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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’s Society of Scholars, formerly known as First Year Experience Learning Communities, comprises five distinct communities, all dedicated to facilitating successful transfers: The Umoja Scholars Program, The Puente Project, IGNITE Visionary, IGNITE Revolutionary, and AAPI L.E.A.D..  Aligned with the college’s mission and vision, these learning communities cultivate collaborative relationships with faculty to enhance student success outcomes, increase transfer rates, and empower students both within and beyond the classroom. Society of Scholars plays a crucial role in providing essential support to ensure a seamless transition for students throughout their journey at BCC.  The mission of Society of Scholars (SoS) is to transform the educational experience for First Generation Students, marginalized student populations, and Students of Color with aspirations to transfer. Program participants receive comprehension wrap-around services and support from dedicated instructors, staff, administration, and counselors.  The services and programming within Society of Scholars are designed to be student ready, offering intentional and synchronized resources across communities to ensure that students can engage effectively at any stage of their educational journey. Students within SoS benefit from taking classes within a cohort of peers, fostering familiarity with classmates and building a network of support. Courses within the program are contextualized and integrated, with a specific emphasis on connecting students’ life experiences to the content taught in the classroom.  A theme woven throughout all the cohorts and classes is Social Justice & Racial Justice and Equity, reflecting the program’s commitment to fostering an inclusive and equitable educational environment. | | |
| **Name(s) of member(s) completing this APU** | **Service Area/Program** | **Completion Date** |
| Skyler Barton, Christina Taing-Rivera, Susan Cuong, Shannon Penn, Adriana Regalado, Susan Truong, Connie Tran | Learning Communities/Society of Scholars | 11/22/2023 |
| **List staff and faculty names with assignments in fall 2023.** | | |
| Full Time | Part Time | |
| Skyler Barton  Christina Taing-Rivera  Susan Truong  Adriana Regalado  Shannon Penn | Susan Cuong  Connie Tran  Sofia Jacob  Julia Maciel | |

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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. |
| Student Success and Challenges Analysis  Learning Communities Counselors and the Dean will utilize Learning Communities student data: units completed/attempted, course success, persistence, course retention/completion and student education plans to analyze student success outcomes, challenges, and transfer rates. The results from the analysis will be used with qualitative data to inform changes to the program and to add supportive extracurricular activities outside of the classroom.    Status  In-Progress; Data is not available at this time; we hope to have a comprehensive summative analysis during our Fall 2024 CPR    College Goal  Increase Transfer and Transfer Degrees: Ensure that all of BCC’s programs of study and transfer pathways for degrees prepare students, in a timely manner, for multiple transfer options.   * Learning Communities goals aligns with our College goals, which is to focus on supporting our most disproportionately impacted student groups to complete certificate and degree and transfer pathways for our Black, Latinx, Southeast Asian and Pacific Islander students through: * One-on one counseling and individualized SEP development * Connecting students to on campus resources such as tutoring, wellness services, financial aid, basic needs, EOPS, SAS, UCRC, NextUp, Career and Transfer Center     If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?  This goal is measured by conducting an analysis of persistence, financial aid, and course success    Provide professional development for LC instructors to engage in culturally responsive pedagogy. Partnering with the Puente Project Statewide Office, a one-day seminar in the winter and two-day seminar in the summer will be offered to faculty teasing in LC and open to all BCC faculty to attend.  Status  In-Progress  College Goal  Strengthen Resilience: Strengthen BCC students’ abilities to become self-directed, focused and engaged in the pursuit of transformative, life-long learning experiences that result in personal and academic success    If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?    Due to COVID 19 Shelter in Place orders and reorganizing efforts to meet the needs of students in real time. The LC team was unable to provide a summer institute. We successfully provided training and support for LC instructors at the end of the fall during a winter institute.    The goal going forward is to algin with college efforts to provide professional development with an Equity advancing lens. For example, all instructors participated in the Skyline Equity Summit syllabus training. |
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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? |
| SLO’s for Counseling 24 and 57 Courses:  1) Demonstrate their ability to write strong, well-organized, well-developed essays and  research papers  2) Develop the ability to build information competence, specifically in becoming a more self-directed learner  3) Identify personal academic and career goals and pathways to achieving these  goals.  4) Analyze the intersection of personal, academic, and career goals  5) Students are able to apply their knowledge of their identities and diversity to better understand their peers and others  6) Students feel connected to peers and staff within the learning community |
