



2018-19 Program Review – Counseling Student Services

Program Overview

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

The mission of the Counseling department is to engage students in a process of personal growth and empowerment. We offer academic, personal and career counseling, which fosters increased self-esteem and life-long learning.

List your Faculty and/or Staff

Full Time Counseling Faculty

1. Susan Truong
2. Gabriel Martinez
3. Hermia Yam
4. Emie Mitsuno Hernandez
5. Fatima Shah
6. Catherine Nichols
7. Denise Jones

Part Time Counseling Faculty

1. Kelvin Cheah
2. Henry Ta
3. Rahul Patria
4. Julie Nguyen
5. Alison Kubo

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.

2017-2018 Goals

1. Develop and implement high school to college pathways that identify stackable degrees and certificates, encourage dual enrollment, produce acceleration and allow early college credit-
In progress, goal aligns with PCCD Goal B.1- B.2, Engage and Leverage Partners & BCC Goal I: Strengthen Resilience: Strengthen BCC students abilities to become self-directed, focused and engaged in the pursuit of transformative, life-long experiences that result in personal and academic success.

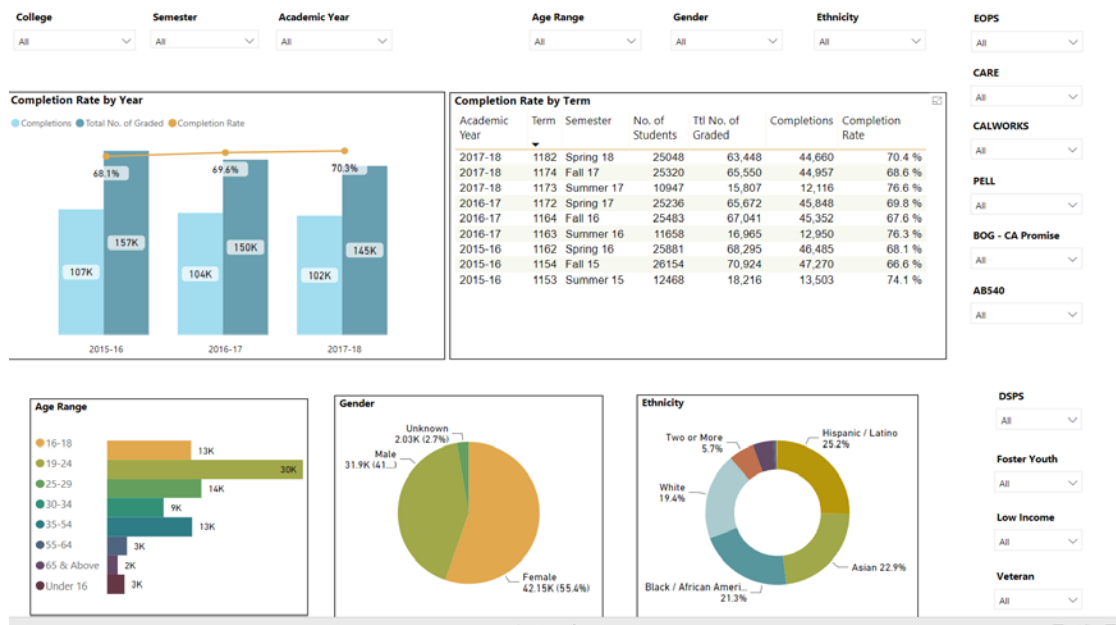
2. Develop comprehensive SEP for all students during their first year of academic experience (SSSP mandate)- **In progress, goal aligns with PCCD Goal A.2 Advancing Student Access, Equity and Success & BCC Goal II: Raise College Competence: Raise student skills and competencies and expand their learning experiences, so that they can successfully complete their college program**
3. Update Faculty Advising Model to assist student with more focused career pathways- **Goal is in progress, Faculty Advising leads refer student questions to department faculty via email. This goal aligns with PCCD Goal C: Building Programs of Distinction & BCC Goal II: Raise College Competence: Raise student skills and competencies and expand their learning experiences, so that they can successfully complete their college program**

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

The General Counseling department currently have 8 offices for 7 FT and 5 PT Counselors to utilize. In 2017, we lost one office and storage space due to a reassignment to the Dean of Enrollment Management and the Undocumented Community Resource Center (UCRC). We are in need of more counseling office space, in order to support the counseling needs of the BCC student body.

Additionally, the second floor lobby is currently shared with the DSSP department, Undocumented Student Resource Center and the General Counseling department faculty and staff.

