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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**

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 student support services to guide through the semester. Please review and work with your Deans and Managers/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, student 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 program, student support 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 Dean or Manager. 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 November 30, 2021.**

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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 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. |

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| **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*

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**To view prior Program Reviews,** [**click here**](https://drive.google.com/drive/folders/1uzclwbMDUQPLY-nkDx1sq8Dy6ODICv-6?usp=sharing)**. To view prior Annual Program Updates,** [**click here**](https://drive.google.com/drive/folders/1NcFLqqL0DhYtaKQ6ntaejh1z7qtGao1F?usp=sharing)**.**

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| 1. **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.   |  | | --- | | EOP&S  The mission of Extended Opportunity Programs and Services (EOP&S) at Berkeley City College is to provide academic and financial support to students whose educational and socioeconomic backgrounds may prevent them from successfully attending and completing college. EOP&S provides program participants with services including orientation, early registration, specialized counseling and advisement, academic planning, career guidance, academic progress monitoring, tutoring, textbook grants, graduation and transfer assistance, workshops to enhance academic success, and special cultural awareness activities.  CARE  The mission of Cooperative Agencies Resources for Education (CARE), a supplemental program to EOPS, is to provide academic and financial assistance to students who are single heads of household with at least one dependent child under 18 years, where parent and or child receives cash aid (TANF) or CalWORKs benefits. CARE students receive supplemental services such as, counseling and advisement; assistance with child care and transportation; textbooks and school supplies; workshops designed to enhance personal development, and parenting skills; group support; peer networking; and information and referrals to campus and community based human services programs. | | | |
| **Name(s) of member(s) completing this Program Review** | **Program** | **Completion Date** |
| Ramona F. Butler | EOPS & CARE | 1/14/2022 |
| **List staff and faculty names and/or staff and faculty with assignments in fall 2021.** | | |
| Full Time | Part Time | |
| Ramona F. Butler/ EOPS/CARE Coordinator  Alejandra Oseguera / EOPS/CARE Counselor  Danielle Spencer / EOPS/CARE Clerical Assistant II |  | |

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| **II. STUDENT EQUITY & SUCCESS** |
| Using the data dashboards provided below, review and reflect upon the outcome trends for your program. You may use data from other sources if available.  [Click here if you would like to view BCC’s Planning Documents](https://www.berkeleycitycollege.edu/prm/bcc-plans/) (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](mailto:psayavong@peralta.edu?subject=Program%20Review%20Data%20Dashboard%20Assistance) |

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| **3A.** [**Enrollment Trend and Productivity Dashboard**](https://app.powerbi.com/view?r=eyJrIjoiNWJlOWZmYTEtNTY0MC00MDhkLWE5OTAtYmJjZjIxNzJiNWViIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)  \*Note that completion and retention rates are presented with the inclusion and exclusion of excused withdrawals (EW) and military withdrawals. | | |
| **What were your headcount trends in the past three years?** | | |
| Due to the COVID-19 Shelter in Place trends have decreased as students have had difficulty transitioning to 100% online Instruction. | | |
| **When the data for your program are disaggregated by student ethnic groups, what issues do you notice and how do plan to address them over the next three years?** | | |
| **Year 1 (2021-22)** | **Year 2 (2022-23)** | **Year 3 (2023-24)** |
| Recruitment and Collaboration with campus departments such as outreach, financial aid, counseling, Umoja, learning communities and, CBOs tabling opportunities | Recruitment and Collaboration with campus departments such as outreach, financial aid, counseling, Umoja, learning communities and CBO tabling opportunities | Recruitment and Collaboration with campus departments such as outreach, financial aid, counseling, Umoja, learning communities CBO tabling opportunities. |
| **What would you recommend that we do to increase student headcount in your program?** | | |
| I would recommend more in person and online recruitment opportunities, and hands-on assistance for students with completing program requirements such as Registration, Enrollment, FAFSA & CADA applications and necessary documents submitted for financial aid package completion. | | |

