



2018-19 Program Review – Student Services

Program Overview

Please verify the mission statement for your program. If there is no mission statement listed, please add it here.

The Career and Transfer Information Center's mission is to provide equitable and comprehensive transfer and career services to identify and utilized resources specifically to support under represented students at BCC. The CTC provides academic/career assessment and exploration via career counseling, on-line and specialized career platforms and access to transfer information, programs, and activities to facilitate increased transfer rates and career advancement.

List your Faculty and/or Staff

Andrea Williams – Career and Transfer Center Coordinator and 3 Transfer Student Assistants

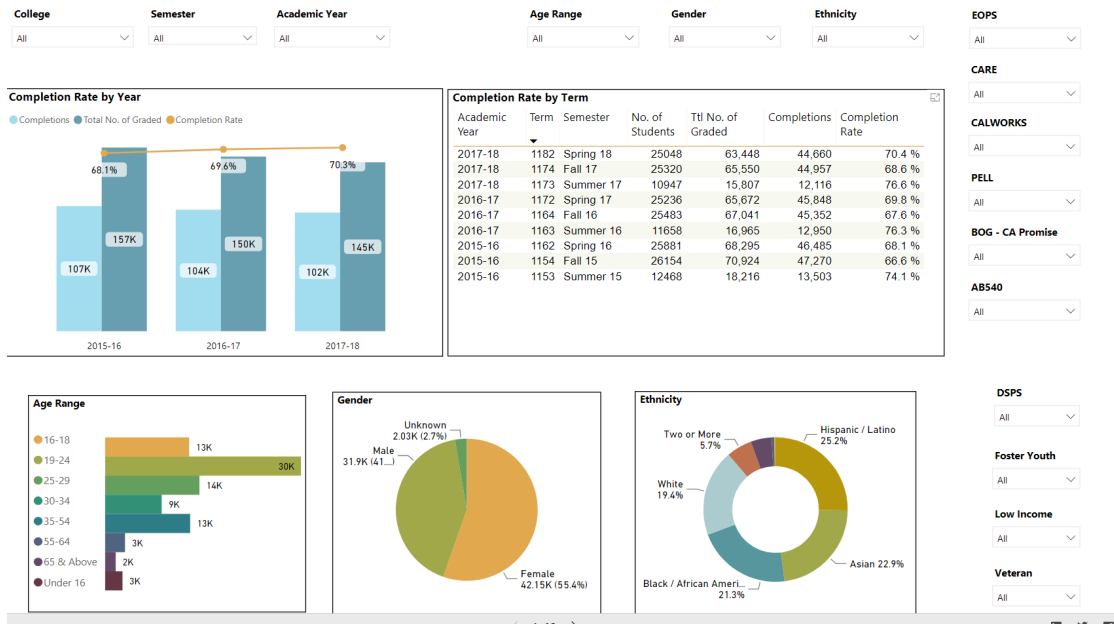
The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

In alignment with BCC's goal to Strengthen Resilience - 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. The Transfer and Career Center has engaged students in taking initiative and ownership of their academic success by seeking out services in the Career/Transfer Center that have increased transfer rates, opportunities for growth including increased internship, employment and volunteer opportunity which has heightened visibility and success of the services being offered.

Describe your current utilization of facilities, including labs and other space

The CTC Center has a standalone space that is used for a multitude of purposes including drop-in appointments for career/transfer information, Q&A sessions with University Reps, Workshops and appointments that offer students guidance on academic and career exploration, web-based and labs for application assistance and advisement. The CTC Center has utilized the BCC Counseling Reception Area, Atrium and Auditorium, Rooms 451 A&B, and smart classrooms for larger events including the Transfer Fair, Next Step College Work-shops, panel presentations and Career Exploration workshops.

Students Served



Special Populations Power BI dashboard

Please enter your College Mission Statement

Please enter your Student Services Mission Statement

Berkeley City College's mission is to promote student success, to provide our diverse community with educational opportunities, and to transform lives. The college achieves its mission through instruction, student support and learning resources which enable its enrolled students to earn associate degrees and certificates, and to attain college competency, careers, transfer, and skills for lifelong success.

