**Berkeley City College**

**Student Services Program Review**

**Office of Transfer and Career Information Center**

**Executive Summary**

**Executive Summary:** The Transfer and Career Information Center is a hub of student services activity. Berkeley City College’s identity as a transfer institution is strong and the focus of supporting students to successfully transfer to four year institutions is promoted throughout campus from basic skills courses through transfer level classes (which comprise the majority of our class offerings). An active and visible transfer center is vital to reach as many students as possible, and the Transfer and Career Information Center currently has established a solid and accessible presence on campus.

We plan to utilize technology effectively in the future to capture student use, and assess student learning outcomes related to center services. Future software needs may include other career interest assessment tools for students to access. Moreover, the needs for electronic imaging to facilitate communicate and documentation exchange has become extremely vital to the Transfer and Career Information Services.

BCC is projected to experience continued growth, and as the student population increases, and more students attend community college as a pathway to a four-year college or university, the center will expand services. More space will be needed as well as staffing.

**Self Study Narrative for the Transfer and Career Information Center**

**Introduction:** As the coordinator of this department, I am writing this program review self study after being in this position since October 2008. Currently, due to construction in the center and a pending move into another location, many of our materials are boxed up and I do not have access to hard copy files of prior program review work done by my predecessor (who held the position for eight years). I am relying on work done for the unit plan last fall, and other center documents, and regret that there is not progress to report in establishing an advisory board, and making coordinated effort to achieve longer range program goals. Day-to-day operations in the center are strong, yet leave little time to effectively act and plan at the macro level.

**I. Background Information**

**A. Describe:**

1. **the unit:** Currently located on the first floor, and staffed by one full-time coordinator, the Berkeley City College Transfer and Career Information Center services seek to facilitate a student’s transition to work following the completion of a Certificate or Associate of Arts Degree by providing information about the diversity of work opportunities available. The Center also helps students in the process of transferring to bachelor’s degree program by providing print and on-line resources to assist students to identify a career, a major, and a transfer college, and by providing resources and activities to complete the transfer process. A primary mandate of the Center (Title V regulations for Transfer Centers) is to support underrepresented students to identify strategies and resources necessary to realize their transfer goal.

The mission of the Transfer Center is to provide up-to-date information about academic resources and services that is understandable and relevant to the achievement of educational goals. A primary feature of the Transfer Center’s intent and purpose is to reach out to, and assist, the highly diverse underrepresented student body at Berkeley City College to ensure their utilization of all available resources toward academic success and enrichment (Spring 2008).

1. **its history:** The Transfer and Career Information Center was established at Vista Community College in the late 1990s. College administration chose to staff the center with a fill-time staff member in a coordinator position, who would keep the center open 12 months a year, 40 hours per week. The coordinator works in partnership with academic counselors who all provide transfer counseling to students. One counselor is designated to handle transfer admission guarantees (TAG agreements) and concurrent enrollment program applications. This counselor also attends regional meetings along with the coordinator. The coordinator introduces students to the resources and gives general information, and offers short trainings for students to effectively use tools for their research and exploration (for example, assist.org). The college has a counselor who specializes in career counseling, and students use center resources to use EUREKA and other tools to prepare and augment the work they do with counseling faculty. The working relationship between departments has developed over time.
2. **purposes and needs assessed:** Please see below for purpose and functions. A needs assessment evaluation would be useful when the center moves to its new location in the counseling wing. One anticipated need will be outreach to students since the center will not be physically visible. Figuring out effective methods to invite students to visit the center is on the agenda for after the move (projected complete by the end of Spring 2010 semester).
3. **current components:** Current components are best described by the introductory page available to students, and used as a tour sheet (updated 10/09).

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

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

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

1. **Describe unique aspects of the program.** Unique aspects of the program relate to the fact that over 35% of in-coming students list Transfer as their educational goal upon admission[[1]](#footnote-1) (2,157 individuals for Fall 2008), and if we expand to look at all matriculating students, many who will decide to transfer in addition to getting an AA degree, then the percentage increases to 77% or 4,754 individuals.[[2]](#footnote-2) The college enrollment has grown in double digits since moving into our new facility, in Fall 2006. Student headcount in Fall 2006 was 4,562, and in Fall 2008 was 6,212.[[3]](#footnote-3) While this incredible growth is celebrated, staffing has not grown in relation to the enrollment increase, and each area in the college, including the center, has experienced greater utilization.

