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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**

The Annual Program Update (APU) for 2023-2024 marks its 3rd year in the current cycle.

APU 2023-2024 timeline has been developed for each program and services to guide through the semester. Please review and work with your Deans, Managers, and/or Supervisors to complete this APU.

During 2022-2023, BCC has completed its Educational Master Plan 2024-2028 where we can base our APU review and analysis on five strategies for success and three indicators of success that will lead us to achieve our goal of equitable student completion.

The APU is intended to primarily focus upon planning for the subsequent year based on the assessment of the prior year and determine where and how we can improve to support the goal of equitable student completion. It is important to be reminded that the EMP incorporated the State Chancellor's [Vision for Success](https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/101920-ccc-vision-onepager-accessible-final.pdf) 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) in our five year roadmap and our APU process. Please use these foci as your reference to prioritize your department and other goals.

**RESOURCE REQUEST**

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 ([2023-24 APU Timeline](https://drive.google.com/file/d/1xiKMI84yGCETRjx-cNfQRClCAe3Cu63X/view?usp=sharing)). This is an opportunity for each department to request resources in Fund 01 (General Funds) to IPAR that will support your department goals and set outcomes that support BCC’s goal of Equitable Student Completion.

**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, 2023.**

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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** | **2019-20** | **2020-21** | **2021-22** | **2022-23** |
| Full Time Equivalent Students (FTES) | 3,931 | 3,622 | 3,259 | 4,024 |
| Productivity (Avg. Goal = 17.5) | 13.2 | 13 | 10.9 | 13.9 |
| Success Rate (%) | 77% | 75%\* | 70%\* | 68%\* |
| Degrees + Certificates Awarded (#) | 1,109 | 1,027 | 960 | 855 |

*\*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. |
| Our role is to provide a link between students’ classroom experiences to activities outside of the classroom. We aim to provide learning experiences that stimulate and encourage social, cultural, and recreational interactions. Through sponsored services, programs, and events on campus, students will have the opportunity to create meaningful experiences at our campus. Our office provides students the tools and resources for their individual and student organization success. We encourage all of you to find experiences through our office that will challenge and supporting your learning. We want you to be part of life lessons and memories created through the programs offered to make your experiences an integral part of Berkeley City College’s educational environment.  |
| **Name(s) of member(s) completing this APU** | **Service Area/Program** | **Completion Date** |
| John Nguyen | Campus Life | 12/18/2023 |
| **List staff and faculty names with assignments in fall 2023.** |
| Full Time | Part Time |
| John Nguyen – Associate Dean of Student Engagement & Basic Needs | N/A |

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| **1b. Service Area/Program Priorities & Goals** |
| Based on the [Educational Master Plan](https://www.berkeleycitycollege.edu/prm/educational-master-plan-2024-2028-2/), [Shared Vision](https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/101920-ccc-vision-onepager-accessible-final.pdf) [SCFF](https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Student-Centered-Funding-Formula), and your department mission, what are your department’s priorities and goals for 2023-24? Look at last year’s priorities and goals, review and assess any changes you would like to make for this year. |
| The office’s priorities and goals are: * Enhance student extracurricular involvement on campus.
* Ensure student government officers are educated on public funds and ensure responsible allocation of various funds.
* Boost participation and engagement in student club organizations.
* Work with the student government to appoint students on all campus participatory governance.
* Provide training for basic need student employees to equip them with the tools and resources to support students.
* Cultivate partnerships with local community organizations to promote civic engagement efforts.
* Provide opportunities for student ambassadors to gain skills in providing support for students, staff, and administrators.
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| **2. Institutional Assessment** |
| Berkeley City College is committed to a culture of assessment to improve student services.  Findings from SLO, SAO assessments, and program review data are used to direct resources for areas that are institutional priorities, articulated in the Educational Master Plan and BCC Strategic Plan.  Due to the critical role that course and service area assessments play in our institutional planning and to be in compliance with the Accreditation requirements, assessments must be completed to qualify for the APU resource allocation requests.<[Click here to view your Round 5 Assessment Calendar](https://docs.google.com/document/d/1DgVZLRmnKQj1jCNucuCNmTB0Wp1F3vLA/edit?usp=drive_link&ouid=105861965924346219496&rtpof=true&sd=true)> |
| **2a. What action plans did your area identify upon the assessment of each SLOs and/or SAOs? Based on your SLO assessment, what did your area do well and what do you need to improve for greater student success?** |
| The Office of Student Activities & Campus Activities made great effort to improve efficiency in organizing and planning student events. Through our new streamline process of communication with students, we have increased student extracurricular activities and involvement on campus.* Through our new system of chartering clubs online, it helps students easily create clubs without being deterred with a paper form. In addition, student club organizations are now able to book spaces in the atrium, auditorium, and student lounge through our streamlined online form instead of the outdated paper form. Through these new additions, it has been proven to increase student involvement.
* Led training for student government officers for them to understand the importance of fiscal responsibility when using public funds. Worked with the ASBCC Vice President of Finance to update the board and public on available funds and spent funds.
* Explained the importance of student voices on participatory governance. Worked with the board to appoint a student to every campus participatory governance committee.
* Provide training for basic needs student employees that included trauma-informed training, CalFresh training, and bringing them to conferences to present to share their learning.
 |
| **2b. Describe the status of SLO and PLO completion in Rounds 5 of the Assessment Cycle. Identify the percent of completion. Briefly describe what needs to be done to reach 100% completion. Identify issues or concerns that may prevent your department from completing assessments of SLOs and/or PLOs.**  |
| N/A |
| **2c. Where are your service area outcomes published? If on a website, please specify the URL. Outcomes should be posted on your website.** |
| <https://www.berkeleycitycollege.edu/campuslife/>  |

