



# 2022-2023 Annual Program Update

## STUDENT SERVICES



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

### Introduction and Directions

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](#) identified by the California Community College Chancellor's office as well as [Student Centered Funding Formula \(SCFF\)](#) 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](#)). 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.**

### College Profile



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

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.

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*

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

### 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 mission at the Wellness Center is to reduce barriers of academic success by providing health and wellness support. We strive to foster a community of care that recognizes and values the dignity and diversity of all of its students.

Name(s) of member(s) completing this APU	Program	Completion Date
Janine Greer MFT	Wellness Center	11/30/22
List staff names with assignments in fall 2022.		
Full Time	Part Time	
Janine Greer MFT	Amy Uriostegui Intern/Trainee Cynthia Park Intern/Associate Daniela Guzman Intern/Trainee Rebecca DeAngelis Intern/Trainee	

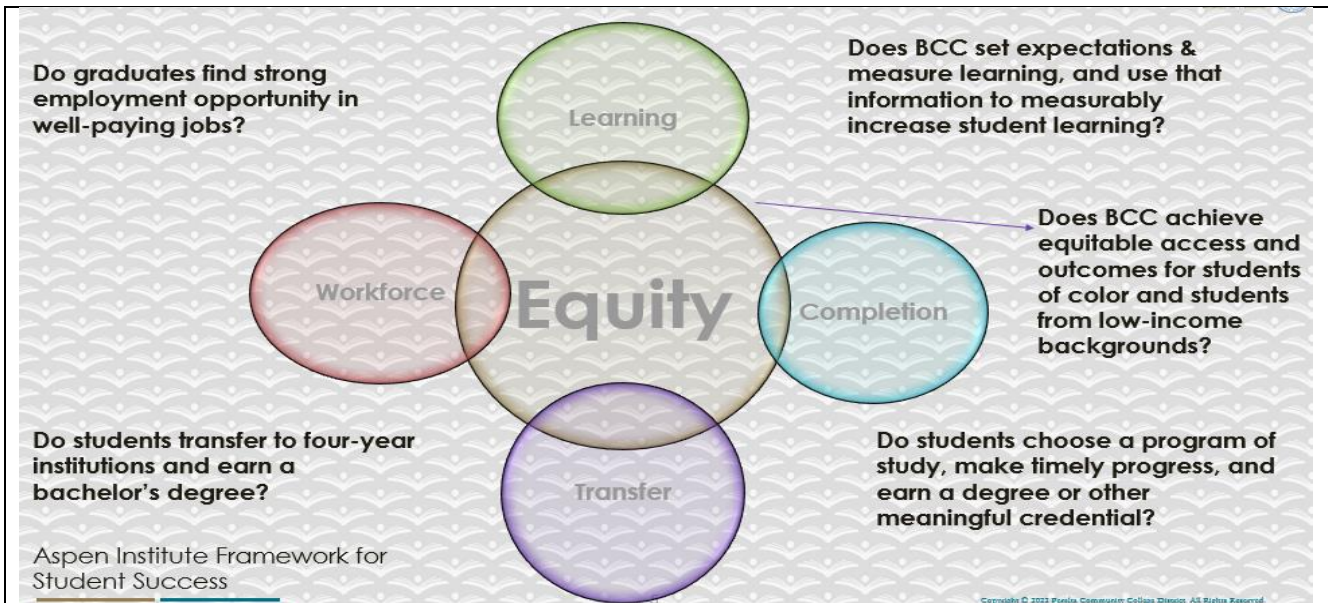
### 1b. Program Priorities & Goals

Based on the [Vision for Success](#) and [SCFE](#), and your program's mission, what are your program's priorities and goals for 2022-23?

1. Reducing mental health barriers to academic success with culturally congruent mental health services and initiatives.
2. Expand student work-study opportunities to develop social services leadership skills.

## 2. Student Equity, Success, & Completion

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)

**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?**

Over the past year our mental health providers have offered a total of 808 appointments, 644 of which were actually completed. We have an appointment utilization rate of 79% in this area.

**What are key factors in your program that contributed to positive success and completion rate?**

We have employed reaching out to telehealth clients who are late, to reduce no-show appointments.

**What are some improvements your program can make? Identify strategies.**

**Deeper collaboration with community based organizations which are able to provide a higher or culturally specific level of care than we currently offer.** Our current staffing model consists of 1 licensee and graduate student trainees /interns who often have limited experience. We have a significant number of clientele with diagnoses that require longer term care and a high level of counseling skills. Additionally we have a large population of Latino students who may benefit from culturally compatible services and programming.