Students Served



Special Populations Power BI dashboard

Please enter your College 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 enter your Student Services Mission Statement

Please see Counseling Department Mission Statement, since a Student Services Mission Statement is not available.

Our department's mission is to engage students in the process of personal growth and empowerment. We offer academic, personal and career counseling, which fosters increased self-esteem and life-long learning, which aligns with the BCC mission to promote student success, to provide out diverse community with educational opportunities, and to transform lives.

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 General Counseling department provides personal, academic and career counseling support through a variety of methods, including one on one appointments, drop in counseling, workshops, in class presentations and projects in collaboration with campus departments and disciplines.

Our department is continuing to support the needs of BCC students, but we've been unable to recruit for a FT position from Alley Young's retirement in 2017. In addition, our department space have been decreased over the past few years. We believe it is essential and important for our Counselors to have a confidential/private office space when working with students to address personal issues, which often times need to be addressed before academic discussions can begin. This lack of office space does not align with our goal to increase appointments to assist students with their selection of course of study and SEP development.

Many of our Full Time Counselors in our department have release time to coordinate and support various programs and initiatives, which affects the amount of time and appointments we can dedicate to direct student support. Hermia Yam, has release time to coordinate, oversee budget and activities for SSSP, Equity, AB705 and Non-credit projects. Denise Jones has release time to coordinate and implement Early Alert. Catherine Nichols has .4 release time to support Academic Senate and Guided Pathways.

Our department's mission is to engage students in the process of personal growth and empowerment. We offer academic, personal and career counseling, which fosters increased self-

esteem and life-long learning, which aligns with the BCC mission to promote student success, to provide out diverse community with educational opportunities, and to transform lives.

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.

The General Counseling department continuously work with our campus departments and disciplines, in order to increase collaboration and support for our student body. Examples of our collaboration includes the following:

TAG/TAP and Transfer Application Workshops: The General Counseling department in collaboration with the Career and Transfer Center, offers TAG and TAP workshops to bring awareness about the "Transfer Admissions Guarantee" program with the University of California. The goal of this workshop is to increase student participation in the program and in particular increase the transfer rate of our disproportionately impacted student groups. In addition to the workshop facilitation, we have two dedicated FT counselors who review, follow up and make recommendations for TAG application approvals to UC Davis and UC Santa Cruz. This activity is time consuming, since the counselor has to look at each application to ensure accuracy, but is an essential support to increase our student transfer rate to UC's.

Counseling department In-Reach Project: The goal of the In Reach project is to increase counseling visibility to campus department and faculty as well as increase student awareness of counseling support services. This project entails instructors signing up online to have a counseling faculty come into their classroom for 10-15 minutes to give a quick presentation about counseling services and the importance of meeting with a counselor to develop their Student Education Plan.

Live Week: Every semester, the General Counseling department partners with the English and ESOL department to develop a week-long series of 16 workshops for students enrolled in English 264, English 1A and ESOL courses to attend and engage in personal development, career exploration, learn about campus resources, student clubs, and other community based organizational support.

Counseling Department Liaisons: The General Counseling Department assigns a counseling faculty to every instructional department to ensure effective communication on program updates and information sharing to the Counseling department faculty.

High School Counselor's Breakfast: The General Counseling department works with our Learning Communities Counselor and Administrator to coordinate the High School

Counselor's Breakfast to increase communication of changes and updates to our high school partners.

Student Success Day: This one stop shop day of supporting our incoming high school students with initial counseling and placement, SEP development and the opportunity to learn about our on campus resources and departments through workshops and engaging activities.

Supporting International Students: The General Counseling Department works in collaboration with the International Student Program to support this student group at BCC with personal, academic and career counseling. Our Counseling faculty are able to further support our International Students with bilingual language skills in Cantonese, Mandarin, Vietnamese, Farsi, Urdu and Spanish when needed.

Collaboration with the Financial Aid Department: Counselors meet with each student who is placed on Financial Aid Appeal status to complete a Comprehensive Education Plan and discuss with the students about their progress, and career goals (Satisfactory Academic Progress)

The activities the General Counseling department develop with our campus and community partners helps us meet our department goal of engaging BCC students with personal growth and empowerment.

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.

