



2021-22 PROGRAM REVIEW

STUDENT SERVICES



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

Introduction and Directions

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

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

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

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

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

COLLEGE PROFILE

[Click here to view the Berkeley City College Student Demographics Dashboard.](#)

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

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

*Excludes "EW" grades

To view prior Program Reviews, [click here](#). To view prior Annual Program Updates, [click here](#).

I. PROGRAM DESCRIPTION

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

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

Name(s) of member(s) completing this Program Review	Program	Completion Date
Gabriel Martinez and Susan Truong	General Counseling	11/30/21

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

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

II. STUDENT EQUITY & SUCCESS

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

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

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

3A. Enrollment Trend and Productivity Dashboard

*Note that completion and retention rates are presented with the inclusion and exclusion of excused withdrawals (EW) and military withdrawals.

What were your headcount trends in the past three years?

Note: Please see the separate Counseling Department Instructional Program Review for details related to enrollment for Counseling Courses

Since the dashboards do not pull data specific for Counseling as a student service area, we are reviewing data pulled from SARS (our appointment and scheduling system). Over the past three years full fiscal years, we have recorded an average of 14,251 student contacts per year (including both appts attended and drop-in services) and an average of 6,421 unduplicated student headcount. When viewed by year, we see a decline from 17,567 ('18-'19), to 14,420 ('19-'20), and 10,768 ('20-'21). When viewing unduplicated student totals, we also notice a similar decline from 7,611 ('18-'19), to 6,534 ('19-'20), and 5,119 ('20-'21). Some factors contributing to this decline are:

- Overall declines in enrollment at BCC the past three years
- Challenges for students access services when our campus closed March '20 due to the pandemic
- Retirement of 1 FTEF Counselor at the end of Fall 2020 (position was replaced in Fall 2021).
- Decline in PT Counselors coverage from Spring 2020 to Spring 2021

A deeper review of our services reflects a positive trend related to our appointments. Despite BCC's enrollment declines, we had an increase in Counseling appointments attended by students in the past three years from 6,679 in '18-'19 to 7649 in '20-'21. This is important to highlight since despite drop-in services serving a important role, we know that full student appointments is the deeper, dedicated contact time where students are able to get more robust services. Full appointments allow for:

- long term SEP planning to guide students towards reaching their goals in a time efficient manner
- Supporting students to resolve probation and dismissal holds that result from academic and personal struggles
- Get students fully prepared for enrolling in courses

When the data for your program are disaggregated by student ethnic groups, what issues do you notice and how do plan to address them over the next three years?

We did not have access to disaggregated data for Counseling as a student services area. We hope to work with the district Institutional Research team or our campus Research & Planning Analyst to pull

disaggregated data from our scheduling system reports. When reviewing campus wide dashboards detailing student demographics for the past two academic years, we notice the following:

- Hispanic/Latino, Black/African American and multi-ethnic student numbers continue to rise by a small amount
- White and Asian student numbers decreased by a very small amount.
- Our very small number of Pacific Islander students almost doubled while our American Indian students decreased.

Year 1 (2021-22)	Year 2 (2022-23)	Year 3 (2023-24)
We aim to provide more targeted outreach to Disproportionately Impacted (DI) student populations to support increases in degree attainment, transfer rates, completion of transfer level ENGL and MATH within the first year of enrolling, and overall retention from one semester to the next. We further aim to be involved in further technology improvements to increase services to students such as ConexED platform, continuing improvements to Campus Solutions and Peoplesoft 9.2, and supporting the evolution of our Student Educational Plan tool.	We aim to provide more targeted outreach to Disproportionately Impacted (DI) student populations to support increases in degree attainment, transfer rates, completion of transfer level ENGL and MATH within the first year of enrolling, and overall retention from one semester to the next. We further aim to be involved in further technology improvements to increase services to students such as ConexED platform, continuing improvements to Campus Solutions and Peoplesoft 9.2, and supporting the evolution of our Student Educational Plan tool.	We aim to provide more targeted outreach to Disproportionately Impacted (DI) student populations to support increases in degree attainment, transfer rates, completion of transfer level ENGL and MATH within the first year of enrolling, and overall retention from one semester to the next. We further aim to be involved in further technology improvements to increase services to students such as ConexED platform, continuing improvements to Campus Solutions and Peoplesoft 9.2, and supporting the evolution of our Student Educational Plan tool.

