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

**Introduction and Directions**

Berkeley City College (BCC), in conjunction with 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 (CPRs) which are completed every three years; and Annual Program Updates (APUs) which are completed in non-program review years.

**TIMELINE**

Annual Program Update (APU) 2022-2023 timeline has been developed for each program and services to guide through the semester. Please review and work with your Deans, Managers, Department Chairs and/or Supervisors to complete this APU.

For BCC, 2022-2023 marks a critically important year as the college is in the process of revising its Educational Master Plan (EMP) for the next 5 years (2024-2028). This college EMP process will inform the District with their planning for their Strategic Plan. This year’s APU will take an especially important role for the EMP process, carrying your analysis, planning and strategies to support our students success, retention, and equitable completion.

The APU is intended to primarily focus upon planning for the subsequent year based on the institutional priorities. While developing the College’s EMP for the next 5 years, the college and the district focused on the [Vision for Success](https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/101920-ccc-vision-onepager-accessible-final.pdf) identified by the California Community College Chancellor’s office as well as [Student Centered Funding Formula (SCFF)](https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Student-Centered-Funding-Formula) that clearly delineate the categorized outcomes that the Colleges should be focusing. Please use these foci as your reference to prioritize your department and other goals.

**RESOURCE REQUEST PROCESS**

In this process of making continuous quality improvement, there is an opportunity for each program, student services, and department to request resources that support achieving the stated goals. The APU process directly leads to the institutional resource allocation process and budget planning facilitated by the Institutional Planning and Allocation of Resources (IPAR) Committee for the following academic year (2023-24). The process for this can be found here ([2022-23 APU Timeline](https://drive.google.com/file/d/1xiKMI84yGCETRjx-cNfQRClCAe3Cu63X/view?usp=sharing)). This is an opportunity for each department to request resources that will support your department goals and set outcomes.

**TECHNOLOGY REQUEST**

Finally, for the resource request section, please connect with your Deans, managers, and supervisors regarding your technology needs so that you can be informed about the equipment that is addressed in the BCC Technology Refresh Plan. If your requests are covered in the Refresh Plan, you do not need to request them in this APU.

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

**Please email the completed Annual Program Update to your Supervisor by November 30, 2022.**

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| **College Profile** |
| [Click here to view the Berkeley City College Student Demographics Dashboard](https://app.powerbi.com/view?r=eyJrIjoiOWQ0NDc2M2YtZDUyMi00MjdkLTljZTktOWI3MzQyYzdlNDc0IiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9).  This 2-page dashboard will provide data on the demographics of our student body from the past two years such as headcount, ethnicity, enrollment status, age group, educational goals, and majors. |

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| **College Outcomes** | **2018-2019** | **2019-20** | **2020-21** | **2021-22** |
| Full Time Equivalent Students (FTES) | 4161 | 3,931 | 3,622 | 3,259 |
| Productivity (Avg. Goal = 17.5) | 13 | 13.2 | 13 | 10.9 |
| Success Rate (%) | 69% | 77% | 75%\* | 70%\* |
| Degrees + Certificates Awarded (#) | 948 | 1,109 | 1,027 | 960 |

*\*Excludes “EW” grades*

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**To view prior Program Reviews,** [**click here**](https://drive.google.com/drive/folders/1cJTL936yJGJVKo5P4OGOf2qzsMu3gEqM?usp=share_link)**. To view prior Annual Program Updates,** [**click here**](https://drive.google.com/drive/folders/1NcFLqqL0DhYtaKQ6ntaejh1z7qtGao1F?usp=sharing)**.**

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| **1a. 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 Student Success & Placement Services (Enrollment and Outreach) provides newly admitted, returning, and K-12 students with a Multiple Measures Transcript Assessment, and assist with Guided-Self Placement in Math, English, and ESOL, and an Orientation to the college.  Providing an experience to the college that empowers them to make informed decisions about their academic experience. The students are given clear and useful information about their academic skills and the college environment in order to support their active efforts in choosing and achieving their educational goals. The department serves as one of the first points of contact for the college for new/returning students and the community. Dedicated to exceptional customer service, student access, and success by providing accurate, timely, and quality services regarding the application process, registration, online access, and academic policies while providing responsive respectful service to students, faculty, staff, and the community. | | |
| **Name(s) of member(s) completing this APU** | **Program** | **Completion Date** |
| Gail Pendleton | **Outreach & Recruitment:** Student Success & Placement Services | 11/30/2022 |
| **List staff names with assignments in fall 2022.** | | |
| Full Time | Part Time | |
| Gail Pendleton-Enrollment Services Coordinator and Christine Trowbridge-HSI Program Specialist | N/A | |