State funding such as SSSP, Equity and now the new SEA program have supported the General Counseling department with increasing counseling support services to BCC students. The mandates from the aforementioned funding sources have also required our department to strategically coordinate and develop support services that aligns with student needs within our staffing capacity. An example of one of the strategies we've implemented, is to attempt to develop Comprehensive SEP's for all students within their first year at BCC. We understand that our student population may have many demands in their life and often times may not have the opportunity to meet with a counselor, to develop their SEP. As one way to support our students, our department initiated the SEP project, where our counselors have dedicated time to develop a student's Guided SEP based on their declared major. Once a Guided Comprehensive SEP is developed, the counselor emails the document to the student to advise them to schedule a follow up appointment to discuss any changes to their study plan. The goal of this project is to let students be more focus on the required coursework and reduce the average number of units accumulated by AA degree earners or transfer students.

Additionally, the General Counseling department has made some improvements to the way students schedule a counseling appointment. Our online appointment scheduling system has been available since 2017, where advance and same day appointments are scheduled.

Students who just have a quick question, are encouraged to use our drop in Quick Stop Counseling service center on the first floor of our campus. We hope this extension of Counseling services will allow our students to access counseling support, within the approach that meets their lifestyle.

Furthermore, we have been working closely with the English and Math departments to launch the implementation of AB705 placement by taking part in planning discussions and developing the website to ensure students are aware the new changes to support their educational journey.

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.

Over the past three years, we've noticed the following trends:

Gender

Unduplicated Counts	2015-2016	% of Total	2016-2017	% of Total	2017-2018	% of Total
Gender						
F	7,303	53.9%	6,559	53.2%	5,060	53.7%
M	6,066	44.7%	5,584	45.3%	4,161	44.2%
Unknown	190	1.4%	181	1.5%	193	2.1%

The percentage of female to male students we've served the past three years have stayed about the same- 53% female to 44% male. There were no remarkable changes in gender participation, but we do want to note that female student participation have been at a higher rate than male students for the past three years.

Race and Ethnicity:

Unduplicated Counts	2015-2016	% of Total	2016-2017	% of Total	2017-2018	% of Total
Ethnicity						
American Indian	52	0.4%	27	0.2%	17	0.2%
Asian	3,245	23.9%	3,129	25.4%	2,307	24.5%
Black / African American	2,133	15.7%	1,819	14.8%	1,422	15.1%
Hispanic / Latino	3,204	23.6%	2,946	23.9%	2,410	25.6%
Pacific Islander	54	0.4%	61	0.5%	27	0.3%
Two or More	1,024	7.6%	927	7.5%	713	7.6%
Unknown / NR	462	3.4%	371	3.0%	223	2.4%
White	3,385	25.0%	3,044	24.7%	2,295	24.4%

The students we've served in the General Counseling department for the past three years have stayed about the same: White (25%), Hispanic/Latino (24%) and Asian (25%), Black/African American (15%). The one group that showed a decrease in counseling service participation are American Indian students (-67%) since 2015-2016 academic year.

Age range:

Unduplicated Counts	2015-2016	% of Total	2016-2017	% of Total	2017-2018	% of Total
Age Range						
16-18	1,163	8.6%	1,117	9.1%	673	7.1%
19-24	7,640	56.3%	6,859	55.7%	5,192	55.2%
25-29	2,148	15.8%	1,978	16.0%	1,658	17.6%
30-34	939	6.9%	839	6.8%	707	7.5%
35-54	1,319	9.7%	1,218	9.9%	891	9.5%
55-64	250	1.8%	201	1.6%	187	2.0%
65 & Above	75	0.6%	82	0.7%	69	0.7%
Under 16	25	0.2%	30	0.2%	37	0.4%

For the past three years, the student age range that utilize counseling services at the highest rate is the 19-24 (56%) group with the 25-29 (17%) age range coming in second. There were no remarkable changes in age range participation.

Veterans:

Unduplicated Counts	2015-2016	% of Total	2016-2017	% of Total	2017-2018	% of Total
Veteran	327	2.4%	232	1.9%	113	1.2%

We've noticed a 65% decrease in participation of Veteran students in the General Counseling department from 2015-2016 to 2017-2018 academic year. Perhaps this may be due to the growing support services Veteran students are receiving from the Veterans Program on campus with a dedicated part time counselor. This data also has informed us to increase collaboration efforts to work with the Veterans program to increase Veteran student participation rate.

Foster youth:

Unduplicated Counts	2015-2016	% of Total	2016-2017	% of Total	2017-2018	% of Total
Foster Youth	119	0.9%	91	0.7%	86	0.9%

Foster youth student participation decreased by 28% since 2015-2016 academic year. Perhaps this may be due to the development of the Next Up program, which supports foster youth students on the BCC campus with a dedicated part time counselor. The data does support further collaboration with the Next Up program to increase foster youth student participation in counseling support services.

