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

Introduction and Directions

Review your responses from the prior year's APU and provide updates to the progress made in your department/program. After you have completed the APU, send a copy to your dean/supervisor.

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.

APU 2020-2021 timeline has been developed for each program and services to guide. Please review and work with your Deans, Managers, Department Chairs and/or Supervisors to complete this APU.

The APU is intended to primarily focus upon planning for the subsequent year and institutional effectiveness. The APU process directly leads to the institutional resource allocation process and budget planning for the following academic year (2020-21 PR/APU & Resource Allocation Cycle). This is an opportunity for each program, student services, and department to reflect on progress made since last year based on the goals (outcomes) set, identify areas of program improvements to achieve student success and elimination of achievement gap that are identified in the Berkeley City College Strategic Plan 2018-2020. In this process of making continuous quality improvement, there is an opportunity for each program, student services, and department to request additional resources that support achieving the stated goals.

Please email the completed APU to your Deans or Managers by November 6, 2020.

If you have questions regarding data, please contact Phoumy Sayavong, Senior Researcher and Planning Analyst (psayavong@peralta.edu). If you have questions regarding other material in the APU, please contact your Dean or Manager.

COLLEGE PROFILE

Student Demographics	2016-2017	2017-2018	2018-2019	2019-2020
Annual Headcount	11,195	11,041	10,903	10,759
Total Enrollment (census)	34,402	32,850	30,298	31,007
Ethnicity				
African-American	18%	15%	16%	15.2%
American Indian/Alaskan Native	0.2%	0.2%	0.2%	0.3%
Asian	24%	22%	22%	21.5%
Filipino	3%	2%	2%	2.4%
Hispanic	22%	24%	25%	25.9%
Multi-Ethnicity	3%	7%	7%	6.9%
Pacific Islander	0.4%	0.3%	0.3%	0.3%
Unknown	5%	4%	3%	5.1%
White Non-Hispanic	25%	24%	24%	22.5%
Gender				
Female	55%	55%	55%	56%
Male	43%	43%	42%	41%
Unknown	2%	3%	3%	3%
Age Group				
19 or Less	28%	27%	29%	30%
20 to 24	35%	35%	33%	32%
25 to 29	16%	16%	16%	15%
30 to 34	7%	8%	8%	8%
35 to 39	4%	4%	4%	4%
40 to 49	5%	5%	5%	5%
50 +	5%	5%	5%	6%
Full-Time/Part-Time Status	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**
Full Time	21%	18%	18%	15%
Part Time	79%	82%	82%	86%

College Outcomes	2017-2018	2018-2019	2019-2020
Full Time Equivalent Students (FTES)	4140	3864	3696
Productivity (avg faculty-student ratio)	13.4	13	13.2
Success Rate (%)	67%	69%	67%*
Degrees + Certificates Awarded (#)	1,021	948	1,106

Excludes "EW" grades

Name(s) of members completing this update	Department/Program	Completion Date

Click here to access your program's APU report from 2019-20.
You can copy, paste, and edit your responses.

1. 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.

2. **List your faculty and/or staff with assignments in fall 2020.**

Full Time	Part Time

3. **The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals.**

    What is the status of the goals, and which College and District goals your program goals align to? How did you measure the achievement of these goals?

4. Describe your current utilization of facilities, including labs and other space.

5. Using the data dashboards, review and reflect upon the outcome trends for your department/program. Describe any significant changes (successes and/or challenges) and discuss what the changes mean to your program and what can be done to address them. Consider whether performance gaps exist for disproportional impacted students (see BCC's Student Equity Plan). Click here for additional guidance for how to view and use equity data.

    Review BCC's Student Equity Plan and focus upon the most recent year and/or the years since your last comprehensive program review. Cite data points from the dashboard and other related Plans and goals to support your answer.

> **Data Dashboards and Planning Documents**
>
> 2020-21 Dashboards for APUs
> 1. Course Completion and Retention Rates Dashboard – Instruction
> 2. Course Completion and Retention Rates Dashboard – Student Services
> 3. Enrollment Trend and Productivity Dashboard
> 4. Degrees and Certificates Dashboard
>
> **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*

APU Prompt #5: Supplemental Guidance

Berkeley City College has committed to transforming our college classrooms, departments and programs to be an equity advancing institution. This transformation requires each of us to collectively interrogate our blind spots and assumptions when analyzing student outcomes.

The 2020 Annual Program Review contains a prompt which calls on us to analyze institutional data, outcomes among disproportional impacted population of students and opportunity gaps.

