

# Non-Instructional Program Review- Annual Update Template

## Service Area/Administrative Unit

Non-Instructional Program Name: Special Program and Services

Academic Year: 2025-26

Name(s) of Submitter(s): Samera Kabir

Annual Update #1  #2

*\*Note: An Annual Update must be submitted each year that a Program Review is not submitted.*

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## I. Progress on Goals and Outcomes (SAOs/AUOs)

### A) List the 2-3 goals and related outcomes for your unit:

*(These should be carried forward from your full Program Review, or from your Annual Update #1 if revised since your full Program Review)*

#### 1. GOAL #1

Increase awareness of Special Programs and Services (SPS) to boost participation among first-time students by 6%

##### Expected Service Area Outcome/Administrative Unit Outcome

Students will demonstrate increased awareness of and engagement with Special Programs and Services, leading to enhanced utilization of available resources.

#### 2. GOAL #2

Improve support mechanisms within Special Programs and Services (SPS) to increase the successful completion rates of transfer-level Math and English 1A courses by 10% each year for students in SPS programs within their first year at BCC.

##### Expected Service Area Outcome/Administrative Unit Outcome

SPS students will complete transfer-level Math and English 1A within their first year at BCC.

#### 3. GOAL #3

Enhance awareness of Special Programs and Services (SPS) to increase African American male students' participation in SPS programs.

##### Expected Service Area Outcome/Administrative Unit Outcome

African American male students will demonstrate increased awareness of and engagement with Special Programs and Services, leading to enhanced utilization of available resources.

### B) Have any goals been completed or discontinued?

*If yes, please list the goal and whether it has been completed or discontinued; if discontinued, please explain why.*

Yes  No

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Click or tap here to enter text.

**C) Discuss the actions/strategies related to each goal and your progress on each of these. If you have not begun an(y) action/strategy please list why.**

**1. GOAL #1 Action/Strategies**

The department will collaborate with faculty to conduct at least 15 in-person presentations during live classes each semester, scheduled within the first two weeks of each open application period to maximize early awareness and encourage timely enrollment.

SPS will also produce a 5-minute informational video showcasing program services and partner with a minimum of 15 faculty members to embed the video into Canvas course shells for at least 20 online classes, with a goal of reaching 500 students by the end of the academic year.

To further support outreach efforts, SPS will design a one-page flyer and postcard that highlight available services. The digital versions will be uploaded to Canvas to reach at least 90% of online students, and 100 printed flyers will be distributed across high-traffic campus locations, including the library, TLSC, cafeteria, student lounge, CTE, and academic buildings (B, S, and T).

Faculty will be encouraged to actively promote SPS within their syllabi and classroom discussions, emphasizing the program's role in supporting timely degree completion.

Additionally, SPS will partner with the general counseling team to ensure counselors are well-informed about program services and can effectively share this information during student advising sessions.

The department will collaborate with the Promise Program and the Welcome Center to engage incoming students through coordinated outreach and onboarding efforts. In addition, the department will partner with the Dual Enrollment program to connect with new high school graduates by sharing targeted information about Special Programs and Services. This will include hosting dedicated information sessions, distributing resource materials, and offering early application support to ensure a smooth transition and early access to program benefits. These collaborative efforts aim to increase visibility, build relationships, and encourage timely participation in available services.

**Discuss any progress on Action/Strategies.**

To support increased awareness and program participation, Special Programs and Services (SPS) has implemented a multi-pronged outreach strategy targeting both in-person and online students. The department collaborated with faculty to deliver over 15 live, in-class presentations during the first two weeks of each open application period, ensuring early exposure to incoming students. Additionally, SPS created a 5-minute promotional video

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highlighting key services and is actively working with faculty to include the video in Canvas shells or embed SPS information directly into course syllabi.

To strengthen visibility and faculty engagement, SPS will host a campuswide “Lunch and Learn” event in Fall 2025. This initiative will feature a brief presentation on program services and distribute informational packets to faculty to assist in raising awareness before the Fall application deadline. The department has also maintained its practice of distributing flyers across high-traffic campus locations and enhanced collaboration with general counselors to reinforce messaging during advising sessions.

The table below highlights Fall enrollment data across all SPS programs, comparing Fall 2023 to Fall 2024:

Program	Fall 2023	Fall 2024	Numeric Change	% Change
CARE (All Students)	61	73	▲ 12	▲ 19.7%
First-Time Students in CARE	8	4	▼ 4	▼ 50.0%
CalWORKs (All Students)	66	88	▲ 22	▲ 33.3%
First-Time Students in CalWORKs	10	12	▲ 2	▲ 20.0%
EOPS (All Students)	314	320	▲ 6	▲ 1.9%
First-Time Students in EOPS	56	46	▼ 10	▼ 17.9%
Foster Youth (All Students)	11	19	▲ 8	▲ 72.7%
First-Time Students in Foster Youth	4	3	▼ 1	▼ 25.0%

While overall enrollment increased in CARE, CalWORKs, and Foster Youth programs, the data indicates a decline in first-time student participation in several areas. First-time enrollment in CARE decreased by 50%, EOPS by nearly 18%, and Foster Youth by 25%. This trend underscores the need to intensify early-term outreach and refine engagement strategies with incoming students.