What would you recommend that we do to increase student headcount in your program?

We recommend campus wide outreach efforts (class visits, info in syllabi, mass texting, etc.) to promote more awareness around the variety of services students can receive in the Counseling department. In particular, we are making efforts to develop more career counseling services and would like to promote these opportunities to students in the near future. We can also increase headcount through a strong launching of our new ConexEd platform. This will give us multiple opportunities to connect with students on campus and virtually in drop-in, appointment and group formats.

3B. Course Completion and Retention Rates Dashboard – Student Services

*Note that completion and retention rates are presented with the inclusion and exclusion of excused withdrawals (EW) and military withdrawals.

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

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

Note: Please see the separate Counseling Department Instructional Program Review for details related to course completion and retention for Counseling Courses

Since the dashboards do not pull data specific for Counseling as a student service area, we are reviewing overall course completion and retention rates for BCC. From '18-'19 to '20-'21, completion and retention rates (excluding MW and EW grades) trends are as follows:

- Gender
 - Overall increases in completion and retention rates for all gender groups. Also, of note is while rates increased during the three year range, it generally decreased in the last two years from '19-'20 to '20-'21, possibly due to the Covid-19 pandemic:
 - Female
 - Course Completion: 3.8% increase (70.3% to 74.1%)
 - Retention Rate: 3.5% increase (81.5% to 85%)
 - Male
 - Course Completion: 6% increase (67.8% to 73.8%)
 - Retention Rate: 4% increase (80.5% to 84.5%)
 - X
 - Course Completion: 4.8% increase (69.6% to 74.4%)
 - Retention Rate: 2.7% increase (80.3% to 83%)
- Age
 - Overall increases in completion and retention rates for all age groups during last three years. We also notice a general decrease in the last two years for age ranges encompassing 19 to 64 showed decreases, however ages 18 and below and adults 65 and over continued the overall increasing trend for both rates.
 - For our largest age group we noticed the following
 - Ages 19-24
 - Course Completion: 4.3% increase (68.1% to 72.4%)
 - Retention Rate: 2.8% increase (81% to 83.8%)
- Ethnicity
 - Overall, total campus completion rates increased from 69.2% to 74% with positive numbers for all groups except American Indians (5.1% decrease) and Pacific Islanders (4.3% decrease)
 - Overall, total campus retention rates improved from 81% to 84.7% with every group showing increases

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

All DI populations showed improvements in completion and retention except American Indians and Pacific Islanders which showed decreases in completion rates of 5.1% and 4.3%, respectively.

How do these outcomes compare to the college average?

No data available for Counseling as a student service area. All details discussed in this section are based on overall college averages

What questions do you have about the outcomes?

- What other factors might have contribute to the decreases from '19-'20 to '20-'21 despite the overall increase over the three year span?
- What factors might have led to positive completion trends for larger student of color groups while smaller groups showed decreases?

Based on input you've received from students, what needs have they expressed to complete and succeed in your program? Please provide examples.

Students have indicated the need for more appointment availability during peak times of the semester in order to check progress, update SEPs, file petitions to graduate and seek assistance with transfer applications. More student input is discussed in the SAO section 9A below

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

Year 1 (2021-22)	Year 2 (2022-23)	Year 3 (2023-24)
Overall, the outcomes for completion and retention lead our department to consider ways we can increase collaboration with academic departments and other student services to ensure students are completing each semester and enrolling for subsequent semesters when applicable. We hope to create strategies that can contribute to overall positive trends for larger ethnic groups on campus while also specifically engaging smaller groups that showed decreases	Overall, the outcomes for completion and retention lead our department to consider ways we can increase collaboration with academic departments and other student services to ensure students are completing each semester and enrolling for subsequent semesters when applicable. We hope to create strategies that can contribute to overall positive trends for larger ethnic groups on campus while also specifically engaging smaller groups that showed decreases	Overall, the outcomes for completion and retention lead our department to consider ways we can increase collaboration with academic departments and other student services to ensure students are completing each semester and enrolling for subsequent semesters when applicable. We hope to create strategies that can contribute to overall positive trends for larger ethnic groups on campus while also specifically engaging smaller groups that showed decreases

3C. Degrees and Certificates Dashboard

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

Note: The Counseling department does not award our own degree or certificates.