| **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.** |
| We are currently in round 5 of our assessment cycle for our Counseling Course SLO’s. Our planning calendar includes assessment of our Counseling 57 course offerings by the end of the fall 2023 semester, and the assessment of our Counseling 24 courses in the spring 2024 semester. |
| **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?** |
| For Umoja scholars, course completion rates remain significantly lower than other BCC students year after year although retention rates have been comparable. That said, learning community models tend to be effective at fostering a sense of belonging on campus which likely contributes to comparable persistence despite the lower academic performance.  Although the Puente retention rate has continued to remain higher than the campuswide rate since our Puente program launched during the Fall 2020 semester, completion rates fell lower than other BCC students for the first time during the 2022-2023 academic year. |
| **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?** |
| These factors include a dedicated space (Umoja Village) providing academic support and resources. Additionally, there are dedicated College Success courses for Umoja and Puente, as well as general education courses (such as Math and English), with cross-collaborative initiatives for transfer workshops and hands-on transfer application support. Ongoing counselor support, characterized by proactive communication, further enhances the support system for students in the program. |
| **What are some strategies for improvements your area can make?** |
| Some strategies for improvement in our area include the continued strategic utilization of recent additions to our counseling team, such as dedicated part-time Counselor, Connie Tran, and the Berkeley City College Transfer Counselor, Shannon Penn (dedicated FTE). We also aim to strengthen collaborative efforts with the full-time Dual Enrollment Counselor, Susan Truong. Additionally, we plan to enhance our support system by increasing efforts in coordinating and implementing student success workshops and support services specifically tailored for dual-enrolled scholars. These initiatives are supported and facilitated by Dual Enrollment Specialists, Julia Maciel and Sofia Jacob, who were onboarded in Fall 2023. Through these strategies, we seek to further optimize the resources available to our students and enhance their overall educational experience. |

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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.** |
| In accessing the enrollment trends within our area, we are actively developing strategies to increase enrollment. These strategies involve sustaining collaborative partnerships with feeder institutions, such as local high school programs (EAOP, BUSD Bridge and Rise, Learning Communities, etc.), local Adult Schools, and partner programs like Girls Inc. Our focus also extends to enhancing dual enrollment services by raising awareness and implementing additional enrollment service activities. This includes the pivotal roles of the Dual Enrollment Counselor and Dual Enrollment Specialists, working collaboratively with Enrollment Services Coordinator, Gail Pendleton. Furthermore, we are committed to reinforcing and expanding our career pathway initiatives for dual-enrolled scholars, including the Health and Human Services pathway. Through these efforts, we aim to address enrollment trends and contribute to the overall growth and success of our college. |
| 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:  To enhance the enrollment of high school students at BCC, our department would implement several strategic initiatives. We would first bolster dual enrollment services by increasing awareness and offering additional enrollment service activities, leveraging the expertise of the Dual Enrollment Counselor and Dual Enrollment Specialists in collaboration with Enrollment Services Coordinator, Gail Pendleton. Concurrently, efforts would be directed toward reinforcing and expanding career pathway programs for dual-enrolled scholars, with a specific focus on the Health and Human Services pathway. The department ais to maintain collaborative initiatives with feeder institutions and school districts, fostering partnerships such as Berkeley Unified, Oakland Unified, Emeryville Unified, and Contra Costa high school and community partners. Furthermore, ongoing collaboration with enrollment-focused organizations like Oakland Promise, Destination College Advising Corp, and Richmond Promise would persist, with a focus on promoting awareness of recommended dual enrollment courses. This includes dedicated courses such as College Success, Career Planning, General Work Experience, Exploring Health Issues, STEM courses, and more. We are also exploring the implementation of a revitalized “Persist to College” learning community, providing dedicated course opportunities for Berkeley Unified School District scholars through CCAP. Through these comprehensive strategies, our department aims to actively engage high school students and facilitate a seamless transition to BCC. |