The increase in total participation suggests that continuing students remain engaged, but reversing the downward trend in first-time enrollment will be critical to sustaining long-term growth. The continued implementation of class presentations, digital promotion, faculty partnerships, and counselor collaboration will remain central to SPS’s strategy in addressing this challenge and ensuring that all eligible students are aware of the programs and services available to them.

**Briefly explain how you have been measuring the goal and any notable indicators of forward progress.**

Collaboration with counseling and teaching faculty, as well as with other departments in student services

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### 2. GOAL #2 Action/Strategies

SPS support staff will intentionally monitor students' Canvas grade dashboards, with a focus on Math and English courses, to identify academic challenges early and provide timely interventions that promote course success.

The department will collaborate with counseling faculty to ensure proactive academic advising that guides students to register for college-level Math and English 1A within their first year.

SPS will work closely with the new Associate Dean of the Library to enhance student experiences at the Teaching and Learning Support Center (TLSC) and ensure that SPS students have access to dedicated academic support services and resources.

The department will collaborate with TLSC to provide tutoring services and academic resources specifically tailored to support students in Math and English courses.

SPS will partner with TLSC to host at least two events each semester that promote tutoring services, increase visibility, and encourage student participation.

To further increase utilization, SPS will develop and implement incentive strategies that motivate students to access tutoring and academic support services regularly.

Additionally, SPS will explore opportunities to supplement existing academic support through partnerships with external resources and services that can enhance student learning and retention in Math and English coursework.

#### Discuss any progress on Action/Strategies

To support first-year completion of transfer-level Math and English, SPS implemented several targeted strategies. These included collaborating with counseling faculty to provide proactive academic advising that encourages first-time students to register for college-level Math and English 1A within their first year. SPS also partnered with the Teaching and Learning Support Center (TLSC) to provide tutoring and academic resources tailored specifically for these courses. To promote engagement, the program introduced tutoring incentives to encourage students to seek academic support early.

Despite these efforts, the data from Fall 2023 to Fall 2024 shows mixed results across programs:

Program	Completed (2023)	Completed (2024)	% Change in Completion Rate
CARE	1 (13%)	1 (25%)	▲ Increase in rate, flat in count
CalWORKs	1 (10%)	0 (0%)	▼ Declined to 0%
EOPS	19 (34%)	10 (22%)	▼ Down 12%
Foster Youth	2 (50%)	0 (0%)	▼ Significant drop

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The data reveals a drop in both the number and percentage of students completing transfer-level Math and English in EOPS, the largest program. Although CARE maintained one completer, the rate improved due to a smaller cohort. Most notably, both CalWORKs and Foster Youth students had no completions in 2024, which points to a need for stronger academic interventions and closer follow-up after advising.

These outcomes suggest that while foundational strategies are in place, SPS must strengthen the connection between early advising and course enrollment, increase tutoring participation, and provide more personalized academic support for at-risk populations. Ongoing collaboration with counselors and TLSC, combined with targeted outreach and expanded incentives, will be key to improving first-year completion outcomes moving forward.

**Briefly explain how you have been measuring the goal and any notable indicators of forward progress.**

Collaborate with Institutional Research to track SPS students' performance on the transfer-level Math and Engl 1A.

### **3. GOAL #3 Action/Strategies**

SPS will establish a partnership with the Athletics Department and collaborate with the Associate Dean of Athletics and the Athletics Counselor to conduct outreach and provide support specifically tailored to student athletes.

The department will also partner with the Black Student Union (BSU) to increase awareness of SPS programs and services among African American students through co-hosted events, presentations, and peer engagement opportunities.

To increase visibility and access, SPS will develop targeted outreach materials, such as culturally relevant flyers and digital media, and host informational sessions featuring current student participants who can share personal experiences and success stories.

SPS aims to achieve a 10% increase in African American male participation across each program by Fall 2024, compared to Fall 2023. This includes increasing enrollment in:

- CARE from 1 to at least 2 students
- CalWORKs from 3 to at least 6 students
- EOPS from 21 to at least 30 students
- Foster Youth Program from 1 to at least 2 students

Progress will be closely monitored through enrollment tracking and disaggregated data analysis to assess impact and guide ongoing outreach strategies.