Please include the essential functions of your department, program or unit, any unique characteristics or trends affecting the unit, as well as a description of how the unit aligns with the college mission

The Transfer Center functions as a readily accessible focal point for transfer preparation, guidance, and advisement. The essential functions include but are not limited to informing students, staff, faculty and administrators of new and changing transfer requirements, serving as the liaison office between the cc and 4 year institutions for transfer advisement and collaboration, develop and coordinate activities including workshops, Transfer Day, university tours, and transfer admission guarantee guidance. Additionally the center offers a space with access to computers, to explore print and on-line resources to gain knowledge of career exploration and 4 year institutional requirements and additionally assists with helping students explore their academic goals. Importantly the center offers a safe space, advocacy and encourages agency for underrepresented students including LGBTQ, Undocumented, Special population and students of color. Additionally the center supports students who experience barriers or difficulty with navigating the transfer process and serves to offer guidance on appeals regarding admission decisions. The Transfer center in alignment with the BCC College Mission works to provide our diverse student body with support and

resources to obtain degrees, achieve transfer success, career exploration and lifelong learning and transformation.

Please discuss the relationship and engagement with other support services, programs, and/or instruction or administrative units and how these relationships support the department, program or unit to meet its goals.

For 2017-2018 and 2018-2019 academic years the Career and Transfer Center collaborated with the UC Davis Transfer Opportunity Program, UC Berkeley Transfer Alliance Project, Starting Point Mentorship Program, Envision HASS, Experience Berkeley, Office of Student Life, Umoja, Learning Communities, Berkeley Scholars, Counseling Faculty, and Teaching Faculty to provide concentrated and imbedded services to BCC students. This support consisted of weekly visits to meet with students one on one for advisement on transfer requirements, TAP (Transfer Admission Planner) and TAG (Transfer Admission Guarantee) application questions and completion, Workshops on the UC application process and major requirements, presentations about transfer and programs offered and general counseling support, increased access to the programs that directly strengthen student transfer applications and overall knowledge of the process. These relationships has increased the amount of students applying to the UC and CSU system through the general application and through the Transfer Admission Guarantee Program and is providing much needed supplemental support that increases the amount of students being assisted in the Transfer Center and has improved overall transfer rates directly aligns with BCC's Institutional Goal of Increasing Transfer and Transfer Degree obtainment in a timely manner.

Please describe how external factors (if applicable), such as State and Federal laws, advisory board recommendations, changing demographics, etc. have an impact on the support services your department, program or administrative unit 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 co-hort groups including Umoja, Next-UP and in general 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 and Guaranteed Transfer Pathways. Additionally, with enhancement of AB-704 students may accelerate their academic degree plan and the need for increased transfer and career support services may impact the ability of a sole employee, i.e. Transfer and Career Coordinator to absorb and successfully service increased student activity.

Filter for your Service Area's Student Group in the data dashboard above. Examine the demographics of the students your Area has served over the past three years. Be sure to consider student sub-populations, particularly student status in terms of: gender, race and ethnicity, age range, veterans' status, foster youth status, disability status, low income status. Briefly explain the changes in students served by your

department or unit over the past three years and any disparities in outcomes. If there are disparities, please create an 'improvement action' below to address them.

SEE BELOW -



	2016	% of Total	2017	% of Total	2018	% of Total
Total Student Record Found	128		543		763	
Age Range						
16-18	4	3.1%	42	7.7%	50	6.6%
19-24	68	53.1%	333	61.3%	458	60.0%
25-29	28	21.9%	79	14.5%	124	16.3%
30-34	9	7.0%	30	5.5%	48	6.3%
35-54	13	10.2%	51	9.4%	61	8.0%
55-64	6	4.7%	6	1.1%	17	2.2%
65 & Above	0	0.0%	2	0.4%	4	0.5%
Under 16	0	0.0%	0	0.0%	1	0.1%
Gender						
F	81	63.3%	275	50.6%	409	53.6%
M	46	35.9%	266	49.0%	342	44.8%
Unknown	1	0.8%	2	0.4%	12	1.6%
Ethnicity						
American Indian	1	0.8%	0	0.0%	0	0.0%
Asian	33	25.8%	191	35.2%	226	29.6%
Black / African American	15	11.7%	50	9.2%	105	13.8%
Hispanic / Latino	32	25.0%	111	20.4%	173	22.7%
Pacific Islander	2	1.6%	0	0.0%	2	0.3%
Two or More	6	4.7%	32	5.9%	52	6.8%
Unknown / NR	9	7.0%	19	3.5%	17	2.2%
White	30	23.4%	140	25.8%	188	24.6%
EOPS	14	10.9%	48	8.8%	76	10.0%
CARE	1	0.8%	2	0.4%	1	0.1%
CalWORKs	0	0.0%	3	0.6%	4	0.5%
Pell Grant	50	39.1%	175	32.2%	268	35.1%
Bogg Flag	0	0.0%	247	45.5%	422	55.3%
DSPS	13	10.2%	47	8.7%	68	8.9%
Foster Youth	0	0.0%	3	0.6%	6	0.8%
Veteran	7	5.5%	12	2.2%	18	2.4%
AB540	0	0.0%	2	0.4%	3	0.4%