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| **6.** [**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?** |
| **Overall course completion and retention rates for SOS students:**  2021-2022 to 2022-2023: Completion rate increased by 4.6%  2021-2022 to 2022-2023: Retention rates decreased by 3.2%  **Gender:**  2021-2022 to 2022-2023: Male student completion rate increased by 9.6%, Female student completion rate increased by 15.9%  2021-2022 to 2022-2023: Male student retention rate increased by 3.1%, Female student retention rate decreased by 10.1  **Age/Completion Data:**  2021-2022 to 2022-2023, students in the age range of 16-18 yrs’ completion rate increased by 7%, students in the age range of 19-24 yrs completion rate increased by 20.5%  **Age/Retention Data:**  2021-2022 to 2022-2023, students in age range of 16-18 yrs’ retention rate decreased by 6.3%, and students in age range of 19-24, retention rate also saw a decreased by .6%  **Completion and Retention by Ethnicity Data:**  2021-2022 to 2022-2023:  -Asian: .6% decrease in completion rate; 2.3% decrease in retention rate  -Black/AA: 45.7% increase in completion rate; 22.9% increase in retention rate  -Hispanic: 27.3% increase in completion rate; 11.3% decrease in retention rate -White: .5% decrease incompletion rate; 12.4% increase in retention rate |
| **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?** |
| Collaborating with instructional faculty across our Learning Communities courses is a critical strategy for scholar success and completion in the courses. Our designated Math 13 Statistics section with Instructor Elisabeth Chemouni has made a significant impact on the completion of transfer level math for our SoS scholars. As we expand to offering Math 1 with Elisabeth Chemouni for the upcoming Spring 2024 semester, we hope to continue being able to offer both Math 1 & Math 13 with Chemouni in semesters to follow. Additionally, a commitment to continuing to provide the required materials to our SoS scholars enrolled in the math sections will remove barriers to participation. |
| [**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?** |
| * LC counselors work with each SOS student to develop a student education plan as early as possible. Standard practice is to help students meet the basic English and Math requirements within the first year or so to increase rate of completion. * LC counselors implement intrusive counseling methods that involve tracking and outreach strategies that ensure students participate in SEP update meetings at least once per semester throughout their journey at BCC. Additional meetings are secured if students are experiencing personal or academic challenges along the way. * LC counselors actively explore and share degree and certificate opportunities with SOS students based on their interests. Given the equity gaps amongst first generation college students, SOS students are not expected to identify degree and certificate opportunities without support.   Support Needed:  The SOS learning communities are experiencing significant increases in enrollment and additional staffing support is critical to provide the individualized support that is needed to achieve SOS transfer and completion rates. Given the equity gaps amongst first generation college students and our lowest performing groups, SOS students cannot be expected to identify degree and certificate opportunities without adequate counseling support. |
| [**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?** |
| * LC counselors work with each SOS student to develop a student education plan as early as possible. Standard practice is to help students meet the basic English and Math requirements within the first year or so to increase rate of completion. * LC counselors implement intrusive counseling methods that involve tracking and outreach strategies that ensure students participate in SEP update meetings at least once per semester throughout their journey at BCC. Additional meetings are secured if students are experiencing personal or academic challenges along the way. * LC counselors actively explore and share transfer pathways with SOS students based on their interests. Given the equity gaps amongst first generation college students, SOS students are not expected to identify transfer opportunities without support.   Support Needed:  The SOS learning communities are experiencing significant increases in enrollment and additional staffing support is critical to continue to provide this individualized support that is needed to maintain positive SOS transfer and completion rates. Given the equity gaps amongst first generation college students and our lowest performing groups, SOS students cannot be expected to identify transfer opportunities without adequate counseling support. |

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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?** |
| In order to ensure students successfully complete programs in the most efficient manner, our department has specific plans for sequencing degrees and programs. This involves the continuation of dedicated courses, encompassing transfer-level Math and English, alongside Counseling and general education courses. By strategically organizing these offerings, we aim to provide a structured and streamlined path for students, facilitating their progress through the programs with a focus on efficiency and successful completion within the least amount of time possible. |

