Berkeley City College's mission is to provide our diverse community with educational opportunities, promote student success, and to transform lives.

Introduction and Directions

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 which are completed every three years; and Annual Program Updates (APUs) which are completed in non-program review years.

The Program Review 2021-22 timeline has been developed for each program and services to guide through the semester. Please review and work with your Supervisors to complete this Program Review.

The Program Review is intended to primarily focus upon planning for the subsequent two years and institutional effectiveness. The Program Review process directly leads to the institutional resource allocation process and budget planning for the following academic year (2022-23). This is an opportunity for each administrative unit, support service program, and department to reflect on progress made and identify areas of program improvements to achieve equitable student success and elimination of achievement gaps. In this process of making continuous quality improvement, there is an opportunity for each administrative unit, student services, and department to request resources that support achieving the stated goals.

If you have questions regarding other material in the Program Review, please contact your supervisor. If you have questions regarding data, please contact Dr. Phoumy Sayavong, Senior Researcher and Planning Analyst (psayavong@peralta.edu).

Please email the completed Program Review to your Supervisor by January 17, 2022.

2021-22 PROGRAM REVIEW
ADMINISTRATIVE UNITS

COLLEGE PROFILE

[Click here to view the Berkeley City College Student Demographics Dashboard](.).
This 2-page dashboard will provide information on the characteristics of our student body from the past two years such as headcount, ethnicity, enrollment status, age group, educational goals, and majors.

College Outcomes	2017-2018	2018-2019	2019-2020	2020-21
Full Time Equivalent Students (FTES)	4,140	3,864	3,696	3,290
Efficiency (Productivity; avg faculty-student ratio)	13.4	13	13.2	14.3
Success Rate (%)	67%	69%	67%*	74%
Degrees + Certificates Awarded (#)	1,021	948	1,106	1,014

*Excludes "EW" grades

To view prior Program Reviews, [click here](.). To view prior Annual Program Updates, [click here](.).

I. ADMINISTRATIVE UNIT DESCRIPTION

Please verify the mission statement for your department. If your program has not created a mission statement, provide details on how your department supports and contributes to the College's mission.

he Office of the President of Berkeley City College encourages and supports the college mission, ensuring that Berkeley City College promotes student success, provides our diverse community with educational opportunities and transforms lives. The primary purpose of the Office of the President is to support administrators, faculty, staff and students by improving successful course completion, job placement and transfer, and to maximize the resources available to serve students.

Name(s) of member(s) completing this Program Review	Administrative Unit	Completion Date
Dr. Angélica Garcia Dr. Phoumy Sayavong	Office of the President	January 15, 2022

List faculty and staff names with assignments in fall 2021.

Full Time	Part Time
1. Phoumy Sayavong (Sr. Researcher & Planning Analyst) 2. Thomas Rizza (PIO) 3. Vacant (Executive Assistant) 4. Vacant (Staff Assistant) 5. Kuni Hay (VPI) 6. Stacey Shears (VPSS) 7. Sean Brooks (VPAS)	Tania Leonian (Web Content Developer)

BERKELEY CITY COLLEGE
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II. STUDENT EQUITY & SUCCESS

Using the data dashboards provided below, review and reflect upon the outcome trends for your unit. You may use data from other sources if available.

Click here if you would like to view BCC's Planning Documents (Education Master Plan, College Strategic Goals, Student Equity Plan, District Strategic Goals, Vision for Success, Guided Pathways, Technology Plan, Facilities Plan)

For assistance with data dashboards, contact Phoumy Sayavong at psayavong@peralta.edu

3A. Enrollment Trend and Productivity Dashboard

*Note that completion and retention rates are presented with the inclusion and exclusion of excused withdrawals (EW) and military withdrawals.

What are your enrollment trends in the past three years?

When the data for your unit are disaggregated by student ethnic groups, what trends do you observe and how do plan to address them over the next three years?

Year 1 (2021-22)	Year 2 (2022-23)	Year 3 (2023-24)

What would you recommend that we do to increase student enrollment in your department?

3B. Course Completion and Retention Rates Dashboard – Instruction

*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. If you would like to view BCC's Equity Plan, click here.

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 unit?