**We can do more to support students who identify as men through social media campaigns directed at destigmatizing mental health.** The majority of student we currently serve are women (66%)

**Partner and strategize with our Campus Research Team.** We would like to build and pilot a report to analyze engagement with the Wellness Center. Comparing a student's enrollment units at the onset of the Spring Sp23 semester to number of units at the end of the semester might offer some insight as to how our program is benefiting. Out of this data set we can compare the number of students who reported or were diagnosed with anxiety or depression, the most frequently requested reason for therapy. We also would need assistance from Campus Research to determine what students did not return the following semester. We can outreach and provide community resources to those who elected not to enroll. Our goal would be

to keep individuals connected to Berkeley City College with the hope they would be more likely to return to BCC.

### 3a. Enrollment Trend and Productivity Dashboard

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

#### What are the enrollment trends in your program in the last three years (if applicable) or college?

**Define headcount vs. census enrollment**

Which data element are most relevant to your program. If none, what data will you use here? E.g., count of student served, count of Pell applicants/recipients, etc.

Below is a ethnic breakdown of students who were served with individual therapy.

AY 2019-2020 140 individual students avg. utilization rate – 76%

Asian	24
African American	23
Hispanic / Latino	53
Two or More	12
Unknown / NR	3
White	25
CA Promise	99

AY 2020-2021 117 individual students avg. utilization rate - 82%

Asian	16
African American	23
Hispanic / Latino	34
Two or More	16
Unknown / NR	4
White	21
CA Promise	68

AY 2021-2022 142 individual students avg. utilization rate - 67%

Asian	14
African American	21
Hispanic / Latino	22
Two or More	10
Unknown / NR	2
White	14
CA Promise	70

#### What strategies would you recommend to increase student enrollment in your program?

1. Regular tabling in the lobby of the main campus
2. Mental Health Monthly Campaigns e.g. Domestic Violence Month
3. More prominent signage on campus

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4. Offering short public health classroom mini workshops (20 minutes or less) on pertinent topics e.g. test anxiety, depression, sleep
5. Social media campaigns directed at destigmatizing mental health tailored for students who identify as male.

Community Colleges are funded based on the [Student Centered Funding Formula \(“SCFF”\)](#) which is comprised of the following allocations:

### Student Centered Funding Formula: Focus and Priorities

% Of Allocation	Categories
70% Base Allocation: FTES (Enrollment)	<ul style="list-style-type: none"> <li>• Credit FTES</li> <li>• NonCredit FTES</li> <li>• Special Admits (Dual Enrollment, etc.)</li> </ul>
20% Supplemental Allocation	<ul style="list-style-type: none"> <li>• Pell Grant</li> <li>• AB 540</li> <li>• Adult School</li> <li>• Promise Grants</li> </ul>
10% Student Success Allocation	<ul style="list-style-type: none"> <li>• Associate Degrees</li> <li>• ADTs</li> <li>• 9 or more CE units</li> <li>• Transfer</li> <li>• Transfer level Math and English in the first year</li> </ul>

**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.**

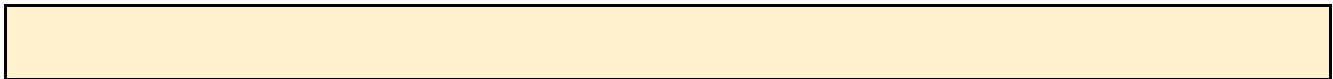
We will be working with our Campus Research Department to identify additional measures in this area for our program. Currently we are using ‘utilization rates’ as part of how we are viewing ‘enrollment’ in our program. Our utilization rate reflects how many students were actually served by receiving direct 1:1 therapy vs how many referrals were submitted. Our rate fell to 67%, which is notably lower than it has been in previous years. Of the students who requested therapy fewer followed through. Our appointment utilization rate was high, 79% of the appointments booked were actually kept.

**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

N/A

<b>3b. <u>Course Completion and Retention Rates Dashboard – Student Services</u></b>
*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 <a href="#">here</a> for additional support. Click <a href="#">here</a> for additional guidance for how to view and use equity data. If you would like to view BCC's Equity Plan, click <a href="#">here</a> .
<b>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?</b>
N/A
<b>How can your Program improve trends over the next year?</b>
<p>Going forward we can engage in a high touch model of engagement by offering more stigma reducing campaigns via social media, text and tabling. We can encourage students to voluntarily use the Remind App to receive messages. Currently we have 47 students signed up with Remind to receive wellness education and quick tips.</p> <p>Moving forward we can outreach text to students with a short 2 question satisfaction surveys for assessment.</p>
<b>What population(s) showed outcomes gains and which need more support?</b>
<p>Disaggregate the data and outcomes as far down as a possible then ask:</p> <ul style="list-style-type: none"> <li>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?</li> <li>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.</li> </ul> <p>Please review the <a href="#">video from the RP Group</a> acknowledging the interrogation De Anza Community College committed to in their analysis of course completion and success rate.</p> <p>Our Latino students need more support from our program. Last year we experienced a reduction in serving students who are from the Latino community. As Berkeley City College is an HSI, this is of great concern. F21 30% of our students served identified as Latino and in SP22 our numbers dropped to 22%. We have added two Spanish speaking trainees/interns to our staff to meet the cultural and language needs of this population. In SP23 one of our Spanish speaking trainees will be designated to target services for our UCRC, with a group and weekly direct 1:1 therapy slots.</p>
<b>How do these outcome trends in your program compare to the college average?</b>
N/A
<b>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?</b>



