

Peralta Community College District

Berkeley City College
College of Alameda
Laney College
Merritt College



Transfer and Career Information Center Program Review Handbook

Fall 2015

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Purpose and Goals

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

The primary goals are to:

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

Components in the Process

The Transfer and Career Information Center Program Review process, which occurs every three years, consists of answering a set of questions designed to aid in the examination of support and administrative services. These questions direct attention to assessment results, support services, administrative functions, and resource areas related to student success in order to develop a plan that will improve the quality of support and administrative services.

The primary components in the Transfer and Career Information Center Program Review process include:

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

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

Thus, the recommendations and priorities from the Transfer and Career Information Center Program Review feed directly into the development of Transfer and Career Information Center plans. In turn, the Transfer and Career Information Center plans serve as the driving mechanisms in formulation of updated educational, budget, technology and facilities plans.

The Transfer and Career Information Center Program Review Team

The Transfer and Career Information Center Program Review Team at Berkeley City College is comprised of the following members:

- Transfer and Career Information Center Coordinator.
- A college body, such as a validation committee or institutional effectiveness committee, comprised of staff outside of the Transfer and Career Information Center.

The Transfer and Career Information Center Program Review Team will analyze the Program Level Outcomes and/or Service Area Outcomes assessment results and other information (student demographic data, needs assessments, student engagement surveys, student satisfaction surveys, etc.) and complete the Transfer and Career Information Center Program Review Narrative Report.

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

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

Transfer and Career Information Center Core Data Elements

Part I. District Office

The *District Office of Institutional Research* will provide the following data to the department or program by October 1st of each comprehensive program review year.

- Total enrollment data for Berkeley City College (unduplicated) for the last three years disaggregated by age, gender, ethnicity and special populations (i.e.; foster youth, veterans, DSPS, etc.) for the last three years.
- Total number of students served in support and/or special programs disaggregated by age, gender, ethnicity, and special populations (i.e. foster youth, veterans, DSPS, etc.) for the past three years.
- Overall college retention rate disaggregated by age, gender, ethnicity, and special populations (i.e. foster youth, veterans, DSPS, etc.) for the last three years.
- Support and/or special program retention rates for the last three years, if applicable
- Overall college completion retention rate disaggregated by age, gender, ethnicity, and special populations (i.e. foster youth, veterans, DSPS, etc.) for the last three years.
- Support and/or special program completion rates for the last three years, if applicable
- Transfer and Career Information Center staff demographics: Full-time/part-time, by category of employment, disaggregated by age, gender, ethnicity

Part II. College

The *Office of Instruction and the Vice President of Instruction* at Berkeley City College will provide the following to the Transfer and Career Information Center Coordinator.

- A copy of the PCCD Strategic Goals and Institutional Objectives for the current academic year.
- A copy of Berkeley City College Goals and Objectives for the current academic year.
- Student satisfaction/engagement survey results (CSSE, Noel-Levitz, etc.), if applicable.
- Administrative unit and/or campus surveys, if applicable.

Definitions

Administrative Unit: An administrative unit is responsible for providing specific services throughout the college and/or provides services necessary to support the overall operation of the college.

Administrative Unit Outcome (AUO): a statement that describes the benefit that an administrative unit hopes to achieve that is a result of the work that the unit performs. Each AUO must be measurable with defined criteria.

Assessment: Measurement of a service area outcome. Self-assessment and evaluation surveys can provide the data. Collecting and analyzing the evidence leads to improvement of the unit's effectiveness.

Department/Program: An individual area of service within the college.

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

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

Retention: After the first census, the percent of students earning any grade but a "W" in a course, series of courses, or program.

Service Area Outcome (SAO): a statement that describes the benefit that a department or support service unit hopes to achieve that is a result of the work that the unit performs. Each SAO must be measurable with defined criteria.

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

Student Success: Completion rates with a grade "C" or better. Completion rates can be at the course, program, degree or certificate level.

The Transfer and Career Information Center Program Review Report

1. College: Berkeley City College

Department, Program or Administrative Unit: Transfer and Career Information Center

Date: October 30, 2015

Members of the Transfer and Career Information Center Program Review Team: Jasmin Bomanjee

Members of the Validation Team:

