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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 role of the Office of Veteran Services at Berkeley City College is to assist our veterans, service members, and their dependents in pursuing their educational, professional, or vocational objectives. We are dedicated to serving those who had served by assisting them in receiving their education benefits, facilitating their transition into the college and community, and providing support for their ongoing academic success. | | |
| **Name(s) of member(s) completing this APU** | **Service Area/Program** | **Completion Date** |
| Jeejun Bertuso | Veteran Services | 11/15/2023 |
| **List staff and faculty names with assignments in fall 2023.** | | |
| Full Time | Part Time | |
| Jeejun Bertuso | Cynthia Park  Roberto Alvarenga | |

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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. |
| * Work with College/District on revising current refund policies to ensure campus is in compliance of Public Law 116-315 Section 1019 - Overpayments to eligible persons or Veterans. * Provide transitional assistance with obtaining gainful employment after completion of their program. * Focus on partnership building with UC and CSU Veteran Resource Center (VRC). Connect students with mentors and community to increase interest in transfer to four-year institutions. * Continue to work and participate on the Military Articulation Program (MAP) state initiative tailored to help reduce excess units needed for programs. * Partner with office of instruction to gain updates on student veteran progress in their classes so when if resources are needed VRC services and resources can be provided to ensure student persistence, completion and retention are addressed. * Peer to Peer Mentoring Program (Student Success) – program has been developed for one on one veteran student mentoring program. Due to COVID and the movement to an online setting, the program had been put on hold. Continued enhancements are needed once students have returned to campus. * Development of a job/housing/roommate board that is virtual and available online. To assist in this area, a CANVAS page will be developed for veteran students. Many veteran students do not necessarily see all of their emails. Since many of their classes have a CANVAS page, we hope this will help to keep students informed of important information pertaining to VA and college updates. * Transition Survey for assessment of SAO’s – will be ongoing – currently in development are two surveys. The entry survey has been completed. This survey will be provided to incoming veteran students for the Spring 2024 semester. The exit interview survey is now in development will focus on the student being ready for transfer and are they prepared academically and emotionally to move on. |