Disability status:

Unduplicated Counts	2015-2016	% of Total	2016-2017	% of Total	2017-2018	% of Total
DSPS	627	4.6%	663	5.4%	522	5.5%

The participation rate of students in the Program and Services for Students with Disabilities (PSSD) who utilized the General Counseling support services decreased over the past three years (-17%). This change in participation may be due to an increased counseling support services in the DSSP office with one full time counselor and two part time counselors. This data does inform our department to consider increasing collaboration with the DSSP office, to see how we can further support this student group.

Low income status:

Unduplicated Counts	2015-2016	% of Total	2016-2017	% of Total	2017-2018	% of Total
Low Income	5136	37.9%	2931	23.8%	2,211	23.5%

The data from 2015-2016 to 2017-2018 indicated a 57% decrease in low income student participation in the General Counseling department support services. This decrease is a remarkable change that is alarming and need further investigation. We may consider working with the Financial Aid office to see if they noticed a drop in low income student's applying for financial aid and seeing if there's a correlation? Or there might be other external factors outside of our control as a department and campus- such as low income students choosing to enter the workforce, instead of pursuing an education, due to the strong economy we are experiencing for the past few years? We will definitely look into this as a department to how we can address this decline. Possibly increase collaboration with the Financial Aid department, to provide more in-reach support services to low income students about counseling support services.

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

Yes, the General Counseling Department provides students with the following SSSP Services:

- Academic/Progress Probation and Dismissal appointments
- Counseling and advisement services
- Education Plan Services : Abbreviated and Comprehensive SEP development
- Follow Up Services: Academic, Career, Referral to online Orientation, Other Support Services
- English and Math placement per AB705 metrics

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	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>
	1879	2693	3903

# of students that completed assessment	<u>2015-2016</u> 4610	<u>2016-2017</u> 3269	<u>2017-2018</u> 3971
# of completed Student Educational Plans (SEPs)	<u>2015-2016</u> 5488	<u>2016-2017</u> 3962	<u>2017-2018</u> 4674
# of Abbreviated versus Comprehensive SEPs	<u>2015-2016</u> 401/486	<u>2016-2017</u> 1324/578	<u>2017-2018</u> 1893/1028
Total # of follow-up services	<u>2015-2016</u> 6413	<u>2016-2017</u> 8547	<u>2017-2018</u> 13387

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

Improvement plans to our SSSP services in the past 2-3 years, have included:

- As a department, we've dedicated more appointments slots for the development of Comprehensive Student Education Plans.
- Starfish/Early Alert: The Counseling department has collaborated with instructional discipline faculty to provide early alert intervention support services. Our FT counselor Denise Jones is the lead to spearhead this project for the BCC campus.
- Counseling provides follow up support services to students, such as revision of SEP's degree evaluations, graduation petitions, major exploration and student success workshops
- We've implemented the Mongoose texting system to remind students of important dates and deadlines. This has been helpful to get more students to submit petitions for degree and submit transfer/TAG applications.
- The General Counseling department improved our appointment scheduling system, where students are able to schedule online appointments. We are only seeing students by appointment on the second floor to increase our SEP appointments and students can see a counselor by drop in on the first floor Quick Stop Counseling. Since this change, we've noticed an increase in our SEP# and follow up services. Our Comprehensive SEP#'s have increased by 56 percent due to our Guided SEP Project and more appointments available to students. We hope to continue in this trend to increase our support services to student and increase student success.

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

Full Time Counseling Faculty

1. Susan Truong
2. Gabriel Martinez
3. Hermia Yam
4. Emie Mitsuno Hernandez
5. Fatima Shah
6. Catherine Nichols
7. Denise Jones

Although we have 7 full time counseling faculty, there are many demands from the campus to support various initiatives, as result all 7 FT faculty have some reassign time

Part Time Counseling Faculty

1. Kelvin Cheah
2. Henry Ta
3. Rahul Patria
4. Julie Nguyen
5. Alison Kubo

Classified Staff- 1

1. Jeejun Bertuso

Student Workers- 3

1. Sridha Hordagoda (Work Study)
2. Rahma Elmi (Work Study)
3. Bouchra Bouhedda

Students Served – Assessment

List your Service area outcomes

1. Students will describe and evaluate available options and the process by which to obtain their desired goals.
2. Students will describe the importance of and take personal responsibility for creating their academic, personal and professional growth.

