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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 Admission & Records (A&R) Office serves as the first point of contact to the college for new and continuing students, as well as the general public. Admission & Records is dedicated to student access and success to reduce challenges that students are facing by providing accurate, timely and exceptional customer service regarding applications, registration, online access and academic policies while providing responsive respectful service to students, faculty, staff and the community. | | |
| **Name(s) of member(s) completing this APU** | **Service Area/Program** | **Completion Date** |
| Hue Huynh | Admissions & Records | 11/22/2023 |
| **List staff and faculty names with assignments in fall 2023.** | | |
| Full Time | Part Time | |
| Sr. Admissions & Records Specialist - Hue Huynh  Admissions & Records Technician - Tam Vo  Admissions & Records Technician - Brendan Garcia  Admissions & Records Technician (Assigned to BCC as A&R Clerk) - Elinor Chin | N/A | |

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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. |
| The Admissions & Records department has partnered with student services, including counseling, financial aid, learning communities, Adult Education, UCRC, and other stakeholder groups under the Enrollment Management Plan to support the students. Admission & Records is dedicated to student success by closing equity gap and achievement gap. |

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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?** |
| The A&R office has been providing service to the student via Chat feature ever since we worked remotely, though the process has changed lightly when we returned to campus. We have now open our service again 5 days a week in person. Student can visit us on campus or they can also reach out via email. The students that we serve are pretty much understand the process. We have recently received lot of positive feedback from the student that we served in –person as well as remotely, mostly through our email system. And recently, we have the Chabot feature on our admissions and record website that provide 24/7 response to students. |
| **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.** |
| N/A |

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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?**  **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?**  **What are some strategies for improvements your area can make?** |
| The completion rate and retention rates for 2022-2023 is a little lower than previous year 2021-2022 by 0.4-2.1, but the populations is a little higher by 378 headcounts. Whereas the completion rate has increased a little bit for the Latinx students by 1% compare to last year, the rate for African American is still low. We could provide more support for this group of students. Since Berkeley City College has an Umoja program within the Learning Communities, it is best to advertised and recommends it to the students so that they can benefit from the services. The Umoja students group has priority registration, closed class section that are created for the students, such as counseling and some English, and or Math courses to meet the transfer credit requirement. Furthermore, they have counselors who can assist with creating an education plan for degrees/certificates that they are interested to work on. The Learning Communities (LC) counselors work collaboratively with the Admissions and Records staff to enroll the students and contact financial aid office for assistance with the FAFSA requirement, students who have completed their education within this program are grateful for the support that they have received. Besides Umoja, BCC also offer Puente for Latinx, AAPI, UCRC and Ignite, the students who interest in the program can reach out to the Learning Communities or seek assistance at the Admissions and Records office, and we will connect the students with the program coordinators. |