Even though the center is scheduled to move to a significantly smaller space in the building than is currently occupied, we anticipate more students needing the services, and could have a need for increased staffing. Space needs will most likely arise in the future, along with need for more staffing and effective use of technology and additional software resources.

Thecenter (the coordinator) is the primary contact from BCC to all four year institutions, and the center is the main place 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).

In addition, maintenance of the college job board, website (Transfer Center page and Career Information Center pages are separate—combining these pages should be explored), and transfer and career related workshops open to the whole college are unique functions of this program.

1. **Describe your current resources.** Current resources aside from the on-line, and hard copy materials mentioned above are the full-time coordinator, and part-time student worker (work-study funded). Visiting college and university representatives are also resources, as are workshop presenters.
2. **Provide your program goals and show how they are measured.** Program Goals are listed in Table 1, and explained further in section IV Action Plan, section B.
3. **How do you know that the program is meeting its goals?** Currently we don’t know if we are meeting our goals, beyond the general positive feedback from students who use the center.
4. **What are the indicators that measure your present goals?**
5. **What are expected results of these indicators?**

TABLE 1.

|  |  |  |
| --- | --- | --- |
| GOAL | HOW IS THE GOAL MEASURED(INDICATORS) | WHAT ARE EXPECTED OUTCOMES |
| Increase general student population awareness and use of resources available through the Transfer & Career Information Center to improve transfer readiness (and identify career and education goals); expand special focus on reaching underrepresented students. | Number of student visits and participation in events would increase, students who visit and utilize the center would reflect the general student population, particularly underrepresented student groups. | Center staffing needs will be highlighted as student use increases. Materials, equipment, and space needs could all be expected to increase. |
| Activate center advisory committee. | Assess advisory committee goals and accomplishments.  | Greater program effectiveness and integration throughout the campus. |
| Develop a method of monitoring who uses the Center and how effective the services are—with a special focus on underrepresented students. | Successful implementation of SARS Tracker; more accurate data available for analysis | Decision-making that is more data driven and reliable given that data will be more complete and accurate. |

**II. Student Demographics of Those Using Your Services (by numbers)**

1. **Who do you serve?** General data for BCC is available for all program reviews and is not included here. No analyzed data is available in terms of Transfer Center use because all that has been captured is unduplicated headcount numbers (that is to say student use per semester/term entered in MIS fields—the software program only accepts one entry for each student per term regardless of number of visits to the center, and does not allow input that specifies what services were utilized.) However, some data from Fact Books and Equity Reports can give us a picture of the students we serve.

TABLE 2—general BCC demographic data is available in overall college profile. The following tables relate to transfer, and are from the Student Equity Fact Book 2009 for Berkeley City College, pages 6,7, 23, and 24.

**Number of Transfers from BCC to CSU by Ethnicity: source CPEC Data Mart (page 6)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Academic Year Ending | White | Hispanic | Asian/PI | Black | Native Am | Other / Unknown | Total |
| 2002 | 21 | 7 | 8 | 17 | 0 | 25 | 78 |
| 2003 | 24 | 5 | 12 | 11 | 0 | 24 | 76 |
| 2004 | 19 | 4 | 5 | 17 | 1 | 27 | 73 |
| 2005 | 20 | 10 | 12 | 12 | 2 | 16 | 72 |
| 2006 | 28 | 10 | 6 | 22 | 2 | 24 | 92 |
| 2007 | 26 | 9 | 12 | 19 | 1 | 23 | 90 |
| 2008 | 20 | 10 | 2 | 28 | 2 | 20 | 85 |