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| **1b. Program Priorities & Goals** |
| **Based on the** [**Vision for Success**](https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/101920-ccc-vision-onepager-accessible-final.pdf) **and** [**SCFF**](https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Student-Centered-Funding-Formula)**, and your program’s mission, what are your program’s priorities and goals for 2022-23?** |
| The department’s redesign and new goals are to focus on:   * Increase access, ensure equity, and enhance student success through outreach and retention plans and activities. * Facilitate high school to college and adult school transition by establishing and maintaining liaisons with local feeder schools including: Oakland Unified, Berkeley Unified, Albany Unified and Emeryville Unified * Assist in determining, achieving, and maintaining optimum enrollment in credit, non-credit, and contract education programs. * Design marketing, community outreach, and recruitment efforts to the K-12 school districts and in particular our Dual Enrollment program. While still aligning with mandates set forth by the state that satisfied the needs of the institution and community. * Create and maintain partnerships with set schedules to actively coordinate and support K-12 campuses with application and enrollment workshop support regularly for spring, summer, and fall semesters. * Developed and implemented weekly on-campus workshops to support students with application, enrollment, Canvas, email access, and other challenges. * Our office collaborates and coordinates with the various special programs and services providing students with information about Admissions, Counseling, Financial Aid, Ambassador Welcome Center, Cashier, EOPS, CalWORKs, CARE, NextUp, Persist Program, First Year Experience Program, SAS, District International Office, LRC, Adult Ed, Veterans, UMOJA Program, Puente Program, Undocumented Citizen Resource Center (UCRC), Oakland/Berkeley/Richmond Promises, Mental Health Services, and BCC Student Engagement Clubs. Student Success & Placement Service along with Admission & Records and Counseling has teamed up to support students with an online application, orientation, counseling, and enrollment support to ensure that all needs are met prior to the beginning of each semester. My program goals align with BCC Goals I, II & IV. |

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| **2.** [**Student Equity, Success, & Completion**](https://app.powerbi.com/view?r=eyJrIjoiNjk3NDJjOTItNzI5MS00MDhjLWJhN2EtZjcxNzU4OTBiZDBjIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d) |
| **Using the data dashboards provided below, review and reflect upon the outcome trends for your program. Please also review overall BCC’s data linked here.**    For assistance with data dashboards, contact Phoumy Sayavong at [psayavong@peralta.edu](mailto:psayavong@peralta.edu?subject=Program%20Review%20Data%20Dashboard%20Assistance) |
| **How are students doing in success and completion in your program? In comparison to the BCC overall success and completion rate, how are the students doing in your program? What are the group of students that needs more attention to achieve goals?** |
| Although measured differently in my department, I feel that based on our efforts to take students from the application to enrollment in courses has helped support student success rates. Students that need more attention and or support we have various resources such as admissions, financial aid, enrollment and system access support, Chromebook Loan Program, Library Resources, Learning Resource Center (LRC), Counseling, International Student Office, special support programs and learning communities such as UMOJA, Society Of Scholars (SOS), Puente, Undocumented Resource Center (UCRC), NextUp (Foster Youth), CARE, EOPS, CalWORKs, Veterans (VRC), and Student Accessibilities Services (SAS). Though these services are available to all, however, we are targeting specific student groups (African American, Spanish, AAPI) to support their educational achievements and transfer preparations. |
| **What are key factors in your program that contributed to positive success and completion rate?** |
| Supporting the students with a guided process that included offering 1:1 and weekly workshops to support them from the application to enrolling in classes, including helping them to access their Canvas and email portals, and financial aid application assistance. |
| **What are some improvements your program can make? Identify strategies.** |
| Add additional staffing to support the increased need to be on the K12 school sites and community events regularly, to grow our dual enrollment program, system access for clearing and enrolling students, and funding to support the marketing, recruitment and outreach efforts ongoing. |

