Completion*	Retention	Retention*
2019-2020	16-18	236	437	50.8%	72.4%	89.7%	85.4%
2019-2020	19-24	282	336	66.4%	79.5%	91.9%	90.3%
2019-2020	25-29	52	58	75.9%	84.6%	89.7%	88.5%
2019-2020	30-34	28	35	77.1%	93.1%	97.1%	96.6%
2019-2020	35-54	43	54	72.2%	84.8%	90.7%	89.1%
2019-2020	55-64	9	14	50.0%	87.5%	100.0%	100.0%
2019-2020	65 & Above	6	8	25.0%	40.0%	75.0%	60.0%
2019-2020	Under 16	51	52	73.1%	86.4%	92.3%	90.9%

Academic Year	Ethnicity	Headcount	Census Enrollment	Completion	Completion*	Retention	Retention*
2019-2020	Asian	133	167	75.9%	87.5%	92.2%	91.0%
2019-2020	Black / African American	131	190	53.3%	72.9%	90.1%	86.5%
2019-2020	Hispanic / Latino	240	360	57.7%	75.7%	91.1%	88.4%
2019-2020	Two or More	59	90	60.0%	80.6%	92.2%	89.6%
2019-2020	Unknown / NR	33	50	58.0%	78.4%	88.0%	83.8%
2019-2020	White	105	128	63.5%	77.7%	89.7%	87.4%

Course Completion and Retention Rates by Subject

Academic Year	Gender	Headcount	Census Enrollment	Completion	Completion*	Retention	Retention*
2020-2021	F	418	515	79.8%	82.7%	94.8%	94.6%
2020-2021	M	349	479	76.4%	77.9%	90.8%	90.6%
2020-2021	X	19	29	79.3%	79.3%	89.7%	89.7%
Total		**786**	**1023**	**78.2%**	**80.3%**	**92.8%**	**92.6%**

Academic Year	Age	Headcount	Census Enrollment	Completion	Completion*	Retention	Retention*
2020-2021	16-18	304	446	78.3%	81.0%	92.6%	92.3%
2020-2021	19-24	265	316	74.1%	76.0%	92.7%	92.5%
2020-2021	25-29	49	60	81.7%	81.7%	96.7%	96.7%
2020-2021	30-34	30	32	78.1%	78.1%	87.5%	87.5%
2020-2021	35-54	54	62	77.4%	80.0%	87.1%	86.7%
2020-2021	55-64	9	11	90.9%	90.9%	90.9%	90.9%
2020-2021	Under 16	80	93	89.2%	91.2%	97.8%	97.8%

Academic Year	Ethnicity	Headcount	Census Enrollment	Completion	Completion*	Retention	Retention*
2020-2021	Asian	129	159	85.5%	88.9%	98.1%	98.0%
2020-2021	Black / African American	184	241	74.3%	75.8%	90.0%	89.8%
2020-2021	Hispanic / Latino	256	353	76.5%	78.7%	92.1%	91.8%
2020-2021	Two or More	60	85	80.0%	84.0%	95.3%	95.1%
2020-2021	Unknown / NR	20	24	83.3%	83.3%	100.0%	100.0%
2020-2021	White	132	154	78.6%	79.6%	90.9%	90.8%

Students enrolled in our counseling courses from 2017-2021 have had higher completion rates compared to all course completion for the college.

When you look at the age, ethnicity and gender of students enrolled in our counseling courses, we see that in 2018-2019 academic year, the age group that had the highest completion rate were the 16 and under group (91.3%), while half of the students enrolled in our counseling courses were in the 16-18 age group, which had a 77.5% completion. When you compare the 2018-2019 data to the 2019-2020 and the 2020-2021 years' data, you can see that our largest student age group, the 16-18's completion rate dropped to 50.8% in 2019-2020, this may be due to the onset of the Covid Pandemic and the effects of our transition from in person to fully online instruction for this age group. In 2020-2021, we see that the completion rate for our 16-18 student age group jump back up to 78%, this may be due having more time to plan for how we can better serve students in this remote environment by providing additional support for our younger students, with hot spots, chrome books and additional zoom hours/check ins to ensure student success.