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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.** |
| **Committee Participation/Representation**  **College Roundtable**  Skyler Barton serves as an academic senate representative on BCC’s College Roundtable.  **Dual Enrollment for Equity**  Counselors Susan Truong and Dri Regalado serve as counselor coordinators in BCC’s Dual Enrollment for Equity team in collaboration with the First Floor Group.  **Guided Pathways**  Shannon Penn served on the Counseling Program Mapping Project SP23.  **Presentations/Professional Development**  **Flex Day Presentations**  Society of Scholars Counselors have supported the facilitation of Flex Day sessions across the Spring 2023 and Fall 2023 Semesters, including the session below:   * Learning Communities Share Out (3/14/23) * Supporting Dual-Enrollment Students at BCC (8/18/23) * Morning Plenary: Dual-Enrollment Teaching Panel (10/18/23)   **CCCAOE Conference (California Community College Association for Occupational Education)**  On May 19th, SoS Counseling faculty including Skyler Barton, Dri Regalado, Jasdeep Malhi, and Dwayne Byndloss co-facilitated a plenary session titled OG PIVOTS: Opportunity Gaps? Proactively Implementing Visions & Opening Transformative Scenarios at the Spring 2023 CCCAOE Conference alongside a fellow BCC counselor & two Berkeley High School counselors. The session focused on best practices for bridging K-14 education and collaborating closely to support scholars as they transition to and through high school and into post-secondary pathways, through dual enrollment and Learning Community pathway efforts.  **Principals and Partners Breakfast**  Berkeley City College invited K-12 educators and administrators from across its service area to its Principals and Partners breakfast on Friday, April 21. 25 representatives from Berkeley Unified School District, Oakland Unified School District, Emery High School, and Albany Unified School District, the Berkeley Public Schools Fund and Berkeley Community Scholars were in attendance. Dri Regalado, along with Dean Lisa Cook and Katie Koelle, co-facilitated a presentation covering the history, growth, and data of advancing DE4E at BCC, as well as the launch of the new dual enrollment handbook, website, outreach efforts, and Dual Enrolled Student Club.  **Activities**  **Student Success Day**  With leadership from Susan Truong and support from the larger SoS Counseling team, Berkeley City College hosted our annual Student Success Day on Wednesday, May 3rd, 2023 with over 275 scholars in attendance from our partnering high schools from Berkeley Unified, West Contra Costa Unified and Oakland Unified School Districts, as well as scholars attending from Berkeley Adult School. The prospective and incoming scholars listened to a Society of Scholars student panel, participated in a guided campus tour, and attended a BCC resource fair to learn about our programs and support services.  **Society of Scholars Graduation**  On May 11, 2023, we hosted our annual Society of Scholars graduation. Graduating and transferring scholars from across our Society of Scholars Learning Communities, including Puente, Umoja, AAPI Lead, Ignite, and BCC’s Undocumented Community Resource Center were honored with a certificate ceremony and celebration.  Dri |
| 1. **Discuss how the collaborations with other instructional or administrative units helped your area achieve its goals?** |
| Dedicated Math courses with “support lab” continues to increase efficient completion of transfer level math  Dedicated English 1A courses with support (similar to Math, above)  Collaborative initiatives to increase awareness and enrollment with partner institutions, such as Castlemont High School (OUSD), which lead to increased dual enrollment and matriculation of Castlemont HS graduates.  Collaborate with instructional faculty in bi-weekly meetings to for early alert, cross curriculum planning and discussions, experiences outside of the classroom opportunities. |

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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 | 2 Full Time- Fulltime Specialist/Coordinator (Coordinate 1 for- UMOJA, 1 for- SOS) | $150,000 |
| Student Worker | 10 Student Workers  10 | $50,000 |
| Part Time Faculty | Faculty Diversity Internship Program Intern, 2 Part-Timers  2 Part-Time and 1 Fulltime counseling faculty | $225,000 |
| Full Time Faculty | Full Time Counseling Faculty | $150,000 |
| **Professional Development** | | |
| Department wide PD needed | NCORE, APAHE, Puente PD, Dual Enrollment, DE, Student Success | $20,000 |
| Personal/Individual PD needed |  |  |
| **Supplies** | | |
| Software (for whom or role?) |  |  |
| Books, Magazines, and/or Periodicals | Commitment to providing required materials for SoS cohort linked courses  MATH Labs for SoS Scholars enrolled in SoS Math Sections (MATH 13 & MATH 1 with Elisabeth Chemouni) | $15,000 |
| Instructional Supplies | SoS Book Grants for continued and incoming enrolled students. | $200,000 |
| Non-Instructional Supplies | Laptops, WiFi Hotspots  Wifi/hotspots | $20,000 |
| **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 | Laptop Loaners |  |
| Replacement | Updating Current Laptops, 40 laptops | $30,000 |
| **Facilities** | | |
| Classrooms |  |  |
| Offices |  |  |
| Labs |  |  |
| Other | Dedicated Cultural Community Space, including exploration a larger collaboration with Library and Enrollment Services for Room 126. |  |
| **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**