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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?** |
| * With the high demand of online interfacing for both classroom and services, the Veterans Resources Center program has migrated these services below to meet student request/needs:   + Online Benefits/Academic Advising   + VA Educational Benefits Processing   + Resource Guides   + Hybrid Assessment   + Canvas Access * The Veterans Services’ staff, administrator and counselors have been in full participation attending conferences and professional development opportunities such as Western Association Of Veteran Education Specialists Conference, National Association of Veteran Program Administrators Conference, Veterans Caucus, California Veteran Services Regional Meetings, CALVET Symposium, Mapping Articulation Pathways Initiative and many other opportunities to learn more about best practices for institutions serving veterans and military dependents. * Student veterans and veteran dependents are required to meet specific academic requirements while utilizing their Veterans Affairs Educational Benefits, one of which is taking in-person courses. With the current course offering being predominantly online, student veterans may face issues with receiving their full benefits. Veteran Services will need to focus on requesting for better course scheduling of to ensure that student veterans are not faced with such issues. |
| **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.** |
| 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?** |
| * With student veterans and veteran dependents having intersecting identities with the general student allows them the same access to on campus services and resources. The biggest difference is the additional support exclusive to student veterans and veteran dependents such as Veterans Affairs Educational Benefits, CALVet Benefits, Veteran Specific NPOs(Non-Profit Organizations) County Veteran Service Office and Veterans Resource Center Services that provides additional resources on campus. * **Completion Rate**   + African American – **58%** Veteran Services vs **56.8%** Overall Student Population   + Latinx – **66%** Veteran Services vs **63%** Overall Student Population * **Retention Rate**    + African American – **79.7%** Veteran Services vs. **77.9%** Overall Student Population   + Latinx – **91.1%** Veteran Services vs **81.1%** Overall Student Population * Based on the comparison of African American and Latinx students in the Veteran Services Program vs Overall Student Population, African American and Latinx students participating in the Veteran Services Program have a higher completion and retention rate. |
| **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?** |
| * **MILITARY TO STUDENT TRANSITION**: Transition for veterans into higher education is complex experience in comparison to civilian transition into higher education. The Veterans Resource Center helps create a sense of belonging for student veterans who seek comfort socializing with other student veterans, finding community as they slowly acclimate to being civilians and receiving help from VRC staff who are well adept in bridging VA services, Non-Profit Organization, State services and other resources available to veteran. * **STUDENT FINANCIAL**: The Veterans Resource Center has brochure, Student Veterans, veteran dependents, active-duty service members, reservist and national guard are provide guidance on how to apply for VA Educational Benefits, Federal Student Aid, CALVet Fee Waiver and Department of Defense Tuition Assistance. Other financial resources such as emergency/student vouchers (Food, Gas, Books, Gift Cards) are available upon request through the VRC. * **ACADEMIC ADVISING**: Student Veterans are provided with designated VRC Academic Counselors who are trained to create SEP (Student Education Plan), Transfer advising and other Academic related needs. Student veterans can gain ease of access to a counselor due to more availability and exclusivity to service. * **BENEFITS ADVISING**: Student Veterans are provided with a VRC Coordinator, VA Work Study and Student Workers who are trained to provide advising on VA Educational Benefits Application and Information. * **TECHNOLOGY:** The Veterans Resource Center is equipped with 2 Desktop Computer, Scanner, Printer and Visual Media Console (Television/Audio) which Student Veterans may use to complete homework, scan document, process application for VA Benefits, study and entertainment |
| **What are some strategies for improvements your area can make?** |
| * **HUMAN RESOURCE**: An area that could provide a sustainable outcome would be the hiring of a full-time Veteran Services Counselor. With the constant change over of part-time counselors working in the Veteran Services program, veterans who may already face issues of trust due to the nature of their work in the military and having to build new relationship may lead to negative experience outcome. Counselors need to be trained on veteran benefits in order to meet Veterans Affairs requirement with using Educational Benefits. Re-training a counselor will delay processing of benefits and could lead to student veteran and veteran dependent facing financial hardships. Veterans are not only facing what students in education face in regards to issues, but are also dealing with military related mental health, military to civilian transition, culture and identity shock and accelerated goal mapping. Having a full-time Veteran Services Counselor will provide the necessary support and sustainability in both education and transition journey. * **CAMPUS CULTURE** – With increasing student veteran presence on campus, internal stakeholder such as student, staff, faculty and administrator can help elevate the student veteran educational experience and transition journey. By providing culture competency training, professional development workshops around suicide prevention and crisis intervention and additional veteran focused events. |

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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.** |
| * Factors of enrollment is based on self-declaration of student to the program and 1 of the factors below must be true to be eligible.   + Utilization of VA Education Benefits (Veteran and Veteran Dependents)   + Veteran entitled to benefit or is a sponsor of benefit must have been Honorably Discharge from the military. * Students who are in utilization of benefits will be utilizing the VA.gov website for approved educational institutions for program interest.   **STRATEGIES**   * Utilization of social media such as Tik-Tok, Facebook Group, Instagram and X * Re-establishment of student veteran organization such as a Veterans Club to show veteran student life presence on campus. |
| Community Colleges are funded based on the [Student Centered Funding Formula (“SCFF”)](https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Student-Centered-Funding-Formula) which is comprised of the following allocations:   |  |  | | --- | --- | | **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: N/A – Veterans and Veteran Dependents are only applicable for the program upon completion of service or in active use of benefits usually passed 18+ years of age. |