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

Students can view the Counseling Service Area Outcomes on our Counseling department website

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

<https://www.berkeleycitycollege.edu/wp/slo/files/2015/03/Assessment-Status-of-All-Student-Services-Areas1.pdf>

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.

The Counseling department has already partnered with the English and ESOL departments through Live Week activities, as well as the Faculty Advising program to inform and encourage students to connect with the Counseling department.

We will also continue to develop effective communication and messaging to inform students about the importance of meeting with a Counselor at the beginning of your educational journey at BCC. Discussions have occurred to explore effective communication tools with students, such as Mongoose and Starfish Connect

One of our goals of the Counseling department is to engage students with the Counseling department to discuss major and career exploration opportunities, in order to lead to the development of a students' Comprehensive Education Plan (SEP)

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.

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

- Meaningful dialogue with feedback on best practices takes place in the Counseling department bi-weekly meetings. We have increased our dialogue to be inclusive of our PT faculty
- Dialogue is evidence in our bi-weekly meeting agendas and minutes and Counseling Retreat agenda and minutes (Spring 2017)

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?

In 2017, students completed the Student Satisfaction Survey (CCSSE) , where 28.7% of the respondents shared that they met with a Counselor before registering for classes each term, while 37.6% said they did not meet with a Counselor before registering for classes each term. 38.5% of respondents shared that they did not meet with a Counselor in person or online. 16.4% shared that they met with a Counselor more than once with the same Counselor. 27.4% shared the Counselor discussed when their next Counseling session should be. As a result of the survey, below were some of the items we discussed for improvement to our services:

The CCSSE data has allowed the Counseling department to reflect on how we provide in-reach to the BCC student body. If only 28.7% of students met with a Counselor before registering for classes each term, there is a need for our department to reach out to the potential 70% of students who are not accessing Counseling services.

The Counseling department reviewed the CCSSE results and have since piloted in fall 2018 our Counseling In Reach Project, to bring more awareness of the importance of meeting with a counselor to develop their SEP as well as stay focused and engaged in their educational goals.

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?

In 2017-2018 academic year, the Counseling department completed a student survey and the results showed students strongly agree that counselor supported them in the following areas:

1. **After meeting with the counselor, I'm able to understand and evaluate available options and the process by which to obtain my goals-** 98% of students surveys strongly agree
2. **After meeting with my counselor, I'm able to understand the importance of taking personal responsibility for creating my academic, personal and profession growth-** 92% of students surveys strongly agree
3. **I perceived the counselor as knowledgeable and capable to assist me with my academic concerns-** 95% strongly agree
4. **The counselor advised me of course requirements related to m education goals-** 91% strongly agree
5. **The counsel of demonstrated adequate knowledge related to my educational goals-** 91% strongly agree
6. **The counselor assisted me in interpreting assessment results and courses-** 90% strongly agree
7. **The counselor makes me feel comfortable and listen to my concerns-** 97% strongly agree

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.

District-Wide Participation: The General Counseling Department have counselors designated to serve on the District Counseling Functionality Team to address IT issues within the department and for students

**Counseling Department Liaison Assignments
2018-2019**

Committees	Counselor(s) Assigned	Meeting Time/Day
Academic Senate	Gabriel Martinez	12:30-1:20pm 1 st & 3 rd Wednesday
Integrated Planning Committee	Susan Truong Gabriel Martinez	12:15-1:15 2 nd & 4 th Thursday
District Education Committee	Hermia Yam	9-12pm 3 rd Friday of the month
Technology Committee	Fatima Shah	
Career Education (aka CTE) Committee	Emie Mitsuno Hernandez	???
Planning for Institutional Effectiveness		12:15-2pm 1 st & 3 rd Thursday
Roundtable for Planning and Budgeting	Hermia Yam	12:15-1:30pm 1 st and 3 rd Mondays
Department Chair's Council	Gabriel Martinez Susan Truong	1:30-3:30pm 2 nd & 4 th Friday
BCC Facilities Committee	N/A	12:15-1:30pm 2 nd or 3 rd Friday
District Facilities Committee	N/A	
Health & Safety Committee	Alejandra Oseguera	
Student Services Leads Meeting	Susan Truong Gabriel Martinez	
SSSP Coordinator	Hermia Yam	
Curriculum Committee	Emie Mitsuno Hernandez	10-12:00pm 1 st & 3 rd Thursday
Dreamers Task Force	Gabriel Martinez	varies
Counseling Functionality Team	Gabriel Martinez Hermia Yam	9:00-11:30 1 st & 3 rd Wednesday
Faculty Advising Task Force	Catherine Nichols	varies
Early Alert Task Force (Starfish)	Denise Jones	TBD
Phi Theta Kappa	Denise Jones & Jasmine Martinez	
Department	Liaison	
ASL/Modern Languages	Gabriel Martinez	
English	Susan Truong	
Computer Info System/Business	Fatima Shah	
ESL	Susan Truong	
Multimedia	Denise Jones	
Science & Biotechnology	Hermia Yam	
Social Sciences	Emie Mitsuno Hernandez	
Arts and Cultural Studies Art/Humanities/Music/Philosophy	Alejandra Oseguera	
Math	Catherine Nichols	