What disproportionately impacted (DI) population(s) showed outcomes gains in your program area and which need more support?

How do these outcome trends compare to the college average?

What questions do you have about the trends?

Based on input you've received from students, what have they expressed as their need (s) to complete and succeed in your unit? Please support your recommendations with examples (e.g., offer different instructional modalities; consider different time of day).

How will these outcome trends you identified in this section affect your department goals and plans for the next three years?

Year 1 (2021-22)	Year 2 (2022-23)	Year 3 (2023-24)

3C. Degrees and Certificates Dashboard

On page 1 of the "Degrees and Certificate Awards Trends" Dashboard, what are the award trends for your unit (overall, by gender, age, and ethnicity).

On page 4, what DI population(s) award trends showed gains in your program area and which populations need more support?

How do these outcome trends compare to the college average?

Based on input you've received from students, what have they expressed as their need (s) to complete their degrees and/or certificates? (support your recommendations with examples)

How will these outcome trends you identified in this section affect your unit goals and plans for the next three years?

Year 1 (2021-22)	Year 2 (2022-23)	Year 3 (2023-24)

3D. Transfer Dashboard

This dashboard does not provide data by subject. Reflect on what you can do to affect student transfer. How may your unit help to support BCC student transfer? (e.g., serve on panels, strengthen GP in your dept, change curriculum, increase number of AD-Ts, etc.)

In the boxes below, add improvement actions that are directly related to **Student Equity & Success**. If there are no improvement actions in this area, leave blank. *If you have more than one Improvement Plan, add more by copying and pasting the table below.*

IMPROVEMENT ACTIONS

Department/Discipline:	
Action Name:	
Description:	
Completion timeline:	
Responsible person:	

III. UNIT GOALS

1. List your current Unit Goals.

Ensure Institutional Sustainability

- The district and BCC successfully addressed the ACCJC Actionable Recommendations in the 2016 follow up report. The warning status was lifted and accreditation reaffirmed. However, in fall 2018, ACCJC placed the district and the four colleges on enhanced monitoring due to the very low fiscal score. As a result, the district had to submit a five-year integrated fiscal improvement plan with required progress reports. This fall 2019, BCC has begun the 2020 ISER preparation and writing. The college is also engaged with the discussions on enrollment management with The Collaborative Braintrust (CBT). Consultants hired by the district to review, make recommendations for improvement, and support implementation on more effective enrollment management strategies to regain lost FTES).)
- Continue robust participation in shared governance - continue growth of student engagement and faculty and staff engagement in shared governance committees, that includes but is not limited to - College Roundtable for Planning and Budgeting, Equity Plan implementation, Education Master Plan update, education committee, facilities committee (to include build out of Milvia property) and technology committee (to include wireless upgrade installation).
- Expand financial capacity of President's Circle
- Maintain a student first orientation
- Continue growth and success of Non-Resident students
- Close the Education Gap by advancing student Access, Equity and Success through exemplary programs and ensure a 70% successful course completion for all students.
- Ensure Full implementation of BAM (Budget Allocation Model) and Ensure nonresident revenue flows to the campus.
- Maintain open door policy
- Continue regular Town Halls, President's Brown Bag and Afternoon Teas. Civic Engagement events, such as Candidate information dates, President's Circle Breakfast
- Participate on boards, attend events, expand Vision 2020 and continue to work with the Mayor, Berkeley Unified School District, Emeryville and Albany high schools, and UC Berkeley
- Raise awareness that BCC is the place to be at high schools, within the Berkeley Community
- Expand marketing plans to social media and stronger web presence
- Share consistently college wide persistence rate, CTE course success, Basic Skill course completion success, ESL, degree and certificate increase, 6-year transfer rate

Strengthen Resilience

- Facilitate strategic planning process that focuses on equitable student outcomes, including resource allocation for programs and services that successfully close equity gaps
- Codify BCC's participatory governance process and decision-making processes, using formal channels through Roundtable, Leadership Cabinet, President's Cabinet and informally through reaching out to college departments.
- Keep institution focused on data-informed and equity minded- practices to promote equitable student success & outcomes.
- Expand Learning Resource Center and support development of Central Science, Technology, Math tutoring

Raise College Competence:
- Keep high visibility and service orientation toward the internal and external community, promoting programs and services including but not limited to Dual Enrollment, Adult Learners, and implementation of Guided Pathways
- Promote ongoing inquiry and evaluation of AB 705 implementation to ensure progress towards equitable student success outcomes
- Close the Education Gap by advancing student Access, Equity and Success through exemplary programs and ensure a 70% successful course completion for all students.