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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.** |
| The Admissions & Records office has partnered with different student services departments to support the students and make sure that the students have processed their registration/enrollment on time. A&R participated in the Express Registration Enrollment Days to assist new and continuing students with the enrollment issues and streamline enrollment process that aligns with the BCC’s Enrollment Management Plan. We have worked together with the student services group to bring up the enrollment, not much but more than a year before.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Student Demographics** | **2018-2019** | **2019-2020** | **2020-2021** | **2021-2022** | **2022-2023** | | Annual Headcount | 10,903 | 10,759 | 11,431 | 10,135 | 10,524 | | Total Enrollment (census) | 30,298 | 31,007 | 27,153 | 22,428 | 24,505 | | **Ethnicity** |  |  |  |  |  | | African-American | 16% | 15.2% | 15.75% | 16.47% | 17.27% | | American Indian/Alaskan Native | 0.2% | 0.3% | 0.21% | 0.15% | 0.24% | | Asian | 24% | 23.9% | 23.45% | 21.19% | 20.73% | | Hispanic | 25% | 25.9% | 26.61% | 29.35% | 30.03% | | Multi-Ethnicity | 7% | 6.9% | 7.5% | 7.16% | 7.73% | | Pacific Islander | 0.3% | 0.3% | 0.52% | 0.46% | 0.28% | | Unknown | 3% | 5.1% | 3.49% | 2.74% | 2.40% | | White Non-Hispanic | 24% | 22.5% | 22.47% | 22.48% | 21.32% | | **Gender** |  |  |  |  |  | | Female | 55% | 56% | 58% | 57% | 55.66% | | Male | 42% | 41% | 39% | 39% | 39.56% | | Unknown | 3% | 3% | 3% | 4% | 4.78% | | **Age Group** |  |  |  |  |  | | Under 16 | 2% | 2% | 2% | 3% | 3.07% | | 16 to 18 | 11% | 13% | 16% | 19% | 19.82% | | 19 to 24 | 45% | 45% | 42% | 39% | 39.41% | | 25 to 29 | 18% | 16% | 16% | 14% | 12.09% | | 30 to 34 | 9% | 9% | 9% | 9% | 8.50% | | 35 to 54 | 11% | 11% | 12% | 13% | 13.50% | | 55 to 64 | 2% | 2% | 2% | 2% | 2.23% | | 65 + | 2% | 2% | 1% | 1% | 1.37% | |  |  |  |  |  |  | |
| 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?**  As mentioned above, the Admissions and Records office has joined with different departments within student services to support the students’ enrollment. We assist Adult Education office (including the non-credits and the adult special concurrent students) by enrolling their students in courses. We work closely with Adult Ed. transition liaison and Adult school counselor in updating the students’ program status to best fit their educational goal and financial need. AB540/undocumented is another group that also being assisted by our UCRC center, they get the students information and reach out to us with enrollment assistance. We provide priority registration to the DI group and assist undocumented students with the enrollment process, as well as adjusted their status to qualify for CA in-state tuition fees. Due to the update in the AB540 Affidavits, the undocumented students can file for affidavit and self-reporting, the students can fill out the CA Non-resident tuition fee exemption form and submit it to the Admissions & Records office for processing. There is no supporting document required from the students unless staff needs more information while reviewing the affidavit and student missed reporting on the form. With the new update from SB 68, SB 1141, and AB 19/California College promises grant, we have received a rapid increase numbers of undocumented students who applied for CA -nonresident tuition exemption. In addition, BCC campus also has their own UCRC department that assists students to advocate for their in-state tuition fee and dream application. Many students find it very helpful with the assistance they receive from the undocumented department and A&R department for processing their AB 540 affidavit. In addition to the CA Promise grant, PCCD has a Free tuition campaign, which we believe could increase the enrollment rates. A&R are working together with the financial aid office to encourage the students to apply for FAFSA and Dream application, it would be a major help due to the students who qualify for financial aid will not have to worry much about financial issues and could enroll into the courses that needed to complete their educational goals. Since we are having the basic need program here at the campus, A&R office could also relay that information to the students if they are struggling with financial issues or the basic needs. The basic needs program offer students with free meal, food/grocery, clothing, etc. We learn that the students are more engage and enroll in more classes when they are worry –free.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **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: We would need to work together with our student services group to create a smooth process for our enrollment strategies. Many of these young students do not have any knowledge about college or process. They do not know that they need to have an admissions application prior to enrolling in courses. It would be great if our enrollment coordinator, dual enrollment coordinator and outreach staff could work together with A&R office and other stakeholder that involve in the enrollment process to create a steps by steps instruction or guideline that could help the students to understand the process. Not only that, we could also collaborate with our partners school to prepare the students for the enrollment. Many times the students could not enroll due to not having priority registration, unmet prerequisite for the courses they want to enroll in, the classes are not CCAP, and by the time of the open enrollment, the courses are full. The Enrollment team could work collaboratively with office of instruction for the CCAP courses that open for the high school groups or middle school so that they do not have any problem with enrollment availability.  In additions, counseling department could involve by clearing prerequisite for enrollment. |

