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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 NextUp program at Berkeley City College is to support the higher education success, health and wellbeing of current and former foster youth whose dependency was established or continued by the Courts on or after students 13th birthday. Additionally, the NextUp program is structured to help students with financial assistance, general counseling and additional support services as needed.** | | |
| **Name(s) of member(s) completing this APU** | **Program** | **Completion Date** |
| Ronda R. Johnson | NextUp | 11/30/2022 |
| **List staff names with assignments in fall 2022.** | | |
| Full Time | Part Time | |
|  | Ronda R. Johnson | |

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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?** |
| 1. Increase and retain the number of participants in the NextUp program. A fulltime Coordinator/Counselor continues to be a great need. This individual is needed to ensure the effectiveness of the program. Hire two or more classified level tutors to provide comprehensive tutoring services to students in Math, English, and Science. Research conducted at BCC indicates that a high percentage of African American students experience challenges in these areas. This has created an inequity in the transfer and graduation rate among African American students at BCC. The additional tutoring services will address the indicated inequity. Hire additional classified staff and work-study student workers to update NextUp access database, identify students who fail to make counseling contact within the first month of each semester, ensure submission of progress report, participation in workshops, round tables, and priority registration. The student-workers will contact the NextUp students via phone calls, text messages, emails, and mass communication such as all social media platforms, to remind students of their appointments and upcoming events and resourceful opportunities that may be available. 2. Monthly training for Classified and Student workers: Establish dates and times for monthly trainings, to ensure all NextUp staff members are current on the program activities and events. Also to identify areas of needed improvements. 3. Increase efforts to encourage student engagement on campus: Develop pathways for students to become aware of BCC programs and services, engage students in campus activities and encourage student’s participation in transfer focused events and programs. 4. Develop and encourage meaningful and intentional engagement regularly with onsite instructors of “the STEM” classes. This will help to ensure that our students are receiving equitable instruction and interactions with all instructor on BCC’s campus. Additionally, expand collaboration with community partners as well as our sister colleges to enhance the entire NextUp program |

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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?** |
| I believe the NextUp students as a whole needs a great deal of support just given there background. Because of their situation it tends to take them a longer time to successfully complete their programs, whether it be a certificate, degree, transfer or career goals. |
| **What are key factors in your program that contributed to positive success and completion rate?** |
| The key factor that contributes to success and completion for the NextUp students is simply building relationships and consistency. If the student knows that when they come to the NextUp office that the person they have the relationship with is going to be there that makes a difference. Additionally. It makes all the difference if that staff person has the time to fully engage with the student personally and academically. That staff person having the time to be updated on the latest legislation, policy and procedures as it relates to the program makes for a more efficient, successful and sought after program.  These are the “Best Practices” that will attract and retain students. |
| **What are some improvements your program can make? Identify strategies.** |
| Increase outreach and in reach efforts  Increase retention  Continue to assess our services and improve based on program needs  Reestablish community partnerships  Collaborate with other student service areas/programs  Offer “Round Tables” at different times (evening times) |

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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?** |
| Offer the last three years the enrollment has been quit unpredictable, up and down. We may have a large group attend orientation and even enroll in classes but by the second week of the semester some students withdraw however, the students will come back the next semester to give it another try. Our foster Youth are dealing with post trauma, housing insecurities, and a plethora of challenges that make their journey unpredictable and that’s why we get the enrolling and withdrawing trend. It takes these students a couple of semester sometimes more to get the momentum going but once they get everything in alignment it’s all good, They are successful… |
| **What strategies would you recommend to increase student enrollment in your program?** |
| First and foremost a fulltime staff person that will have the time to not only do effective outreach but enough quality, intentional time working with each student. Bridging the necessary gaps for success.  Creating other avenues for student success and accessibility for engagement across the board. |
| 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.** |
| I believe we have to be intentional and creative with our outreach and retention focus.  Provide various types of incentives for enrolling and completing so many units per semester  Provide various type of incentives and recognition for returning and enrolling  Including students in the planning of strategies that are going to impact them and their peers |
| **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 | |
| Continuing intentional and regular communication with the financial aid office as well as the coordinator, manager, director of each categorical program and learning community |