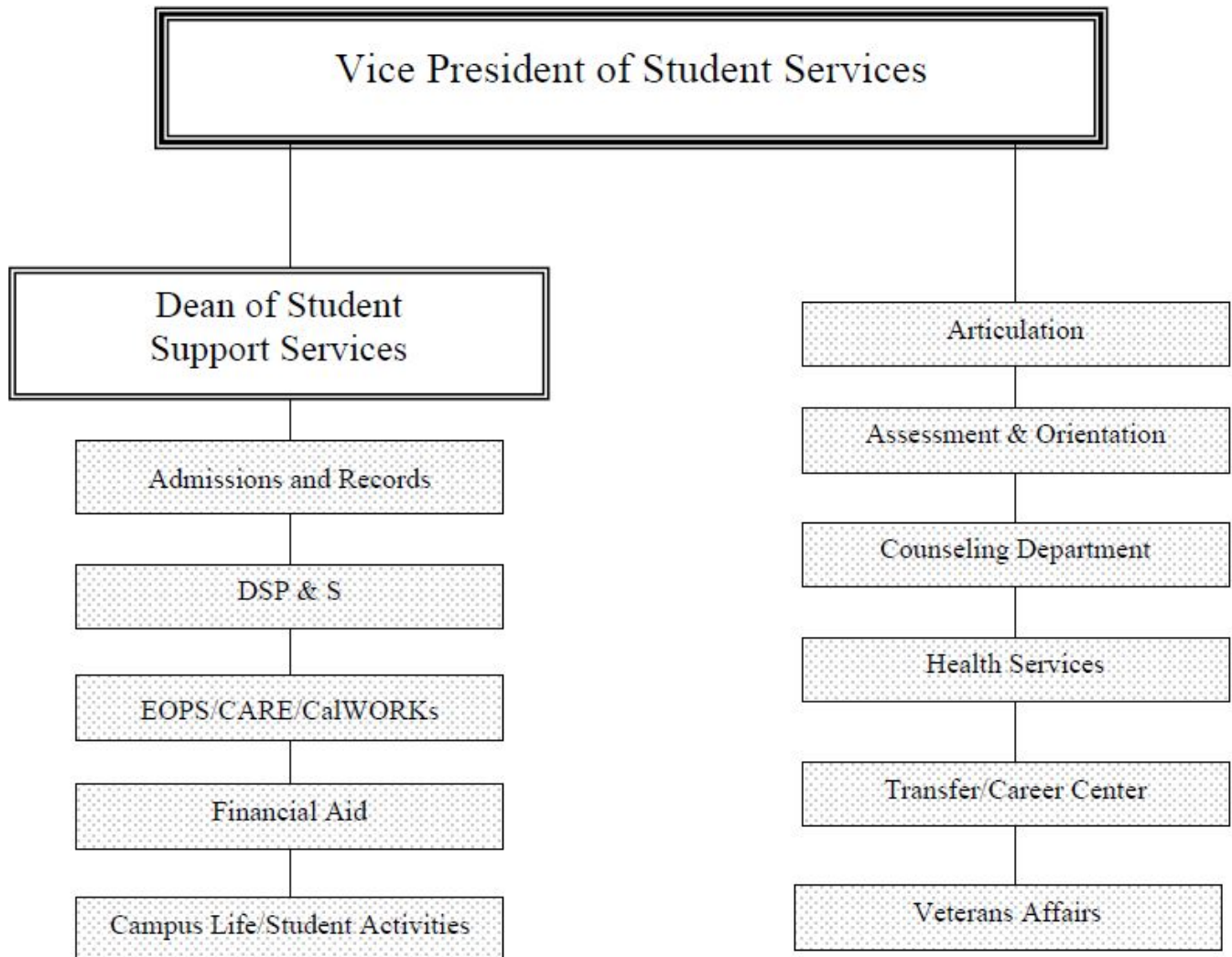
2. Narrative Description:

Please provide a mission statement or a brief general statement of the primary goals and objectives of your department, program or administrative unit. Include the essential functions of your department, program or administrative unit, any unique characteristics or trends affecting the department, program or administrative unit, as well as a description of how the department, program or administrative unit aligns with the college mission statement.

The Transfer and Career Information Center is a hub of student services activity. The mission of the Transfer and Career Information Center at Berkeley City College is to help students identify their majors, plan their careers, and/or select transfer institutions. The Transfer and 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 Transfer and Career Information Center also helps students in the process of transferring to bachelor's degree programs 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. 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 and Career Information Center has a solid presence on campus. A primary mandate of the Center is to support underrepresented students to identify strategies and resources necessary to realize their transfer and career goal. 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.

3. Organizational Chart:

Berkeley City College Student Services Organizational Chart



Please discuss the relationship and engagement with other support services, programs, and/or administrative units and any influences these relationships have on the ability of the department, program or administrative unit to meet its goals.

While the Transfer and Career Information 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. Although 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 an effort to disseminate information to all students about support resources.

Please describe how external factors (if applicable) , such as State and Federal laws, advisory board recommendations, changing demographics, etc. have on the support services the Transfer and Career Information Center provides.

With the enactment of SB 1440 and creation of Associate Degrees for Transfer (ADTs) in Fall 2011 by the Governor of California, the Transfer and Career Information Center has been working with students to increase the transfer function and number of students prepared for transfer to baccalaureate-level institutions. This is accomplished through coordination of college transfer efforts, with an emphasis on the preparation and transfer of underrepresented students, including disabled students, low-income students, first-generation college students, and other groups of students underrepresented in the transfer process. The Transfer and Career Information Center has seen an influx of students coming to the center to receive assistance on these ADTs.

4. Student Demographic Data: *(No identifiable data for the Transfer and Career Information Center; information from the Chancellor’s Data Mart was last updated in 2009)*

For Departments and Programs, please enter the following demographic data for the past three years.