When we look at gender, we can see that our female students have a higher completion rate than our male and X students, most notably in the 2019-2020 year, where you can see a dramatic drop in completion for all students, especially male students, then gender X students. In 2020-2021, we saw an increase in completion rates for all gender students, most notably or gender X students at 79.3%
See chart below:

2018-2019			2019-2020			2020-2021		
Female 78.3%	Male 75.3%	X 64.7%	Female 64.7%	Male 56.6%	X 50.0%	Female 78.8%	Male 76.4%	X 79.3%

When you look at our ethnicity data for our counseling courses for academic year 2018-2019, we noticed that our white students (80.9%) had the highest completion rate in 2018-2019, followed Asian Students (79.6%), Latinx (77.5%) and Black/African American Students (71.6%). In 2019-2020, at the onset of the shelter in place order, due to the Covid pandemic, there were notable decreases in completion rates for White students, which dropped from 80.9% to 63.5%, Latinx Students, 77.5% to 57.7% and Black/African American Students from 71.6% to 53.3%, while our Asian Students had a minor decrease, from 79.6% to 75.9%.

In academic year 2020-2021, Asian Students had the highest completion rate of 85.5%, White Students (78.6%), Latinx Students (76.5%) and Black/African American Students (74.3%) which trended upward from the onset of the pandemic in 2019-2020.

While the decrease in completion rates in academic year 2019-2020 may be attributed to the Covid pandemic, we believe that our intentional online support services, which included more online appointments and online student support services, probably helped us increase our student's completion rates for all age, gender and ethnicities.

Our retention data for our counseling courses have remained steady throughout the last three years, even during the pandemic, which have been in the 80% to 90% range.

What disproportionately impacted (DI) population(s) showed outcomes gains in your program area and which need more support?

Disaggregate the data and outcomes as far down as a possible then ask:

- *What trends do you notice when examining course success rates for disproportionately impacted student populations? Which factors do you believe have the greatest impact (positive or negative) and cause variation between student course success rates between faculty in your department? Describe some specific methods your department/unit is planning or implementing to address these equity gaps. How will you evaluate the efficacy of these interventions?*

- *How has pivoting to online instruction contributed to potential reductions in student success? Provide some specific examples of practices that faculty in your department have found ineffective in the online environment.*

Please review the video from the RP Group acknowledging the interrogation De Anza Community College committed to in their analysis of course completion and success rate:
- *RP project of the Year Award 2020*

https://www.youtube.com/watch?v=T4wQVq5a71U&feature=youtu.be

How do these outcome trends compare to the college average?

The trends we see from the data for the DI student population in our counseling courses is reflective of the college wide data; we see that Latino and African American students experienced lower rates of completion and retention in our counseling coursework. This is very evident at the onset of the transition from in person support to fully online support, due to the pandemic, for our counseling courses. After the initial transition to fully online courses, we noticed a rebound in the completion and success rates, especially for Latino and African American students.

What questions do you have about the trends?

How can we, as a department, support our DI student populations, even more so than we have and in what ways can we expand our support? Eg. Survey, focus group inquiry.
Is there a better method of communication with students enrolled in our counseling courses? Is texting a better way of communication with the students? How many of our students have limited access internet and computers?

Based on input you've received from students, what have they expressed as their need (s) to complete and succeed in your courses? (support your recommendations with examples) e.g., offer diff modalities; timing of day).

Our department offers in person, hybrid, and online courses before the pandemic, and will continue to plan for these types of modalities as we transition to our return to campus work. Many of our courses

were online pre-pandemic, in order to meet the needs of our students, who may work full time during the week or have other familial responsibilities.

How will these outcome trends you identified in this section affect your department goals and plans for the next three years?