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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?** |
| **Per the data, it appears that our female students are being retained and completing requirements for transfer at a higher rate than our male students.** |
| **How can your Program improve trends over the next year?** |
| **Be more intentional on connecting with and servicing our male students** |
| **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. |
| **The transition to remote learning has contributed negatively for our NextUp students and students of color in general. Initially many students did not have the proper technology (internet, lab top, phone, etc.) to be success. Additionally, many students did not have a proper place to engage online or study. The general consensus from students was that the instructional method being used online was ineffective and caused great challenges.** |
| **How do these outcome trends in your program compare to the college average?** |
| **I believe all the students as a whole were challenged however, the NextUp students seemed to be impacted more.** |
| **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?** |
| Having intentional dialog with instructional staff and administration about new strategies and methods. Also, ensuring that students have proper technology to be successful. Additionally, encouraging students to remain on campus as long as possible during the day to complete homework, study, attend office hours, receive tutoring and engage with their classmates/peers. Finally, continue to encourage regular check ins. |

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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)?** |
| It appears that in general the NextUp students are making gains however, we need to make the most improvement. Additionally, our black make students need to make the greatest improvement because they are behind everyone else. |
| **On page 4, what population(s) award trends showed gains in your program and which populations need more support?** |
| As a whole our Black/African American female and male students 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.) |
| **Continue to encourage student to spend more time on campus for office hours with instructors, tutoring, and counseling. Work with instructors and administration on new teaching strategies and methods. Continue regular check in’s with students. Creating more opportunities for students to visit 4 year campuses. Encouraging students to begin there transfer option research early.** |

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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?** |
| **With intentional and purposeful course planning. Having honest conversations about where they are academically and what it will take on their part to get to where they want to go… Advocating for the courses that students need. Ensuring that students are not only aware of resources that are provide by the college but take full advantage of them. Encourage regular check in’s with counselors .** |

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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?** |
| **I would like to create a working partnership with the local high schools public and private. Focusing on 9th graders and continuing to work with them as they matriculate through 12th grade. Creating a program working with the foster parent, student and foster liaison. Offering regular programing (workshops, college visit, application completion, FASFA completion, etc.). Additionally, starting a “summer bridge” and dual enrollment information sessions every semester. Finally, with this type of intentional programing our community high school students will be ready. They will feel comfortable with attending BCC because we will have established a working relationship/partnership with them. This will position them ahead of the “game”.** |

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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.** |
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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 to 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.** |
| Identify eligible students  Outreach  Encourage Enrollment  Encourage campus engagement  Retention  Transfer |
| **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?** |
| Outreach  Identifying eligible students  Retention |
| **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. |
| The major factor in accomplishing our set outcomes is not having a full time faculty/staff to complete everything that is needed. \* |
| **How does your department, program, or unit ensure that students are aware of Service Area Outcomes?** |
| Information about the NextUp program outcomes are discussed with students during orientation as well as during counseling sessions. Also, information can be found on the Berkeley City College website. |
| **Where are the Service Area Outcomes published? If on a website, please specify the URL.** |
| Berkeleycitycollege.edu |

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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.** |
| The NextUp Coordinator/Counselor engage in all institutional efforts to recruit, register and enroll new and returning student to the college. Through verbal and written materials the NextUp program is able to provide program information and confirm program eligibility.  Committees and department participation include but not limit to:  Assessment & Orientation  Admissions and Records  Student Assessment Services (SAS)  Financial Aid  General Counseling meetings  College Roundtable  UMOJA Community program  SSSP Committee  Student Equity Committee  Student Services Council  Student Activities and Student Life |
| **Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.** |
| The NextUp program engages in outreach activities in an effort to support incoming students. By utilizing relationships with community partners and the campus’ Student Services departments, the NextUp program is able to collaborate and advocate for student enrollment and program eligibility. |
| **Discuss how part-time staff members are included in program trainings, discussions, and decision-making.** |
| The NextUp program is coordinated by a part-time staff member. The NextUp program makes training available to all part-time staff members. Training can include  Professional Development  Campus and District counseling meetings  State of California Trainings  NextUp Advisory Committee meetings  Relevant Conferences |
| 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. **It is vital that the NextUP staff engages and collaborates with other severvices arears on campus, departments, and administration on a regular basis. The other areas can provide ideas, strategies and support which will aid NextUp in accomplishing it’s goals.** |
| **Are there areas you feel that your department can benefit more by increasing collaboration and partnership? How?** |
| **I believe the NextUp program can benefit as a whole with working relationships with other departments.** |

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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 | Full Time Coordinator/Counselor | 99,496 |
| Student Worker | 1 Student Workers | 11560 |
| Part Time Faculty |  |  |
| **Professional Development** | | |
| Department wide PD needed |  |  |
| Personal/Individual PD needed |  |  |
| **Supplies** | | |
| Software (for whom or role?) |  |  |
| Books, Magazines, and/or Periodicals |  |  |
| Instructional Supplies |  |  |
| Non-Instructional Supplies |  |  |
| **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 |  |  |
| **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.**