|  |
| --- |
| **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.**

|  |
| --- |
| **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. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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*

|  |
| --- |
|  |

**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)**.**

|  |  |  |
| --- | --- | --- |
| **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 Basic Needs Center aims to provide services and resources to remove barriers and empower students to persist and thrive towards success. We are in the process of creating virtual and physical hubs of resources, where students can find support in having their essential needs met. Basic Needs services especially target the student populations who would benefit the most from them and who have been historically under-resourced. | | |
| **Name(s) of member(s) completing this APU** | **Service Area/Program** | **Completion Date** |
| Izzie Villanueva | Basic Needs | Nov 2023 |
| **List staff and faculty names with assignments in fall 2023.** | | |
| Full Time | Part Time | |
| Izzie Villanueva |  | |

|  |
| --- |
| **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. |
| Basic Needs Program Goals SY 2023 – 2024   1. Expansion of services - implementing new services such as dedicated Cal Fresh support, housing resource guide, and mental health support. 2. Community outreach - continue broadening community partnerships with additional nonprofit organizations, businesses, and higher education institutions to secure additional resources for students. 3. Cross-departmental collaboration – foster on-campus community building by partnering with various departments at BCC and across the Peralta campus to address the varying needs of students, especially targeting those most in need of having their basic needs fulfilled. |

|  |
| --- |
| **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?** |
| <https://www.berkeleycitycollege.edu/campuslife/> |
| **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/basicneeds/> |

|  |
| --- |
| **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?** |
| During the Spring 2023 semester, over 25% of the students served identified as Latinx and over 11% identified as African American. As of October 9, 2023 thus far in the Fall 2023 semester, over 28% of the students served identify as Latinx and over 13% identify as African American. This demonstrates an increase in providing services to Latinx and African American students which is essential on ensuring they have their basic needs met so they can focus on completing their academic 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?** |
| There have been many accomplishments since the hiring of the Basic Needs Coordinator in Spring 2023 and opening of the Basic Needs Center in Fall 2023.   1. **Combatting food insecurity** - through continuing the long standing weekly food pantry / grocery distribution and through the introduction of free weekly meals, the alleviation of food insecurity for some students has undoubtedly allowed them to continue to remain enrolled at BCC. 2. **Opening of Basic Needs Center physical space** - the center has been running smoothly and has been providing timely support for students by being open and providing services Monday through Friday every week. Students can receive resources related to food, hygiene, clothing, transportation, CalFresh, housing, and more during open hours. 3. **Transporation support** - through the implementation of the clipper card application and selection process, students have gained access to commuting to campus. The Basic Needs Center has also increased awareness around the EasyPass AC Transit cards that is automatically given to students taking at least 6 units and have paid their fee (many students are unaware they qualify for this service). 4. **Seeing people who “look like you”** - As evidenced by numerous research studies, students of color are more likely to be successful if they see staff who reflect their identities (Egalite 2017, Wright 2023, Advancing Diversity and Inclusion in Higher Education - U.S. Department of Education, 2016). The Basic Needs Center team including coordinator and student assistants all carry different identities and lived experiences. The entire team is comprised of individuals who are BIPOC, LGBTQ+, have disabilities, different citizenship statuses, and/or a combination of the aforementioned. By bringing their authenticity and true selves to this work, it helps others feel personally connected and able to seek help without fear of judgement, misunderstanding, or stigma. 5. **Trauma-informed training –** The Basic Needs Coordinator has a history of attending and leading trainings to inform others how to interact with clients through a “trauma-informed” lens. It is essential to approach students with compassion, understanding, and patience. The coordinator hosted a two-day training to prepare student assistants for their roles in assisting and working with students who might be facing a host of crises. The coordinator also helps student assistants sign up for outside trainings with nonprofit and community organizations. The entire Basic Needs Center team has dealt with several instances already that required descalation. |
| **What are some strategies for improvements your area can make?** |
| In addition to the data provided above, as of October 9, 2023 thus far in the Fall 2023 semester, over 22% of the students served by the Basic Needs Center identified as Asian. Therefore in total, over 70% of the students served by the Basic Needs Center in 2022-2023 and Fall 2023 are BIPOC (Black Indigenous People of Color). Acknowledging the historical marginalization of BIPOC (Black Indigenous People of Color) in accessing and achieving success in higher education, it is essential to continue focusing efforts on creating a safe, welcoming, and supportive space for students of color.  The Basic Needs Center should continue to strive to produce relevant resources to students, especially those that are historically disadvantaged in higher education (BIPOC, LGBTQ+, differently abled/disabled, undocumented students, low-income, first-generation, systems [justice, foster, etc] impacted, unhoused, and more). This can be accomplished via surveys during meal distributions as well as visits to the Basic Needs Center. Also, in an effort to “meet students where they’re at”, social media can be used as a tool via posts, stories, and polls to encourage students to give feedback.  Additionally, the Basic Needs Center team can continue to collaborate with the Undocumented Community Resource Center, Veteran’s Center, EOPS, CARE, NextUp, CalWorks, Wellness Center, Student Accessibility Services, and other key programs to ensure students are aware of support services related to food and clothing. |