### 3c. Degrees and Certificates Dashboard

**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)?**

**No degrees or certificates are awarded in this service area.**  
 In partnership with the HUSV Program the Wellness Center acts as a “training site” for students who are working towards certificates in that program e.g. Social and Human Service Work Readiness Certificate of Completion, Community Health Worker non-credit Certificate of Completion, Peer Support Specialist Certificate (Credit-bearing, 18 units), AA-Transfer Social Work and Human Service.

**On page 4, what population(s) award trends showed gains in your program and which populations need more support?**

N/A

### 3d. Transfer Dashboard

**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.)

The Wellness Center staff can serve on career panels for students who are exploring social services as a possible career path. The PCCD Mental Health Institute has monthly workshops for the mental health graduate student trainees/interns who provide clinical services for our campus. We need to investigate if it is feasible to open these clinical workshops to the student body who are utilizing the Career and Transfer Center.

### 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?**

Please see response 3c.

### 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?**

### Service Area Enrollment Pipeline

% Student Population Change Relative to Grade 12 from 2021-22

Ethnicity	YR-2022	YR-2023	YR-2024	YR-2025	YR-2026	YR-2027
	Grade 12	Grade 11	Grade 10	Grade 9	Grade 8	Grade 7
African American	1,000	-13%	-11%	-18%	-11%	-15%
American Indian/Native Alaskan	18	-39%	-61%	-39%	-44%	-39%
Asian	615	-12%	17%	-20%	-16%	-13%
Filipino	52	-23%	-29%	-31%	-37%	-37%
Latinx	2,088	-1%	-1%	2%	-6%	-11%
Pacific Islander	32	-19%	3%	0%	19%	13%
White	794	-13%	-15%	-12%	-14%	-22%
Two or More	293	1%	11%	10%	3%	16%
Not Reported	94	-4%	-3%	19%	-32%	7%
<b>Total</b>	<b>4,986</b>	<b>-7%</b>	<b>-7%</b>	<b>-7%</b>	<b>-10%</b>	<b>-12%</b>

N/A

#### 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.

The Wellness Center is need of a machine and printer in our area. We share materials on mental health and wellness with students. We also utilize various interventions and assessment that are on paper. Currently in order to complete a medium sized print job, we have to walk to the main campus.

As Covid19 continues to be an issue we are in need of air purifiers for each office space. The job of a therapist often results with clients crying and unable to be compliant with wearing a mask. The therapists are meeting with 3-6 clients per day. The offices spaces in the Wellness Center are small and closer than the recommended socially distant 6 feet leaving the therapist at risk for contracting Covid19. The rooms were assessed for the need of an air purifier without considering the inherent risk of clients regularly crying during therapy sessions.

#### 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.



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1. Increasing our Spanish speaking staff. BCC holds the designation of an HSI and our service area should reflect the student population. We are offering stipends of up to \$2500 per semester to our trainees. We are actively seeking to attract Spanish speaking graduate students during our recruitment process.
2. Identify a local agency that serves the Latino community and explore informal partnership service offerings.
3. Deepen our informal partnership with the Pacific Center to gain support for students who are members of the LGBTQ community.

**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?**

Action plans are listed in order of priority.

1. We have added two Spanish speaking trainees/interns to our staff. SP23 one of our trainees/interns will be partially dedicated to offering mental health services to the UCRC (Undocumented Resource Center) on campus. She has begun a needs assessment with the UCRC coordinator. Individual mental health services and support groups will be offered in Spanish.
2. Identify a local agency that serves the Latino community and explore informal partnership service offerings.
3. Deepen our informal partnership with the Pacific Center to gain support for students who are members of the LGBTQ community.

