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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. | | |
| EOPS  The mission of Extended Opportunity Programs and Services (EOPS) at Berkeley City College is to provide financial and academic support to students whose educational and socioeconomic backgrounds may prevent them from successfully attending college. EOPS provides students with services including orientation, early registration, specialized counseling, academic planning, career guidance, academic progress monitoring, tutoring, book grants, transfer assistance, workshops, and special cultural awareness activities.  C.A.R.E.  The mission of Cooperative Agencies Resources for Education (CARE), a supplemental program to EOPS, is to provide academic and financial assistance to students who are single heads of household with dependent children and receive CalWORKs and or Cash Aid (TANF) benefits. CARE students receive supplemental counseling and advisement services; assistance with childcare and transportation; textbooks and school supplies; workshops, activities, or classes to enhance personal development, parenting and study skills; group support; peer networking; and information and referrals to campus and community based human services programs. | | |
| **Name(s) of member(s) completing this APU** | **Service Area/Program** | **Completion Date** |
| Ramona F. Butler  Dean Martin de Mucha Flores  Alejandra Oseguera | EOPS/CARE | 12/05/23 |
| **List staff and faculty names with assignments in fall 2023.** | | |
| Full Time | Part Time | |
| Ramona F. Butler, EOPS /CARE Coordinator  Alejandra Oseguera, EOPS/ CARE Counselor |  | |

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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. |
| Due to COVID -19 shelter in place, the EOPS program participant numbers decreased considerably. While Instructional and Student services offered 100% online support, faculty and student transition was slow and steady in meeting the needs of students. We learned many valuable lessons on how to comprehensively deliver instructional and wrap around services to our students. The EOPS/CARE program is rebuilding and reimagining program success goals. Our goals for 2022-23 include.  **Collaboration and Recruitment:**  1) -Work with other departments such as Financial Aid, Enrollment Services, Student Assessability Services (SAS), Undocumented Community Resource Center (UCRC), and Learning Communities, to identify eligible students for the program and invite them to apply  -Work with County representatives to identify potential students eligible for the CARE program to offer an academic pathway as an alternative to job search.  2) -Provide two ways to submit an application including paper applications, for more traditional students, and online access through ConnexED for easier access to online submissions.  **Improve Student Success and Retention**:  The need for counseling services continues to be high among students. The program continues to offer online, phone, and in person appointments. Online appointments are a very successful tool for the EOPS & CARE students who are not on campus regularly. An additional part-time counselor is needed to meet the needs of our students who prefer late afternoon and evening appointments.  **Comprehensive Tutoring Services:**  Providing comprehensive tutoring services to students in math, English, and science courses is a priority for EOPS and CARE students. Currently The Jerry L. Adams Learning Resource Center offers online tutoring. The EOPS program can provide additional tutoring services as an over-and-above service.  **Employee Training and Innovation:**  Attending state approved training for EOPS/CARE, staff, and faculty, to ensure everyone has current information on Title 5 regulations, program activities, campus technological updates, conferences/events and professional development opportunities to identify best practices, improvements for the program. Expand out EOPS/CARE Advisory Committee, including Community Based Organizations (CBO) that have the same goals as the EOPS model  **Student Engagement**  Increase efforts to encourage student engagement on campus. Develop pathways for students to become aware of BCC programs and services, encourage students to attend on campus activities such as in-person workshops, cultural activities, student government involvement and provide on campus employment opportunities as they become available. |

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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?** |
| EOPS Completion rates are trending like the college, increasing slowly for African/African American and Latinx students. Students are choosing an academic path, taking advantage of EOPS over and above services that support their academic efforts. |
| **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?** |
| The program continues to meet students where they are by offering online and in-person options for counseling, workshops and other program services. The program offers text messaging services to provide updates, community resource information, and wellness check-ins. EOPS also partners with other campus departments to support students such as Financial Aid (Pell and other grants) the Wellness Center (mental, physical wellness), Basic Needs Department (housing, clothing, and other resources) |
| **What are some strategies for improvements your area can make?** |
| * ***Series of Student Success Workshops*** facilitated by Alejandra Oseguera, EOPS/CARE counselor focusing on topics such as; tips for academic success, scholarships, transfer, orientation to college, counseling 101, tips for finals, prioritizing/time management, and Stress Management through the practice of arts. * **Series of Wellness Workshops** facilitated by guest counselor & coach focusing on Self-Care & Academic Wellness. * **Monthly Art Reflection Workshops** facilitated by artists/EOPS student assistant. * **Toy and Coat Drive** during Fall semester, led by Ramona Butler. * **Free lunch** for students during workshops, midterms and finals. * **Technology** **support**: internet and hotspots, laptops as needed * **Tutors** for EOPS/CARE students * Coffee/tea and snack bar for students * **Cross collaboration** between EOPS/CARE staff, SAS, UCRC, Puente, Umoja, and Career Transfer Center staff to support students * Open house to welcome students back at the beginning of each semester, led by Ramona Butler * End of Semester Celebration, led by Ramona Butler * Gift cards, EOPS/CARE grants, including emergency grants |

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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 EOPS & CARE programs have eligibility requirements. The program works with other departments such as Financial Aid, Enrollment Services, Learning Communities and County Social Service Departments (for CARE students) to identify eligible students and enroll them in the EOPS program. The program works to maintain enrollment by specialized counseling, a mid-semester check-in, and end of the semester support services. Establishing relationships and providing advocacy for our participants helps students to maintain persistence. |
| 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** |