Department or Program Name: Transfer and Career Information Center	Year 1 2012-13	Year 2 2013-14	Year 3 2014-15	% Change (year 1 to year 3)
Total Students Served (Headcount)				
Gender: Male				
Gender: Female				
Gender: Unreported				
Age: ≤ 19 years				
Age: 20 -24				
Age: 25 - 29				
Age: 30 - 39				
Age: 40 - 49				
Age: ≥50				
Ethnicity: African-American/Black				
Ethnicity: Asian/Pacific Islander				
Ethnicity: Hispanic/Latina/Latino				
Ethnicity: Native American				
Ethnicity: Other Non-White				
Ethnicity: White				
Ethnicity: Unreported				
Special Populations: current or former Foster youth				
Special Populations: Veterans				
Special Populations: students with disabilities				

- Using the data entered for the Transfer and Career Information Center above, briefly explain the changes in students served for the past three years. *Data unavailable.*

5. Assessment:

Please answer the following questions and attach the TaskStream “At a Glance” report, if applicable, for the Transfer and Career Information Center

Questions:

- How does the Transfer and Career Information Center ensure that students are aware of the program level outcomes and/or service area outcomes for your area? Where are the program level outcomes and/or service area outcomes published? If they are on a website, please include a live link to the page where they can be found.

The service area outcomes for the Transfer and Career Information Center are published on the main Berkeley City College website. To access it, one would go to <http://www.berkeleycitycollege.edu/wp/> and select the ‘Faculty and Staff’ tab, then scroll down to ‘Student Learning Outcomes Assessment’. From there, one would select the third area on the left side of the screen titled ‘Assessment Status’. The third PDF file listed titled ‘Assessment Status of All Student Services Areas’ [<http://www.berkeleycitycollege.edu/wp/slo/files/2015/03/Assessment-Status-of-All-Student-Services-Areas1.pdf>] contains the service area outcomes for all Student Services, including the Transfer and Career Information Center.

- Briefly describe at least two of the **most significant changes/improvements** the Transfer and Career Information Center made in the past three years as a response to analysis and discussion of program level outcomes and/or service area assessment results. Please state the program level outcome and/or service area outcome and assessment cycle (year) for each example and attach the data from the “Status Report” section of TaskStream for these findings.

Improvement 1.

Based on the survey data collected, students expressed an 84% satisfaction level with the current level of information in regards to the career development process. In response to this, the survey has been modified as of Fall 2015 to include an open-ended question soliciting feedback for how the Transfer and Career Information Center can improve its career development area. Partnership with the Berkeley Adult School’s North Cities One-Stop Career Center services will begin Spring 2016.

The service area outcome that this improvement would address is: Students accessing services in the Transfer and Career Information Center will determine that they have a better understanding of the transfer process, including choice of major, and understand how to use relevant resources for further research.

The assessment cycle for this improvement is 2015-2016.

Data from TaskStream (see next page):

▼ **Action:** Amending the Survey

Action details: The survey should include an open ended question that asks students how the Career Information area of the Center can be improved.

Implementation Plan (timeline): Spring 2015

Key/Responsible Personnel: a. Transfer and Career Information Center Coordinator b. Vice President of Student Services c. Student Learning Outcome and Assessment Coordinator d. Curriculum and Student Learning Outcome and Assessment Specialist

Budget approval required? (describe):

Budget request amount: \$0.00

Priority: Medium

Status for Amending the Survey

No Status Added

Improvement 2.

Based on the survey data collected, students expressed an 84% satisfaction level with the current level of information in regards to the career development process. In response to this, the Transfer and Career Information Center is hosting a minimum of two workshops for Fall 2015 focused on career areas in the legal studies sector as well as the public and human health sector.

The service area outcome that this improvement would address is: Students accessing services in the Transfer and Career Information Center will determine that they have a better understanding of the transfer process, including choice of major, and understand how to use relevant resources for further research.

The assessment cycle for this improvement is 2015-2016.

Data from TaskStream (see next page):

▼ **Action:** Career Exploration Workshops

Action details: The Transfer and Career Information Center has been holding Career Exploration Workshops, and this has been proven beneficial to students. The Center will hold more Career Exploration Workshops.

Implementation Plan (timeline): Spring 2015

Key/Responsible Personnel: a. Transfer and Career Information Center Coordinator b. Academic Counselor

Budget approval required? (describe):

Budget request amount: \$0.00

Priority: Medium

Status for Career Exploration Workshops

Current Status: In Progress

Budget Status:

Additional information: TCIC Coordinator is collaborating with the Academic Counselor to plan for the Career Exploration workshops, which are projected to begin April 2015.

Next Steps: We are currently requesting for a list of the students who declared "undecided" as their educational goal on their application. We intend to communicate with those students and invite them on the workshops.

- Briefly describe two of the **most significant examples** of plans for program level and/or service area improvement for the next three years as result of what you learned during the assessment process. Please state the program level outcome and/or service area outcome and attach the data from the “Assessment Findings and Action Plan” section of TaskStream, if applicable, for each example.

Data from TaskStream (see next page):

Transfer & Career Information Center Outcome Set

Outcome

Describe the transfer process and relevant resources

Students accessing the Transfer & Career Information Center (TCIC) will demonstrate an understanding of the transfer process and how to use relevant resources for further research.

▼ **Measure:** Survey
Indirect - Survey

Details/Description: The survey will be requested of all students visiting the center during defined periods.