When reviewing data for the past three years, we notice:

- A significant increase for Latino students, females and age groups 16-18, 19-24, 25-29 and 30-34
- A small or insignificant change for Asian and Black/African American students, and age groups 35-54 and 55-64
- A decrease for white students and males

On page 4, what DI population(s) award trends showed gains in your program area and which populations need more support?		
We notice increases for increases for Hispanic/Latino students (99 awards up to 138) in almost all types of degree and certificates. Black/African American students showed small increases during the same time period. For both SAS/DSPS students and Low-Income students there was a strong increase in '19-'20 and then number declined in '20-'21. Meanwhile, Foster Youth show very low award numbers.		
How do these outcome trends compare to the college average?		
No data available for Counseling as a student service area since we do not award our own degree and certificates. All details discussed in this section are based on overall college averages.		
Based on input you've received from students, what do they need to complete their degrees and/or certificates? (provide examples)		
Students have indicated the need for more appointment availability during peak times of the semester in order to file their graduation petitions. More student input is discussed in the SAO section 9A below.		
How will these outcome trends affect your department goals and plans for the next three years?		
Year 1 (2021-22)	Year 2 (2022-23)	Year 3 (2023-24)
Overall department goals for improving degrees and certificates are participating in the development, testing/modification, and implementation of tools such as the Degree Audit, Transfer Credit Summary and a future auto-degree awarding function. These will significantly improve the ability to awards degrees and certificates efficiently. We further aim to improve the Student Educational Plan tool which eventually should allow students to directly enroll from their ed plan and assist students in achieving their goals.	Overall department goals for improving degrees and certificates are participating in the development, testing/modification, and implementation of tools such as the Degree Audit, Transfer Credit Summary and a future auto-degree awarding function. These will significantly improve the ability to awards degrees and certificates efficiently. We further aim to improve the Student Educational Plan tool which eventually should allow students to directly enroll from their ed plan and assist students in achieving their goals.	Overall department goals for improving degrees and certificates are participating in the development, testing/modification, and implementation of tools such as the Degree Audit, Transfer Credit Summary and a future auto-degree awarding function. These will significantly improve the ability to awards degrees and certificates efficiently. We further aim to improve the Student Educational Plan tool which eventually should allow students to directly enroll from their ed plan and assist students in achieving their goals.

3D. <u>Transfer Dashboard</u>
This dashboard does not provide data by program. Reflect on what you can do to affect student transfer. How may your program support BCC student transfer? (e.g., serve on panels, strengthen GP in your dept, strategic marketing, increase number of AD-Ts, etc.)
The Counseling department plays a crucial role in the transfer process. We support transfer through Counseling appointments, Transfer Guarantee and Transfer Applications workshops, collaborations with

the Transfer Center, direct involvement in Guided Pathways efforts and more. Despite a few years of temporary, small decline, BCC's transfer rates have shown overall growth since '15-'16 to '20-'21 for both CSU and UC transfer. Furthermore, we have been recognized multiple times in the past 4-5 years as a campus with a high percentage of Associate Degrees for Transfer awarded.

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

IMPROVEMENT ACTIONS

Program/Discipline:	Counseling
Action Name:	Improved Access to Data
Description:	We would like to work with Institutional Research to create additional dashboards or other tools that can allow us to pull more detailed information on the students we provide Counseling services to. Primarily, disaggregation of data will allow us to see more details of which students are successfully obtaining services, which are returning for support on a regular basis, and which are showing low rates of attendance to appointments and workshops offered by our department
Completion timeline:	Fall 2022
Responsible person:	General Counseling department and Institutional Research

III. PROGRAM GOALS

4. List your current Program Goals.

- 1) Develop and implement high school to college pathways that identify stack-able degrees and certificates, encourage dual enrollment, produce acceleration and allow early college credit
- 2) Develop comprehensive SEP for all students during their first year of academic experience
- 3) Expand Career Counseling services and partnerships with academic departments to assist students in exploring and entering focused career pathways
- 4) Collaborate with Adult School and High School partners to assist with a smoother transition to BCC, focusing on certificate/degree completion and transfer

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

Berkeley City College Goals

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

- **GOAL V:** Ensure Institutional Sustainability: Increase BCC's impact in education through innovation, internal and external collaboration and partnerships, and sufficient resources, both short-term and long-term.

