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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**

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.**

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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 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. |

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| **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*

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**To view prior Program Reviews,** [**click here**](https://drive.google.com/drive/folders/1uzclwbMDUQPLY-nkDx1sq8Dy6ODICv-6?usp=sharing)**. To view prior Annual Program Updates,** [**click here**](https://drive.google.com/drive/folders/1NcFLqqL0DhYtaKQ6ntaejh1z7qtGao1F?usp=sharing)**.**

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| 1. **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. | | |
| **Name(s) of member(s) completing this Program Review** | **Program** | **Completion Date** |
| Martin De Mucha Flores | Student Equity and Achievement Program: Society of Scholars  AAPI LEAD  Ignite  First Scholar  Umoja  The Puente Project Undocumented Community Resource Center  Conomimiento Los Caminos HSI Grant Promise Outreach and Retention |  |
| **List staff and faculty names and/or staff and faculty with assignments in fall 2021.** | | |
| Full Time | Part Time | |
| Skyler Barton  Christina Taing-Rivera  Dri Regalado  Jeejun Bertuso  Carolina Martinez  Veronica Montoya  Christine Trowbridge | Susan Cuong  Charles Van Meurs  Shannon Penn  Angelica Pena | |

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| **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](https://www.berkeleycitycollege.edu/prm/bcc-plans/) (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](mailto:psayavong@peralta.edu?subject=Program%20Review%20Data%20Dashboard%20Assistance) |

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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 were your headcount trends in the past three years?** | | |
| Per the three year Student Equity and Achievement Plan (2019-2022), the program has identified Black students, Latinx Students, Pacific Islander students, Native American students and LGBTQ as focus populations who are experiencing disproportional impact.    **Asian** | | |
| **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?** | | |
| **Year 1 (2021-22)** | **Year 2 (2022-23)** | **Year 3 (2023-24)** |
| * Targeted retention activities to support enrolment of Latinx, Black, Pacific Islander and Native American Student   + Phone Call Banking   + General Counseling Appt Scheduling   + Email and Texting   + Query drop lists and Withdrawal   + Targeted Financial Aid and CA Dream Act Application Campaign   + AB540 Affidavit Follow Up * Query Black, Latinx, American Indian, Pacific Islander who are undecided   + Multiple communication campaign to connect students with a SoS counselor or GC counselor to declare a goal and meet with a counselor * Outreach and Enrollment Activities   + Follow up with Black, Latinx, Pacific Islander, Native American who have enrolled but not applied   + Enrolled in previous semester but have not reenrolled   + Active communication with students who are enrolled in less than 6 units. | * Targeted retention activities to support enrolment of Latinx, Black, Pacific Islander and Native American Student   + Phone Call Banking   + General Counseling Appt Scheduling   + Email and Texting   + Query drop lists and Withdrawal   + Targeted Financial Aid and CA Dream Act Application Campaign   + AB540 Affidavit Follow Up * Query Black, Latinx, American Indian, Pacific Islander who are undecided   + Multiple communication campaign to connect students with a SoS counselor or GC counselor to declare a goal and meet with a counselor * Outreach and Enrollment Activities   + Follow up with Black, Latinx, Pacific Islander, Native American who have enrolled but not applied   + Enrolled in previous semester but have not reenrolled   + Active communication with students who are enrolled in less than 6 units. | * Targeted retention activities to support enrolment of Latinx, Black, Pacific Islander and Native American Student   + Phone Call Banking   + General Counseling Appt Scheduling   + Email and Texting   + Query drop lists and Withdrawal   + Targeted Financial Aid and CA Dream Act Application Campaign   + AB540 Affidavit Follow Up * Query Black, Latinx, American Indian, Pacific Islander who are undecided   + Multiple communication campaign to connect students with a SoS counselor or GC counselor to declare a goal and meet with a counselor * Outreach and Enrollment Activities   + Follow up with Black, Latinx, Pacific Islander, Native American who have enrolled but not applied   + Enrolled in previous semester but have not reenrolled   + Active communication with students who are enrolled in less than 6 units. |
| **What would you recommend that we do to increase student headcount in your program?** | | |
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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://www.berkeleycitycollege.edu/prm/files/2020/09/Student-Equity-Plan-2019-2020.pdf). | | |
| **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?** | | |
| Table  Description automatically generated  **Success & Retention: 2019-2020**  **Table  Description automatically generated**  **Success & Retention: 2018-2019**  **Table  Description automatically generated** | | |
| **What disproportionately impacted (DI) population(s) showed gains in your program and which need more support?** | | |
| **Black, Latinx, Pacific Islander and American Indian Students have the lowest completion rates across the college when compared to the white student counter parts. While there has been an overall 1-2% increase over the three year trend above. More interventions are required while students are enrolled to help students sustain completion and success in courses.** | | |
| **How do these outcomes compare to the college average?** | | |
| **2020-2021 College Average**  **Table  Description automatically generated**  **Black, Latinx, Pacific Islander and Native American experience lower success rates by more than 10% points when compared to the whole college.** | | |
| **What questions do you have about the outcomes?** | | |
| Is there assessment that is happening that is creating high stakes for students?  Are their experiences on campus we need to ensure are happenging that make students seen included?  When students stop coming to class or has a break in attendance what are we doing to let BCC support services staff know?  If a student drops or withdrawls, how do we know? How do we follow up with that student? | | |
| **Based on input you’ve received from students, what needs have they expressed to complete and succeed in your program? Please provide examples.** | | |
| This needs to be assessed in a survey and focus groups. | | |
| **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)** |
| Query our SIS at key times in the semester in classes we observe low success rates in to check in with students and provide them support to connect with LRC or other support services to help student complete class successfully. | Connect with program areas to develop success teams in programs or departments where success in subject areas continues to decrease or not improve. | Integrated success teams across the college work through divisions and departmetns to support DI populations. |