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| **3B.** [**Course Completion and Retention Rates Dashboard – Student Services**](https://app.powerbi.com/view?r=eyJrIjoiNjk3NDJjOTItNzI5MS00MDhjLWJhN2EtZjcxNzU4OTBiZDBjIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9)  \*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://www.berkeleycitycollege.edu/prm/files/2020/09/Student-Equity-Plan-2019-2020.pdf). | | |
| **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 program?** | | |
| **EOPS completion and retention trends reflect ages 19-24 as our highest population of students with 35-54 being second. Both ages have high retention rates. Female students are at a higher number than male students. Asian students have remained somewhat consistent, while Black, African American, Hispanic, and White student participation decreased.** | | |
| **What disproportionately impacted (DI) population(s) showed gains in your program and which need more support?** | | |
| **Asian participants have showed consistency while other ethnicities need additional support.** | | |
| **How do these outcomes compare to the college average?** | | |
| **Females are enrolled at a higher rate and 19-24 years is the highest number of student enrollees.** | | |
| **What questions do you have about the outcomes?** | | |
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| **Based on input you’ve received from students, what needs have they expressed to complete and succeed in your program? Please provide examples.** | | |
| Students have basic needs. Food, and housing insecurity are the biggest challenges students have. During the pandemic maintaining employment has been difficult. | | |
| **How will the outcomes 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)** |
| More robust academic support for students during the pandemic. Working with other Student Services Departments to recruit potential students  Come up with innovative ways to assist students and support academic success. | Continue to give robust academic support for students during the pandemic. Work with other Student Services Departments to recruit potential students. Come up with innovative ways to assist students and support academic success | Continue to give robust academic support for students during the pandemic. Working with other Student Services Departments to recruit potential students and find innovative ways to support academic success. |

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| **3C.** [**Degrees and Certificates Dashboard**](https://app.powerbi.com/view?r=eyJrIjoiZjU2M2M5MzItOTcwZi00Y2U1LWJmODUtYTc0YjlhZGI2ZDhjIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSectionde32556e136b0a8caccd) | | |
| **On page 1 of the “Degrees and Certificate Awards Trends” Dashboard, what are the award trends for your department (overall, by gender, age, and ethnicity).** | | |
| Award trends have increased somewhat since 2018. Since the pandemic student participation has decreased. Those students who have remained consistent academically do well with retention and completion. | | |
| **On page 4, what DI population(s) award trends showed gains in your program area and which populations need more support?** | | |
| SAS and Foster Youth need more support. Low Income student’s degrees have decreased over 3 years however they have remained consistent with enrollment and degree/ certificate completion. | | |
| **How do these outcome trends compare to the college average?** | | |
| It’s in-line with the college average. Since the pandemic enrollment has decreased. | | |
| **Based on input you’ve received from students, what do they need to complete their degrees and/or certificates? (provide examples)** | | |
| In conversations with students, motivation to continue, food and housing insecurity is a big hurdle in continuing educational goals | | |
| **How will these outcome trends affect your department goals and plans for the next three years?** | | |
| **Year 1 (2021-22)** | **Year 2 (2022-23)** | **Year 3 (2023-24)** |
| Support for students. Tutoring, technology tools, academic grants and workshops focusing on motivation and mental health. Needs assessment and referral | Recruitment to the program and academic support, counseling, needs assessment tutoring, technology, and student supply grants | Recruitment to the program and support in counseling tutoring, technology, and student supply grants. Needs assessment and consistent follow up. |

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| **3D.** [**Transfer Dashboard**](https://app.powerbi.com/view?r=eyJrIjoiZmJlODJiODktZjM0OC00ZWIwLWIzNDMtN2Y1Yzc3ZGFhNGRhIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9) |
| **This dashboard does not provide data by program. Reflect on what you can do to affect student transfer. How may your program support BCC student transfer?** (e.g., serve on panels, strengthen GP in your dept, strategic marketing, increase number of AD-Ts, etc.) |
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| 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** | |
| Program/Discipline: |  |
| Action Name: |  |
| Description: |  |
| Completion timeline: |  |
| Responsible person: |  |