**Number of Transfers from BCC to UC by Ethnicity: source CPEC Data Mart (page 7)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Academic Year Ending | White | Hispanic | Asian/PI | Black | Native Am | Other / Unknown | Total |
| 2002 | 21 | 8 | 16 | 5 | 1 | 7 | 58 |
| 2003 | 27 | 7 | 8 | 2 | 0 | 10 | 54 |
| 2004 | 34 | 6 | 14 | 4 | 0 | 23 | 81 |
| 2005 | 45 | 10 | 11 | 7 | 0 | 14 | 88 |
| 2006 | 37 | 16 | 10 | 8 | 1 | 10 | 82 |
| 2007 | 40 | 18 | 7 | 5 | 0 | 10 | 80 |
| 2008 | 48 | 10 | 11 | 8 | 0 | 12 | 89 |

**Alameda County Adult Population vs. Berkeley City College Enrollment by Ethnicity (page 23)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Service Area | White | Hispanic | Asian/PI | Black | Native Am | Other / Unknown | Total |
| Alameda County Adult Pop 2008 | 566,691 | 346,698 | 373,105 | 187,250 | 7,419 | 49,534 | 1,530,697 |
| % w/o Multirace (other)  | 38% | 23% | 25% | 13% | 1% | NA | 100% |
|  |  |  |  |  |  |  |  |
| BCC Fall Enrollment 2008 | 1,865 | 878 | 1,154 | 1,287 | 90 | 938 | 6,212 |
| % w/o Other / Unknown | 35% | 17% | 22% | 24% | 2% | NA | 100% |

**Alameda County Adult Population vs. Berkeley City College Enrollment by Gender (page 24)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Service Area | Male  | Female | Other / Unknown | Total |
| Alameda County Adult Pop 2008 | 748,720 | 781,977 | 0 | 1,530,697 |
| % w/o Multirace (other)  | 49% | 51% | NA | 100% |
|  |  |  |  |  |
| BCC Fall Enrollment 2008 | 2,412 | 3,474 | 326 | 6,212 |
| % w/o Other / Unknown | 41% | 59% | NA | 100% |

**III. Student Performance and Feedback**

1. **How do students who receive services perform?** As stated above, since I’ve been in the position we have entered student use in the Promt system under matriculation data—this is very general and notes that services were offered but does not specify which services, and only counts use once during the semester, so that repeat visits are not captured. To my knowledge, there is no more detailed data or analysis available.
2. **How do their counterparts who do not receive services perform?** [If data are available.]
3. **What do students have to say about student services [CCSSE Reports 2007 & 2009 as well as other surveys]?**
4. **Have you used statewide or national assessment instruments to assess your program?**

BCC uses various reports and transfer and career related data published by the State of California to compare and contrast as a feedback tool.

**TABLE 3.** Retention, completion, and success.

Data supporting success and completing of Transfer and Career Information users need to be developed at the district and the college levels.

**IV. Program Effectiveness- (How do you know that your program/service/ department is effective?)**

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

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

In the student services council, departments identify issues in the interconnection and flow of services and work to resolve or solve issues in a student-centered way. Through current work with Basic Skills the center coordinator is working on a professional development offering, and will be developing benchmarks with the BSI advisory group, and student focus groups. Since reaching underrepresented and under-served students is a mandate for transfer centers statewide, finding linkages with basic skills work on campus will be useful in future planning.

1. **If your program does have an impact on other programs/dept/service, please describe the nature of the relationship with the program/dept/service and the effectiveness of the relationship.**

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

1. **How many students do you serve (unduplicated)?** MIS headcount numbers reported to the state for Spring 2009, Summer 2009, and Fall 2009 should be available.
2. **How many appointments do you have on any given day?** Most students are seen on a drop-in basis. If a student requests to make an appointment, they are able to do so.
3. **How many contacts do you make with students?** On average 15 students a day visit the center; in addition, daily phone contact with students average 5-10 contacts. On days when we have a university representative in the center, this number can double, and attendance at workshops in the center has numbered up to 40 students (average attendance 20 students).

**V. Student Learning Outcomes**

1. **List the student learning outcomes that are presently being assessed. Describe the activities that will be or have been implemented to achieve the SLOs.**

No SLOs are currently being assessed. SLOs were developed in 2008, and focused on the student process of choosing a major, selecting transfer colleges/universities, and completing the application process. The two (2) SLOs developed were connected to the institutional objectives of information competency and critical thinking. (Review and possible revision of these SLOs is recommended.)