Year 1 (2021-22)	Year 2 (2022-23)	Year 3 (2023-24)
- We will continue to offer our in person, hybrid, and fully online courses - We will continue to work with our local high school feeder schools to develop partnerships to provide support for students in the classroom and outside of the classroom environment, Eg, Success Coordinator to support instructors teaching our counseling courses to our Dual Enrolled students	- We will continue to offer our in person, hybrid, and fully online courses - We will continue to work with our local high school feeder schools to develop partnerships to provide support for students in the classroom and outside of the classroom environment, Eg, Success Coordinator to support instructors teaching our counseling courses to our Dual Enrolled students	- We will continue to offer our in person, hybrid, and fully online courses - We will continue to work with our local high school feeder schools to develop partnerships to provide support for students in the classroom and outside of the classroom environment, Eg, Success Coordinator to support instructors teaching our counseling courses to our Dual Enrolled students

3C. Degrees and Certificates Dashboard

On page 1 of the "Degrees and Certificate Awards Trends" Dashboard, what are the award trends for your department (overall, by gender, age, and ethnicity).

N/A, the counseling department does not offer any certificate/degrees. We do provide services to support students to map out and plan their educational goals, Eg. SEP, counseling sessions to explore majors/career and certificate/degree petition, resume and career development workshops, transfer application workshop support.

Please see Counseling Service Area Program Review

On page 4, what DI population(s) award trends showed gains in your program area and which populations need more support?

N/A, the counseling department does not offer any certificate/degrees.

How do these outcome trends compare to the college average?

Student's completion and retention rates for counseling courses have been higher than the overall college success rates for the last three years. During the initial onset of the pandemic, we noticed a drop- in

completion and retention rates, but in the 20-21 academic year, our success rates have gone back up and for some student groups, have exceeded the pre-pandemic rates.

| Based on input you've received from students, what have they expressed as their need (s) to complete their degrees and/or certificates? (support your recommendations with examples) |
|---|
| - Student would like to have access to more counseling appointments, especially during the peak registration periods before each semester and during our certificate and degree petition season.
- Students are also interested in career development support to confirm or explore their major/career pathway |

How will these outcome trends you identified in this section affect your department goals and plans for the next three years?

Year 1 (2021-22)	Year 2 (2022-23)	Year 3 (2023-24)
- Continue to train our counseling faculty and hire new counselors to support the growing needs of our students - Develop our Career Development component of our department to provide career related workshops, career assessment tool training and implementation, internship/part-time job opportunities for students	- Continue to train our counseling faculty and hire new counselors to support the growing needs of our students - Develop our Career Development component of our department to provide career related workshops, career assessment tool training and implementation, internship/part-time job opportunities for students	- Continue to train our counseling faculty and hire new counselors to support the growing needs of our students - Develop our Career Development component of our department to provide career related workshops, career assessment tool training and implementation, internship/part-time job opportunities for students

3D. Transfer Dashboard

This dashboard does not provide data by subject. Reflect on what you can do to affect student transfer. How may your department help to support BCC student transfer? (e.g., serve on panels, strengthen GP in your dept, change curriculum, increase number of AD-Ts, etc.)

Consolidated Transfer Counts by Year
● CSU ● In-State-Private (ISP) ● Out-of-State (OOS) ● UC
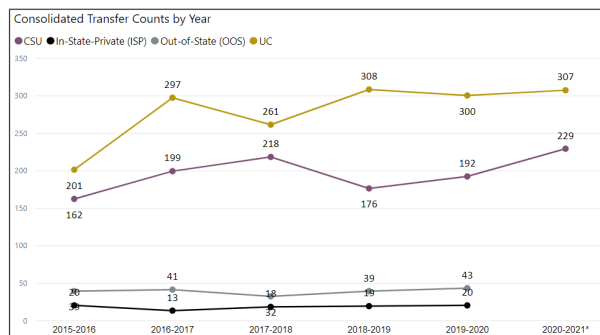
Year	CSU	In-State-Private (ISP)	Out-of-State (OOS)	UC	Total
2015-2016	162	20	39	201	**422**
2016-2017	199	13	41	297	**550**
2017-2018	218	18	32	261	**529**
2018-2019	176	19	39	308	**542**
2019-2020	192	20	43	300	**555**
2020-2021*	229			307	**536**

Data Compiled as of 07/27/20
2020-2021* totals only reflects CSU and UC totals, and In-State-Private (ISP) and Out-of-State(OOS) not yet available.
Sources: https://www.calstate.edu/as/ccct/index.shtm; https://www.universityofcalifornia.edu/infocenter/admissions-source-school
http://datamart.cccco.edu/Outcomes/Student_Transfer_Volume.aspx