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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?** |
| More females are choosing to enroll while more male students have a slightly higher rate of completion. Students 19-24 have a higher rate of enrollment, completion, and retention. Compared to other groups Black Americans, although a larger head count, have a lower rate of completion and retention. |
| **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 activities and/or strategies that our program used to contribute to the gains are the following:   * Continuous counseling support to students, 3 required EOPS/CARE appointments per semester. * Continuous wrap around services, including referrals to the Wellness Center, Student Accessibility Services SAS, tutoring and CBO’s. * Student Success Workshops to create a safe space for students to come together and build community while learning tips and strategies for their educational and professional success.   The support that EOPS/CARE needs to accelerate or improve these outcomes are the following:   * More student assistants to ensure EOPS/CARE front desk and lab coverage during service hours. * An EOPS/CARE counselor to help improve our program service area outcomes, ensuring that all student participants have access to drop-in and same day appointments. * A staff assistant to help with program outreach/in-reach and retention. |
| [**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?** |
| The strategies used to contribute to the gains are the following:   * Case management; queries to identify the students that are ready to petition for graduation and reach out to those students. * Minimum of 3 EOPS/CARE counseling appointments, focusing on student’s academic/transfer and professional goals, including Student Education Planning, priority enrollment and any required additional processes; i.e., SAP appeals, academic alleviation, substitution requests, probation, transcript evaluations, etc. * EOPS/CARE workshops to educate students about their community college journey and important deadlines * EOPS/CARE covering graduation cap & gown fees * EOPS/CARE academic grants, food and transportation gift cards * EOPS Lab - a designated study space.   EOPS/CARE would benefit from the additional support:   * Staff assistant to help track student participants so that counselor can focus on counseling and ensuring students don’t miss important deadlines and program coordinator can focus on programming/planning events, processing applications, etc. * Trained student workers to assist overall program needs, such as contacting students for counseling appointments, helping with creating event flyers and tabling on campus. * More collaboration with the Transfer Center |
| [**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 strategies used to contribute to the gains are the following:   * Case management; queries to identify the students that are ready to transfer and reach out to those students. * Minimum of 3 EOPS/CARE counseling appointments, focusing on student’s academic/transfer and professional goals, including Student Education Planning, priority enrollment and any required additional processes; i.e., SAP appeals, academic alleviation, substitution requests, probation, transcript evaluations, etc. * Early one-on-one counseling student support with transfer applications, personal insight questions & letters of recommendations. * EOPS/CARE workshops to educate students about their community college journey and important transfer application deadlines * Counseling referrals to:   + BCC’s Career & Transfer Center.   + UC Berkeley’s transfer support programs: *Transfer Alliance Project TAP, Experience Berkeley for Transfer EBT, Starting Point Mentorship program, Raices and Transfer Center.*   + University information webinars and panels * EOPS/CARE grants, food and transportation gift cards * EOPS Lab - a designated study space.   EOPS/CARE would benefit from the additional support:   * Staff assistant to help track student participants so that counselor can focus on transfer counseling to ensure student transfer success * Trained student workers to assist with overall program needs, such as contacting students for counseling appointments, helping with creating event flyers and tabling on campus. |

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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?** |
| * Consistent counseling to ensure student follows SEP * Student’s SEP following BCC’s catalog & transfer articulation agreements on assist.org or appropriate college/university. and receiving any support services to ensure degree completion. * Educating students on financial aid, such as the lifetime eligibility of the Cal Grant and Pell Grants as well as grants that they can receive when taking 12+ units per semester. This information can help motivate students to stay on track and finish. |

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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.** |
| Alejandra Oseguera   * Counseling Functionality Team member (BCC Counseling Dept Rep) * Affordable Educational Materials Committee member (Student Services Rep) * Distance Education Committee Member (Beginning Spring 2024) * Guided Pathways (2022-2023)   Ramona F. Butler   * Round Table member * EOPS/CARE/NextUp & CalWORKs Advisory Committee lead * Peralta Association of African American Affairs (PAAAA) Vice President, Berkeley City College * Berkeley City College Graduation Committee member * Student Services Council * Strategic Plan Steering Committee |
| 1. **Discuss how the collaborations with other instructional or administrative units helped your area achieve its goals?** |
| 1. The collaborations with other instructional and/or administrative units have helped us stay informed of new processes and procedures at BCC and district wide, essentially allowing us to deliver accurate information to our students. Connecting with other faculty and staff outside of EOPS and counseling has also helped us create awareness about our program and the various services offered to students. |

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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 | 1 Program Coordinator | 98666.40 |
| Student Worker | 3 Student workers | $36720 |
| Part Time Faculty | Adjunct Counselor | $30,000 |
| **Professional Development** | | |
| Department wide PD needed | CCCEOPSA Annual Conference (Fall)  CalWORKs Conference (Spring) |  |
| Personal/Individual PD needed | CCCEOPSA Annual Conference (Fall)  CSU Counselor Conference (Fall)  Ensuring Transfer Success (Spring)  NCORE Conference (Spring) | $1800  $150  $150  $1800 |
| **Supplies** | | |
| Software (for whom or role?) |  |  |
| Books, Magazines, and/or Periodicals |  |  |
| Instructional Supplies | EOPS/CARE Lending Library Books | $3000. |
| 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: | Storage Location for supplies and other EOPS/CARE Items |  |
| **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**