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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. |
| **Name(s) of member(s) completing this Program Review** | **Program**  | **Completion Date** |
| Gail Pendleton | Student Success & Placement Services/Outreach & Recruitment  | 11/30/2021 |
| **List staff and faculty names and/or staff and faculty with assignments in fall 2021.** |
| Full Time | Part Time |
| Gail Pendleton |  |

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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 |

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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?**  |
|  |
| **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)** |
|  |  |  |
| **What would you recommend that we do to increase student headcount in your program?** |
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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?**  |
|  |
| **What disproportionately impacted (DI) population(s) showed gains in your program and which need more support?**  |
| **Our students of color needs more support due to the limited resources available to them, while other student in the K-12 systems and based on the demographic locations of the school may not need as much assistance with resources.** |
| **How do these outcomes compare to the college average?**  |
|  |
| **What questions do you have about the outcomes?**  |
|  |
| **Based on input you’ve received from students, what needs have they expressed to complete and succeed in your program? Please provide examples.**  |
| The biggest concerns noted from students going through our registration and enrollment process. Trouble getting through the difficult application (tedious), navigating through our website, student portal access, helpdesk and campus response time, instructor and staff follow up via email and phone calls, and getting misinformation.  |
| **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)** |
| If the changes do not occur to reverse the impact to the students, they will withdraw from classes and enroll into other colleges where they will seek better equity, inclusion, diversity, social justice and fair treatment options.  | If this continues, it will affect all campuses and district staffing at PCCD and ultimately there could be layoffs. | If there is no action taken to correct the problems, this will affect the entire district/campus staffing. Ultimately, there could be additional layoffs where we could be in a position where the State Chancellor’s Office and the ACCJC can step in to make recommendations for improvements or face other consequences.  |

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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).**  |
|  |
| **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 do they need to complete their degrees and/or certificates? (provide examples)**  |
|  |
| **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)** |
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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.**
 |
|  Our office collaborates and coordinates with the various special programs and services providing the student information about Admissions, Counseling, Financial Aid, Ambassador Welcome Center, Cashier’s, EOPS, CalWORKs, CARE, NextUp, Persist Program, First Year Experience Program, DSPS, District International Office, Adult Ed, Veterans, UMOJA Program, Undocumented Citizen Resource Center, Oakland/Berkeley/Richmond Promises, Mental Health Services and BCC Faculty and Staff. Student Success & Placement Service along with Admission & Records and Counseling has teamed up to provide students with online application, orientation, counseling, and enrollment support to ensure that all needs are met prior to the beginning of each semester. The Student Success & Placement Services Department serves as one of the first points of contact to the college for middle/high school students, new/returning students and the community. Dedicated to exceptional customer service, student access and success by providing accurate, timely and quality services regarding application process, registration, enrollment, online access and academic policies while providing responsive respectful service to students, faculty, staff and the community. My program goals align with BCC Goals I, II & IV.  |
| 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)** |
| Private office (121) to support the needs of the students in a space conducive to maintaining the privacy and confidentiality of the information provided to the Enrollment Services Coordinator. Lab space (126) to assist students with the application, orientation, student portal access, password reset, course enrollment and other support services requested by students.  | Private office (121) to support the needs of the students in a space conducive to maintaining the privacy and confidentiality of the information provided to the Enrollment Services Coordinator. Lab space (126) to assist students with the application, orientation, student portal access, password reset, course enrollment and other support services requested by students.  | Private office (121) to support the needs of the students in a space conducive to maintaining the privacy and confidentiality of the information provided to the Enrollment Services Coordinator. Lab space (126) to assist students with the application, orientation, student portal access, password reset, course enrollment and other support services requested by students.  |
| 1. **What are the essential functions, unique characteristics or trends of your program? Provide specific examples.**
 |
| The essential function is to assist interested middle/high school students and community members on and off campus with information and presentations about Berkeley City College’s programs and services, application and enrollment support services offered. Assisting high school groups in a class setting and individuals with completing their application, orientation, clearing student milestone holds for enrollment, ESOL Guided Self Placement enrollment clearing and assist with supporting the High School Dual Enrollment Programs. |
| 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.)**
 |
| My role is to support the college with outreach and recruitment. Partnering with CBO`s, Dual Enrollment and Contract ED programs at K-12 Districts high schools, including workshops to assist with completing the required forms for batch enrollment. Working with the schools appointed staff and students to support and inform them about the college, application process, orientation, programs, resources, services, degrees and certificates offered.  |
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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 | Student Success & Placement Services/Student Services |
| Action Name: | Streamlining Enrollment |
| Description: | Continue to advocate for funds to improve upon the way in which we conduct outreach, recruitment and retention services to meet the needs of the students and that we are meeting them where they are in their educational journey.  |
| Completion timeline: | On-going |
| Responsible person: | Gail Pendleton |