Acceptable Target: 60% of student respondents strongly agree in all areas

Ideal Target: 80% of student respondents strongly agree in all areas

Implementation Plan (timeline): Fall 2014:

- i. administer the survey
- ii. analyze the results
- iii. Develop action plans

Spring 2015: implement action plans

Key/Responsible Personnel: Transfer and Career Information Center Coordinator

Findings for Survey

Summary of Findings: Detailed results attached.

The student responses were mostly positive.

- i. 100% of the student respondents strongly agreed that they felt welcomed and treated with respect in the center.
- ii. 100% of the student respondents strongly agreed that they found the assistance they were looking for the day they came in.
- iii. 74% strongly agreed that the Transfer/Career Information Center assisted them with having better access to relevant college information, resources, and services needed for their transfer success
- iv. 74% strongly agreed that the Transfer/Career Information Center assisted them with gaining useful knowledge of the transfer process.
- v. 58% strongly agreed that the Transfer/Career Information Center assisted them with gaining useful knowledge of the career development process.
- vi. 63% strongly agreed that the Transfer/Career Information Center assisted them with better identifying academic and career goals.
- vii. 63% indicated that the Transfer/Career Information Center assisted them with gaining insight into one's decision making process with regard to a choice of major, and college or university.

As you may notice, there were more positive responses directed toward Transfer, while there were some not so positive feedback on Career Information. The same pattern was also seen during the last assessment cycle—the feedback on Career Information were even more intense. The Transfer and Career Information Center took several steps to improve their services to provide information on careers, but the results of the assessment during this cycle is indicative of the fact that we need to do more improvements on that area.

Results: Acceptable Target Achievement: Met; Ideal Target Achievement : Approaching

Recommendations : Continue to improve career information services.

Reflections/Notes :

Substantiating Evidence:

 2014 Fall Transfer and Career Center Student Feedback Survey Results.docx (Word Document (Open XML)) (See appendix)

This Findings is associated with the following Actions:

Amending the Survey

(Action Plan; Round II)

Career Exploration Workshops

(Action Plan; Round II)

Plan 1.

Based on the results of the survey, it should be noted that there were more positive responses directed towards Transfer, while there was some not so positive feedback on Career Information. The same pattern was also seen during the last assessment cycle – the feedback on Career Information was even more intense. The Transfer and Career Information Center took several steps to improve their services to provide information on careers, but the results of the assessment during this cycle is indicative of the fact that more improvements must be done in that area. Continued improvement and expansion of career information services is necessary, and soliciting feedback from students by amending the survey to include an open ended question that asks how the Career Information area of the Transfer and Career Information Center can be improved is a part of that. The service area outcome that this improvement would address is: Students accessing services in the Transfer and Career Information Center will determine that they have a better understanding of the transfer process, including choice of major, and understand how to use relevant resources for further research.

Data from TaskStream (see next page):

Action Plan

Actions

Transfer & Career Information Center Outcome Set

Outcome

Describe the transfer process and relevant resources

Students accessing the Transfer & Career Information Center (TCIC) will demonstrate an understanding of the transfer process and how to use relevant resources for further research.

▼ Action: Amending the Survey

This Action is associated with the following Findings

Findings for Survey

(Assessment Plan and Assessment Findings; Round II)

Summary of Findings: Detailed results attached.

The student responses were mostly positive.

- i. 100% of the student respondents strongly agreed that they felt welcomed and treated with respect in the center.
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Action details: The survey should include an open ended question that asks students how the Career Information area of the Center can be improved.

Implementation Plan (timeline): Spring 2015

Key/Responsible Personnel: a. Transfer and Career Information Center Coordinator b. Vice President of Student Services c. Student Learning Outcome and Assessment Coordinator d. Curriculum and Student Learning Outcome and Assessment Specialist

Budget approval required? (describe):

Budget request amount: \$0.00

Priority: Medium

Plan 2.

Based on the results of the survey, it should be noted that there were more positive responses directed towards Transfer, while there was some not so positive feedback on Career Information. The same pattern was also seen during the last assessment cycle – the feedback on Career Information was even more intense. The Transfer and Career Information Center took several steps to improve their services to provide information on careers, but the results of the assessment during this cycle is indicative of the fact that more improvements must be done in that area. Continued improvement and expansion of career information services is necessary, and holding Career Exploration workshops is a part of that. The service area outcome that this improvement would address is: Students accessing services in the Transfer and Career Information Center will determine that they have a better understanding of the transfer process, including choice of major, and understand how to use relevant resources for further research.

Data from TaskStream (see next page):

▼ **Action:** Career Exploration Workshops

This Action is associated with the following Findings

Findings for Survey

(Assessment Plan and Assessment Findings; Round II)

Summary of Findings: Detailed results attached.

The student responses were mostly positive.

- i. 100% of the student respondents strongly agreed that they felt welcomed and treated with respect in the center.
- ii. 100% of the student respondents strongly agreed that they found the assistance they were looking for the day they came in.
- iii. 74% strongly agreed that the Transfer/Career Information Center assisted them with having better access to relevant college information, resources, and services needed for their transfer success
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As you may notice, there were more positive responses directed toward Transfer, while there were some not so positive feedback on Career Information. The same pattern was also seen during the last assessment cycle—the feedback on Career Information were even more intense. The Transfer and Career Information Center took several steps to improve their services to provide information on careers, but the results of the assessment during this cycle is indicative of the fact that we need to do more improvements on that area.