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

6. Assess your program's facilities utilization (including labs, support for online learning, and other spaces) and for each year, indicate if the space is insufficient. If so, what are the needs and why?

**Note that facility needs and planning are addressed in the Facility Master Plan for the college, including planning for new buildings.*

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

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

The General Counseling department serves all students at BCC. We offer academic, career and personal counseling services and maintain a broad range of partnerships and collaborations across our campus with departments/programs such as Mental Health Services, Office of Instruction, Administrators, Transfer Center, Academic Departments (ENGL, MATH, MMART, etc), Library Services, and Orientation and Placement, to name a few. We provide BCC with insight and perspective that draws from our close work with students, our function as a service area, and our instructional aspects as well. We pride ourselves in being involved in many aspects of BCC. Please see chart below in 10A for examples.

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

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

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

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

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

IMPROVEMENT ACTIONS

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

III. ASSESSMENT

Berkeley City College is committed to a culture of assessment to improve instruction, services, and institutional planning. Findings from SLO, PLO, ALO assessments, and program review data are used to direct resources for areas that are institutional priorities that are articulated in the Educational Master Plan and BCC Strategic Plan. *Due to the critical role that course and program assessments play in*

our institutional planning and to be in compliance with the Accreditation requirements, the Program Review resource allocation requests require the completion of assessment in order to qualify.

9A. List and describe the program's progress and reflection on Program Learning Outcomes (PLOs) or Service Area Outcomes (SAOs).

Note: SLO's and PLO's will be addressed in the Instructional version APU.

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

SAO's

A survey was created in Qualtrics and sent to 6220 BCC students who received services from the General Counseling Department during the '18-'19 and '19-'20 academic years. 689 students responded to the survey for a 11.8% response rate. The survey prompted students to provide feedback regarding the quality of services they received. The survey was sent out in early May 2020 and was available until the end of the month. A reminder email was also sent out towards the latter half of the month.

Overall, student feedback indicates positive results in terms of the performance of the General Counseling department. Students responded to questions on Counselor's abilities to help them understand requirements towards their goals, assist them in developing SEP's, raising their awareness of campus services/resources, understanding the need for them to take responsibility for their success, answering questions related to their academic success and overall satisfaction with the Counseling they received. For these topics, 55.7% of students answered that they Strongly Agreed, while 25% Somewhat agreed. Combined, over 80% of the 689 responses provided positive feedback on the Counseling they received.

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

https://peralta4-my.sharepoint.com/:b:/g/personal/gmartinez_peralta_edu/ESVGXrNHVtRGj5La8TPpAJkBT9MowGuRV5Eyu68EiYFYLA?e=w5SbUx

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

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

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

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

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

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

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

gD. How does your program ensure that students are aware of the program outcomes?

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

gE. Where are the program level outcomes published? If on a website, please specify the URL.

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

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

IMPROVEMENT ACTIONS

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

IV. ENGAGEMENT

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

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

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

Academic Department	Liaison
-ASL -Modern Languages	Gabriel Martinez
-English -HUSV Program	Skyler Barton
-Computer Info System -Business -Econ	Fatima Shah
ESOL	Susan Truong
Multimedia	Denise Jones
Sciences	Susan Truong
Biotechnology	Christina Taing-Rivera (Sciences)

Social Sciences	Emie Mitsuno-Hernandez
Arts and Cultural Studies	Alejandra Oseguera
Math	Catherine Nichols

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

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

We are often involved in collaborations and partnerships at BCC such as:

- transfer and UC Personal Insight Question workshops in collaboration with the Transfer Center
- Live Week series of workshops in collaboration with the English department
- In-Reach efforts to various ENGL 1A classes to increase awareness of Counseling services and student services as a whole
- Partnership with Berkeley Unified School District and Oakland Unified School District to develop and grow our Dual Enrollment program
- Direct participation in the "Student Journey" process for PCCD to identify challenges in work processes and barriers to students while identifying solutions for moving forward as a stronger district

10C. Discuss how classified staff are included in program training, discussions, and decision-making.