Does your department, program or service area provide Student Success & Support Program (SSSP) services?

- The CTC center works collaboratively with Instructional and Counseling faculty specifically Umoja, Learning Communities and student groups targeting African-American and first time college students to incorporate activities related to transfer and degree completion to increase transfer & completion rates. Additionally working to implement Transfer Plan from a student's inception to completion focusing on co-hort programs that predominately support students of color and the educationally disadvantaged. Sponsor an annual Transfer Fairs and 1 Career Fair to offer information about transfer.
- Assist Counseling with implementing Guided Pathways to support graduation and transfer rates.
-

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

# of student that completed orientation	
# of students that completed assessment	
# of completed Student Educational Plans (SEPs)	
# of Abbreviated versus Comprehensive SEPs	
Total # of follow-up services	1,066 follow services in the Transfer Center

What has your service area done over the last 2-3 years to improve SSSP services?

There are performance gaps in terms of completion and achievement rates for the below mentioned Disproportionately Impacted Students , however both for African American and Latino American groups the TCIC Center saw an increase in their participation and use of the Transfer Center Resources. The TCIC Coordinator has made a concentrated effort to outreach to DI student groups, programs like Umoja, Learning Communities, EOPS, NEXT-UP, VETERANS and DSPS to provide culturally responsible, accessible and impactful services to ensure that this population has access and information related to Career and Transfer. For Fall 2019 the TCIC will work more closely with the Next Up Foster Youth Program and the DSP&S to continue to increase support for that student population.

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

Currently the Career and Transfer has a full-time Classified Coordinator responsible for the entire operation of the department. The Coordinator hires student employees to work in the center each semester as transfer mentors and for administrative tasks. Based upon specific activities Counseling Faculty will assist with advising students with academic related questions, major preparation guidance and co-facilitate transfer events and workshops. Instructional Faculty refer students for class projects or specific transfer or career needs that the center may offer.

Students Served – Assessment

List your Service area outcomes

- 1. Students will be able to better access relevant college information, resources, and services needed for their transfer process.*
- 2. Students will have additional knowledge of the process of transfer by understanding how to utilize the services the center offers to increase Transfer application and rates.*

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

- a. *Transfer and Career Center Student Feedback Survey includes questions that mirror the Service area outcomes and are given to all students that visit the transfer center.*
- b. *The Center tracks student participation and visits to the center and all activities offered there, including workshops, appointments, admissions visits, and drop-ins to record activity and participation which have increased significantly since the last Program Review.*

Where are the service area and/or program level outcomes published? If on a website, please specify the URL.

<https://www.berkeleycitycollege.edu/wp/prm/files/2015/12/Transfer-and-Career-Information-Center.pdf>

Our service area outcomes are published on the Berkeley City College website under the 2015-2018 Program Review Page.

Briefly describe at least three of the most significant changes/improvements your department, program or service area 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 service area outcome and assessment cycle (year) for each example.

1. One of the most significant improvements to the department has been to implement the usage of a tracking system (SARS) to capture the type and amount of student visits, participation in workshops, transfer fairs, and the diverse activities being offered at the center. This improvement directly correlates to both SLO's as the ability to pinpoint the number and specific purpose of student visits or participation can be measured.
2. Increased collaboration with BCC internal programs, outside student engagement programs, local and out of state universities, and access to transfer services not previously available to BCC students.

Briefly describe three of the most significant plans for service area improvements for the next three years as a result of what you learned during the Assessment process.

The greatest needs for the Career and Transfer Center are 1. Administrative Support Staffing and 2. Additional space allocation. Both of these service area improvements are imperative to support the growth and increased services being offered for future students. With additional state guidelines and a concentrated focus on transfer and graduation additional staffing and space allocation resources are imperative to the continued growth and success of the center.