The counseling department support BCC students transfer through our TAG workshops, our partnership with the Career and Transfer Center. The department also offer counseling sessions to help students apply for their certificates/degrees and with transfer planning through SEP development. The Counseling department plays a crucial role in the transfer process. We support transfer through Counseling appointments, Transfer Guarantee and Transfer Applications workshops, collaborations with the Transfer Center, direct involvement in Guided Pathways efforts and more. Despite a few years of temporary, small decline, BCC's transfer rates have shown overall growth since '15-'16 to '20-'21 for both CSU and UC transfer. Furthermore, we have been recognized multiple times in the past 4-5 years as a campus with a high percentage of Associate Degrees for Transfer awarded.

The department also take part in an ADT/eVerify project, where we reach out to all BCC students who applied to the CSU system, who stated that they will complete an ADT before transfer. This project entails our faculty reaching out to these students to help them petition for their ADT degrees and complete their CSU Breadth or IGETC certificates.

3E. Curriculum

View the department's curriculum through the lens of student equity outcomes. BCC outcome data suggests that disproportionately impacted groups of students experience low rates of success.

How do you plan to adjust the curriculum to advance student equity and address DI student outcome gaps?
Examples include: making adjustments to lesson plans based on student assessment outcomes; review pedagogy and revise assignments for culturally relevant content; simplify student processes and make service areas student-centered; manage class discussions and student participation; review best practices, etc.).

- The counseling department would like to expand our counseling course offerings through development of new curriculum. Eg. Counseling 30-Personal Growth and Development
- As a department, all teaching counseling faculty meet on a regular basis to share challenges, strategies and review our SLO assessment for our counseling courses, in order to allow for continuous improvement of our courses

In the boxes below, add improvement actions that are directly related to **Student Equity & Success**. If there are no improvement actions in this area, leave blank. *If you have more than one Improvement Plan, add more by copying and pasting the table below.*

IMPROVEMENT ACTIONS

Department/Discipline:	
Action Name:	
Description:	
Completion timeline:	
Responsible person:	

III. PROGRAM GOALS

4. List your current Department Goals.

1) Develop and implement high school to college pathways that identify stack-able degrees and certificates, encourage dual enrollment, produce acceleration and allow early college credit

2) Develop comprehensive SEP for all students during their first year of academic experience

3) Expand Career Counseling services and partnerships with academic departments to assist students in exploring and entering focused career pathways

4) Collaborate with Adult School partner and High School Partners to assist with a smoother transition to BCC, focusing on certificate/degree completion and transfer

5. How do the goals align with the College goals? If so, which ones?

Berkeley City College Goals

- **GOAL I:** Strengthen Resilience: Strengthen BCC students' abilities to become self-directed, focused and engaged in the pursuit of transformative, life-long learning experiences that result in personal and academic success.
- **GOAL II:** Raise College Competence: Raise student skills and competencies, and expand their learning experiences, so that they can successfully complete their college program.
- **GOAL III:** Enhance Career-Technical Education Certificates and Degrees: Enhance BCC's 1- and 2-year career and technical education programs so that they provide current and transferable skills and competencies to earn a living wage in our area, and to maintain competency for advancement in one's career.
- **GOAL IV:** Increase Transfer and Transfer Degrees: Ensure that all of BCC's programs of study and transfer pathways for degrees prepare students, in a timely manner, for multiple transfer options.
- **GOAL V:** Ensure Institutional Sustainability: Increase BCC's impact in education through innovation, internal and external collaboration and partnerships, and sufficient resources, both short-term and long-term.

1) Aligns with College Goals I and V through external collaboration that will result in a stronger Dual Enrollment process, increased awarding of degrees/certificates, and preparing students for college success before high school graduation
2) Aligns with College Goal II by preparing students with short and long term plan of courses to guided their educational path which results in deeper level of competence in navigating the college process and preparing for transfer options
3) Aligns with College Goal II by increasing resources available to students so they can explore majors with a strong career focus (in particular if undecided on their major) and also prepare for career paths that have already been identified as a goal.
4) Aligns with College Goal V through strong, sustainable external collaborations and partnerships that will provide resources and a clear pathway for Adult School students wishing to transition to BCC.