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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?** |
| |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **GENDER** | | | | | | | | | **Academic Year** | **Gender** | **Headcount** | **Census Enrollment** | **Completion Rate** | **Retention Rate** | **Completion Rate\*** | **Retention Rate\*** | | **2022-2023** | F | 14 | 56 | 76.4% | 80.0% | 76.4% | 80.0% | | **2022-2023** | M | 40 | 180 | 65.0% | 88.3% | 65.0% | 88.3% |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **AGE** | | | | | | | | | | | | | | | | | | | | **Academic Year** | | **Age** | **Headcount** | | **Census Enrollment** | | | **Completion Rate** | | **Retention Rate** | | | **Completion Rate\*** | | | **Retention Rate\*** | | | | **2022-2023** | | 19-24 | 15 | | 64 | | | 60.90% | | 89.10% | | | 60.90% | | | 89.10% | | | | **2022-2023** | | 25-29 | 12 | | 50 | | | 66.00% | | 72.00% | | | 66.00% | | | 72.00% | | | | **2022-2023** | | 30-34 | 8 | | 34 | | | 75.80% | | 90.90% | | | 75.80% | | | 90.90% | | | | **2022-2023** | | 35-54 | 15 | | 67 | | | 71.60% | | 94.00% | | | 71.60% | | | 94.00% | | | | **ETHNICITY** | | | | | | | | | | | | | | | | | | | | **Academic Year** | **Ethnicity** | | | **Headcount** | | **Census Enrollment** | | | **Completion Rate** | | **Retention Rate** | | | **Completion Rate\*** | | | **Retention Rate\*** | | | **2022-2023** | Asian | | | 8 | | 40 | 75.0% | | | | | 87.5% | | | 75.0% | | | 87.5% | | **2022-2023** | Black / African American | | | 14 | | 75 | 58.1% | | | | | 79.7% | | | 58.1% | | | 79.7% | | **2022-2023** | Hispanic / Latino | | | 11 | | 45 | 66.7% | | | | | 91.1% | | | 66.7% | | | 91.1% | | **2022-2023** | White | | | 15 | | 61 | 70.5% | | | | | 86.9% | | | 70.5% | | | 86.9% | |
| **Describe which activities and/or strategies your program used to contribute to the gains? What support does your program need to accelerate or improve these outcomes?** |
| * The Veterans Resource Center provides a space for students to be able to study, print classwork, and seek additional VA related resources such as Tutoring assistance and Vocational Rehabilitation Counseling. * Student veterans and veteran dependents are also provided with support on their benefits application and a designated counselor to ensure they are provided guidance and tailored advocacy for their needs. * Student workers hired are veterans who can build strong rapport with new and current students, they are also well verse with the VA process and can capable of providing navigation on any veteran and veteran dependent needs through the VA.   **Support Needed**   * Campus awareness of veteran-specific needs when providing services. * Instructions must be aware of benefit requirement to ensure veterans are provided the necessary intervention when there is a decline in course performance. * Early Alert of student veteran or veteran dependent course performance to ensure timely intervention occurs. * Courses cannot all be predominantly online as veterans facing transitional issues or concern, may not feel confident in pursuing online courses which will cause decline in performance. An institution must create a balance schedule through an equity lens to ensure all students needs are meet. |
| [**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?** |
| |  |  |  |  | | --- | --- | --- | --- | | **Gender** | **FY 2020-21** | **FY 2021-22** | **FY 2022-23** | | **Male** | 13 | 13 | 6 | | **Female** | 4 | 2 | 3 | | **TOTAL** | **17** | **15** | **9** |  |  |  |  |  | | --- | --- | --- | --- | | **Ethnicity** | **FY 2020-21** | **FY 2021-22** | **FY 2022-23** | | **Asian** | 1 | 4 | 0 | | **Black/African American** | 2 | 3 | 3 | | **Hispanic/Latino** | 6 | 1 | 5 | | **Two or More** | 3 | 2 | 0 | | **White** | 0 | 0 | 1 | | **TOTAL** | **12** | **10** | **9** |  |  |  |  |  | | --- | --- | --- | --- | | **Age Group** | **FY 2020-21** | **FY 2021-22** | **FY 2022-23** | | **19-24** | 3 | 4 | 0 | | **25-29** | 8 | 7 | 1 | | **30-34** | 5 | 2 | 5 | | **35-54** | 2 | 3 | 5 | | **55-64** | 3 | 1 | 1 | | **TOTAL** | **21** | **17** | **12** |   For the past 3 years the there is a decrease on Degree/Certificate conferred. Student veterans are utilizing VA Educational Benefits which may force them to seek higher degree completion to fully utilize their benefits and may utilized 2-year colleges to meet transfer requirement for admissions to a Bachelor’s degree conferring institution.  **Support Needed**  Providing additional incentives or information to why having a degree or certificate if applicable prior to transfer would be useful. |
| [**Transfer Dashboard**](https://app.powerbi.com/view?r=eyJrIjoiZmJlODJiODktZjM0OC00ZWIwLWIzNDMtN2Y1Yzc3ZGFhNGRhIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9)(<--click on the link) |
| **Review the data on the “Transfer” Dashboard.**  **Describe which activities and/or strategies your area used to contribute to the gains?**  **What support does your unit need to accelerate to improve these outcomes?** |
| **Support Needed**   * Student veterans require a very different transitional journey into education as they have a tendency to isolate and be more reserve in communicating needs, creating partnership with 4-year institution that provide mentorship, community meet up and understanding accessible resources would allow student veterans to feel confident in transferring. * Veteran Affairs (VA) educational benefits have an impact on student veterans as they are limited and require them to complete their program on time as additional delays may cause issues with completion and retention due to financial stressors once benefits are drained. Our veteran program has designated counselors, staffing and additional support to allow them to fully utilize their benefits. * Another focus would be to create an alumni system that would allow student veterans a chance to connect and relate to alumni who share the same academic or career pathway. |