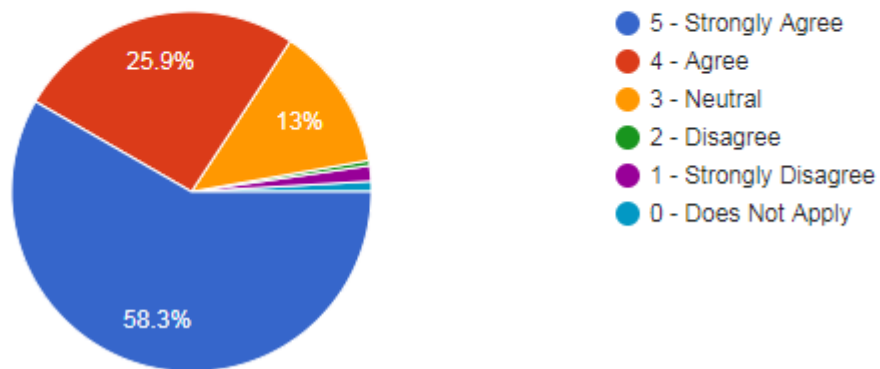
What do members of your service area do to ensure that meaningful dialogue takes place in both developing and assessing your service area outcomes?

The Career and Transfer Coordinator attending weekly meetings with the VP of Student Services to assess and discuss past and future activities and outcomes and measure the effectiveness of such services. Additionally the Coordinator has a strong collaborative relationship with Counseling Faculty and meetings and planning sessions are scheduled to assess services and make suggestions or provide feedback on existing services.

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 your department, program or administrative unit. How has this information informed department, program or administrative unit planning and goal setting? ***The information below provides tangible evidence that the intentional and impactful program development and collaborative engagement the Coordinator has worked hard to implement has greatly improved the importance of the Career and Transfer Center***

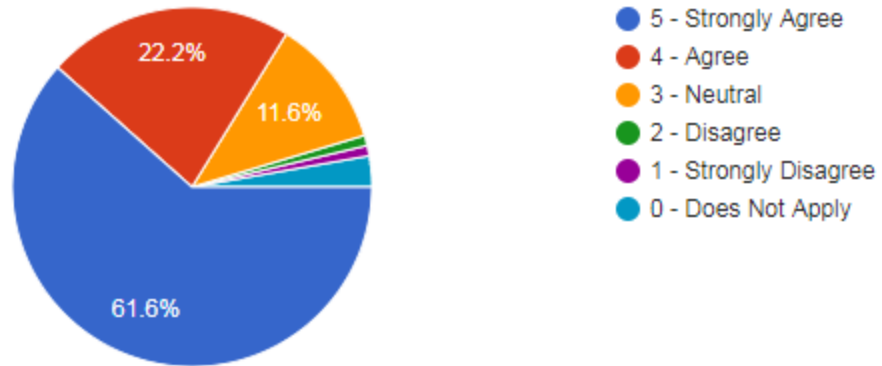
Better access relevant college information, resources, and services needed for your transfer process?

216 responses



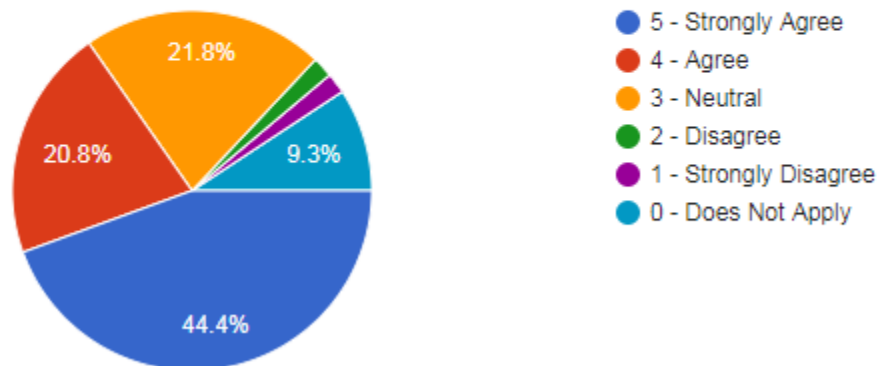
Gain useful knowledge of the transfer process?