**III. PROGRAM GOALS**

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| 1. **List your current Program Goals.** | | |
| **Recruitment:**  Due to the COVID 19 pandemic, program numbers have decreased. The need to outreach and assure students that this new way of learning can be a success with the right support. Working with other student services departments such as College Outreach, Financial Aid, Counseling, and Learning communities, will be a major goal of EOPS & CARE staff.  **Improve Student Success and Retention**:  The need of counseling services continues to be high among students. During the current pandemic e-counseling has been very successful. An additional part-time counselor is needed to continue assisting students to have access to counseling services. Goal II, IV  **Comprehensive Tutoring Services**  Providing comprehensive tutoring services to students in math, English, and science courses is a priority for EOPS/CARE students. Currently we work with the Jerry L Adams Learning Resource Center. Students also buddy up to help each other. Goal V  **Employee Training**  Establish dates and times for monthly training for classified, faculty and student employees to ensure everyone has current information on the program activities, campus updates and events. Goal V  **Student Engagement**  Increase efforts to encourage student engagement. Develop pathways for students to become aware of BCC programs and services, engage students in campus activities, virtual events, student government positions, and encourage student participation in clubs. Goal I  **Collaboration**  Expand collaboration with community partners and sister colleges to enhance EOPS/CARE services.  Goal V | | |
| 1. **How do the goals align with BCC 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. | | |
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| 1. **Assess your program’s 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 planning for new buildings.* | | |
| **Year 1 (2021-22)** | **Year 2 (2022-23)** | **Year 3 (2023-24)** |
| Online | Currently insufficient. PPE and social distance guidelines need to be clear so everyone feels comfortable and safe on campus | Everything depends on pandemic and PCCD updates |
| 1. **What are the essential functions, unique characteristics or trends of your program? Provide specific examples.** | | |
| EOPS/CARE essential function is to provide over and above services to students who the state deems educationally disadvantaged. Over and above services include but not limited to, book vouchers, counseling, advocacy, transfer assistance, academic grants, tutoring services. | | |
| 1. **Describe how external factors (if applicable), such as State and Federal laws, advisory board recommendations, district and college governance have an impact on the services you provide. (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.)** | | |
| The EOPS program provides services over and above what the college campus already offers. State and Federal laws which include funding can dictate the number of students EOPS/CARE serves and what services we are able to provide. EOPS implementation guidelines as indicated in the California Education Code, Title V regulations, require EOPS/CARE to institute an Advisory Board Committee. The advisory board is made up of community partners, campus administrators, staff and faculty, CSU and UC student services department representatives, and student mentors. Recommendations from the board allow the program to recalibrate services in order to maximize student support. | | |

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| 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** | |
| Program/Discipline |  |
| Action Name: |  |
| Description: |  |
| Completion timeline: |  |
| Responsible person: |  |

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| 1. **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 program’s progress and reflection on Program Learning Outcomes (PLOs) or Service Area Outcomes (SAOs).** |
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| **9B. What improvement plans did your program identify upon the assessment of each program? How has your program** **used the results of assessment to improve program learning outcomes? Please be as detailed as possible.** |
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| **9C. Describe how the program has made use of information from the data it has from program 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](https://peralta4-my.sharepoint.com/personal/ncayton_peralta_edu/_layouts/15/onedrive.aspx?id=%2Fpersonal%2Fncayton%5Fperalta%5Fedu%2FDocuments%2FAssessment%20Info%20for%20APU&originalPath=aHR0cHM6Ly9wZXJhbHRhNC1teS5zaGFyZXBvaW50LmNvbS86ZjovZy9wZXJzb25hbC9uY2F5dG9uX3BlcmFsdGFfZWR1L0VrUF9iTld5cFJCSnYwNzhMM1pjcFk0Qk52MzBzZXRjQ2RpZFFwR3FWMUNCV2c_cnRpbWU9RGktQjZ4cGYyRWc) |
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| **9**D**. How does your program ensure that students are aware of the program outcomes?** |
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| **9**E**. Where are the program level outcomes published? If on a website, please specify the URL.** |
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| 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** | |
| Program/Discipline: |  |
| Action Name: |  |
| Description: |  |
| Completion Timeline |  |
| Responsible person: |  |