Enhance Career-Technical Education Certificates and Degrees
- Provide institutional support for CTE integration in Guided Pathways strategies and activities
- Enhance programs geared towards Adult Learners
- Provide Marketing & Public Relations support from Public Information Office
- Explore expansion of STEAM programs that serve the communities local to BCC

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.
- Support key resource needs for Transfer Program & Transfer Center
- Keep high visibility of disaggregated data regarding BCC Transfer students with a focus on achieving institutional equitable outcomes.
- Explore articulation agreements with UCs and Private, non-profit four- year colleges & universities

2. How do the goals align with the College goals? If so, which ones?

Berkeley City College Goals
- **GOAL I:** 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.
- **GOAL II:** Raise College Competence: Raise student skills and competencies, and expand their learning experiences, so that they can successfully complete their college program.

- **GOAL III:** Enhance Career-Technical Education Certificates and Degrees: Enhance BCC's 1- and 2-year career and technical education programs so that they provide current and transferable skills and competencies to earn a living wage in our area, and to maintain competency for advancement in one's career.
- **GOAL IV:** 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.
- **GOAL V:** Ensure Institutional Sustainability: Increase BCC's impact in education through innovation, internal and external collaboration and partnerships, and sufficient resources, both short-term and long-term.

Ensure Institutional Sustainability

The district and BCC successfully addressed the ACCJC Actionable Recommendations in the 2016 follow up report. The warning status was lifted and accreditation reaffirmed. However, in fall 2018, ACCJC placed the district and the four colleges on enhanced monitoring due to the very low fiscal score. The college is also engaged with the discussions on enrollment management with The Collaborative Braintrust (CBT). PCCD hired consultants to review, make recommendations for improvement, and support implementation on more effective enrollment management strategies to regain lost FTES).) The district had to submit a five-year integrated fiscal improvement plan with required progress reports in 2019.

In January 2020, the ACCJC communicated with the PCCD College Presidents that an additional October 2020 report was needed to address ongoing noted deficiencies, with a follow up visit in November 2020. This report and visit was completed with a follow-up report that noted "significant progress" on the deficiencies outlined by the Commission.

In fall 2020, BCC completed the 2021 Institutional Self-Evaluation Report, in preparation for the Spring 2021 Peer Site Team. The site visit was held virtually in April 2021 and in June 2021 the Commission took action to upgrade Berkeley City College from the status of "Probation" to "Warning." There were 2 recommendations for improvement at the college level and 10 standards located at the district level that were not met.

Program Goal:
Continue robust participation in shared governance - continue growth of student engagement and faculty and staff engagement in shared governance committees, that includes but is not limited to - College Roundtable for Planning and Budgeting, Equity Plan implementation, Education Master Plan update, education committee, facilities committee (to include build out of Milvia property) and technology committee (to include wireless upgrade installation).

Status: Complete
BCC continues to have robust participation in participatory governance committees and subcommittees such as health and safety, enrollment management, and building user group. Since fall 2019, ASBCC has appointed students to serve on all participatory governance committees and students are reporting out activities to PCCD Board of Trustees. Also in fall 2019, we had 29 faculty, staff, and administrators attend the ACCJC ISER training conducted by Dr. Stephanie Droker. In June 2021, we launched ongoing work to address ACCJC recommendations for improvement include codifying the institution's evaluation of our participatory governance process. This includes every governance committee reviewing its charge, membership, role in recommendations for decision-making process, and connection to accreditation standard.

Program Goal:
Expand financial capacity of President's Circle

Status: In Progress

Due to the fiscal issues facing the district, President has had special assignments with the district that have her reduced time for advancement work and expansion of the President's Circle. In Spring 2022, the President and the Peralta Colleges Foundation will host a community event to connect with community partners in the City of Berkeley. This event will serve as the launch for cultivating donors for the President's Circle.