**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.

1. Completion 80 % – Latino Student Support: Services need to be implemented and tracked SP23
2. Completion 5% - Latino Student Support: La Clinica has be identified as an agency who serves Latino families with a variety of services e.g. pediatric, health coaching, health education classes, dental, family medicine, vision, and behavioral health. To begin an informal partnership we can extend an invitation to a member of the clinical staff to come and speak to the trainees/interns at our PCCD Mental Health Institute. The group can learn about the services offered, some of the nuances of therapy in Latino communities, and the services our students may be eligible to access.
3. Completion 25% - LGBTQ Student Support: We have an informal partnership with the Pacific Center, we are informed of their free didactic trainings. Our group makes regular referrals to their



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peer run support groups. Our next step is to explore with the clinical mental health director to explore possible strategies to cross refer clients and potentially increase enrollment at BCC.
<b>How does your department, program, or unit ensure that students are aware of Service Area Outcomes?</b>
Our SAO's are published in our webpage.
<b>Where are the Service Area Outcomes published? If on a website, please specify the URL.</b>
<a href="https://www.berkeleycitycollege.edu/wellness-center/">https://www.berkeleycitycollege.edu/wellness-center/</a>

7. Engagement
<b>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.</b>
<p>B.I.T – Behavioral Intervention Team – Janine Greer the Mental Health Specialist on campus acts as a resource and consultant on the B.I.T. team. The BIT was established at Berkeley City College to support students who are having behavioral challenges and/or emotional concerns that may impede their academic success on campus.</p> <p>The BIT is a multidisciplinary team that intervenes using a holistic model of care. BIT consists of representatives from administration, instructional faculty, counseling, and SAS/DSPS services.</p> <p>When a BIT receives reports of concerning behavior or misconduct the team conducts an investigation and determines the best mechanisms for support, direct intervention and mediation, warning/notification, and response. The team engages campus resources, and the resources of the community, and coordinates follow-up. The Members have been trained by NaBITa.</p> <p>Presidents Equity Task Force - Janine Greer – Mental Health Specialist is a member of the task force, offering perspectives through a mental health and African American lens.</p>
<b>Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.</b>
<b>Discuss how part-time staff members are included in program trainings, discussions, and decision-making.</b>
N/A
<b>Discuss the relationship and engagement with other support services, programs, departments, or administrative units and how these relationships/collaboration support meeting your program goals.</b>
The Wellness Center continues to collaborate with the Health and Human Services Program training a P2P- Peer to Peer Wellness Ambassadors. Students who enroll in HUSV 119 the Social Work and Human



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Services Field Experience, are trained in some basic social services skills e.g. Mental Health First Aid. The Wellness Center acts as a fieldwork placement, providing extra time and training for students who need assistance with work readiness skills and are often affected by trauma themselves.

P2P Mental Health Ambassador position was added with a focus on Alcohol and Drug Prevention

The Wellness Center supports the Umoja Learning Community a periodic support group dubbed 'Black Coffee'.

The Wellness Center offers support to CalWorks students by occasionally attending 'Parent-Check In's' in partnership with the CalWorks coordinator.

**Are there areas you feel that your department can benefit more by increasing collaboration and partnership? How?**

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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.

Resource Category	Description/Justification	Estimated Cost
<b>Personnel</b>		
Classified Staff	Staff Assistant .5 Wellness Center administrative support Finance – Epafs, Requisitions, supply orders, Reception	\$47,681.00
Student Worker	P2P Mental Health Ambassador – Alcohol and Drug Prevention P2P Mental Health Ambassador – Domestic Violence Targeted outreach and education, tabling, social media prevention campaign promotion, awareness month event planning	\$40,960.00
Part Time Faculty	Licensed Mental Health Clinician Aid with on campus crisis Back up when FT is unavailable Additional clinical supervisor will allow for additional trainees/interns resulting in additional services offered e.g. evening hours.	\$38,720.00
<b>Professional Development</b>		
Department wide PD needed		
Personal/Individual PD needed		
<b>Supplies</b>		
Software (for whom or role?)		
Books, Magazines, and/or Periodicals	DSM 5 - 3 Copies The Adult Psychotherapy Progress Notes Planner- 4 Copies	\$869.00
Instructional Supplies		
Non-Instructional Supplies		
<b>Technology &amp; Equipment</b>		
Description/Justification (Before you list your technology request, <a href="#">click here to view the latest Technology Refresh Plan</a> to verify whether it has already included.)		
New	Copy Machine / Printer Air Purifiers (3) RM 106, 105, 107 Blasdel's AeraMaxPRO Air Purifier (\$699.99)	\$5,465.88 \$2099.97
Replacement		
<b>Facilities</b>		
Classrooms		
Offices		
Labs		
Other		
<b>Library</b>		
Library materials (including streamline media needs)		
Library collections		



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OER		
<b>Other</b>		
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.**