Action details: The Transfer and Career Information Center has been holding Career Exploration Workshops, and this has been proven beneficial to students. The Center will hold more Career Exploration Workshops.

Implementation Plan (timeline): Spring 2015

Key/Responsible Personnel: a. Transfer and Career Information Center Coordinator b. Academic Counselor

Budget approval required? (describe):

Budget request amount: \$0.00

Priority: Medium

- Describe the Transfer and Career Information Center’s participation in assessment of institutional level outcomes (ILOs).

The Transfer and Career Information Center is working closely with the Planning for Institutional Effectiveness (PIE) Committee to design ways in which the Transfer and Career Information Center can coordinate efforts to assess institutional level outcomes.

- How are the program level outcomes and/or service area outcomes aligned with the institutional level outcomes and to Berkeley City College’s mission? Please describe and attach the “Goal Alignment Summary” from TaskStream, if applicable.

The Transfer and Career Information Center has service area outcomes that are directly aligned with two of the institutional level outcomes and Berkeley City College’s mission. They are as follows:

Information Competency: Students accessing services in the Transfer and Career Information Center will determine that they have a better understanding of the transfer process, including choice of major, and understand how to use relevant resources for further research.

Self-Awareness: Students utilizing the Transfer and Career Information Center will determine that they have greater self-awareness in relation to developing and identifying their academic and career goals. Students will report greater understanding of their decision-making process, including accessing support resources.

- What do members of the Transfer and Career Information Center do to ensure that meaningful dialogue takes place in both developing and assessing the program level outcomes and/or service area outcomes?

The Transfer and Career Information Center consists of one person, therefore the responsibility of development and assessment of service level outcomes is placed on the Center’s Coordinator.

- Briefly describe the results of any student satisfaction surveys or college surveys that included evaluation and/or input about the effectiveness of the services provided by the Transfer and Career Information Center. How has this information informed the Transfer and Career Information Center’s planning and goal setting?

Please refer to the survey results below (see next page):

**Berkeley City College
Transfer and Career Center
Fall 2014 Student Feedback Survey Results**

Please answer this brief survey to assist EOPS/CARE in improving our mandatory New Students Orientation. Please write a number that best describes each of the statements below.

	5 Strongly Agree	4 Agree	3 Neutral	2 Disagree	1 Strongly Disagree	0 N/A	Total
1. Please circle the number that best describes your experience. "I felt welcomed and treated with respect in the center."	19						

2. What was the reason for your visit today? (Check all that apply)

- | | | |
|--|----|---|
| • General information about the transfer process | 13 | |
| • Specific information about transfer—such as choosing a college or major | 3 | |
| • General information about career exploration | 5 | |
| • Specific information about career goals—such as personal abilities and interest inventories and focused research | 4 | |
| • Other | | • General information about career goals and career exploration |

3. Based on the reason(s) for your visit, please respond: "I found the assistance I was looking for today."

19

4. In addition to current services, what would be useful in the center to help you clarify your career and education goals and options?

- 12 did not respond
- Information that I was told to see a counselor for
- More Information on transferring process, timing and counselors.
- A list of individuals working in the same field of interest so we could reach out and get better understanding of the field.
- Resource connections with UCB
- Career options
- Some advice on transferring
- Financing, resources, timing, process

5. We are assessing various Student Learning Outcomes in relation to the Transfer and Career Information Center. In your opinion, do you think your work in the Transfer/Career Information Center assists you to:

- better access relevant college information, resources, and services needed for your transfer success
- Gain useful knowledge of the transfer process.
- Gain useful knowledge of the career development process.
- Better identify academic and career goals.
- Gain insight into your decision-making process with regard to a choice of major, and college or university.

	5 Strongly Agree	4 Agree	3 Neutral	2 Disagree	1 Strongly Disagree	0 N/A	Total
	14	4	1				19
	74%	21%	5%				100%
	14	5					19
	74%	26%					100%
	11	5	1			2	19
	58%	26%	5%			11%	100%
	12	5	2				19
	63%	26%	11%				100%
	12	6	1				19
	63%	32%	5%				100%

Gender

- Male
- Female
- Unknown

	%	N=19
Male	37%	7
Female	53%	10
Unknown	11%	2

Ethnicity

- African American
- Asian
- Latino
- Other
- Unknown
- White

	%	N=19
African American	21%	4
Asian	21%	4
Latino	16%	3
Other	5%	1
Unknown	11%	2
White	26%	5

Based on the results from the survey conducted, there were more positive responses directed towards Transfer, while there was some not so positive feedback on Career Information. The same pattern was also seen during the last assessment cycle – the feedback on Career Information was even more intense. The Transfer and Career Information Center took several steps to improve their services to provide information on careers, but the results of the assessment during this cycle is indicative of the fact that more improvements must be done in that area.

- How do you know that your program is effective? What are the indicators that measure your effectiveness? What are the expected results of these indicators?