216 responses



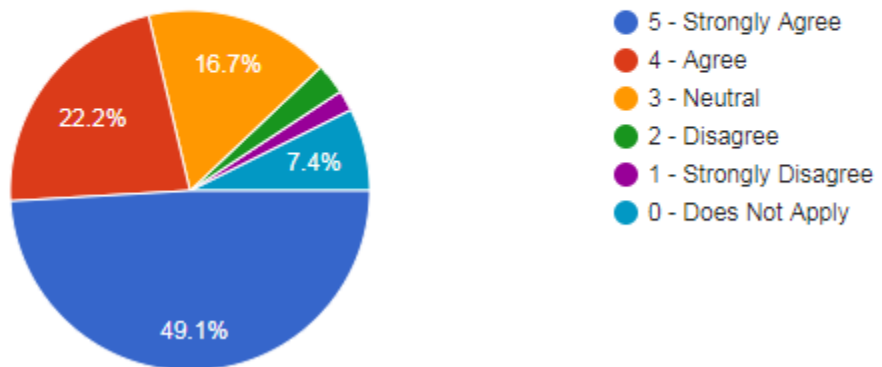
Gain useful knowledge of the career development process?

216 responses



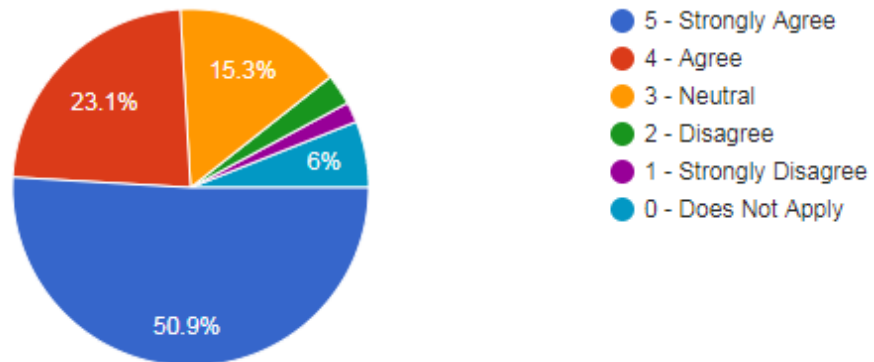
Better identify academic and career goals?

216 responses



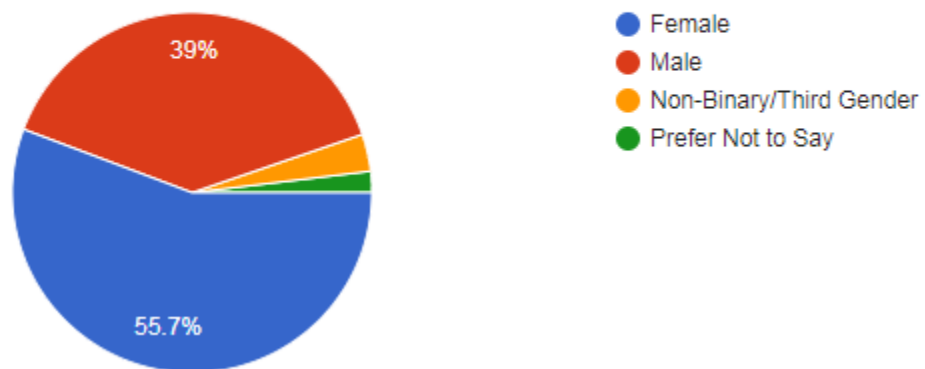
Gain insight into your decision-making process with regard to a choice of major, and college or university?

216 responses



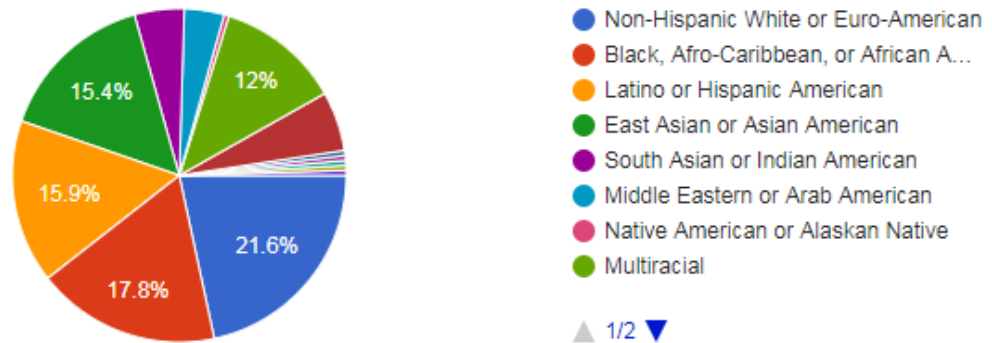
My gender is best described as

210 responses



My ethnicity is best described as

208 responses



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?