Program Goal:
Maintain a student first orientation

Status: In Progress
Professional development continued to be offered in student services and instruction via the TLC, flex days, webinars on racial and cultural trauma, and workshops on mental health, UndocuAlly training, and other student equity and achievement related professional development

Program Goal:
Close the Education Gap by advancing student Access, Equity and Success through exemplary programs and ensure a 70% successful course completion for all students.

Status: In progress.
In 2018-2019, BCC's enrollment decline has resulted in lower FTES than Merritt College, so BCC is now the 3rd largest. The college is also engaged with the discussions on enrollment management with The Collaborative Braintrust (CBT), hired by the district to review, make recommendations for improvement, and support implementation on more effective enrollment management strategies to regain lost FTES. The Integrated Strategic Enrollment Management Plan identified Dual Enrollment as an area for growth. BCC has experienced exponential growth with partnerships with BUSD, AUSD, EUSD, and OUSD.

Program Goal:
Ensure Full implementation of BAM (Budget Allocation Model) and engage in the BAM Taskforce for future resource allocation models.

Status: In Progress
The President is a member of the BAM Taskforce and has been engaged over 1.5 years to inform the revised model. The District contracted Cambridge West to facilitate the work in 21-22 and BCC engagement has been integral with the College President and Academic Senate President both members of the Taskforce.

Program Goal:
Maintain Engagement with the BCC Community

Status: Complete
President hold regularly scheduled meetings with the executive team, the President's Cabinet, Academic Senate Leadership, Classified Senate Leadership, Associated Students of BCC Leadership, and the Leadership Cabinet (includes SEIU, PFT, Local 39). President in communication with department chairs formally through college events and meetings, and informally via email and office hours. President hosts monthly Cafecito with the President, hosts Town Halls, and engages in community wide events.

Program Goal:
Participate on boards, attend events, expand Vision 2020 and continue to work with the Mayor, Berkeley Unified School District, Emeryville and Albany high schools, and UC Berkeley

Status: Complete
President is on the following boards: Higher Education Resource Services (HERS), CCCOLEGAS, East Bay Higher Education Leadership Consortium. The President hold regular meetings with the BUSD Superintendent and has scheduled to meet with the Superintendents of Albany, Emery, and Oakland.

Program Goal:

Raise awareness that BCC is the place to be at high schools, within the Berkeley Community

Status: Completed
CCAP agreement with Berkeley Unified School District completed in Spring 2022.

Program Goal:
Expand marketing plans to social media and stronger web presence

Status: In Progress
Recently hired Public Information Officer is reviewing previous Social Media plans that utilizes ambassadors as influencers who promote BCC events, activities and BCC as a college. Utilizing SM as an announcement HUB for BCC initiatives, enrollment pushes, and academic support messaging.

Program Goal:
Share student disaggregated consistently and college wide for continuous focus and work on achieving institutional equitable outcomes

Status: Complete
Disaggregated data shared at multiple large and small convenings: Fall Opening Day, Mid-Term Flex, Spring Flex, Cafecito with the President, College Roundtable, President's Cabinet

Strengthen Resilience
Program Goal:

Expand Learning Resource Center

Status: In Progress

BCC West building on Milvia Street includes the LRC space that is expanded to support the growing needs of academic tutoring.

Program Goal:

Expand embedded tutors- Math, Science, Psychology

Status: In Progress

Expansion of embedded tutors are supported by Parcel Tax funds.

Program Goal:

Expand channels of communication formally through Roundtable, Leadership Cabinet
and President's Cabinet and informally through reaching out to college departments.