Berkeley City College continues to experience a persistent rate of matriculation and transfer from year to year. The Transfer and Career Information Center measures its effectiveness in regards to this area by the following methods: Data capturing the Transfer and Career Information Center users shows an increase in the number of underrepresented students, the expanded number of four year college and university representatives visiting the campus as well as increased number of internship and scholarship opportunities for Berkeley City College students, in-house advisory committee coordinating efforts related to transfer and career information to reach more students more effectively, and CTE funding utilization to provide more career related services and expand online presence. Student feedback on service area outcomes measures the effectiveness and distribution of resources.

The expected results of these indicators are as follows: increase in number of underrepresented students who transfer successfully and who change educational goal from undecided to a specific major; greater number of Berkeley City College students transferring to a wider variety of four year campuses, as well as more Berkeley City College students fulfilling internships and being awarded more scholarships; expanded coordination among academic and student services programs that serve underrepresented students; and an increase in the number of students who transfer as well as engage in career exploration.

6. Student Success: (Not Applicable to the Transfer and Career Information Center)

For Specialized Support Services Programs:

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

College course completion standard N/A

Program’s course completion rates:

Course 1. _____ _____ _____ _____
 (course name and number) rate, year 1 rate, year 2 rate, year 3

Course 2. _____
 (course name and number) rate, year 1 rate, year 2 rate, year 3

Course 3. _____
 (course name and number) rate, year 1 rate, year 2 rate, year 3

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

College retention standard N/A

Program retention rates:

Year 1. N/A

Year 2. N/A

Year 3. N/A

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

Please provide the following information about these specific SSSP services, as applicable, for students in your program, for the past three years.

	Year 1.	Year 2.	Year 3.
Number of students that completed orientation	--	--	--
Number of students that completed assessment	--	--	--
Number of completed Student Educational Plans (SEPs)	--	--	--
Number of Abbreviated versus Comprehensive SEPs	--	--	--
Total number of follow-up services	--	--	--
Number of Early Alert referrals	--	--	--

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

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

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

Full-time faculty headcount 0

Part-time faculty headcount 0

Total FTEF faculty for the discipline, department, or program 0

Full-time/part-time faculty ratio 0

Classified staff headcount, if applicable 1

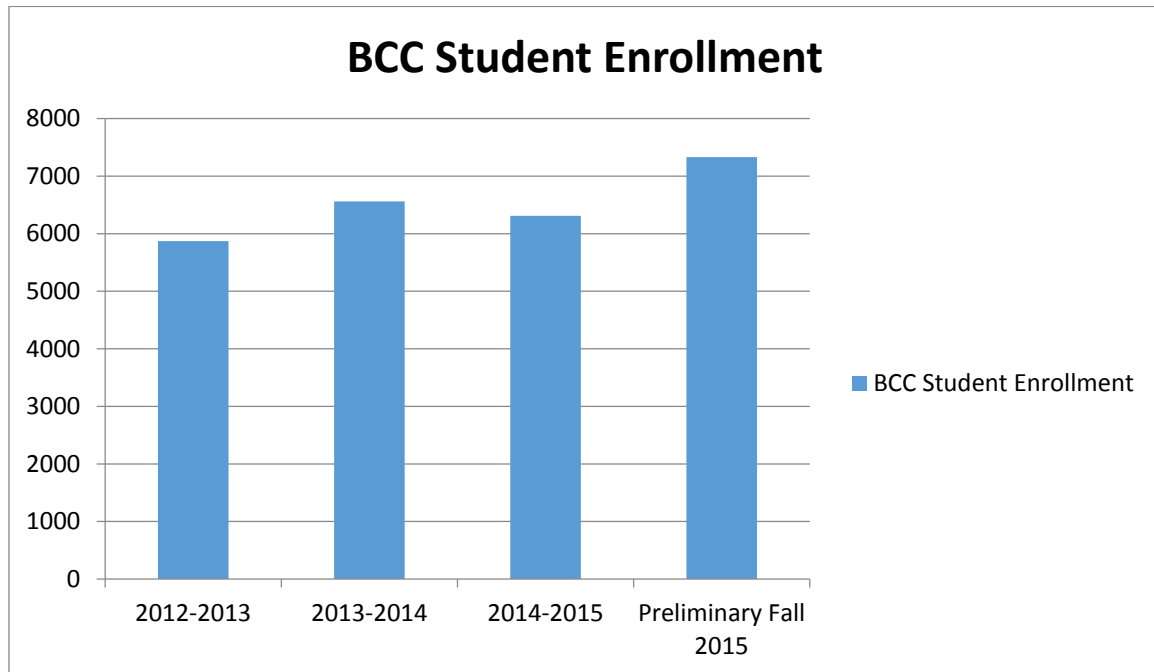
Administrative staff: N/A

Other: N/A

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

In order to expand services in the career exploration area, more staffing is needed. 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). Currently there is only one coordinator in the center for 40 hours per week dividing time between transfer and career related services. The center is closed at times when the staff person is participating in campus activities and training, and/or has shared governance responsibilities. The coordinator is the primary contact from Berkeley City College 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). Maintenance of the college job board (for job and internship postings), website, and transfer and career related workshops open to the whole college are responsibilities of the center's coordinator. The coordinator is also the point person for scholarships on campus, oversees 5 maintenance of the scholarship listings on the website (a page in the financial aid section of the campus site: http://www.berkeleycitycollege.edu/wp/financial_aid/financial-aid-links/), and chairs the college scholarship committee. 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.