6. Assess your facilities utilization (including labs, support for online learning, and other spaces) and for each year, indicate if the space is insufficient. If so, what are the needs and why? *Note that facility needs and planning are addressed in the Facility Master Plan for the college, including the planning for new buildings.

Year 1 (2021-22)	Year 2 (2022-23)	Year 3 (2023-24)
As of the campus shutdown due to Covid-19, the General Counseling department currently had 8 offices for 7 FT and 5 PT Counselors to utilize. We are in need of additional office space for our Part timers to provide closed door appointments when they are not working at our QuickStop area	As of the campus shutdown due to Covid-19, the General Counseling department currently had 8 offices for 7 FT and 5 PT Counselors to utilize. We are in need of additional office space for our Part timers to provide closed door appointments when they are not working at our QuickStop area	As of the campus shutdown due to Covid-19, the General Counseling department currently had 8 offices for 7 FT and 5 PT Counselors to utilize. We are in need of additional office space for our Part timers to provide closed door appointments when they are not working at our QuickStop area

7. What are the essential functions of your department, any unique characteristics or trends? Provide specific examples.

The General Counseling department serves all students at BCC. We offer academic, career and personal counseling services and maintain strong partnerships across our campus with departments/programs such as Mental Health Services, Transfer Center, Academic Departments (ENGL, MATH, MMART, etc), Library Services, Orientation and Placement

We are unique in our range of partnerships and collaborations as we collaborate with both instructional and student services areas. Our counseling faculty have been collaborating on the Guided Pathway initiative by acting as counseling liaisons to support instructional mapping of major pathways at BCC. (see chart below in 10A.)

8. Describe how external factors (if applicable), such as State and Federal laws, advisory board recommendations, district and college governance have an impact on the support services your department provides. (e.g., partnered with dual enrollment and contract Ed programs at K-12 districts

and high schools; support staff at high schools have access to Canvas to follow along and support students; allow tutors into the classes; Guided Pathways, AB 705, etc.)

Policy changes have a significant impact on how our department operates. Guided Pathways has shifted some of our focus and we have dedicated Counselors partnering with academic departments and our campus GP leads to redesign and re-envision our academic offerings, degrees and certificates. The ultimate goal for these efforts is to establish pathways that students can navigate efficiently with integrated resources and support to assist them along the way. AB 705, significantly changed how we provide Counseling to students (in particular those starting their college careers right after high school). Since Assessment tests were eliminated, alternative options (such as Guided Self Placement tools and hs performance parameters) were created to assist students in identifying the proper levels for which student should being their English, Math and ESOL sequences. Our department trained for and started implementing these new tools for provide students with the best onboarding process possible. Additionally, we have created web-based tools where students can submit documentation for receiving clearance into their first English, Math and/or ESOL class.

Changes at state level have also led to a expansion of high school student enrollment. We have supported this growth in our Dual Enrollment. Counseling faculty are directly involved in these efforts and helping to identify gaps in the student onboarding process. (See chart in 10A for list of Faculty involved)

Based on your responses to questions 4-8, are there areas that need improvements? If so, add improvement actions below. If there are no improvement actions in this area, leave blank. *If you have more than one Improvement Plan, add more by copying and pasting the table below.*

IMPROVEMENT ACTIONS	
Program/Discipline	Counseling
Action Name:	Expansion of Career Counseling Services
Description:	We are currently in the process of expanding our Career Counseling services and resources to students. We will also be setting up professional development opportunities to our Counseling team in order to implement these services to students via appointments, drop-in session and workshops.
Completion timeline:	Spring 2023
Responsible person:	Career Counseling Workgroup

III. ASSESSMENT

Berkeley City College is committed to a culture of assessment to improve instruction, services, and institutional planning. Findings from SLO, PLO, ALO assessments, and program review data are used to direct resources for areas that are institutional priorities that are articulated in the Educational Master Plan and BCC Strategic Plan. *Due to the critical role that course and program assessments play in our institutional planning and to be in compliance with the Accreditation requirements, the Program Review resource allocation requests require the completion of assessment in order to qualify.*

9A. List and describe the department/program's progress and reflection on Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Service Area Outcomes (SAOs). If your department/program offers a degree or certificate, please describe the department's progress on Program Learning Outcomes (PLOs).