Status: Completed

Meetings scheduled regularly. President in communication with department chairs formally through college events and meetings, and informally via email and office hours

3. Assess your facilities utilization (including labs, support for online learning, and other spaces) and for each year, indicate if the space is insufficient. If so, what are the needs and why? *Note that facility needs and planning are addressed in the Facility Master Plan for the college, including the planning for new buildings.*

Year 1 (2021-22)	Year 2 (2022-23)	Year 3 (2023-24)
1. President's Office 2. Executive Assistant Office 3. Public Information Office 4. Researcher Office 5. Web Content Developer Office (need regular office size) 6. VPI Office 7. VPSS Office 8. Director of Business and Administrative Services Office 9. Conference Rooms 451A/B (college and community meetings) 10. Auditorium & Atrium (special events, including fundraising)	1. Additional workspaces to accommodate: Staff Assistant 2. Additional workspace for VPAS staff assistant	1. Additional workspaces to accommodate: Web Content Developer, PIO student workers, and additional IR staff

11. What are the essential functions of your unit, any unique characteristics or trends? Provide specific examples.

The President's Office serves as ambassador to the local, regional, state, and national community. There is a high degree of exposure and confidentiality associated with the operations of the President's Office. As the public facing figure, the President is often in and throughout the community promoting BCC as the college of choice for the local community. Fundraising efforts will begin to increase, thereby requiring the President's Office operations to engage in event planning and cultivating donor communications.

12. Describe how external factors (if applicable), such as State and Federal laws, advisory board recommendations, district and college governance have an impact on the support services your department provides. (e.g., partnered with dual enrollment and contract Ed programs at K-12 districts and high schools; support staff at high schools have access to Canvas to follow along and support students; allow tutors into the classes; Guided Pathways, AB 705, etc.)

Based on your responses to questions 4-8, are there areas that need improvements? If so, add improvement actions below. If there are no improvement actions in this area, leave blank. *If you have more than one Improvement Plan, add more by copying and pasting the table below.*

IMPROVEMENT ACTIONS

Department/Discipline:	Financial Aid Program
Action Name:	Revise FA Program to Increase Student Access & Success with FA Awards
Description:	Support the Student Services leadership team to review and revise FA program process to achieve higher rates of financial aid awards, Pell recipients, CCPG recipients, the SAP appeal process, and timely reconciliations with finance and IR teams.
Completion timeline:	Spring 2022 – Spring 2023
Responsible person:	Vice President of Student Services
Department/Discipline:	Administrative Services
Action Name:	College Budget Development Process
Description:	Support the VPAS in developing, communication, implementing, and evaluating the college budget development process that is in alignment with the State and district processes, as well as vetted through participatory governance via IPAR Committee.
Completion timeline:	Spring 2022 – Spring 2023
Responsible person	Vice President of Administrative Services
Department/Discipline:	Administrative Services
Action Name:	Integrated Planning & Allocation of Resources Committee
Description:	Support the VPAS in documenting, communicating, and evaluating the IPAR committee role and responsibility in recommending a tentative college budget to College Roundtable for endorsement. The President makes final decision to accept or revise the recommendation.
Completion timeline:	Spring 2022 – Fall 2022
Responsible person:	Vice President of Administrative Services
Department/Discipline:	Career & Technical Education
Action Name:	CTE Certificate & Degree Pathways
Description:	Support the VPI in reviewing, revising, and implementing CTE programs that have certificate and degree pathways, as part of implementing Guided Pathways.
Completion timeline:	Spring 2022 – Spring 2023
Responsible person:	Vice President of Instruction
Department/Discipline:	President's Office

Action Name:	Resource Development
Description:	Develop a short-term and long-term resource development plan to raise funds for student scholarships, college priorities, and mission driven innovations for achieving equitable student outcomes.
Completion Timeline:	Spring 2022 – Spring 2024
Responsible person:	College President

III. ASSESSMENT

Berkeley City College is committed to a culture of assessment to improve instruction, services, and institutional planning. Findings from SLO, PLO, ALO assessments, and program review data are used to direct resources for areas that are institutional priorities that are articulated in the Educational Master Plan and BCC Strategic Plan. *Due to the critical role that course and program assessments play in our institutional planning and to be in compliance with the Accreditation requirements, the Program Review resource allocation requests require the completion of assessment in order to qualify.*

9A. List and describe the unit's progress and reflection on Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Service Area Outcomes (SAOs).

