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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. | | |
| **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** | **Service Area/Program** | **Completion Date** |
| Ronda R. Johnson | NextUp | 12112212/04/2023 |
| **List staff and faculty names with assignments in fall 2023.** | | |
| Full Time | Part Time | |
| Dani Spencer | Ronda R. Johnson | |

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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. |
| 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. |

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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?** |
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| **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.** |
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| **2c. Where are your service area outcomes published? If on a website, please specify the URL. Outcomes should be posted on your website.** |
| If you assess SLOs, include them here… |

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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](mailto:psayavong@peralta.edu?subject=Program%20Review%20Data%20Dashboard%20Assistance) |
| **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?** |
| 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 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?** |
| 1. 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 Increase and retain the number of participants in the NextUp program. A fulltime 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 |
| **What are some strategies for improvements your area can make?** |
| 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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| **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.** |
| 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…   |  | | --- | | 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 | |
| **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?**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **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?** |
| Respond here: I would like to create a sustaining partnership with our closest public and private high schools ( Berkeley, Albany, Emeryville, St. Mary’s) just to name a few. Working closely with the schools foster youth liaison and counselors to have a series of informational sessions and workshops for students that have been identified as foster youth on their campuses. These sessions will not only be for the students but the “trusted” adult as well. It would be important to begin this program as early as 9th grade .We will work with the students, “trusted “adult and school on a regular basis .Each session will build on the previous one. Sessions will focus on different topics such as; information about BCC, application process, FASFA, Chaffee, do you have a plan, options, etc. If the program is executed and followed through, when the student enters their senior year of high school everything will be in place for a seamless transition to BCC. |

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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?** |
| It appears that our students are staying in classes but are not completing them successfully. |
| **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?** |
| Our program needs to continue to encourage students to communicate regularly so interventions and strategies can be implemented to assist the student where they are having difficulties. Additionally, securing regular tutors for various subjects. |
| [**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?** |
| It appears for 2021-2022 that the NextUp students did not petition for any degrees and or certificates. It is somewhat difficult to pinpoint the cause however, our students are often times more concern with moving on… I believe if we are able to connect with these students more often and provide tutors in all areas, continue to encourage them to be engaged with workshops , groups, events as well as meeting with the counselor more to discuss petitioning for degrees and certificates will assist in improving these outcomes in the future. |
| [**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?** |
| Strategies that we use that has contributed to the gains are workshops, college tours, campus reps, round table talks, etc. I believe if we can host more campus reps. Sessions, more campus tours, more one on one time with counselors. Time allotted to assist students with researching transfer options. Having students that have already transferred come back to speak to current students about their journey. |

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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?** |
| Helping students understand the importance of meeting with a counselor regularly. Ensuring that the students SEP is created according to the students intendent major and plans. As well as updating the SEP as needed. Ensuring that the SEP is accurate as it relates to the new regulations (state and local requirements). Additionally, making sure that students are aware of all the different terms that are available to take classes. It is important to get to know students on an individual basis. This helps to advise them in a meaningful way and to ensure a timely transition. |

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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.** |
| 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. |
| 1. **Discuss how the collaborations with other instructional or administrative units helped your area achieve its goals?** |
| 1. **Collaboration with other areas is always helpful. It employs the” all hands on deck” approach. Whisch helps everyone to keep a watch out for the student. Someone from another area may bring to my attention something that may assist in a student’s success. It could be a different strategy, a resource, a connection with another individual… Even having another individual acknowledge our students makes a world of difference.** |

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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 | Full Time Coordinator/Counselor  1 Clerical Assistant  2 Classified Tutors |  |
| Student Worker | 1 Student Worker |  |
| 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**