The overall effectiveness of the Career/Transfer Center has improved significantly. By reviewing the student surveys, understanding the increased imbedded services offered to students, the increase of support to DI populations and feedback from staff, faculty and administrators and more importantly the increase in transfer rates to 4 year institutions has shown the significant impact of the new services offered at the center.

Engagement

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 participate in.

N/A

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

For 2017-2018 and 2018-2019 academic years the Career and Transfer Center collaborates with the UC Davis Transfer Opportunity Program to provide concentrated and imbedded services to BCC students. This support consisted of weekly visits to meet with students one on one for advisement on transfer requirements, TAP (Transfer Admission Planner) and TAG (Transfer Admission Guarantee) application questions and completion, Workshops on the UC application process and major requirements, presentations about transfer and programs offered and general counseling support. This relationship has increased the amount of students applying to the UC system

through the general application and through the Transfer Admission Guarantee Program and 70% of students accepted into TAG received services at the CTC.

The Coordinator has developed an impactful relationship with the Berkeley Promise Scholars Program offering high to college readiness information and activities to support their transition to BCC. The CTC offers workshops and appointments to Special Programs including Berkeley Promise Scholars, Umoja, Learning Communities, EOPS, NEXT UP and Persist at BCC with academic and career exploration and information about colleges, on-campus visits, special workshops and one on one appointments with universities and additional services to support successful transfer and completion of underrepresented students.

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

Counseling Adjunct Faculty meet with the Coordinator to partner with offering support to students specifically during the transfer season. A monthly meeting creates opportunities for staff and adjunct faculty to dialogue about improved services and how to implement changes or new processes that enhances student experience in the CT Center.

Prioritized Resource Requests Summary

In the boxes below, please add resource requests for your program. If there are no resource requested, leave the boxes blank.

Resource Category	Description/Justification	Estimated Annual Salary Costs	Estimated Annual Benefits Costs	Total Estimated Cost
Personnel: Classified Staff	Support is needed for administrative assistance, day to day office coverage and other tasks as needed	\$30,000		\$30,000
Personnel: Student Worker	Transfer Assistants are traditionally students experiencing the transfer process and are an integral part of support and guidance	\$20,000	0	\$20,000

Personnel: Part Time Faculty				
Personnel: Full Time Faculty				

Resource Category	Description/Justification	Total Estimated Cost
Professional Development: Department wide PD needed	Current Training of Coordinator, students, and staff to ensure any updates and changes are received.	\$1500.00
Professional Development: Personal/Individual PD needed	Annual Transfer Director Conference and 2 one day trainings are required of CCC Transfer Directors/Coordinators.	\$5,000

Prioritized Resource Requests Summary - continued

Resource Category	Description/Justification	Total Estimated Cost
Supplies: Software	Career and Academic Exploration platforms including Focus II, Eureka, Strong Interest Inventory	\$6,000
Supplies: Books, Magazines, and/or Periodicals	N/A	\$0

Supplies: Instructional Supplies	N/A	\$0
Supplies: Non-Instructional Supplies	Basic Office Supplies, brochures, business cards, banners, ect	\$3,000
Supplies: Library Collections	N/A	\$0

Resource Category	Description/Justification	Total Estimated Cost
Technology & Equipment: New	N/A	\$0
Technology & Equipment: Replacement	N/A	\$0

Prioritized Resource Requests Summary – continued

Resource Category	Description/Justification	Total Estimated Cost
Facilities: Classrooms	N/A	\$0
Facilities: Offices	N/A	\$0
Facilities: Labs	N/A	\$0

Facilities: Other	N/A	\$0

Resource Category	Description/Justification	Total Estimated Cost
Library: Library materials	N/A	\$0
Library: Library collections	N/A	\$0

Resource Category	Description/Justification	Total Estimated Cost
OTHER – Transfer Opportunity Program	The UC Davis TOP Program has offered impactful services to students transferring to UC Davis and BCC has seen an improvement in applicant and acceptance rates to Davis and Transfer Admission Guarantee	\$7,000