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| **3.** [**Student Equity, Success, & Completion**](https://app.powerbi.com/view?r=eyJrIjoiNjk3NDJjOTItNzI5MS00MDhjLWJhN2EtZjcxNzU4OTBiZDBjIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)(<--click on the link) |
| **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 |
| **We have focused on equitable completion for Latinx and African/African American students How are African/African American and Latinx students doing in success and completion in your area or program, compared to the BCC overall success and completion rate?**  |
| * We are focused on ensuring that we are increasing the completion and retention rates for our African American and Latinx students. Compared to the overall student population, our students have a higher completion and retention rates than the overall population.
* **Completion Rate**
	+ **84.4%** Student Ambassadors vs **56.8%** Overall Student Population
* **Retention Rate**
	+ **93.3%** Student Ambassadors vs. **77.9%** Overall Student Population
 |
| **What do you see as key factors in your area or program that contributed to an increase in success and completion rates of these student groups?** |
| * **Student Ambassadors:** In order to be a student ambassador, students must maintain a 2.0 GPA to be eligible to work. The student ambassadors are expected to maintain their GPA and inform their supervisor when they need additional time to focus on school work. The program emphasizes academic success so the ambassadors understand that they must be do well in their coursework to remain part of the program. In addition, student ambassadors learn about the various resources on campus so they have access to these resources when they need supplemental support, which increases their engagement on campus. Through increased engagement, they are more likely to remain in their classes and do well so that they can continue onto the next semester, graduate, and transfer.
 |
| **What are some strategies for improvements your area can make?**  |
| * **ADDITIONAL PROFESSIONAL DEVELOPMENT:** Student ambassadors are already well-equipped with the tools and resources to support student. We will be offering additional opportunities for student ambassadors to participate in local and statewide conferences to enhance their customer service proficiency, deepen their understanding of the California Community College system, and a foster a better understanding of the students they serve, especially our Black and Latinx students. These additional professional development opportunities are designed to equip student ambassadors with the knowledge and skills necessary to provide exemplary service and engagement for the college community.
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| **4.** [**Enrollment Trend and Productivity Dashboard**](https://app.powerbi.com/view?r=eyJrIjoiNWJlOWZmYTEtNTY0MC00MDhkLWE5OTAtYmJjZjIxNzJiNWViIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)(<--click on the link)\*Note that completion and retention rates are presented with the inclusion and exclusion of excused withdrawals (EW) and military withdrawals.  |
| **The SCFF prioritized 70% of our college’s base allocation on FTES (full-time equivalent student) from enrollment. Review the enrollment trends for your area and describe the strategies you will implement to increase enrollment.** |
| * Prospective students have been going to the welcome center to receive support for enrolling at Berkeley City College. Additionally, after they enroll in the college, many of the students need assistance with registering for classes. The student ambassadors have been supporting with enrollment and registration.
* We have been phone banking students to increase registration and retention rates. Specifically we have reached out to students who have enrolled but not registered to encourage them to register for the semester.
* We also have created an email address, stayatbcc@peralta.edu for students to reach out to us if they are thinking about dropping their courses. We review the emails and offer solutions on what we can do to help so that they can remain in their classes.
* Utilize social media and newsletter postings to showcase events and activities on campus to help students remain involved on campus.
 |
| 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:

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| **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
 |

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| **Please describe your area’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?**

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| **College Outcomes** | **2019-2020** | **2020-21** | **2021-22** | **2022-23** |
| Full Time Equivalent Students (FTES) | 3,931 | 3,622 | 3,259 | 4,024 |
| Pell Grant Recipients | 2,281 | 2,181 | 1,826 | 1,837 |
| College Promise Grant Recipients | 4,143 | 4,011 | 3,500 | 3,991 |
| AB 540 Students  | 51 | 22 | 69 | 89 |