- Accreditation
- Fiscal sustainability (enrollment management)
- Student Centered Funding Formula
- Increase student success & completion (enrollment management)
- Implementation of Guided Pathways
- Diversity, equity & inclusion (campus climate survey; include classified professionals)
- Institutional effectiveness & planning

The Office of the President will continue to work on meeting all SAOs for the next two years. However, the following objectives are priorities:

1. Align 's strategic goals to Board of Governor's Vision of Success Goals and PCCD strategic goals and ensure resource allocation for activities/interventions to meet expected student equity and student success outcomes (Status: complete)

2. Increase revenue for the college through enrollment management and alignment of student success efforts with the new state-wide Student-Centered Funding Formula (SCFF) (Status: In progress)

In Collaboration with the district, 's enrollment management subcommittee and the management team have aligned in-reach and outreach efforts for enrollment with the SCFF. Researcher has improved data access to college community to monitor college planning and student outcomes which affect SCFF revenue)

3. Ensure that the campus is knowledgeable and prepared for the Mid- Term Report for ACCJC (Status: In progress).

4. Ensure that all Administrative Units complete Annual Program Review Updates (Status: In progress).

All administrative units are making excellent progress towards completion. College Researcher has provided trainings on the usage of the online APU module, worked close with VPI to support and remind college community of timeline, process, and validation protocol.)

5. Ensure the progression of the new building construction at 2118 Milvia Street and expansion of existing areas in 2050 Center Street (main building) (Status: In progress).

6. Continue to strengthen external community partnerships to increase college visibility, career education opportunities, and other mission related collaborations (Status: Complete/In Progress).

BCC is a partner in the Berkeley StartUp Cluster's new initiative, Berkeley Ventures, Berkeley Values) which provides multiple opportunities to students with coaching, mentoring, hearing from career panels, internships and guest lectures. President has connected Rotary's supportive housing committee to 's Director of Campus Life and Student Activities to expand 's food pantry. VPAS is now on the Board of the Downtown Berkeley Association, representing the President. The President is on UC Berkeley's Long-term Development Planning Committee to increase 's visibility.

9B. What improvement plans did your unit identify upon the assessment of each program? How has your unit used the results of assessment to improve student learning outcomes? Please be as detailed as possible.

9C. Describe how the unit has made use of information from the data it has from program and student learning outcomes in Round 4 (last cycle of the last 3 years) for continuous improvement. Include the three most significant plans for improvements as a result of the assessment process with timelines. Click here to view your Assessment Calendar

9D. How does your unit ensure that students are aware of learning or service area outcomes?

9E. Where are the unit level outcomes published? If on a website, please specify the URL.

In the boxes below, add improvement actions that are directly related to **Assessment.** If there are no improvement actions in this area, leave blank. *If you have more than one Improvement Plan, add more by copying and pasting the table below.*

IMPROVEMENT ACTIONS

Department/Discipline:	
Action Name:	
Description:	
Completion Timeline	
Responsible person:	

IV.   ENGAGEMENT

10A. Discuss how administrators, faculty, and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty/staff/administrators participate in.

The Office of the President is well represented throughout the college and PCCD participatory governance processes. Exective VPs are involved in statewide organizations such as the VPI on the CIO Executive Board, the CSSO on the ACCCA Board.

Classified Professionals in the division are key members of committees such as IPC, College Roundtable, IPAR, and President's Cabinet.

BCC executive leaders are active in presentations throughout the state in webinars, conferences and institutes.

10B. Discuss how administrators, faculty, and staff have engaged in community activities, partnerships and/or collaborations.

The Executive team is engaged in community activities, including but not limited to, K-12 districts in finalizing CCAP agreements for Dual Enrollment & Adult Learners growth, the Downtown Berkley Association, Berkeley Cluster Start Up, East Bay Higher Ed CEO Consortium, local cultural affinity community spaces.

10C. Discuss how administrative members are included in departmental training, discussions, and decision-making.

President's Cabinet is supported by administrative members providing leadership and training in areas of expertise related to instruction, student services, administrative services, institutional research, marketing and public relations, and overall strategic leadership development. Members of the department provide college wide trainings during Flex Days, Town Halls, and Task Force assignments.

10D. Discuss the relationship and engagement with other support services, programs, departments, or administrative units and how these relationships support your area to meet its goals.

The Office of the President is engaged with all entities throughout the college, but more specifically via the leadership of the Vice Presidents. The President supports the executive team to meet their division goals, ultimately leading to achieving equitable student outcomes.