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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? 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 data shows that the female students have more completion rates and retention rates compare to the male students, it could be that they are more focusing and could reach out for more resources available on campus and other areas that could help with their needs whereas the male students are lacking of the support and resources that could potentially assist them in achieving their goals. Similar to the age groups, the younger group of students has the rates lower than previous year. They could be new and have no college experience. We could support these students by reduce the equity gap and achievement gap. For example, the Hispanic students have increased in completion rate by the support received on campus whereas the Black/African American still has lower rate, we need to provide more support to this group of students and other groups due to their completion rate is also dropping this year. A&R office will provide the students with clear instruction of the registration/enrollment process and will work collaboratively with student services department and instructional office to see where the gap that prevents the students to achieve their goals and will work together to find the solution to resolve the problem. As well as evaluate the incoming transfer credits for the transfer students to prepare them for the courses remains to earn their degrees/certificates. |
| [**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 accelerateor improve these outcomes?** |
| For 2022-2023, Berkeley City College has awarded totals of 816 degrees and certificates including the undergraduate program and the non-credit programs.      The number of awards is lower than last year, but BCC staff has contributed and worked hard to implementing the Associate degrees for transfer and this year has marked our sixth year in a row for the Champion of Higher Education for excellence in transfer awards. Berkeley City College is a 2023 Champion of Higher Education and an equity Champion for Black students, it is gaining recognition for its work in equitable awarding Associate Degrees for transfer (ADT). The awards that we have processed including 112 14%) Associate in Art (AA) Degrees and 13 (1.59 %) Associate in Science (AS) Degrees, 141 (17%) Associate in Arts for Transfer (AA-T) Degrees, and 69 (8%) Associate in Science for Transfer (AS-T) Degrees, and 262 (32%) Certificates of Achievement and 24 (3%) Certificate of Proficiency. In addition, there are totals of 195 (24%) noncredit certificates, combine of the Certificate of Competency and Certificate of Completion for the Non-credit programs. Per the data, female students are those that have the most completion rates including the degrees/certificates awarded. And according to the selected students groups, we could see that the CTE and Adult ED groups have more awards compare to the DSPS (SAS), Foster Youth, Veterans, and Low Income students. These awards have dropped for these groups of students while the CTE and Adult Ed have been increased. The financial crisis, mental health, etc. that students are facing could be a major barriers for them, for example: low income students who have been struggling with financially issue, veterans who have traumatized experience from their previous services which could have impacted them as well as those that have mental health problem from DSPS group. While helping to find the solution that could help these selected group of students, we also want to focus on the DI groups. According to the Ethnicity chart provided in our school data, we see that the Hispanic/Latino students, have the awards percentage that is lower than previous year for 1 % percent. Though the Black/African American students have the percentage that is a bit higher (1%), the awards rates are still very low compare to other groups. These are the DI groups that we really want to pay attention to and provide them with more support. Our goal is to reduce the achievement gap and to increase the number of awards and help the student to complete their educational goal (especially the Latinx and African American). The evaluators in A&R office have been evaluating the external transcripts from other CA community colleges and CA universities, to enter and post transfer credits from those institution to our internal system. The district transcript coordinator is also working closely with the evaluators to help evaluate the private and out of states transcripts. This process will help students and counselors to incorporate transfer credits in the development of SEP’s. Students will be able to view the transfer credits reports in their students’ account and track their academic progress, they will then be able to know the courses need to complete their programs. While the evaluators are continue working entering the incoming transfer credits, the district is also doing testing and implementing the Degree Audit tool to help with the degree processing. The ideas is to have the degree automation. Having as much as the transfer credits entered into the system will help to lead the improvement of the Degree Audit tool, the district A&R plans is to have the degree audit goes live in Spring 24 semester if it is happening as scheduled. |
| [**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?** |
| The 22-23 academic year has the lowest number of students transferred compare to last 5 years. The Admissions & Records office has actively supporting students transfer goal by providing transcript services, enrollment verification letters (College Reports, Dean Reports, etc), evaluate transfer credits and process students’ degree/certificate petition, as well as referring student to see the counselor or schedule an appointment with transfer/career center for assistance with UC/CSU transfer applications. Though the transferrable courses is what challenged the most. Many students experience the change from the transferrable course and does not meet the criteria for the area they needed for transfer. A&R is working with the counselors to recommend students to take the courses they need for transfer, hopefully that will increase the award and the transferrable rate. |

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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?** |
| The Admissions and Records office is not only the first point of contact for registration, we are also provided services to students throughout their education goals. We assist with registration/enrollment when students enter into our campus and as they are working on their program, we help with trigger the enrollment issues, any records discrepancy and when the students are ready to transfer, we work with counselor to file petition and our transfer center staff will assist with transfer admission application. We want to provide a smooth process so that students have a great experience with us, we want to reduce the equity gap as much as we could for our students. |

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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.** |
| A&R staff has join the classified committee, participate in the district and campus meeting, as well as the campus activities that has been provided from the student services and the campus life department. |
| 1. **Discuss how the collaborations with other instructional or administrative units helped your area achieve its goals?** |
| 1. Admissions and records staff are working closely with other student services departments, counseling, financial aid, learning community, as well as instructional office, to make sure our students have receive the support that they need. When in need, we also reach out to the administrators for guidance and advice for the next step. |

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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 | Admissions & Records Clerk (Regular & Non-Credit) | $ 62,358 (Salary & benefit)/ Per Year |
| 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**