Please refer to the data below for college enrollment and transfer rate trends for the past 3 years.



BCC Transfer Admission Rates			
	2012-2013	2013-2014	2014-2015
CSU	117	140	131
UC	171	161	157
In-State Private	22	13	Data Unavailable
Out-of-State	22	8	Data Unavailable

- Describe your current utilization of facilities and equipment.

The Transfer and Career Center is located in the corner of the Counseling Department wing. It is able to accommodate small groups, hold various print materials, has four computer stations for student use, and one printer.

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

As was discovered while compiling this program review, limited data is being tracked in regards to specific information about each student who utilized the Transfer and Career Information Center, such as special population data, ethnicity, age, etc. Therefore, data tracking software would be necessary in order to provide accurate information for future program reviews and overall assessment of Transfer and Career Information Center services and utilization for programming development.

In addition, software needs may include additional career interest assessment tools for student access as well as license fees to maintain currently utilized resources that are not built into the Transfer and Career Information Center's budget.

Please refer to the data presented at the top of page 23.

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

Because the Transfer and Career Information Center houses various print materials on different colleges, majors, and careers, further expansion of the center would be necessary to accommodate additional resources and support to develop the career information section.

Please refer to the data presented at the top of page 23.

- **Please complete the Non-Instructional Program Review Prioritized New Resource Requests Template included in Appendix A.**

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

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

The Transfer and Career Information Center Coordinator is committed to providing quality service to the Berkeley City College campus. The current Coordinator is currently an active member in the Education Committee, the Planning for Institutional Effectiveness (PIE) Committee, the Equity Workgroup – Degree and Certificate Completion & Transfer subgroup, and chair of the Peralta Colleges Foundation Scholarship Committee for Berkeley City College. The previous Coordinator was a member of the College Roundtable, the College Student Success Task Force, the Campus Scholarship Committee, District Classified Senate (as an officer), Campus Classified Senate (as an officer), and the Student Services Council.

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

The Transfer and Career Information Center Coordinator provides students with coordinated opportunities to talk to visiting college representatives. In addition, several workshops are given to the campus community throughout the year, including workshops on college applications and other applications, 'How to Do Your [UC] Personal Statement', 'Transfer Basics', concurrent enrollment, and 'Career Exploration Basics'. The Coordinator is also engages participants for the annual fall Transfer Day and annual spring Transfer Night, as well as a Career Pathways Expo highlighting Berkeley City College's programs of study. The Coordinator maintains and develops partnerships with on and off campus groups as well as establishing on-going working relationships with several faculty members. This collaboration is effective in reaching under-represented students and providing early resource introduction and support to said students.

- Discuss how adjunct faculty members and/or part-time hourly employees are included in departmental or program trainings, discussions, and decision-making.

Not applicable; the Transfer and Career Information Center consists of one person (the Coordinator).

9. Professional Development:

- Please describe the professional development needs of the Transfer and Career Information Center. Include specifics such as training in the use of technology, use of online resources, cultural sensitivity, mentoring, and activities that help individuals stay current with their job responsibilities, etc.

The following training and workshops would be instrumental in helping the Transfer and Career Information Center Coordinator stay current with their job responsibilities:

- *Training on new technology and tracking databases (i.e. SARS, PROMT, etc.)*
- *Training on online resources (i.e. Eureka, Assist.org, etc.)*
- *Multicultural trainings/workshops (focused on specifics groups in college/of college age - i.e. LGBTQ, women, undocumented, foster youth, etc.)*
- *CSU Counselor Conference*
- *Transfer Center Directors Association (TCDA) Meetings & Trainings*
- *UC Counselor Conference*
- *Workshops/trainings focused on changes and developments with four-year institutions and trends for incoming students*
- *Career development workshops*
- *Trainings on resume-building and interviewing skills*
- *Management courses (i.e. for use with training and working with new staff and students)*

10. Transfer and Career Information Center Goals and Activities:

- Briefly describe and discuss the Transfer and Career Information Center's goals and activities for the next three years, including the rationale for setting these goals. NOTE: Progress in attaining these goals will be assessed in subsequent years through annual program updates (APUs).

The Transfer & Career Information Center will continue to expand its programming and increase student awareness and use of the center's resources. Special focus will be given to developing programming that assists under-represented student populations to learn about and effectively transfer to four-year colleges and universities. In addition, work will be requested 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). Continued review of involvement in the center, and assessment of how students utilize the center over time until they reach their goals will be key. 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. The Transfer and Career Information Center can utilize this body to support the clearer linkage of career and transfer center functions by developing linkages with the 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 the Transfer and Career Information Center goals.

- Then fill out the goal setting template included in Appendix B. which aligns the Transfer and Career Information Center's goals to Berkeley City College's mission statement and goals and the PCCD strategic goals and institutional objectives.

- **Goal 1. Support Services:**

Activities and Rationale: Continued collaboration with the Counseling Department to further overall student success, matriculation, and transfer. The Transfer and Career Information Center and the Counseling Department 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.