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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 department (overall, by gender, age, and ethnicity).** | | |
| **Black Student Degree and Certificates**  Chart, line chart  Description automatically generated  **Latinx Degree and Certificate**  A picture containing line chart  Description automatically generated  **Pacific Islander**  A picture containing graphical user interface  Description automatically generated  **Native American**  Not Available | | |
| **On page 4, what DI population(s) award trends showed gains in your program area and which populations need more support?** | | |
|  | | |
| **How do these outcome trends compare to the college average?** | | |
| A picture containing graphical user interface  Description automatically generated | | |
| **Based on input you’ve received from students, what do they need to complete their degrees and/or certificates? (provide examples)** | | |
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| **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)** |
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| **3D.** [**Transfer Dashboard**](https://app.powerbi.com/view?r=eyJrIjoiZmJlODJiODktZjM0OC00ZWIwLWIzNDMtN2Y1Yzc3ZGFhNGRhIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9) |
| **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.) |
| Chart  Description automatically generated with low confidence |

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| 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: |  |
| Action Name: |  |
| Description: |  |
| Completion timeline: |  |
| Responsible person: |  |

**III. PROGRAM GOALS**

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| 1. **List your current Program Goals.** | | |
| **Access-Enrollment**  The baseline for the 2017-2018 academic year, or the number of students who applied and then enrolled in Berkeley City College, was 62% for the overall student population. The college has set a goal of 62%, based on the historical enrollment trends over the past three years. Certain groups have experienced disproportionate impact so the goals for these groups are:   * **Black or African American Female**: increase from 661 to 681, 3%. * **American Indian/Alaskan Native, Female**: increase from 18 to 25, 39% * **Asian, Male**: increase from 768 to 889, 16% * **Foster Youth, Female**: increase from 66 to 78, 18% * **Native Hawaiian or Other Pacific Islander, Male**: increase from 6 to 11, 54%   **Retention**  The baseline for overall retention from fall to spring was 3269 students in the 2017-2018 academic year. The college has set a goal of 6% increase in the number of students retained from fall to spring for the next three years, or 3,468 students. Some groups have disproportionate impact, so the goals for these groups are:   * **Disabled, Female**: increase from 134 to 153, 43% * **Economically Disadvantaged, Female**: increase from 1,285 to 1,318, 3% * **White, Female**: increase from 392 to 409, 4% * **Black or African American, Female**: increase from 230 to 276, 20% * **Some other race, Female**: increase from 65 to 78, 20%   **Transfer to a Four-Year University**  Berkeley City College had 1,036 students transfer to a four-year university in 2017-18 and has set a goal of 1,098 based on historical enrollment trends over the past three years. Certain groups have experienced disproportionate impact so the goals for those groups are:   * **Disabled, Male**: increase from 28 to 34, 21% * **Some other race, Female**: increase from 23 to 24, 4% * **Black or African American, Male**: increase from 53 to 60, 13% * **Some other race, Male**: increase from 13 to 17, 31% * **LGBT, Male**: increase from 10 to 14, 40% * **Foster Youth, Female**: increase from 7 to 12, 58% * **Filipino, Male**: increase from 8 to 11, 73%   7  **Completion of Transfer-level English and Math**  The College had 139 students complete Transfer-level English and Math in the first year in 