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| **3a.** [**Enrollment Trend and Productivity Dashboard**](https://app.powerbi.com/view?r=eyJrIjoiNWJlOWZmYTEtNTY0MC00MDhkLWE5OTAtYmJjZjIxNzJiNWViIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)  \*Note that completion and retention rates are presented with the inclusion and exclusion of excused withdrawals (EW) and military withdrawals. |
| **What are the enrollment trends in your program in the last three years (if applicable) or college?** |
| To increase our outreach and enrollment efforts in the community and at K12 school sites with the focus on spending more scheduled times at community and school site locations focusing on DI students. The need for more outreach staff and services has grown over the past three years, as evidenced by the number of dual enrolled students has increased.  **Outreach & Recruitment:** Student Success & Placement Services. Is responsible to support all of BCCs enrollment efforts, to that end the overall enrollment trends of BCC is the following:  A picture containing chart  Description automatically generated  Chart  Description automatically generated |
| **What strategies would you recommend to increase student enrollment in your program?** |
| Additional staffing and dedicated funding to support outreach and enrollment efforts in the community and at K12 school sites, in addition to increase funds to support activities and initiatives. |
| Community Colleges are funded based on the [Student Centered Funding Formula (“SCFF”)](https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Student-Centered-Funding-Formula) which is comprised of the following allocations:   |  |  | | --- | --- | | **Student Centered Funding Formula: Focus and Priorities** | | | **% Of Allocation** | **Categories** | | 70%  Base Allocation: FTES (Enrollment) | * Credit FTES * NonCredit FTES * Special Admits (Dual Enrollment, etc.) | | 20%  Supplemental Allocation | * Pell Grant * AB 540 * Adult School * Promise Grants | | 10%  Student Success Allocation | * Associate Degrees * ADTs * 9 or more CE units * Transfer * Transfer level Math and English in the first year | |
| **List the Program’s progress and reflection on how to maintain or increase student enrollment. Please describe retention (i.e., remain enrolled for a full semester) and persistence (i.e., enroll in consecutive semesters) efforts.** |
| Current plans that are currently in place are offering incentives like “Spring is Free” Campaign, AC Transit Bus Passes, “Free Parking” if you take 6-12 units on BCC campus, Free weekly lunch meals, and monthly food pantry access. We strongly need our faculty to implement more engagement with their students to make sure they pass their class by offering group study time in the LRC or a classroom for their office hours to answer questions, provide clarity or show a demonstration/example. |
| **Please describe your unit’s efforts in identifying Pell Grant recipients, College Promise Grant recipients, Adult Education, and AB 540 students. What processes are in place to accurately report these students each semester?**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **College Outcomes** | **2018-2019** | **2019-2020** | **2020-21** | **2021-22** | | Full Time Equivalent Students (FTES) | 4,161 | 3,931 | 3,622 | 3,259 | | Pell Grant Recipients | 2,387 | 2,281 | 2,181 | 1,826 | | College Promise Grant Recipients | 4,373 | 4,143 | 4,011 | 3,500 | | AB 540 Students | 74 | 51 | 22 | 69 | |
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| **3b.** [**Course Completion and Retention Rates Dashboard – Student Services**](https://app.powerbi.com/view?r=eyJrIjoiNjk3NDJjOTItNzI5MS00MDhjLWJhN2EtZjcxNzU4OTBiZDBjIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9)  \*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](https://drive.google.com/file/d/14C9cxxXt_YAzK_LJEVPSD_fJwwcWUVps/view?usp=sharing). If you would like to view BCC’s Equity Plan, [click here](https://drive.google.com/file/d/1CelN9o5mrlTVVx3ibqDDdj11PcATAjfM/view?usp=sharing). |
| **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/service area?** |
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| **How can your Program improve trends over the next year?** |
| * Identify and remove registration bottlenecks, e.g., student registration holds. * Review, evaluate registration process, procedures, and practices to enable the delivery of effective academic programs and student support services. * Evaluate and improve existing service plan in assessment, orientation and follow up. * Continue to identify and conduct professional development trainings and workshops. * Identify intentionally targeted DI students to provide one-on-one educational access and support services from the application to completion of their degree/certificate programs. |
| **What population(s) showed outcomes gains and which need more support?**  Disaggregate the data and outcomes as far down as a possible then ask:   * What trends do you notice when examining course success rates for student populations by ethnicity? Which factors do you believe have the greatest impact (positive or negative) and cause variation between student course success rates in your Program? Describe some specific methods your Program is planning or implementing to address these equity gaps. How will you evaluate the efficacy of these interventions? * How has pivoting to online instruction contributed to potential reductions in student success? Provide some specific examples of practices that staff in your Program have found ineffective in the online environment.   Please review the [video from the RP Group](https://www.youtube.com/watch?v=T4wQVq5a71U&feature=youtu.be) acknowledging the interrogation De Anza Community College committed to in their analysis of course completion and success rate. |
| Our African American, Hispanic, Native American and Asian student populations. |
| **How do these outcome trends in your program compare to the college average?** |
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| **How will these outcome trends you identified in this section affect your program goals and plans for the next year and what are your strategies to shift the trend to go towards positive direction?** |
| Informed by the BCC equity plan we will work with partner feeder schools to coordinate early college events regularly that involve the targeted student populations (African American, Hispanic, Native American and AAPI) and their parents. Providing pertinent college information for applying, enrolling, financial aid, student engagement, and student success. |