Relationships with other departments are critical to expanding the President's ability to build mutual and lasting partnerships with community members and organizations, that impact resource development for Berkeley City College.
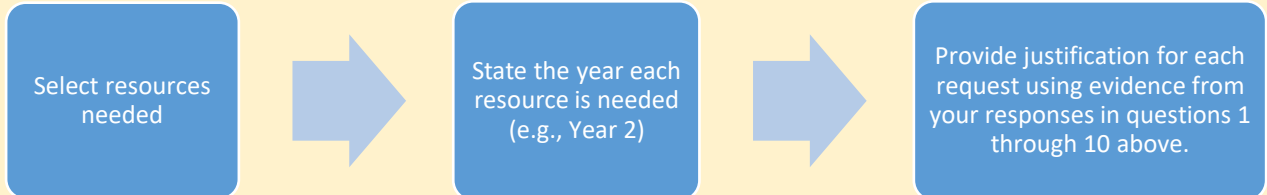
In the boxes below, add improvement actions that are directly related to Engagement. If there are no improvement actions in this area, leave blank. *If you have more than one Improvement Plan, add more by copying and pasting the table below.*

IMPROVEMENT ACTIONS

Discipline:	Resource Development
Action Name:	Activate President's Circle
Description:	Activate President's Circle to help develop and implement a short-term and long-term resource development strategy, in conjunction with the Peralta Colleges Foundation.
Completion Timeline	Spring 2022 – Spring 2023
Responsible person:	President

VI. Prioritized Resource Requests

In the boxes below, add a 3-year resource requests for your department/program that *have not been funded by existing funding sources*. Work with your supervisor to estimate costs. If there are no resource requested, leave the boxes blank.

| Select resources needed | → | State the year each resource is needed (e.g., Year 2) | → | Provide justification for each request using evidence from your responses in questions 1 through 10 above. |

[Click here to view the Resource Request Process and Timeline](#)

Resource Category	Description/Justification	Estimated Annual Salary Costs	Estimated Annual Benefits Costs	Total Estimated Cost	Overall Priority Ranking (1=Most important)
Personnel					
Classified Staff	1 Consultant Services for Advancement & Fundraising Activities, including event coordination and grant writing	40,000			1a
Staff Assistant	Institutionalize staff assistant role to assist with operations including fiscal support, PD support, and community resource support	70,000	30,000	100,000	1
Instructional Dean	Instructional Dean to support and align Academic Support, Library, and Learning technologies	130,000	55,000	185,000	4
Financial Aid Staff	FA analyst to support the Financial Aid program in areas related to student outreach, SAP support, and FA operations	70,000	30,000	100,000	2
Director of Institutional Research	Administrator to develop, implement, lead, and evaluate BCC IR needs, services, and support for faculty and staff innovations to	110,000	45,000	155,000	3

	achieve equitable student outcomes.				
Professional Development	Description/Justification			Estimated Cost	
Department wide PD needed	Leadership development for Executive team and President's Cabinet Fiscal Oversight and Sustainability development Community engagement development for President's Office Marketing & Public Relations development Equity & Racial Justice professional development, especially to support college unit needs for supporting African-American, Latino/a/x, LGTBQIA, and Adult Learners			$55,000	
Personal/Individual PD needed	Legislative Action development; Resource Development for college fundraising Executive Coaching			$20,000	
Supplies	Description/Justification			Estimated Cost	
Software (for whom or role?)	IR needs with Qualtrics assessment tool				
Books, Magazines, and/or Periodicals	Chronicle of Higher Education HACU AAC&U published articles and books				
Instructional Supplies					
Non-Instructional Supplies	Community engagement activities including hosted events, marketing materials, etc.				
Technology & Equipment	Description/Justification *Before you list your technology request, click here to view the latest Technology Refresh Plan to verify whether it has already included.*			Estimated Cost	
New					
Replacement					
Facilities	Description/Justification			Estimated Cost	
Classrooms					
Offices					
Labs					
Other					
Library	Description/Justification			Estimated Cost	
Library materials (including streamline media needs)					
Library collections					

OER			
Other	Description/Justification	Estimated Cost	
OTHER Description			

Thank you for your time and effort in completing the Program Review!
Please email the completed Program Review to your Dean by November 30, 2021.