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| 1. **ASSESSMENT**
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| 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).**  |
| 1. Raise the overall awareness and knowledge of BCC academic and support services among prospective students, community partners and community at large.
2. Form partnerships with local k-12 schools public, semi-private, charter and community based organizations to facilitate enrollment of prospective students at BCC.

The process is to increase outreach and partnerships efforts with K-12 schools and present the various opportunities, options and benefits for attending a community college.  |
| **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.** |
| Coordinated efforts through meeting, feedback discussions and strategic planning with all stakeholders weighing in on the outcome with sound decision making input. |
| **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) |
|  |
| **9**D**. How does your program ensure that students are aware of the program outcomes?**  |
| It provided to students and the community through our presentations on and off campus. |
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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**
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| **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.** |
| Integrated Planning, Facilities and Health & Safety, Roundtable, Student Services Council, Classified Senate, EOPS/CARE, CalWORKs, NextUp and SAS Advisory Committees. |
| **10B. Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.** |
| Collaborations are an on-going effort with administration, staff and faculty meeting together to strategically plan on how to best support the student in successfully completing their educational goals in a timely manner.  |
| **10C. Discuss how classified staff are included in program training, discussions, and decision-making.** |
| Classifieds Professionals are invited to attend various meetings, trainings and Professional Development opportunities to discuss, strategic planning and providing ideas for informed decision-making for BCC and our student community. |
| 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.**
 |
| Our office collaborates, coordinates and plans with various community and campus stakeholders like our special programs and services providing student information about Admissions, Counseling, Financial Aid, Ambassador Welcome Center, Cashier’s, EOPS, CalWORKs, CARE, NextUp, Persist, Puente, First Year Experience Program, SAS, District International Office, Adult Ed, Veterans, UMOJA, Undocumented Citizen Resource Center, Berkeley/ Richmond Promise, Society of Scholars, Mental Health Services and BCC Faculty and Staff. Student Success & Placement Services along with Admission & Records, and Counseling has teamed up to provide students with in person and online video enrollment and orientation support to ensure that all needs are met prior to the beginning of each semester.  |

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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 Personnel Services Specialist (Outreach & Recruitment)This position will maximize our community outreach in efforts to increase community engagement, establishing partnerships, promoting college awareness options and increasing college enrollment rates. (Yr. 1, 2, &3) | $48,571.92 | $16,566.00 | $65,137.92 | 1 |
| Student Worker | To support the office our need is for 3 dedicated and trained student workers to cover the following areas; Zoom Front Desk, office coverage and outreach activities. (Yr. 1, 2, &3) | $32,640.00 | $0.00 | $32,640.00 | 2 |
| Part Time Faculty |  |  |  |  |  |
| **Professional Development** | Description/Justification | Estimated Cost |  |
| Program-wide PD needed | To attend conferences focused on recruitment, outreach, retention and marketing. | $3,000.00 | 3 |
| Personal/Individual PD needed |  |  |  |
| **Supplies** | Description/Justification | Estimated Cost |  |
| Software (for whom or role?) | Dragon Speech Dictation Software (Coordinator) | $500.00 | 4 |
| Books, Magazines, and/or Periodicals |  |  |  |
| Instructional Supplies |  |  |  |
| Non-Instructional Supplies | These items are in direct relations and necessary to improving community outreach and college recruitment/enrollment. BCC Retractable Banner Stands w/ carrying case (2/ Large) $129.00 ea. ($248.00) BCC Retractable Table Top Banner Stands w/ carrying case (2/ Small) $60.00 ea. ($120.00)11.75” x 21” BCC Printed Table Headers $400.00 ea. BCC College Swag $2,000.00 BCC Printed Table Header $356.00. | $4,200.00 | 3 |
| **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 |  |  |  |
| 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 or Manager by November 30, 2021.**