Dept	Course	Title	Notes	Assessment Term	Fall 2021 Instructor	Spring 2022 Instructor	Fall 2022 Instructor	Spring 2023 Instructor	Fall 2023 Instructor	Spring 2024 Instructor	order
COUN	COUN 024	College Success	multiple sections assessed with varying dates; most frequent date for next assessment listed	Fall 2021	Barton, Taing-Rivera, Truong, Nichols, Regarlado, Penn, Jones						
COUN	COUN 200B	Orientation to College	assessment fell within Round 4	Spring 2022	N/A						
	SAOs	Counseling Dept.		Spring 2022							
COUN	COUN 200A	Orientation to College		Spring 2023	N/A						
COUN	COUN 207A	Career Exploration	multiple sections assessed with varying dates; most frequent date for next assessment listed	Spring 2023	Jones						
COUN	COUN 207B	Career Exploration		Spring 2023	N/A						
COUN	COUN 057	Career and Life Planning	assessment listed	Fall 2023	Truong, Shah, Byndloss, Malhi, Cuong, Taing-Rivera						
	Award	Title	Assessment Matrix								
COUN	CA	Education Breadth	None								
COUN	CA	Liberal Arts: Intersegmental General Education Transfer (igetc)	None								

The above chart shows our departments plan to assess our counseling courses for round 5. As a department, we've met regularly to review our SLO's and shared strategies about how to assess our course SLO's. We are in discussions to develop an assessment rubric that can be used by all counseling faculty to assess the SLO's in each course.

Our department is currently planning to reassess our service area in SP'22 and every spring semester thereafter. We have had initial consultations this semester with Nancy (Curriculum/Assessment Specialist) and Adan Olmedo (BCC Assessment Coordinator) to decide on best SAO assessment strategies and evaluative processes that can be used in SP'22 and in the future. Furthermore, we will be exploring different info can we pull in addition to survey (SARS reports, SEP reports, completion reports).

SAO's
A survey was created in Qualtrics and sent to 6220 BCC students who received services from the General Counseling Department during the '18-'19 and '19-'20 academic years. 689 students responded to the survey for a 11.8% response rate. The survey prompted students to provide feedback regarding the quality of services they received. The survey was sent out in early May 2020 and was available until the end of the month. A reminder email was also sent out towards the latter half of the month. Overall, student feedback indicates positive results in terms of the performance of the General Counseling department. Students responded to questions on Counselor's abilities to help them understand requirements towards their goals, assist them in developing SEP's, raising their awareness of campus services/resources, understanding the need for them to take responsibility for their success, answering questions related to their academic success and overall satisfaction with the Counseling their received. For these topics, 55.7%

of students answered that they Strongly Agreed, while 25% Somewhat agreed. Combined, over 80% of the 689 responses provided positive feedback on the Counseling they received.

Below is a link to the full survey with results (copy and paste into web browser):

https://peralta4-my.sharepoint.com/:b:/g/personal/gmartinez_peralta_edu/ESVGXrNHVtRGj5La8TPpAJkBt9MowGuRV5Eyu68EiYFYLA?e=w5SbUx

9B. What improvement plans did your department identify upon the assessment of each program? How has your department used the results of assessment to improve student learning outcomes and/or curriculum? Please be as detailed as possible.

Based on our last assessment results, we have identified the following improvements to focus on:

- Improve the info we share regarding other resources on campus that can support students and make strong referrals to other programs/depts
- Increase the number of students who receive SEPs within their first year of attendance at BCC
- Provide more resources to students so they can have a deeper understanding of the transfer process and/or completion of their BCC degree/certificate

As a result of the survey from Spring '20 we have decided to assess our service area yearly as opposed to the standard 3-year cycle. This will allow us to be aware of trends and adapt more efficiently to the needs our ever-changing student population. In particular, we want to have data more often to plan strategically for serving our DI populations.

