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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. |
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| **Name(s) of member(s) completing this APU** | **Service Area/Program** | **Completion Date** |
| Andrea Williams | Career/Transfer Center | 12-7-2023 |
| **List staff and faculty names with assignments in fall 2023.** |
| Full Time | Part Time |
| Andrea Williams |  |

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| **1b. Service Area/Program Priorities & Goals** |
| Based on the [Educational Master Plan](https://www.berkeleycitycollege.edu/prm/educational-master-plan-2024-2028-2/), [Shared Vision](https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/101920-ccc-vision-onepager-accessible-final.pdf) [SCFF](https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Student-Centered-Funding-Formula), and your department mission, what are your department’s priorities and goals for 2023-24? Look at last year’s priorities and goals, review and assess any changes you would like to make for this year. |
| The Department Goals and Priorities are centered around increasing support and extending embedded services geared toward increasing completion and transfer rates among DI students, specifically African American Students with an emphasis of 1st gen African American Identifying male students. |

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| **2. Institutional Assessment** |
| Berkeley City College is committed to a culture of assessment to improve student services.  Findings from SLO, SAO assessments, and program review data are used to direct resources for areas that are institutional priorities, articulated in the Educational Master Plan and BCC Strategic Plan.  Due to the critical role that course and service area assessments play in our institutional planning and to be in compliance with the Accreditation requirements, assessments must be completed to qualify for the APU resource allocation requests.<[Click here to view your Round 5 Assessment Calendar](https://docs.google.com/document/d/1DgVZLRmnKQj1jCNucuCNmTB0Wp1F3vLA/edit?usp=drive_link&ouid=105861965924346219496&rtpof=true&sd=true)> |
| **2a. What action plans did your area identify upon the assessment of each SLOs and/or SAOs? Based on your SLO assessment, what did your area do well and what do you need to improve for greater student success?** |
| The services provided in the center were all rated at least 4 or 5 with 5 being the highest rating. The areas of improvement is around staffing and the need for a bigger space to accommodate workshops and support students on a larger scale. Additional staffing, even a part-time Admin Assistant would increase the ability for outreach and additional programming like a Transfer Academy to support Di Students. |
| **2b. Describe the status of SLO and PLO completion in Rounds 5 of the Assessment Cycle. Identify the percent of completion. Briefly describe what needs to be done to reach 100% completion. Identify issues or concerns that may prevent your department from completing assessments of SLOs and/or PLOs.**  |
| Assessments are on-going. Student surveys have been sent out to 200 students that used the center in the 22/23 academic year. Results and review should be completed by January 2024 |
| **2c. Where are your service area outcomes published? If on a website, please specify the URL. Outcomes should be posted on your website.** |
| <https://forms.gle/vMbkjZ6CSCTRYzE28>This link is on The Career and Transfer Center’s Website under Feedback. |

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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 |
| **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?**  |
| African American and Latinx students are behind the overall percentage of students in completion rates. Concerns around cultural competency, holistic support and approachable staff, faculty, admin to ensure that students are knowledgeable about the resources available to them at BCC should be discussed in a formalized effort. |
| **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 center’s collaboration with diverse stakeholders, i.e. Counseling, Special Programs, Teaching Faculty, and student mentors of color have contributed to the success of increased rates of completion and acceptance. The center Coordinator’s cases management and culturally sensitive approach to supporting students provides space where students feel safe and supported to realize their transfer goals and success |
| **What are some strategies for improvements your area can make?**  |
| More targeted outreach to DI students, specifically centered around African American Students with an emphasis on African American Male Students. Collaborate with all Learning Communities in a focused and intentional manner and work towards becoming imbedded into courses. Attend BSU, Umoja, EOPS, speak with faculty to give presentations in classrooms, all areas where African American Students are present to build intentional relationships. |

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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.** |
| Implement strategies and outreach that ensure that students are aware of and using the services in the center at the beginning of their entrance to BCC instead of waiting until students are ready to transfer. In addition, offer services around internships, employment and scholarships to further support students earlier in their academic journey to fully prepare for completion and transfer. |
| 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:

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| **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
 |

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| **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?**

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| **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: Develop continued and embedded relationships with HS Counselors, Adult Schools, Credit Recovery Schools to target students of color, specifically students that may not be on a college track. Work around college application timelines to introduce students to the options available at BCC and then the trajectory needed to transfer. |

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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?** |
| N/A |
| **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?** |
| African American and Latinx Students need a case management approach to increase completion and retention and eventual transfer rates. Working with Counseling and Instructional Faculty to ensure students are reaching out and receiving the support needed for class completion and eventual transfer. |
| **[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?** |
| A holistic approach to student success that target African American and Latinx Students. Additional collaboration is needed with Puente, Umoja, and other special program divisions to implement strategies to develop action plans that support these students. Outreach to special programs in High Schools that include African American and Latinx students.  |
| [**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?** |
| Fall 2023 has not been reported for acceptance to UC/CSU. As of December 2023 - BCC is on track to increase Transfer Rates for 22/23. There has been an active increase of Transfer Rates from 2016/2017 with the exception of the 21/22 cycle with the impact of the Covid Pandemic contributing to the lower number.Embedded Collaboration with Student and Academic Services, additional para professional staffing and infrastructure support would ensure that additional DI students benefit from the services and support in the CT Center. |
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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?** |
|  This Department will continue to support students by referring them to Academic Counseling and other support services. When students have indicated they are struggling with academics or concerns around not receiving services, ensure that they are receiving a warm handoff and follow up to ensure students are receiving support. |

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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.** |
| Classified Staff served as the Classified Senate President from 2021-2023. In this role the Coordinator engaged with several governance committees including Roundtable (Tri-Chair), IPC, Educational Master Plan Collaboration, CCC Chancellor’s IEPI Grant contributor. In my role as the Coordinator presented at Black Student Success Week and at the California Community College Chancellor’s Office Transfer Director Conference both presentations focused on developing equity programming and practices in transfer success for Disproportionally Impacted and African American Students. |
| 1. **Discuss how the collaborations with other instructional or administrative units helped your area achieve its goals?**
 |
| **The Center works collaboratively with Student Services, Instructional and Counseling Faculty and Administration to provide wrap around services to students from a Holistic framework. The student’s experience at BCC impacts their transfer trajectory from FA, A & R, Tutoring, Course Completion, support services and representation. It is imperative that the center staff is knowledgeable about the college as a whole. Additionally the staff regularly builds impactful relationships will all BCC constituents to support student transfer success.**  |

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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 | Part-time to assist with day to day administrative work more complex than what student employees are able to perform |  |
| Student Worker | 5 student employees – The Transfer/Career Center has 1 full-time employee. For the 2022-2023 year the center served over 400 students. 1 PART-TIME staff is needed to further the goals of reaching more DI Students | 50,000 |
| Part Time Faculty |  |  |
| **Professional Development** |
| Department wide PD needed | Transfer Director Conference, Classified Professional Leadership Institute and LEAP | 8,000 |
| Personal/Individual PD needed |  Umoja Conference(Dec.) HBCU Tour (March), ENCOR | 5,000 |
| **Supplies** |
| Software (for whom or role?) | Focus II – Career and Academic Platform | 1600.00 |
| Books, Magazines, and/or Periodicals |  |  |
| Instructional Supplies |  |  |
| Non-Instructional Supplies |  Office Supplies, Merchandise, TRANSFER FAIR  | 5,000 |
| **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 |  |  |
| 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**