|  |
| --- |
| **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.** |
| 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 |  |  | | --- | | N/A | |
| **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 |  |  | | --- | | N/A | |

|  |
| --- |
| **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?** |
| Basic Needs Center SY 23-24  The Basic Needs Center created an Instagram account @bcc.bnc recognizing the impact of social media and possibilities for outreach to high school students. The account boasts almost 400 followers. Various BUSD and OUSD student clubs follow the Instagram account, and different high school students have reached out after seeing our presence on social media. We will continue to use social media as an avenue for publicity and meet high school students “where they’re at” to bring more to BCC.  Also, the Basic Needs Center has tabled at events where high schoolers are in attendance such as La Pachanga. We have provided resources and flyers to promote the resources available at BCC, especially related to basic needs such as free food opportunities. The Basic Needs Center will continue to table at future events as the opportunities present themself.  Furthermore, the Basic Needs Center has provided ample flyers and publicity materials to dual enrollment faculty, counselors, and the BCC Outreach Coordinator. These staff have provided resources to the high schoolers they serve and outreach to; as such, additional high school students in the Bay Area have become and will become aware of the free food pantry, free weekly meals, room with hygiene items, free closet, and all resources provided by the Basic Needs Center at BCC. |

|  |
| --- |
| **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?** |
| N/A |
| **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?** |
| N/A |
| [**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?** |
| Over the summer, the Alameda County Public Higher Education Basic Needs Alliance (APHEBNA) was formed with every 2-year and 4-year public higher education institution in Alameda County. As a committee member, the Basic Needs Coordinator represents Berkeley City College’s Basic Needs Center and collaborate with the other universities and colleges to understand how to best serve our students and ensure their successful transitions to careers or education beyond BCC. The creation of APHEBNA will allow for any students that the Basic Needs Center works with to have a “warm hand off” if they are to enroll in neighboring the two neighboring 4-year colleges, UC Berkeley and CSU East Bay, knowing that each respective campus also has resources and support with Basic Needs.  Similarly, the Basic Needs Coordinator and other student assistants from the Basic Needs Center team plan on attending the California Higher Education Basic Needs Alliance Conference in Sacramento in February 2024. This will allow BCC to increase their presence as a Basic Needs institution and create relationships with 4-year universities.  More staffing capacities to be more intentionally involved with APHEBNA and CHEBNA, including bringing these constituents to tour the BCC campus and our Basic Needs Center would improve visibility and presence of BCC Basic Needs on a wider scale. This would encourage both enrollment and transfer of BCC students to 4-year colleges. |

|  |
| --- |
| **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 |

|  |
| --- |
| **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 Basic Needs Coordinator is also a member of the Student Services committee and consistently reports feedback from students related to Basic Needs to the larger BCC Student Services team to troubleshoot. The Basic Needs Coordinator submitted a request and proposal to present at Flex Day Fall 2023 but did not receive a response; the Basic Needs Coordinator intends to submit another proposal to present to all staff/faculty about how to address students’ basic needs inside and outside of the classroom so everyone on the BCC campus can be holistic supporters of basic needs within their own departments.  The Basic Needs Coordinator hosts a presentation during the bi-weekly BCC counselors zoom meeting each semester to remind counselors to inform students of the free resources available at BCC. The coordinator has also hosted this informational presentation in various classrooms such as Political Science classes, Film/Media classes, Human Services classes, specific learning communities such as Puente and Umoja, and student clubs/organizations such as ASBCC and Women’s Business Leadership Club.  Furthermore, the Basic Needs Coordinator submitted a proposal and was accepted to present a workshop at the annual Real Colleges Basic Needs Summit bringing together every California Community College staff, faculty, and champion of Basic Needs efforts. Also as aforementioned, the Basic Needs Coordinator is a committee member of the APHEBNA and CHEBNA.  Finally, the Basic Needs Coordinator regularly partners with numerous departments on campus at BCC, which will be outlined in the next question. |
| **Discuss how the collaborations with other instructional or administrative units helped your area achieve its goals?** |
| P2P reserved slots for Basic Needs Student Assistants to take HUSV course for summer training  Collaboration with P2P for Mental Health Art Event  Partnership with Academic Senate President Matt Freeman to bring presentations into faculty classrooms  Partnership with Society of Scholars counselors to bring presentations to counseling classes, first year courses, and dual enrollment courses. (Specifically working with Umoja and Puente)  Collaboration with |

|  |
| --- |
| **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.** |

|  |  |  |
| --- | --- | --- |
| **Resource Category** | **Description/Justification** | **Estimated Cost** |
| **Personnel** |  |  |
| Classified Staff |  |  |
| Student Worker | 5 Student Assistants – this is the current model that is working to address the many faces of basic needs and outreach (food, clothes, housing/shelter, community engagement, social media/publicity) | $45,000 |
| 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**