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| 1. **ENGAGEMENT** |
| **10A. Discuss how staff and faculty have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time staff participate in.** |
| Full time staff participate in the following committees:  EOPS/CARE Advisory, Roundtable, Professional Development, Counseling trainings ( live week, outreach collaborations) |
| **10B. Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.** |
| EOPS/CARE staff participate and collaborate with other BCC departments in outreach, state training activities, and Regional collaborations. |
| **10C. Discuss how classified staff are included in program training, discussions, and decision-making.** |
| Classified staff are included in all aspects of decision making through the EOPS/CARE Advisory committee |
| 1. **10D. Discuss the relationship and engagement with other student services, programs, departments, or administrative units and how these relationships support your area to meet its goals.** |
| The goal of EOPS/CARE is to support all program participants during their academic career at Berkeley City College. All new and continuing EOPS and CARE students attend orientations to familiarize them with the programs, services, and the different departments at BCC. Guest speakers are invited to discuss their services and how we can create a collaboration for academic success. These relationships give collaborative support to students, which allow them to pull from campus and community resources while working towards their academic goals of certificate /degree, and transfer. |

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| 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: |  |
| Action Name: |  |
| Description: |  |
| Completion Timeline |  |
| Responsible person: |  |

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| **VI. Prioritized Resource Requests** |
| In the boxes below, add a 3-year resource requests for your 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.  [Click here to view the Resource Request Process and Timeline](https://drive.google.com/file/d/1AaC-W2_qjNaYbe6h8WjQ4_HIX43eBctx/view?usp=sharing) |

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| **Resource Category** | **Description/Justification** | **Estimated Annual Salary Costs** | **Estimated Annual Benefits Costs** | **Total**  **Estimated**  **Cost** | **Overall**  **Priority Ranking (1=Most important)** |
| **Personnel** |  |  |  |  |  |
| Classified Staff |  |  |  |  |  |
| Student Worker |  |  |  |  |  |
| Part Time Faculty |  |  |  |  |  |
| **Professional Development** | Description/Justification | | | Estimated Cost |  |
| Program-wide PD needed | State wide EOPS & CARE trainings / update regulations and title 5 requirements | | | 1500.00 | 2 |
| Personal/Individual PD needed | PD workshops/ trainings for personal and professional growth as related to job and student engagement. | | | 500.00 | 1 |
| **Supplies** | Description/Justification | | | Estimated Cost |  |
| Software (for whom or role?) | Equipment/ Laptops (working from home) | | | 2500.00 | 1 |
| Books, Magazines, and/or Periodicals |  | | |  |  |
| Instructional Supplies |  | | |  |  |
| Non-Instructional Supplies |  | | |  |  |
| **Technology & Equipment** | Description/Justification  *Before you list your technology request,* [*click here to view the latest Technology Refresh Plan*](https://drive.google.com/drive/folders/1SityYoJ8rYTzcYq_Iwtr59fJ6205LWIX?usp=sharing) *to verify whether it has already included.* | | | Estimated Cost |  |
| New | EOPS lab Printer/ post pandemic student academic printing | | |  |  |
| Replacement | EOPS lab Desktop refresh/ post pandemic upgrades | | |  |  |
| **Facilities** | Description/Justification | | | Estimated Cost |  |
| Classrooms |  | | |  |  |
| Offices |  | | |  |  |
| Labs |  | | |  |  |
| Other | PPE and cleaning supplies custodial services/ pandemic return to campus safety. | | |  |  |
| **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 or Manager by November 30, 2021.**