Below is the prompt from the Annual Program Review:

Using the data dashboards, review and reflect upon the outcome trends for your department/program. Describe any significant changes (successes and/or challenges) and discuss what the changes mean to your program and what can be done to address them. Consider whether performance gaps exist for disproportional impacted students. Review BCC's Student Equity Plan and focus upon the most recent year and/or the years since your last comprehensive program review. Cite data points from the dashboard and other related plans and goals to support your answer.

Consider the statements below to support an equity advancing analysis when responding to the prompt above:

- In order to understand and become "Equity-Advancing", it warrants that various practitioners (faculty, administration, staff, etc.) assess and acknowledge that their practices may not be working
- "Equity-Advancing" practitioners question their own assumptions, recognize stereotypes that harm student success, and continually reassess their practices to create change
- **Positive student outcome indicators** are not a reflection of student attributes or characteristics, they reflect classroom pedagogy, lesson plan development, grading practices and the experience between instructor and student
- **Negative student outcome indicators** are not a reflection of student attributes or characteristics, they reflect classroom pedagogy, lesson plan development, grading practices and the interaction between instructor and student
- Disaggregate the data and outcomes as far down as a possible then ask:

  o What trends do you notice when examining course success rates for disproportionately impacted student populations? Which factors do you believe have the greatest impact (positive or negative) and cause variation between student course success rates between faculty in your department? Describe some specific methods your department/unit is planning or implementing to address these equity gaps. How will you evaluate the efficacy of these interventions?

  o How has pivoting to online instruction contributed to potential reductions in student success? Provide some specific examples of practices that faculty in your department have found ineffective in the online environment.

- Please review the video from the RP Group acknowledging the interrogation De Anza Community College committed to in their analysis of course completion and success rate:
  o RP project of the Year Award 2020
    ▪ https://www.youtube.com/watch?v=T4wQVq5a71U&feature=youtu.be

ASSESSMENT
Berkeley City College is committed to a culture of assessment to improve instruction, services, and institutional planning. Findings from SLO and PLO 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 2018-2020. *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 APU resource allocation requests require the completion of assessment in order to qualify.*

6. Describe the department/program's progress on Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Service Area Outcomes (SAOs) since the last Program Review/APU. If your department/program offers a degree or certificate, please describe the department's progress on Program Learning Outcomes (PLOs).

   Have your assessment results been recorded in CurricuNet Meta? ☐ Yes ☐ No
   > If no, what was the reasons for not having been able to assess?
   > > ☐ Courses were planned to be offered but cancelled
   > > ☐ COVID–19 disruption (in person to OL conversion)
   > > ☐ Other:

   When do you plan to assess these courses that you did not complete this semester? Indicate the plan in the department assessment calendar. Work with your assessment liaison, if you need assistance. Click here to view your Assessment Calendar

7. Describe the impact and accomplishments from previous year's funded resource allocation request. If not funded, leave blank.

Brief description of funded request	Funding Source (any additional award outside your base allocation)	Total Award Amount	Outcome/Accomplishment

8. In the boxes below, add improvement actions and resource requests that are directly related to questions 1 thru 7. If there are no improvement actions or resource requested in this area, leave blank. *If you have more than one Improvement Plan, add more by copying and pasting the table below.*

IMPROVEMENT ACTIONS	
Action Name:	
Description:	
To be completed by [Date]:	
Responsible person:	

IMPROVEMENT ACTIONS	
Action Name:	
Description:	
To be completed by [Date]:	
Responsible person:	

Prioritized Resource Requests
In the boxes below, add resource requests for your department/program that *have not been funded by existing sources*. Provide justifications from your request based on evidence from your responses in questions 1 through 8 above. If there are no resource requested, leave the boxes blank. You will be required to present your request(s) to the Resource Allocation Committee in order to qualify for funding. Work with your administrator/supervisor to estimate costs.

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					
Full Time Faculty					
Professional Development	Description/Justification			Estimated Cost	
Department wide PD needed					
Personal/Individual PD needed					
Supplies	Description/Justification			Estimated Cost	
Software					
Books, Magazines, and/or Periodicals					
Instructional Supplies					
Non-Instructional Supplies					

Technology & Equipment	Description/Justification	Estimated Cost	
New			
Replacement			
Facilities	Description/Justification	Estimated Cost	
Classrooms			
Offices			
Labs			
Other			
Library	Description/Justification	Estimated Cost	
Library materials			
Library collections			
Other	Description/Justification	Estimated Cost	
OTHER Description			

Thank you for your time and effort in completing the Annual Program Update!