2017-2018. The goal is to have 159 students in three years. Some groups have experienced disproportionate impact, so the goals for these groups are:   * **White, Female**: increase from 4 to 15, 27% * **Black or African American, Male**: increase from 6 to 10, 60%   **Attained the Vision Goal Completion Definition (earned associate degree or credit certificate over 18 units)** BCC awarded 350 degrees and certificates in 2017-18 and would like to increase that to 385 degrees in three years. Certain groups have experienced disproportionate impact, so the goals for these groups are:   * **Black or African American, Female**: increase from 25 to 29, 86% * **Black of African American, Male**: increase from 13 to 19, 68% * **Hispanic or Latino, Male**: increase from 23 to 27, 85% * **LGBT, Female**: increase from 9 to 11, 81% | | |
| 1. **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. | | |
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| 1. **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)** |
| 6 Offices  1 Classroom | 6 Offices  2 Classrooms | 6 Offices  2 Classrooms |
| 1. **What are the essential functions, unique characteristics or trends of your program? Provide specific examples.** | | |
| The SEA program is holds all of the college programming oriented to support degree completion and transfer. This includes the Umoja program, Puente, Society of Scholars, and the undocumented community resource center. Inherent to this programming is the high level of community outreach and engagement the programs staff is involved with. All of the counselors and staff are involved in community engagement from outreach, to recruitment and retention efforts. | | |
| 1. **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.)** | | |
| All our external partners have benefited the programming. The staff and counselors in SEA are key figures in the community and sought after to provide training and connections for students.  A potential area of growth for SEA is dual enrollment and CCAP courses. | | |

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| 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 |  |
| Action Name: |  |
| Description: |  |
| Completion timeline: |  |
| Responsible person: |  |

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| 1. **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).** |
| The current SEA plan is expiring this spring 2022. A new SEA plan will be developed to hold the work of SEA program based on DI metrics for the next three years. The college’s SEA plan will maintain a commitment to Black, Latinx, Pacific Islander, Native American and LGBTQ students. The focus of the planning will be on programming and implementation with less emphasis on activities. |
| **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.** |
| Expansion of Society of Scholars to include an AAPI program and the addition of the Puente Project. |
| **9C. 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](https://peralta4-my.sharepoint.com/personal/ncayton_peralta_edu/_layouts/15/onedrive.aspx?id=%2Fpersonal%2Fncayton%5Fperalta%5Fedu%2FDocuments%2FAssessment%20Info%20for%20APU&originalPath=aHR0cHM6Ly9wZXJhbHRhNC1teS5zaGFyZXBvaW50LmNvbS86ZjovZy9wZXJzb25hbC9uY2F5dG9uX3BlcmFsdGFfZWR1L0VrUF9iTld5cFJCSnYwNzhMM1pjcFk0Qk52MzBzZXRjQ2RpZFFwR3FWMUNCV2c_cnRpbWU9RGktQjZ4cGYyRWc) |
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| **9**D**. How does your program ensure that students are aware of the program outcomes?** |
| This is a growth opportunity for the borader program. Students and the general community do not see regular program outcomes. Though Student Equity data relevant to SEA is all provided at the district institutional research website. |
| **9**E**. Where are the program level outcomes published? If on a website, please specify the URL.** |
| **It is published in the SEA Plan 19-22** |

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| 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: |  |

