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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

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](https://drive.google.com/file/d/1zaaWWpL4v7vM0wfS3gQJ35ojpgjiweGK/view?usp=sharing) 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).](https://drive.google.com/file/d/1rk1xLecdpcsyL5zjwRbx-KHVFOJ2Afe7/view?usp=sharing)  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](https://drive.google.com/file/d/1BVSnFJNGByVXzFLsLzDqkO-48MkRlgn7/view?usp=sharing). 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**

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| **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% |

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| **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*

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

[**Click here to access your program’s APU report from 2019-20.**](https://drive.google.com/drive/folders/1xEDJm-YOy2lcP1cdnXnzg1M9AaWaV47B?usp=sharing)

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.

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|  The Admission & Records (A&R) Office serves as the first point of contact to the college for new students and the general public. Admission & Records is dedicated to student access and success by providing accurate, timely and exceptional customer service regarding applications, registration, online access and academic policies while providing responsive respectful service to students, faculty, staff and the community. |

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

|  |  |
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| Full Time | Part Time |
| Senior Admission & Records Specialist - Loretta Newsom Admission & Records Technician - Hue HuynhAdmissions & Records Technician - Tam Vo    Admission & Records Technician (Assigned to BCC as an Sr Admission & Records Clerk) - Elinor Chin  |       |

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

The most recent goals of the Admissions & Records is to increase the number of certificate and awards based on the academics year of 2018-2019. Evaluators that would be trained to evaluate transcripts from other colleges and universities this could be accomplished using the Degree Audit tool that is scheduled for Fall 2020. The A&R evaluator are currently involved in the Degree audit project at the district office to streamline the awarding of degrees in a timely manner. The in progress is the BCC goal IV to increase transfer and transfer degrees, ensure that all of BCC's programs of study and transfer pathways for degree prepare students, in a timely manner, for multiple transfer options. The Admission & Records Office is located in the Student Service area and we feel these goals can be accomplished. We serve under the Dean of Student Support Services who in turn serves under the Vice President of Student Services. Our office works in collaboration with Admissions, Orientation and Placement, Counseling, Financial Aid and the Cashier’s Office. Admission & Records along with Orientation, and Counseling has teamed up to provide students with online enrollment to ensure that all needs are met prior to the beginning of each semester. Other major services Admission & Records staff provides include evaluation of transcripts, awards degrees and certificates, determine residency and Visa Status, resolve issues for enrollment, help reset their student password, change student email and addresses, assist instruction with Census, Attendance Rosters and collect final Grade Rollbooks, process signed AB540 Affidavits-CA for Nonresident-Tuition Exemption students.

**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?**

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| Our program goals and the College and District goals are align in term of Goal I - Strengthen Resilience - Strengthen BCC student's abilities to become self-directed, focuses and engaged in the pursuit of transformation, life-long learning experience that result in personal and academic success. We focus on advancing the student's access to equity and success. In addition to Goal I, we also concentrate on Goal II - Raise College Competence by rasing student's skills, competencies, expand their learning experince so that they can successfully complete their college program; Goal IV - Increase Transfer and Transfer Degrees - to ensure BCC's program of study and transfer pathways for degrees, prepare students, in a timely manner, for multiple transfer options; and finally Goal V- Ensure Institutional Sustainability - which BCC" impact in education through innovation, internal and external collaboration and partnership, and sufficient resources, both short-term and long-term. In order to improve on student outcome and increase the awarding of certificates and degrees, A&R will need more staff to be trained in the evaluation of incoming transcripts so student can matriculate in a timely manner. The focus will be on BCC's strategic goals. These goals will put A&R on the path that will lead to the improvement of the Degree Audit tool that is scheduled for implementation in the Fall 2020.  |

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

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| Limited space allocation to serve Admissions & Records students. |

1. 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](https://www.berkeleycitycollege.edu/wp/prm/files/2020/09/Student-Equity-Plan-2019-2020.pdf)). [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).

Review [BCC’s Student Equity Plan](https://www.berkeleycitycollege.edu/wp/prm/files/2020/09/Student-Equity-Plan-2019-2020.pdf) 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.

