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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. | | |
| Berkeley City College is proud to be formally designated as a Hispanic Serving Institution (HSI) and embraces our identity as an HSI serving Latinx students through our Conocimiento Los Caminos project. Our work is centered on equity and racial justice; we consider this as part of our commitment to inclusion, diversity, equity, and antiracist action. We recognize the persistence of historical and structural systems of inequality and are implementing measurable steps towards equity and justice. We affirm our intent to act upon these values and hold ourselves accountable to the land and its people: our students, our communities and on another. We view the work as an HSI as integral to equity and racial equity and embrace the need to transform our institution beyond being Hispanic enrolling to Latinx/Chicanx serving. | | |
| **Name(s) of member(s) completing this APU** | **Service Area/Program** | **Completion Date** |
| Lissette Maria Flores | Student Services | December 18, 2023 |
| **List staff and faculty names with assignments in fall 2023.** | | |
| Full Time | Part Time | |
| Adriana Regalado  Zaira Sanchez  Lissette Maria Flores | Ashley Felipe Campuzano (student employee)  Julian Garcia Hernandez (student employee) | |

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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. |
| **HSI Goals & Priorities for 2023-2024 –**listed below—are closely aligned with BCC’s 20224-2028 Educational Master Plan and will remain the same as previous years’ priorities and goals. See below for priorities organized by our four goals.  Our overarching goal is to expand educational opportunities for and improve the academic attainment of Latinx/Chicanx students at Berkeley City College. Our four specific goals for 202-2024 include:  **Goal 1: Student Success**   * **Objective 1:** By September 30, 2025, achieve a 5% increase in the Hispanic freshman retention rate to 81% over 2019 baseline of 76% * **Objective 2:** By September 30, 2025, increase the annual rate of degree or certificate completion for Hispanic students by 10% over a baseline of 237 students   Priorities:   * **Implement mentoring component for Puente:** Use established Puente Program Guidelines to develop a robust mentoring program for our Puente Scholars. Expand option for the larger Latino student population at BCC * Work with UWBA to establish a **Sparkpoint Center at BCC** that offers financial wellness, and individual coaching to our low-income student population. Work to embed these services with our existing Basic Needs Center * **Fund embedded support in core Math courses like Statistics and Pre-Calculus** where many of our disproportionately impacted students often get stuck   **Goal 2: Transfer Success**   * **Objective 1:** By September 30, 2025, increase the annual number of Hispanic students who transfer from BCC to a four-year institution to 146 from a 2019 baseline of 83   Priorities:   * Continue high touch **counseling and advising** to prepare students for transfer * **Strengthen relationship with Transfer Center** to support Center’s activities * Implement a **Transfer Academy,** a semester-long session to support students in the transfer process, with a focus on Latino and low-income students   **Goal 3: Career and Job Placement**   * **Objective 1:** By Sept. 30, 2025, increase preparation of Hispanic and low-income students for employment from 58% to 68%   Priorities:   * Expand use of **Handshake** for bigger impact: increase employer network using the platform to ensure listing of paid internships and job opportunities for BCC students * Implement series of **career development activities** organized around our Guided Pathways initiative   **Goal 4: Professional Development**   * **Objective 1:** By Sept. 30, 2025, a total of 40 faculty and staff will participate in pedagogy-focused professional development activities   Priorities:   * Increase **number of classified professionals** participating in professional development opportunities that lead to enhanced student support, especially for our Latino and low-income students * **Engage staff, faculty, and administrators** who participate in professional development activities in discussions about how to better serve Latino students at BCC |

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| **2. Institutional Assessment** |
| Berkeley City College is committed to a culture of assessment to improve student services.  Findings from SLO, SAO assessments, and program review data are used to direct resources for areas that are institutional priorities, articulated in the Educational Master Plan and BCC Strategic Plan.  Due to the critical role that course and service area assessments play in our institutional planning and to be in compliance with the Accreditation requirements, assessments must be completed to qualify for the APU resource allocation requests.  <[Click here to view your Round 5 Assessment Calendar](https://docs.google.com/document/d/1DgVZLRmnKQj1jCNucuCNmTB0Wp1F3vLA/edit?usp=drive_link&ouid=105861965924346219496&rtpof=true&sd=true)> |
| **2a. What action plans did your area identify upon the assessment of each SLOs and/or SAOs? Based on your SLO assessment, what did your area do well and what do you need to improve for greater student success?** |
| n/a |
| **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?** |
| Outside of Puente, our work to date has focused on supporting practices across campus that support Latinx student success rather than supporting individual students.  PUENTE: For AY 2022-2023, overall completion, and retention rates for Latinx students were 63.9% and 80.9% respectively. The completion and retention rates for Puentistas are similar, with completion rates slightly lower than the general population and retention rates slightly higher: 59.9% and 84.5%. One consideration here is that the vast majority of our Puentistas are first generation scholars who need sustained support to persist and transfer. |
| **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?** |
| Overall, the contribution of the CLC program at BCC, supported by our HSI grant, is the focus not only on the academic outcomes for our Latino and low-income students, but on the creating a culture here at our college that recognizes and embraces our students’ identities.  **Puente program:** the high-touch support, counseling, and advisement provided by our Puente counselor, Dri Regalado is critical to the success of our Puente scholars. Her efforts in building relationships across departments (e.g., Financial Aid) that play a pivotal role in our students’ success here at BCC are especially important as many of our students’ goals are often stifled by the need to navigate confusing systems.  **Collaboration:** As far as other HSI programming is concerned, this year we made a concerted effort to work with the Latinx Unidos Student Club here at BCC. Members of the club were involved in much of the planning and execution of our programming this year. Additionally, the UCRC has been a key partner for us as we work to create an environment at BCC where our students feel that they belong. |
| **What are some strategies for improvements your area can make?** |
| * Establish better relationship with our Outreach & Enrollment department and contribute to/participate in enrollment efforts * Same with Transfer Center: build relationship with Transfer Center staff and explore how HSI might directly be involved in Transfer Center activities or how HSI could support Transfer Center programming |