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| **5. Dual Enrollment**  |
| **As continued decline in overall enrollment for college going population from high school to college (see Service Area Enrollment Pipeline below), it is important for us to look at who will be coming to BCC in the next 5 years. Reviewing the data provided below, what strategies would your department employ to address bringing more high school students to BCC?** |
| * **Tours and classroom presentations –** the student ambassadors are trained to provide tours and classroom presentations to showcase the resources that the campus offers.
* **Enrollment and registration support –** the student ambassadors support with the enrollment and registration process by sitting down with students and helping them every step of the way.
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| **5.** [**Equitable Student Completion**](https://app.powerbi.com/view?r=eyJrIjoiNjk3NDJjOTItNzI5MS00MDhjLWJhN2EtZjcxNzU4OTBiZDBjIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)(<--click on the link)\*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 department?** |
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| **GENDER** |
| **Academic Year** | **Gender** | **Headcount** | **Census Enrollment** | **Completion Rate** | **Retention Rate** | **Completion Rate\*** | **Retention Rate\*** |
| **2022-2023** | F | 14 | 56 | 76.4% | 80.0% | 76.4% | 80.0% |
| **2022-2023** | M | 40 | 180 | 65.0% | 88.3% | 65.0% | 88.3% |

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| **AGE** |
| **Academic Year** | **Age** | **Headcount** | **Census Enrollment** | **Completion Rate** | **Retention Rate** | **Completion Rate\*** | **Retention Rate\*** |
| **2022-2023** | 19-24 | 15 | 64 | 60.90% | 89.10% | 60.90% | 89.10% |
| **2022-2023** | 25-29 | 12 | 50 | 66.00% | 72.00% | 66.00% | 72.00% |
| **2022-2023** | 30-34 | 8 | 34 | 75.80% | 90.90% | 75.80% | 90.90% |
| **2022-2023** | 35-54 | 15 | 67 | 71.60% | 94.00% | 71.60% | 94.00% |
| **ETHNICITY** |
| **Academic Year** | **Ethnicity** | **Headcount** | **Census Enrollment** | **Completion Rate** | **Retention Rate** | **Completion Rate\*** | **Retention Rate\*** |
| **2022-2023** | Asian | 8 | 40 | 75.0% | 87.5% | 75.0% | 87.5% |
| **2022-2023** | Black / African American | 14 | 75 | 58.1% | 79.7% | 58.1% | 79.7% |
| **2022-2023** | Hispanic / Latino | 11 | 45 | 66.7% | 91.1% | 66.7% | 91.1% |
| **2022-2023** | White | 15 | 61 | 70.5% | 86.9% | 70.5% | 86.9% |

 |
| **Describe which activities and/or strategies your program used to contribute to the gains? What support does your program need to accelerate or improve these outcomes?** |
| * Research has shown that students who are involved at their campuses are more likely to stay in school and graduate. The Office of Student Activities & Campus Life has made it easier for student organizations plan their events and activities by guiding them through the funding process.
* Students are able to easily book rooms through the office by filling out an online form. The office works closely with custodian to set up chairs and tables and AV to set up audio and display equipment. Through this collaboration, we have been able to provide excellent service for students to host their events.
 |
| [**Degrees and Certificates Dashboard**](https://app.powerbi.com/view?r=eyJrIjoiZjU2M2M5MzItOTcwZi00Y2U1LWJmODUtYTc0YjlhZGI2ZDhjIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSectionde32556e136b0a8caccd)(<--click on the link) |
| **Review the data on page 1 of the “Degrees and Certificate Awards Trends” Dashboard.****Describe which activities and/or strategies your area used to contribute to the gains? What support does your unit need to accelerate or improve these outcomes?** |
| N/A |
| [**Transfer Dashboard**](https://app.powerbi.com/view?r=eyJrIjoiZmJlODJiODktZjM0OC00ZWIwLWIzNDMtN2Y1Yzc3ZGFhNGRhIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9)(<--click on the link) |
| **Review the data on the “Transfer” Dashboard.****Describe which activities and/or strategies your area used to contribute to the gains?** **What support does your unit need to accelerate to improve these outcomes?** |
| **Support Needed*** Promote club activities focused on transfer applications and transfer support. Several clubs on campus have collaborated with Transfer & Career Services to provide transfer support for students during transfer season.
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| **7. Curriculum based on Pathways for Equitable Completion****Based on the curriculum mapping and planning of your program answer the following questions** (\*only for Library and Counseling) |
| **What specific plans does your department have for sequencing degrees and programs to ensure students successfully complete the programs in the least amount of time?** |
| N/A |

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| **8. 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 employees belong to.** |
| College Roundtable CommitteeFacilities, Health, and Safety Committee |
| 1. **Discuss how the collaborations with other instructional or administrative units helped your area achieve its goals?**
 |
| 1. The Office of Student Activities & Campus Life is responsible for promoting a lively campus life, encouraging student participation, and ensuring that prospective and current students are supported with enrollment and registration. It is important to communicate with instruction to inform them of all the activities happening so that these events can be shared with the campus community.
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| **9. Prioritized Resource Requests** |
| **In the 2022-23 Annual Program Update, 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 Worker | 3 additional student employees to cover evening shifts | $15,000 |
| 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, 2023**