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| **Data Dashboards and Planning Documents** |
| 2020-21 Dashboards for APUs1. [Course Completion and Retention Rates Dashboard – Instruction](https://app.powerbi.com/view?r=eyJrIjoiNjc2MDhiNTEtNTJhZi00MDM0LTk5NDItNTRiY2EzMGI1NTZiIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)2. [Course Completion and Retention Rates Dashboard – Student Services](https://app.powerbi.com/view?r=eyJrIjoiNjk3NDJjOTItNzI5MS00MDhjLWJhN2EtZjcxNzU4OTBiZDBjIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)3. [Enrollment Trend and Productivity Dashboard](https://app.powerbi.com/view?r=eyJrIjoiNWJlOWZmYTEtNTY0MC00MDhkLWE5OTAtYmJjZjIxNzJiNWViIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)4. [Degrees and Certificates Dashboard](https://app.powerbi.com/view?r=eyJrIjoiZjU2M2M5MzItOTcwZi00Y2U1LWJmODUtYTc0YjlhZGI2ZDhjIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSectionde32556e136b0a8caccd)[**Planning Documents**](https://www.berkeleycitycollege.edu/wp/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* |
| In our department, our Student Area Outcomes (SAO) for Admissions & Records in the last 2-3 years has partnered with Assessment, Orientation & Placement, Counseling and other stakeholder groups by aligning our office hours under the Enrollment Management Plan through the Plan 1, five steps program student services offered. Through the District offering new paper application for The International Students Application (free) and Bilingual Application, student can now apply online for the BOGW Fee Waiver, we the staff now is able to reset students' passwords, course repetition as of Spring 2018 automatically coded in the system without the use of forms for the students. Students can now choose one of the four colleges on their application for financial aid purposes. Due to changes in the AB540 Affidavits, we able to process in a timely manner. The Student Equity and Achievement (SEA) program was established in July 2018. It combined funding from BSI, Student Equity and SSSP. Though the Chancellor’s Office is in the process of developing Policy, the Funding Formula, the MIS Data reporting, and the Student Education Plan, A&R staff continue to provide services to support Student Equity and SSSP, and are prepared to support students to improve student success.A&R participated in the Express Enrollment Days to assist new students with enrollment issues and streamline enrollment process that aligns with the BCC’s Enrollment Management Plan. We provide priority registration to DI groups and assist undocumented students with the enrollment process. We also assist students with enrollment for non-credit classes. We also provide enrollment assistance for learning communities e.g. UMOJA, Society of Scholars and FYE. To increase our contact with students due to the COVID-19 and campus closure, the A&R staff are participating in the most recent trend to improve our communication through Google Voice for phone services and the Tawk.to - Chat feature where we can chat and answer the student's questions, concerns instantly. The students can reach out to us regarding questions about enrollment, how to order transcript, important dates for add/drop classes, etc. We are also available through Zoom if students want to meet with us to discuss about their registration or need assitance with application or enrollment. As a result of AB 705, the English and math departments have linked support classes. A&R staff provide assistance to new students and faculty. A&R staff participated in the Student Success Day to assist high school seniors, specifically those in the DI Groups to enroll in linked Math and English support classes after they meet with counselors.In order to improve on student outcomes and increase the awarding of certificates and degrees, A&R evaluators are getting trained to evaluate incoming transcripts so that students can matriculate in a timely manner. Counselors can use the information to develop SEP's that students can access. Also, A&R staff are involved with the degree audit project at the District to hopefully streamline the awarding of degrees in a timely manner. We worked close together with the counseling department to eVerify CSU ADT degrees, and the awarding of Certificate of Competency for non-credit programs in addition to the regular degree and certificate awarding process.Admission & Records goal is to partnership with faculty and the District Office to assist students interested in the Non-Credit Education program. This program is designed to reach out to a new population of students that may not otherwise be enrolled, offering courses in Child Development, ESOL, Multi Media and many others. Non-Credit courses are offered with NO TUITION OR FEES. Admission & Records staff assist the student with submitting the non-credit applications online. Admission & Records staff has the ability to add Credit courses and Non-Credit courses to the student schedule. Because of the importance of incorporating more non-credit courses in the curriculum, the Admissions & Records office on each campus will include the request in their Program Review for more staffing to cover the enrollment of the Non-Credit Program. Non-credit courses are intended to provide students with lifelong learning, college transfer, and career preparation opportunities, but also leading to the Certificate of Competency and Certificate of Completion once they have met the requirement for the Non-Credit program they have chosen.For the academic year 2019-2020 BCC has awarded 140 AA Degrees and 6 AS Degrees, 195 AA-T Degrees, and 95 AS-T Degrees, and 483 Certificates of Achievement and 35 Certificate of Proficiency. In addition, there are 145 Certificate of Competency and Certificate of Completion for the Non-credit programs. The goal is to increase the number of awards. Through our activities and work with counselors and the implementation of Degree Audit tools. The evaluators in A&R are getting trained to evaluate transcripts from other colleges and universities, and post the transfer credit from external institution to our system. This process will help students and counselors to incorporate transcripts credits in the development of SEP’s. Eventually, the transcript evaluation will lead to the improvement of the Degree Audit tool that is scheduled for implementation in the Fall 2020. |

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| **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.* |

1. 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](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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| Assessment of A&R area will be conducted during Fall 2020 semester. Because of the Covid-19 and College closure, the distribution of the survey will be conducted through Email, Google-Voice – phone system, Tawk.to – Chat room. When student contact us to ask question in these area, we will include the link of the survey. This is an example of how it looks. |

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

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

1. 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.*

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

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

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| **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. |

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| --- | --- | --- | --- | --- | --- |
| Resource Category | Description/Justification | Estimated Annual Salary Costs | Estimated Annual Benefits Costs | TotalEstimatedCost | OverallPriority Ranking (1=Most important) |
| **Personnel** |  |  |  |  |  |
| Classified Staff | Admissions & Records Clerk (Regular & Non-Credit) | 35760.00 | 8954.00 | 44714.00 | 2 |
| 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!