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| **3c.** [**Degrees and Certificates Dashboard**](https://app.powerbi.com/view?r=eyJrIjoiZjU2M2M5MzItOTcwZi00Y2U1LWJmODUtYTc0YjlhZGI2ZDhjIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSectionde32556e136b0a8caccd) |
| **On page 1 of the “Degrees and Certificate Awards Trends” Dashboard, what are the award trends for your program/service area (e.g., overall, by gender, age, and ethnicity)?** |
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| **On page 4, what population(s) award trends showed gains in your program and which populations need more support?** |
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| **3d.** [**Transfer Dashboard**](https://app.powerbi.com/view?r=eyJrIjoiZmJlODJiODktZjM0OC00ZWIwLWIzNDMtN2Y1Yzc3ZGFhNGRhIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9) |
| **This dashboard does not provide data by subject. Reflect on what you can do to affect student transfer. How may your Program help to support BCC student transfer?** (e.g., serve on panels, strengthen GP in your dept, change curriculum, increase number of AD-Ts, etc.) |
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| **3e. Curriculum based on Guided Pathways** |
| View your program through the lens of student equity outcomes. |
| 1. **How is your Program making pathways for students to complete their goals?** |
| Outreach & Recruitment: Student Success & Placement Services provides ongoing student facing programing at the beginning and end of the semester to provide frontline support for all students in persistence and completion of their academic goals: Enrollment Workshops, Express Registration Workshops.  A key role of Outreach and Recruitment is to be a first point of contact that provides effective triage and warm hand offs to the wealth of BCC student services. Collectively it takes all of us to support the students from application to degree/certificate completion |

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| **4. Dual Enrollment** |
| **As continued decline in overall enrollment for college going population occurs, it is important for us to look at who will be coming to BCC in the next 5 years. Reviewing the data provide here, what strategies would your Program employ to address bringing more students to BCC?** |
| More outreach site visits before each semester for all students and community. In 2022, upon returning back to the campus, we participated in 28 community outreach events and supported approximately 650 plus potential students with college information for applying, enrolling, degrees/certificates offered, campus environment, and transfer. We facilitated 3 enrollment workshops in August 2022, that served 96 participants with a 61% enrollment rate of students who applied. We facilitated several enrollment workshops from October to December 2022, a total of 90 participants, 48 of those applied, and the enrollment rate for this group was 53%. |

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| **5. Facility Utilization Needs** |
| **Assess your facility utilization for next year and indicate if the space is sufficient or not. If not, what are the needs and why? Work with your manager to check on your needs prior to responding this section.** |
| Private office (151A) or new location to support the needs of the students in a space conducive to maintaining the privacy and confidentiality of the information provided to the Enrollment Services Coordinator. Lab space (126) to assist students with the application, orientation, student portal access, password reset, course enrollment and other support services requested by students. |

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| **6. 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 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 be in compliance with the Accreditation requirements, assessments must be completed to qualify for APU resource allocation requests.** |
| **What action plans did your Program identify upon the assessment of each Service Area Outcomes (SAOs)? Please be as detailed as possible.** |
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| **Describe the Program’s progress on the Action Plans identified for Service Area Outcomes (SAOs). Please be specific. Identify percentages towards completion of Action Plans. What Action Plans are priorities?** |
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| **Describe the status of SAO completion in Rounds 4 and 5 of the Assessment Cycle. Identify the percentages of completion. Briefly describe what needs to be done to reach 100% completion? Identify issues or concerns that may prevent your area from completing assessments of SAOs.**  To assist you with this area/prompt, please review your Program’s Round 5 Tentative Plan available on One Drive, search Curricunet for assessment proposals of courses (or SAOs) that should be assessed this past year, and consult the Program’s SAO lead) and/or faculty (or staff) who were scheduled for assessments this past year. |
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| **How does your department, program, or unit ensure that students are aware of Service Area Outcomes?** |
| They will be posted on the enrollment website. |
| **Where are the Service Area Outcomes published? If on a website, please specify the URL.** |
| It is in Curricunet where the campus stores all of their assessment data and on the Student Services Web Page. <https://www.berkeleycitycollege.edu/student_service_programs/student-services-slo-home/> |