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

In the spring of 2018, Counseling faculty and staff volunteered at the Alameda County Food bank as a way to have a team activity day and to give back to the food bank, which feeds our students on a weekly basis.

The General Counseling department has also partnered with faculty in the English and ESOL department to offer a series of 16 workshops for live week every semester. In addition to Live Week, we've also partnered with the Transfer and Career Center to offer TAG/TAP and Transfer Workshops, collaborated with Faculty Advisors to increase career related support for students, coordinated the High School Counselor's Breakfast and High School Success Day events.

Last summer- 2018, we collaborated with UC Berkeley's Upward Bound program to offer a summer bridge Counseling 24 course. We also have been partnering with Berkeley High School through offering Counseling 24 and 57 courses, taught by our Learning Communities Counselors, Christina Taing and Skyler Barton. The goal of this partnership is to get students to begin thinking about their major area of study at the high school level, so by the time they reach BCC, they already have an identified major and are able to stay focus and complete their course of study in a timely manner.

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

The General Counseling Department believes strongly that Full time and Part time faculty all should be supported to learn, grow and thrive. We are an inclusive department, where all our faculty are invited to attend our bi-weekly department meetings and trainings, conferences and decision making.

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	1-Counseling Department Staff Assistant to support our everyday functions	\$44,136	\$13,240	\$57,376

	of operating our department. This is needed to ensure we have adequate staffing to support students			
Personnel: Student Worker	3-Student Workers to support our everyday office needs at the front desk	\$10,000 per student x3= \$30,000	0	\$30,000
Personnel: Part Time Faculty	3-Part Time faculty to help us continue to support the growing needs of our students in counseling sessions for major/career exploration, transf3er and SEP development	\$24,000 per PT Faculty x 3= \$72,000	\$3644/ per PT Faculty x 3=\$10398	\$82,398
Personnel: Full Time Faculty	1-General Counselor to assist with the growing needs of our students to meet with a Counselor to choose their course of study, develop SEP, career exploration as it meets the goals of Guided Pathways	\$47,601	\$14,280	\$61,881

Resource Category	Description/Justification	Total Estimated Cost
Professional Development: Department wide PD needed	Career Assessment and Interpretation Trainings UC/CSU/CCC Conferences	\$10,000

Professional Development: Personal/Individual PD needed	Career Development Conferences	\$10,000

Prioritized Resource Requests Summary - continued

Resource Category	Description/Justification	Total Estimated Cost
Supplies: Software		
Supplies: Books, Magazines, and/or Periodicals		
Supplies: Instructional Supplies		
Supplies: Non-Instructional Supplies	General office supplies	\$10,000
Supplies: Library Collections		

Resource Category	Description/Justification	Total Estimated Cost
Technology & Equipment: New		

Technology & Equipment: Replacement		

Prioritized Resource Requests Summary – continued

Resource Category	Description/Justification	Total Estimated Cost
Facilities: Classrooms		
Facilities: Offices	Need 2-3 dedicated counseling offices for counselors due to a counseling office reassignment to the Dean of Enrollment Management. In order to meet the counseling needs of BCC student body, we need more office spaces for counselors.	?
Facilities: Labs		
Facilities: Other		

Resource Category	Description/Justification	Total Estimated Cost
Library: Library materials		
Library: Library collections	Occupational Programs in California Community Colleges handbook	\$250

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Resource Category	Description/Justification	Total Estimated Cost
OTHER	Strong Interest Inventory and Myers Briggs Type Indicator assessment units- \$5000 These assessments will be utilize in counseling courses to assist students with their career exploration planning.	\$5000