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

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

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

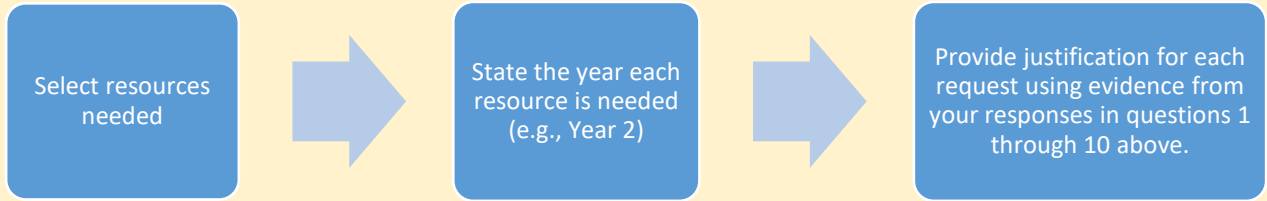
In the boxes below, add improvement actions that are directly related to **Engagement**. If there are no improvement actions in this area, leave blank. *If you have more than one Improvement Plan, add more by copying and pasting the table below.*

IMPROVEMENT ACTIONS

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

VI. Prioritized Resource Requests

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



[Click here to view the Resource Request Process and Timeline](#)

Resource Category	Description/Justification	Estimated Annual Salary Costs	Estimated Annual Benefits Costs	Total Estimated Cost	Overall Priority Ranking (1=Most important)
Personnel					
Classified Staff					
Student Worker	Three student workers to support front desk functions such as staffing main phone line, assisting with appointment booking and supporting classified staff a counselors with various tasks	\$30,000		\$30,000	6
Part Time Faculty	Three part time faculty in order to offer more appointments and provide more drop-in services	\$72,000	\$10398	\$82,398	2
Professional Development	Description/Justification			Estimated Cost	
Program-wide PD needed	Career Assessment and Interpretation Trainings and materials: <ul style="list-style-type: none"> We are requesting funding to activate subscription to the Strong Interest Inventory career assessment instrument and its accompanying professional training modules and certification program. With purchase of the training for this instrument, counselors will enhance competence providing comprehensive career assessment and interpretation with the most well-regarded instrument on the market. Institutional research shows that nearly 20% of BCC students are undecided on an 			\$15,000	3

	<p>educational goal. Students will benefit from our training of these tools by receiving high quality assessment guidance and interpretation. The subscription to these services will no doubt have great benefit for our students' undecided on major and/or educational goal</p> <ul style="list-style-type: none"> Strong Interest Inventory and Myers Briggs Type Indicator assessment units- These assessments will we utilize in counseling courses to assist students with their career exploration planning. 		
Personal/Individual PD needed	Career Development Conferences UC/CSU/CCC Conferences	\$10,000	5
Supplies	Description/Justification	Estimated Cost	
Software (for whom or role?)			
Books, Magazines, and/or Periodicals			
Instructional Supplies			
Non-Instructional Supplies	<p>General office supplies- \$10,000</p> <p>Food and Gift Cards for Focus group participants- \$2700</p> <ul style="list-style-type: none"> Direct student support via focus group assessment, a three-part series. Each focus group will assess career development needs, experiences, and outcomes before and after assessment, counseling, and exploration. Focus group participants will be offered food and gift cards with their participation. 	\$12,700	7
Technology & Equipment	Description/Justification <i>Before you list your technology request, click here to view the latest Technology Refresh Plan to verify whether it has already included.</i>	Estimated Cost	
New			
Replacement			
Facilities	Description/Justification	Estimated Cost	
Classrooms			
Offices	2-3 dedicated counseling offices for Part time counselors to meet with students. In order to meet	\$0	4

	the counseling needs of BCC student body, we need more office spaces for counselors.		
Labs			
Other			
Library	Description/Justification	Estimated Cost	
Library materials (including streamline media needs)			
Library collections	Occupational Programs in California Community Colleges handbook to give student comprehensive resources for finding CE/CTE programs in the CCC system.	\$250	8
OER			
Other	Description/Justification	Estimated Cost	
OTHER Description	See Faculty Prioritization documents for details regarding request for 1.0 FTE Counselor	\$120,000 (w/ benefits)	1

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