- **Goal 2. Assessment (of SAOs or AUOs):**

Activities and Rationale: Continued tracking and documentation of students served and their feedback of services offered and received. Recommendations arrived at through program review and SLO assessment findings will be published online, discussed at college-wide meetings, and integrated into decision-making process.

- **Goal 3. Student Success and Student Equity:**

Activities and Rationale: Track and document increased number of underrepresented students using the Transfer and 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, 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 4. Student Success:**

Activities and Rationale: Once a student begins attending Berkeley City College, the Transfer and Career Information Center helps with retention and persistence by assisting students to connect with their academic and career goals, and by understanding and taking ownership of their academic record. We teach students how to research transfer requirements, and explain how general education and major preparation planning works. Students are more likely to achieve their goals when they have a clear understanding of the transfer process and are empowered regarding their planning and progress. When students are applying for transfer, the Transfer and Career Information Center supplies them with support and guidance. In addition, the Transfer and Career Information Center continues to conduct outreach to foundation skills classes and collaborates with programs that serve under-represented students (such as EOPS).

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

Activities and Rationale: 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 and applying for and fulfilling internships, and being awarded more scholarships. Continued advancement of Transfer and Career Information Center and Coordinator by attendance in workshops and trainings for professional development in the latest in the field.

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

Appendices

Appendix A

Transfer and Career Information Center Program Review Prioritized New Resource Requests Summary

College: Berkeley City College

Discipline, Department or Program: Transfer and Career Information Center

Contact Person: Jasmin Bomanjee

Date: October 30, 2015

Resource Category	Description	Priority Ranking (1 – 5, etc.)	Estimated Cost	Justification (page # in the program review narrative report)
Human Resources: Faculty	N/A	--	--	--
Human Resources: Classified	One FTE career specialist to oversee the career development section of the Center	2	\$102,000 (salary + benefits)	22-23
Human Resources: Student Workers	To assist with day-to-day operations of the Center and answer student questions when Coordinator is unavailable	6	\$8,000/year (10 months)	22-23
Technology	Data gathering capabilities; continued subscriptions to online resources (i.e. Eureka, etc.)	1	\$2,000/year	23-24
Equipment	Newer computers and printers for student use	7	\$10,000	6, 8
Supplies	Up-to-date material; printer paper and toner	5	\$1,500/year	6, 8
Facilities	Expanded Center space to house more adequately material for both transfer and well as career related material	4	\$25,000	24
Professional Development	Trainings and workshops	3	\$1,500/year	25
Other (specify)	N/A	--	--	--

Appendix B

PCCD Program Review Alignment of Goals Template

College: Berkeley City College

Department, Program or Administrative Unit: Transfer and Career Information Center

Contact Person: Jasmin Bomanjee

Date: October 30, 2015

Transfer and Career Information Center Goal	College Goal	PCCD Goal and Institutional Objective
1. Increase in number of underrepresented students who transfer successfully, and who change educational goal from undecided.	Achieve Equitable Academic Access and Success	Advance Student Access, Equity, and Success
2. Increase the number of Berkeley City College students transferring to a greater variety of four year campuses; increase the number of Berkeley City College students fulfilling internships and being awarded more scholarships.	Foster Partnerships with Educational Institutions, Community Organizations, and Businesses to Ensure Equitable Educational Opportunities for Success	Engage and Leverage Partners
3. Continue to expand programming and increase student awareness and use of resources, giving special focus to developing programming that assists under-represented student populations to learn about and effectively transfer to four-year colleges and universities.	Design, Implement, and Support Programs of Distinction and Educational Pathways Leading to Access, Excellence, and Success	Build Programs of Distinction
4. Greater coordination among academic and student services programs that serve underrepresented students.	Strengthen Institutional Accountability through Continuous Quality Improvement, Collaboration, and Innovation	Strengthen Accountability, Innovation, Collaboration
5. Increase in number of students who transfer, and increase in number of students who engage in career exploration. (Specifically related to transfer and workforce development)	Promote Recognition of BCC and Advocate for more Local, State, and Federal Resources to Advance Equitable Educational Excellence	Develop Resources to Sustain and Advance our Mission

Appendix C

Program Review Validation Form and Signature Page

College: Berkeley City College

Department, Program or Administrative Unit: Transfer and Career Information Center

Part I. Overall Assessment of the Program Review Report

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

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

Rating	Instructions
<input data-bbox="103 296 147 342" type="checkbox"/> 1. Accepted.	1. Complete the signatures below and submit to the Vice President of Instruction.
<input data-bbox="103 430 147 476" type="checkbox"/> 2. Conditionally Accepted.	2. Provide commentary that indicates areas in the report that require improvement and return the report to the department, program or administrative unit manager with a timeline for resubmission to the validation chair.
<input data-bbox="103 585 147 632" type="checkbox"/> 3. Not Accepted.	3. Provide commentary that indicates areas in the report that require improvement and return the report to the department, program or administrative unit manager with instructions to revise. Notify the Dean and Vice President of Instruction of the non-accepted status.

Part III. Signatures

Validation Team Chair

_____ Signature _____ Date _____
 Print Name

Transfer and Career Information Center Coordinator

_____ Signature _____ Date _____
 Print Name

Received by Vice President of Instruction or Vice President of Student Services

_____ Signature _____ Date _____
 Print Name