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| 1. **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.** |
| Integrated Planning Committee  Roundtable Committee |
| **10B. Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.** |
| High School Visits: In person and virtual  College visits : In person and virtual  Classroom visits: In person and virtual  CCCApply Workshops in person and virtual  Staff are committee members on Oakland Promise, Berkeley 2020 and Richmond Promise (by invitation) |
| **10C. Discuss how classified staff are included in program training, discussions, and decision-making.** |
| Classified staff are key partners and are the conduit in which many of our community partners connect and build with us. |
| 1. **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.** |
| SEA programs have closed classes as part of their programming offer, the SEA faculty, admin and staff coordinate and partners with instructional deans, LRC and other college resources. |

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| 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: |  |

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| **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](https://drive.google.com/file/d/1AaC-W2_qjNaYbe6h8WjQ4_HIX43eBctx/view?usp=sharing) |

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| **Resource Category** | **Description/Justification** | **Estimated Annual Salary Costs** | **Estimated Annual Benefits Costs** | **Total**  **Estimated**  **Cost** | **Overall**  **Priority Ranking (1=Most important)** |
| **Personnel** |  |  |  |  |  |
| Classified Staff | 1. Program Manager – Black Student Success & Completion / Black student success is a prioritized metric across all of the colleges institutional plans, to support programming to support Black student success identifying staff who may work across departments and programs is necessary. The staff can also provide direct support to all Black students enrolled at the college in partnership with identified counseling and instructional faculty support.  2. Program Manager – Racial Equity, Student Success, Retention and Completion / Latinx , Pacific Islander and Native American student success is a prioritized metric across all of the colleges institutional plans, to support programming to support Black student success identifying staff who may work across departments and programs is necessary. The staff can also provide direct support to all Latinx, Pacific Islander and Native American students enrolled at the college in partnership with identified counseling and instructional faculty support.  3. Program Coordinator – Dual Enrollment and Outreach / New enrollment earned from recent high school graduates and returning students will be volatile over the next three years. A consistent and productive population will be dual enrollment earned through CCAP agreements. Staff is needed to support the process with HS parters and HS student populations.  4. Staff Assistant to Associate Dean of Educational Success and SEA /. The associate dean manages a budget of nearly 3 million dollars. While some clerical support is provided by the SEA Coordinator, additional support is required to meet the volume of epaf, timesheets, requisitions, contract creating and submission, and support with meeting/calendar management for the boarder programming in SEA including HSI. | 1. 85,568  2.  85568  3.  67524  4.  47,148 | 1.  34227  2.  34227  3.  27009  4.  18,859 | 1.  119175  2.  119175  3  94533  4.  66007 | 1  4  6  8 |
| Student Worker |  |  |  |  |  |
| Part Time Faculty | A. Counselor – Black Student Success & Completion / Coordinates with Black Student Success manger as a success team to create and implement programing.  B. Counselor – Racial Equity: Retention and Completion  Coordinates with Racial Equity Student Success manger as a success team to create and implement programing.  C. Counselor – Dual Enrollment  Coordinates with Dual Enrollment coordinatr as a success team to create and implement dual enrollment onboarding, registration and success programing. | A.  35,873  B.  C. | A.  14349 | A.  50222  B.  50222  C.  50222 | 2  5  7 |
| **Professional Development** | Description/Justification | | | Estimated Cost |  |
| Program-wide PD needed |  | | |  |  |
| Personal/Individual PD needed |  | | |  |  |
| **Supplies** | Description/Justification | | | Estimated Cost |  |
| 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/drive/folders/1SityYoJ8rYTzcYq_Iwtr59fJ6205LWIX?usp=sharing) *to verify whether it has already included.* | | | Estimated Cost |  |
| New |  | | |  |  |
| Replacement |  | | |  |  |
| **Facilities** | Description/Justification | | | Estimated Cost |  |
| Classrooms |  | | |  |  |
| Offices |  | | |  |  |
| Labs |  | | |  |  |
| Other |  | | |  |  |
| **Library** | Description/Justification | | | Estimated Cost |  |
| Library materials (including streamline media needs) |  | | |  |  |
| Library collections |  | | |  |  |
| OER |  | | |  |  |
| **Other** | Description/Justification | | | Estimated Cost |  |
| OTHER Description | Director of HSI Grants and Grant Funded Projects | | | 135577 | 3 |

**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.**