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| **7. Engagement** |
| **Discuss how faculty and classified staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty/staff/admin participate in.** |
| We have provided counselors and staff opportunities to provide input on Express Registration and Enrollment Workshops. |
| **Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.** |
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| **Discuss how part-time staff members are included in program trainings, discussions, and decision-making.** |
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| 1. **Discuss the relationship and engagement with other support services, programs, departments, or administrative units and how these relationships/collaboration support meeting your program goals.** |
| 1. I continue to work and collaborate with all departments on campus to support their needs when we outreach to the K12 schools and the community. Throughout the years we refer any potential student to the various support services, and programs that helps with their educational needs and goals. |
| **Are there areas you feel that your department can benefit more by increasing collaboration and partnership? How?** |
| The department of Outreach will benefit from more faculty involvement and communicate better with them the need to work together to meet and increase our retention and persistence rates which increases our overall funding to the college. |

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| **8. Prioritized Resource Requests** |
| **During the 2021-22 Comprehensive Program Review process, you have provided your resource requests which went through the IPAR process.  In this section, include resource requests from last year that are still needed and/or new resources that have emerged.  Provide justifications. If there are no resource requested, leave the boxes blank.** |

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| **Resource Category** | **Description/Justification** | **Estimated Cost** |
| **Personnel** |  |  |
| Classified Staff | **Student Personnel Services Specialist (Outreach & Recruitment)**: This full-time or Part-time position will maximize our community outreach in efforts to increase community engagement, promoting college awareness options and increasing college enrollment rates. | $61,302.00 |
| Student Worker |  |  |
| Part Time Faculty |  |  |
| **Professional Development** | | |
| Department wide PD needed | Attendance to Conferences and Trainings to improve on supporting students in various capacities and roles. | $8,000.00 |
| Personal/Individual PD needed | Return back to school to improve my educational skills for personal and professional growth. |  |
| **Supplies** | | |
| Software (for whom or role?) | Dragon or a voice-speaking recognition software | $1,200.00 |
| Books, Magazines, and/or Periodicals |  |  |
| Instructional Supplies |  |  |
| Non-Instructional Supplies | Supplies to support outreach/recruitment in the community and at the K12 for College & Career Fairs, application/enrollment support, and tabling. These items are in direct relation and necessary to improving community outreach and college recruitment/enrollment and are needed to conduct data tracking and collection at various college & career fairs, high school, and community events, producing reports, and developing new and enhancing current community partnerships.  BCC Retractable Banner Stands w/ carrying case (2/ Large) $129.00 ea. ($248.00) BCC Retractable Table Top Banner Stands w/ carrying case (2/ Small) $60.00 ea. ($120.00) 11.75” x 21” BCC Printed Table Headers $400.00 ea. BCC College Swag $3,000.00 BCC Printed Table Header $356.00 (1). HP Officejet 250 Mobile portable printer/scanner/copier wireless $500.00 (1) + Travel Case $50.00 (1), Ink Black & Tri-Color $50.00 (6), Snap Scan Scanner ($1000) | $10,000.00-$30,000.00 |
| **Technology & Equipment**  Description/Justification (*Before you list your technology request,* [*click here to view the latest Technology Refresh Plan*](https://drive.google.com/file/d/14FnMslW2ebA23iZl8NlAzk_2OjjGeOu8/view?usp=sharing) *to verify whether it has already included.)* | | |
| New |  |  |
| Replacement | Surface Pro Tablet | $1,500.00 |
| **Facilities** | | |
| Classrooms |  |  |
| Offices |  |  |
| Labs |  |  |
| Other |  |  |
| **Library** | | |
| Library materials (including streamline media needs) |  |  |
| Library collections |  |  |
| OER |  |  |
| **Other** |  |  |
| OTHER Description |  |  |

**Thank you for your time and effort in completing the Annual Program Update!**

**Please email the completed Program Review to your Dean by November 30, 2022.**