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| **7. Curriculum based on Pathways for Equitable Completion**  **Based on the curriculum mapping and planning of your program answer the following questions** (\*only for Library and Counseling) |
| **What specific plans does your department have for sequencing degrees and programs to ensure students successfully complete the programs in the least amount of time?** |
| N/A |

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| **8. Engagement** |
| **Discuss how faculty and classified staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time employees belong to.** |
| Technology Refresh Committee, Professional Development Committee, Zero Text Book Cost Committee, College Roundtable Committee, Planning and Budgeting (PBC) and Departmental Meetings |
| 1. **Discuss how the collaborations with other instructional or administrative units helped your area achieve its goals?** |
| 1. Communication is key to know what the campus as a whole is doing to help all students as student face intersectional identities that may not be resolve in one area but can be done in another. It is imperative that the institution as a whole work together to ensure that the practice continues to be student-centered. For my program, it is important that instructions understand the requirement for VA Educational Benefits, if a student is unable to activate or use their benefits, it would amplify the issues around their military transitional journal. This is why veterans leaving the military either transitions to a new job or pursues an education to meet their basic needs, there is no other options. |

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| **9. Prioritized Resource Requests** |
| **In the 2022-23 Annual Program Update, you have provided your resource requests which went through the IPAR process.  In this section, include resource requests from last year that are still needed and/or new resources that have emerged.  Provide justifications. If there are no resource requested, leave the boxes blank.** |

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| **Resource Category** | **Description/Justification** | **Estimated Cost** |
| **Personnel** |  |  |
| Classified Staff |  |  |
| Student Worker |  |  |
| 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 | FREE BOOKS (ZTC Funds) |  |
| 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 | Veteran Services requires the VRC as well as three office space areas – 1 for the Coordinator, 1 for the Academic Counselor and a space for Veteran students to study and provide tutoring, as the VRC is small and more of a social area for veteran students. This was part of the new Milvia Street building plans. The decision was made for Veteran Services to stay where it is next to EOPS, with the addition of two offices for a total of three office spaces. |  |
| Labs |  |  |
| Other |  |  |
| **Library** | | |
| Library materials (including streamline media needs) |  |  |
| Library collections |  |  |
| OER |  |  |
| **Other** |  |  |
| OTHER Description | Veteran coordinator and School Certifying Official will need to be a split role. |  |

**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**