* + - 1. Information Competency: Students will demonstrate the ability to find relevant college information, resources, and services necessary for student success. Students will be able to demonstrate their knowledge of the transfer process (to both public and/or private universities. Suggested assessment method: The Transfer Center will survey student assessment of their level of understanding of the transfer application process, possibly using “Survey Monkey” tool during fall semester at the close of peak application period.
			2. Critical Thinking: Students will be able to understand concepts, isolate facts, generate pros and cons, and draw conclusions to identify and achieve their educational goals. Students will be able to identify their academic and career goals and select an appropriate major and college or university to meet their goals. Suggested assessment method: The Transfer Center will survey student use of the Center’s resources to reflect the effectiveness of the resources for undecided and declared students.
1. **What additional student learning outcomes should be considered to demonstrate what your student should know and/or be able to do as a consequence of the service provided by your unit?**

The Center Coordinator needs support to review the SLOs and design effective assessment methods. This should happen in consultation and collaboration with other student services staff (for example: EOPS, Counseling), and/or as part of the work agenda with an advisory group.

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

1. **The future needs of the program**

An impending move for the center to an area in the counseling wing (by the end of Spring 2010 semester) will impact and determine the assessment of future needs. It is difficult to project how the new space will affect the department beyond anticipating more outreach to students to compensate for lack of visibility. The annual unit plan should note changes in program needs as this will occur after operations settle and are established in the new space (Fall 2010).

1. **The future goals and methods of assessment of the program, including student learning outcomes.**

The following goals were noted in the unit plan completed in Fall 2009. Methods of assessment have yet to be established, and details developed.

Goal 1: Increase general student population awareness and use of resources available through the Transfer & Career Information Center, with special focus on underrepresented student population, to improve transfer readiness (and identify career and education goals).

1. Develop a year-long program sequence, including college presenters and career, major, and transfer planning workshops, and work to institutionalize the link between Transfer and Career Information Center efforts and academic counseling;
2. Expand outreach strategies to underrepresented students to make them aware of the services available in the Transfer and Career Information Center to identify career and academic goals, and help them transfer to 4-year colleges;
3. Implement strategies that identify underrepresented students who intend to transfer to four-year colleges.

Goal 2: Activate center advisory committee.

1. Utilize this body to support the clearer linkage of career and transfer center functions: develop linkages with Basic Skills Initiative; Title III; and academic counseling efforts to work with underrepresented students, in order to connect students with career and educational goals.
2. This body is to be a working group to assist in achieving, reviewing, and revising center goals.

Goal 3: Develop a method of monitoring who uses the Center and how effective the services are in meeting the needs of students who use the Center’s services, with a special focus on underrepresented students.

1. Use “SARS Tracker” to identify who uses the Center and for what services;
2. Develop and Implement Center SLO strategies—to gather student input, assess the input, evaluate the input, and make programmatic changes in relation to the input.
3. **The strategies and actions to be taken by the unit over the next six years to strengthen the program and meet the strategic goals of the program and the college.**

The Transfer & Career Information Center will continue to expand its programming and increase student awareness and use of the center’s resources, and will give special focus to developing programming that assists underrepresented student populations to learn about and effectively transfer to four-year colleges and universities. See goals listed above.

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

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

BCC is projected to experience continued growth, and as the student population increases, and more students attend community college as a pathway to a four-year college or university, the center will most likely expand services. At this point it is anticipated that the center will move to a smaller, less visible space in the counseling wing, and as demand grows for services more space will be needed as well as staffing. It is also possible that expanded software programs to support student career exploration will be needed. Some equipment needs are likely as well. Without being in the new space it is difficult to project beyond generalities.

In addition, the coordinator needs support to identify individuals to be on center advisory board, and to get this body active; college technical staff support is needed to implement a system to capture student use of the center; and further collaboration is needed with counseling staff to more clearly articulate how the center and the counseling department functions complement each other, especially with regard to career exploration.

1. Peralta Facts 2009, Berkeley City College, Enrollment Trends, p. 11. [↑](#footnote-ref-1)
2. Ibid, p.10. [↑](#footnote-ref-2)
3. Ibid, p.1. [↑](#footnote-ref-3)