9C. Describe how the program has made use of information from the data it has from program and student learning outcomes in Round 4 (last cycle of the last 3 years) for continuous improvement. Include the three most significant plans for improvements as a result of the assessment process with timelines. Click here to view your Assessment Calendar

Based on our last assessment results, we have identified the following improvements to focus on:

- Improve the info we share regarding other resources on campus that can support students and make strong referrals to other programs/depts
- Increase the number of students who receive SEPs within their first year of attendance at BCC
- Provide more resources to students so they can have a deeper understanding of the transfer process and/or completion of their BCC degree/certificate

9D. How does your department, program, or unit ensure that students are aware of learning or service area outcomes?

SLO's are posted for each syllabus of courses offered. SAO's are shared with students when they complete our SAO assessment surveys.

9E. Besides your syllabi, where are the service area and/or program level outcomes published? If on a website, please specify the URL.

We are working with the webmaster to get updates implemented to our website and we plan to post SLO and SAO details very soon.

In the boxes below, add improvement actions that are directly related to **Assessment.** If there are no improvement actions in this area, leave blank. *If you have more than one Improvement Plan, add more by copying and pasting the table below.*

IMPROVEMENT ACTIONS

Department/Discipline:	
Action Name:	
Description:	
Completion Timeline	
Responsible person:	

IV. ENGAGEMENT

10A. Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty/staff/admin participate in.

Counselors are involved in many efforts such as outreach, committees, in-class presentations. Below is a list of committees/lead projects we are currently serving on, a list of Counselors who serve as liaisons to academic departments, and a list of Academic and Career Pathways (Guided Pathways) in which Counselors are involved:

Committees / Projects	Counselor
Academic Senate	Joseph Bielanski (Articulation Officer)
Integrated Planning Committee	Susan Truong
District Tech Committee	Gabriel Martinez
IPAR	Susan Truong
Department Chair's Council	Gabriel Martinez Susan Truong
Health & Safety Committee	Alejandra Oseguera
Student Services Leads Meeting	Susan Truong Gabriel Martinez
Curriculum Committee	Catherine Nichols
Dreamers Task Force	Gabriel Martinez
Counseling Functionality Team	Gabriel Martinez Alejandra Oseguera
Phi Theta Kappa	Denise Jones
Career Counseling Services	Salvador Victoria
ConexEd Implementation	Gabriel Martinez
Department Assessment	Fatima Shah
Transfer Admission Guarantee	Emie Mitsuno Hernandez
Adult Education counseling	Fatima Shah

Dual Enrollment	Dri Regalado Skyler Barton Susan Cuong Christina Taing Rivera

Academic Department	Liaison
-ASL -Modern Languages	Gabriel Martinez
-English -HUSV Program	Skyler Barton
-Computer Info System -Business -Econ	Fatima Shah
ESOL	Susan Truong
Multimedia	Denise Jones
Sciences	Susan Truong
Biotechnology	Christina Taing-Rivera (Sciences)
Social Sciences	Emie Mitsuno-Hernandez
Arts and Cultural Studies	Alejandra Oseguera
Math	Catherine Nichols

Counselor	Academic and Career Pathway (GP)
Dri Regalado	People, society, and public services
Denise Jones	Media Arts....
Irene Chung	STEM/Business
Alejandra Oseguera	Arts and Culture
Fatima Shah	CIS/Bus/Biotech
Skyler Barton	People, society, and public services
Gabriel Martinez	Languages and Communication
Joseph Jimenez	STEM
Joseph Bielanski	People, Society, and Public Services.
Alison Kubo	STEM/Business
Christina Taing-Rivera	People, society, and public services And/Or STEM/Business
Salvador Victoria	People, Society, and Pub Serv
Catherine Nichols	Arts and Culture

10B. Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

We are often involved in collaborations and partnerships at BCC such as:
- transfer and UC Personal Insight Question workshops in collaboration with the Transfer Center
- Live Week series of workshops in collaboration with the English department

- In-Reach efforts to various ENGL 1A classes to increase awareness of Counseling services and student services as a whole
- Partnership with Berkeley Unified School District and Oakland Unified School District to develop and grow our Dual Enrollment program

10C. Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

With guidance from the VPSS, our department works closely with a classified staff person to ensure the Counseling department has a strong lead in coordinating our front reception desk. This classified staff person leads these efforts and also coordinates our student employee team who help staff the reception. Dana also supports Counseling with other services and regularly participates in our department meetings and planning efforts.