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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.** |
| When our Outreach Specialist left earlier this year, our involvement with our Outreach & Enrollment department dissipated. For AY 2023-2024, our goal is to re-establish this connection and to have the HSI/CLC team be more involved in enrollment efforts that prioritize our Latino student population. In addition, I want HSI to support expanded counseling towards the beginning and end of semesters when students determine their courses, schedules, and overall enrollment decision. |
| 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 the 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:   * Expanded outreach to local middle and high schools, and to counselors and programs serving first generation and Latinx students * Continued support of the NOVA program, a dual enrollment pathway program designed to support BUSD rising 9th graders with their transition to high school. * Expanded outreach to Latinx families through presentations at Latinx-specific convenings; hosting open houses for families to familiarize themselves with BCC * Dedicated counseling/support for dual enrolled Latinx students |

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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?** |
| **For Puente scholars:**  Total headcount: 143  Completion Rate: 59.9%  Retention Rate: 84.5%  Female Completion Rate: 55.5%  Male Completion Rate: 62.9%  Female Retention Rate: 83.2%  Male Retention Rate: 84.1% |
| **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?** |
| **PUENTE** Project: Enrollment and support of new (35) and continuing Puente scholars with one-on-one academic, personal and career counseling. Puentistas enroll in COUNS 24 College Strategies course to further support their preparation to transfer to a four-year institution. Our Puente Project currently supports 84 Latino-identifying students to support their transfer goals.  **Dual Enrollment:** Our Dual Enrollment for Equity (DE4E) efforts related to Dual Enrollment continued to expand, including support to Berkeley Unified School District (BUSD) students  participating in dual enrollment with BCC. These efforts included drop-in enrollment workshops to support high school students with the BCC application, registration, and course selection processes. For the past two years, the CLC counselor has served as a Coordinator on BCC’s Dual Enrollment for Equity Team. As a coordinator, their primary role was to support dual enrollment outreach, communication, community engagement, and professional development. The CLC counselor co-drafted BCC’s first Dual Enrollment Handbook and website, which were officially published online on  April 21, 2023 and can be accessed with the following link:  <https://www.berkeleycitycollege.edu/dual-enrollment/>  **Financial Wellness Series** led by Patelco Credit Union: 5-part financial wellness series to build knowledge and skills around budgeting, saving, credit, long-term financial planning. Additionally, Patelco offered one-on-one consultations for students with more in-depth questions regarding their finances. Both the workshops and 1:1 consultations were well attended, with the workshops averaging 30 students per session and the 1:1 appointments fully booked.  **Represent Ed Career Development:** Level Up Summer Program, a wrap-around professional development training program served 40 students this summer.  The program was intentionally designed to introduce students to pathways to career opportunities and provides curricula that allows scholars to navigate ways to navigate any professional industry they desire. Each of the 40 participants  Developed a professional portfolio consisting of an updated resume, elevator pitch, LinkedIn profile, and career development plan.  Also, 78 students took advantage of the opportunity to meet with professionals and get feedback on their interview skills during mock interviews. Represent Ed also engaged 186 students in the pre-Career Fair Workshops (resume, overcoming imposter syndrome, elevator pitch) that prepared students for BCC’s Career Fair and for their job and internship searches.  **Professional Development:** This year alone, HSI supported the participation of 16 BCC representatives including faculty, staff, administrators at the **HACU** and **COLEGAS** conferences, Institutes and Fellowship programs. We are implementing mechanisms to share/explore ways BCC is or could be putting best practices in place (e.g., Llevando las Ideas a la Practica). |
| [**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?** |
| While the number of awards was at a high in 2020-2021 with 330 awards to Latino students, the last two years saw a decrease in awards, with a total of 246 awards conferred to Latino students in 2022-2023. This downward trend is true for all ethnic groups. However, the trend is reversed for our Puente scholars with only 11 awards conferred to Puente scholars in 2020-2021 and 52 conferred in 2022-2023. |
| [**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?** |
| Our Puente program offered a series of transfer support events during the spring semester where students could access both group and individual support with their TAGs, transfer applications, and PIQs. For this next AY, our project needs to actively seek out students who may be eligible to transfer but may not know it, and to provide the level of support necessary to get them through the process. |

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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.** |
| Program Director sits on President’s Cabinet, Professional Development committee and Student Services Council. She has participated in three hiring committees and chaired two of the three. She participated as a member of the Raices Latinx Graduation committee, a committee she currently co-chairs.  HSI Program Coordinator, Zaira Sanchez sits on Classified Senate’s PD Committee and has presented to the Classified Senate on HSI and its support for professional development activities. Zaira is an active participant in College Roundtable meetings and Student Services Council meetings. |
| 1. **Discuss how collaborations with other instructional or administrative units helped your area achieve its goals.** |
| Our work requires collaboration with units across campus and we plan to continue to build relationships that allow us to advance our HSI work here at BCC. This past year we partnered closely with and relied on UCRC, Basic Needs and the Latinx Unidos Club to carry out our financial wellness programming, as well as our Latino Heritage Month events. Though less substantial but equally important were our collaborations with EOPS, Financial Aid, Dual Enrollment, and the Learning Center, all of whom participated in this year’s Pachanga and Un Paso al Exito events. |

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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 resources 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 |  |  |
| 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**