Additionally, SPS will engage faculty in efforts to boost program visibility by encouraging referrals and incorporating SPS service awareness into class discussions and student advising sessions.

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## Discuss any progress on Action/Strategies

SPS has taken initial steps to increase student participation for Fall 2024 by developing targeted outreach materials and hosting informational sessions where current program participants share their experiences. However, collaboration with the BRASS student support group—a critical strategy to boost program visibility and peer engagement—has not yet taken place.

Data for Black male students highlights ongoing challenges in increasing participation: CARE enrollment increased from 0 students (0%) in Fall 2022 to 1 student (2%) in Fall 2023 but is projected to remain at 1 (1%) in Fall 2024. CalWORKs enrollment held steady at 2 students (2-3%) across the three years, well below the goal of doubling participation. EOPS enrollment declined slightly from 19 (5%) in Fall 2022 to 17 (5%) in Fall 2023, with a modest increase to 18 (6%) projected in Fall 2024. Foster Youth enrollment dropped from 3 (9%) in Fall 2022 to 1 (9%) in Fall 2023, with zero projected for Fall 2024. First-time student enrollment remains minimal across all programs, with no increase in Fall 2024 projections.

## Strategies for Improvement

To better meet the goal of a 10% increase in participation, SPS will:

- Intensify targeted outreach efforts, especially focusing on first-time students and underrepresented populations.
- Establish collaboration with the BRASS student support group to leverage peer influence and increase referrals.
- Strengthen faculty partnerships to further raise awareness and encourage student engagement.
- Expand and diversify informational sessions to attract a wider range of prospective students.

## Briefly explain how you have been measuring the goal and any notable indicators of forward progress.

Click or tap here to enter text.

### D) List any resources you are requesting for each goal.

1. Goal 1  Goal 2  Goal 3

***Please list the resource and how it relates to the goal.***

Click or tap here to enter text.

2. Goal 1  Goal 2  Goal 3

***Please list the resource and how it relates to the goal.***

Click or tap here to enter text.

3. Goal 1  Goal 2  Goal 3

***Please list the resource and how it relates to the goal.***

Click or tap here to enter text.

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## II. New Goals (optional)

*This section is optional and should be used to replace a completed or discontinued goal OR if a new goal has become necessary for the service area or administrative unit.*

### A. NEW GOAL #1

Click or tap here to enter text.

#### Expected Service Area Outcome/Administrative Unit Outcome

Click or tap here to enter text.

1. Alignment to BCC Strategic Priority (*Select at least one but choose all that apply*)

Choose an item.

Choose an item.

Choose an item.

Choose an item.

2. Relationship to Guided Pathways

- Clarify the Path
- Entering the Path
- Staying on the Path
- Support Learning

3. Please list actions/strategies for achieving this goal/outcome.

Click or tap here to enter text.

4. Briefly explain how you will measure the goal/outcome.

Click or tap here to enter text.

5. Please list resources (if any) that will be needed to achieve the goal/outcome.

Click or tap here to enter text.

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### B. NEW GOAL #2

Click or tap here to enter text.

#### Expected Service Area Outcome/Administrative Unit Outcome

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Click or tap here to enter text.

6. Alignment to BCC Strategic Priority *(Select at least one but choose all that apply)*  
Choose an item.

Choose an item.

Choose an item.

Choose an item.

7. Relationship to Guided Pathways

- Clarify the Path
- Entering the Path
- Staying on the Path
- Support Learning

8. Please list actions/strategies for achieving this goal/outcome.  
Click or tap here to enter text.

9. Briefly explain how you will measure the goal/outcome.  
Click or tap here to enter text.

10. Please list resources (if any) that will be needed to achieve the goal/outcome.  
Click or tap here to enter text.

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## III. Resource Requests:

*What does the area need to meet its goals and objectives?*

*List all resources from Sections I.D and II.10 below.*

*If there was no room on the template to list all resources being requested for a single goal/objective, you may list additional resource requests here. Also list any resources required to implement planned improvements.*

**IMPORTANT:** A BUDGET ALLOCATION PROPOSAL must be completed and submitted for **EACH** new resource requested.

Goal/ Outcome #	Resource Required	Estimated Cost	BAP Required? Yes or No	If no, indicate funding source
Increase awareness of Special Programs and Services (SPS) to boost participation among first-time students by 6%	N/A	N/A	NO	SPS Categorical Funds
Improve support mechanisms within Special Programs and Services (SPS) to increase the successful completion rates of transfer-level Math and English 1A courses by 10% each year for students in SPS	N/A	N/A	NO	SPS Categorical Funds

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programs within their first year at BCC.				
Enhance awareness of Special Programs and Services (SPS) to increase African American male students' participation in SPS programs.	N/A	N/A	NO	SPS Categorical Funds
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
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