10D. Discuss the relationship and engagement with other support services, programs, departments, or administrative units and how these relationships support your area to meet its goals.

The Counseling department works closely with all SS administrators and SS departments/programs to support student's needs and innovate ways to advance our services to the campus. Additional collaborations are mentioned above in area 10B. One strong example of collaboration across SS is the Express Registration events in which Counseling, Admissions, Financial Aid, SAS, Orientation and Placement all join forces to provide drop-in support for students during the first three weeks of the semester.

In the boxes below, add improvement actions that are directly related to Engagement. If there are no improvement actions in this area, leave blank. *If you have more than one Improvement Plan, add more by copying and pasting the table below.*

IMPROVEMENT ACTIONS

Discipline:	
Action Name:	
Description:	
Completion Timeline	
Responsible person:	

VI. Prioritized Resource Requests

In the boxes below, add a 3-year resource requests for your department/program that *have not been funded by existing funding sources*. Work with your supervisor to estimate costs. If there are no resource requested, leave the boxes blank.

| Select resources needed | → | State the year each resource is needed (e.g., Year 2) | → | Provide justification for each request using evidence from your responses in questions 1 through 10 above. |

Click here to view the Resource Request Process and Timeline

Resource Category	Description/Justification	Estimated Annual Salary Costs	Estimated Annual Benefits Costs	Total Estimated Cost	Overall Priority Ranking (1=Most important)
Personnel					
Classified Staff					
Student Worker	Three student workers to support front desk functions such as staffing main phone line, assisting with appointment booking and supporting classified staff a counselors with various tasks	$30,000		$30,000	6
Part Time Faculty	Three part time faculty in order to offer more appointments and provide more drop-in services	$72,000	$10398	$82,398	2
Professional Development	Description/Justification			Estimated Cost	
Program-wide PD needed	Career Assessment and Interpretation Trainings and materials: • We are requesting funding to activate subscription to the Strong Interest Inventory career assessment instrument and its accompanying professional training modules and certification program. With purchase of the training for this instrument,	$15,000			3

	counselors will enhance competence providing comprehensive career assessment and interpretation with the most well-regarded instrument on the market. Institutional research shows that nearly 20% of BCC students are undecided on an educational goal. Students will benefit from our training of these tools by receiving high quality assessment guidance and interpretation. The subscription to these services will no doubt have great benefit for our students' undecided on major and/or educational goal • Strong Interest Inventory and Myers Briggs Type Indicator assessment units- These assessments will we utilize in counseling courses to assist students with their career exploration planning.		
Personal/Individual PD needed	Career Development Conferences UC/CSU/CCC Conferences	$10,000	5
Supplies	Description/Justification	Estimated Cost	
Software (for whom or role?)			
Books, Magazines, and/or Periodicals			
Instructional Supplies			
Non-Instructional Supplies	General office supplies- $10,000 Food and Gift Cards for Focus group participants- $2700 • Direct student support via focus group assessment, a three-part series. Each focus group will assess career development needs, experiences, and outcomes before and after assessment, counseling, and exploration. Focus group participants will be offered food and gift cards with their participation	$12,700	7
Technology & Equipment	Description/Justification *Before you list your technology request, click here to view the latest Technology Refresh Plan to verify whether it has already included.*	Estimated Cost	
New			
Replacement			

Facilities	Description/Justification	Estimated Cost	
Classrooms			
Offices	2-3 dedicated counseling offices for Part time counselors to meet with students. In order to meet the counseling needs of BCC student body, we need more office spaces for counselors.	$0	4
Labs			
Other			
Library	Description/Justification	Estimated Cost	
Library materials (including streamline media needs)			
Library collections	Occupational Programs in California Community Colleges handbook to give student comprehensive resources for finding CE/CTE programs in the CCC system.	$250	8
OER			
Other	Description/Justification	Estimated Cost	
OTHER Description	See Faculty Prioritization documents for details regarding request for 1.0 FTE Counselor	$120,000 (w/ benefits)	1

Thank you for your time and effort in completing the Program Review!
Please email the completed Program Review to your Dean by November 30, 2021.