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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 |
| Lisa Cook and Midhun Joseph | Adult Education | 11/17/20 |

[**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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|  Students take many paths to find their way into the adult education system. The goal for Northern Alameda Adult Education Collective is to make sure that once those learners get in the door, the road map is clear.Northern Alameda Adult Education Collective (NAC) is one of California’s regional adult education consortia, formed after funding was made available in 2013 to restructure adult education statewide. The collective includes adult schools, community colleges, community based organizations and school districts, and offers an array of services. If students are seeking literacy skills, English as a Second Language (ESL) courses, a high school diploma or equivalence or career training, NAC has the right program.Getting each student on the right path is the goal of NAC, and there are individuals devoted to doing just that. Transition Liaisons can help students navigate the enrollment process, move from one level to the next and, in some cases, participate in multiple programs at once.The benefits of adult education extend far beyond the walls of the school and the lives of individual students – adult education also fills the need for a highly trained workforce. |

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

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| Full Time | Part Time |
| Midhun Joseph, Project Manager and Transition Liaison  |       |

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.**

BCC ISEMP goals (aligned with SCFF) included increasing enrollment in:

•Special Admit adult school students

•Development of bridge and pathways programming including Non-credit CDCP certificates that stack to credit cert./AA degrees

•Cultivate a positive and sustainable partnership with Berkeley Adult School Team

(Administration, faculty, counselors, etc.) to increase opportunities and improve transitions for adult students

•BCC Student services and Instructional teams collaborate on outreach and support for adult students

•Develop simplified strong and effective operational structure, including student-centered Transition Liaison /Project Manager

•BCC has taken a lead in developing a comprehensive Adult Education Program within the District.

**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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| •Enrollment of 314 adult students in Fall 2020•Implemented Bridge to Community Health Worker and School Readiness Certificate Programs; actively recruited adult students from BAS &CBOs•Implemented ESOL “mirrored” Non-Credit and placement agreement leading to increased access and enrollment•Quarterly meetings of BCC and BAS administrative team•TL/PM (and BCC counselor in 2021) on BAS campus one day a week and serve on BAS student services team•Bridge to Community Health worker cert. program and COUNS 200A, 200B 207A offered at BAS•40 BAS students attended 2019 BCC Student Success Day•BCC counseling team developing 2-yr. transition and support plan for adult students incl. .5 dedicated counselor & Success Day targeting adult students•Adult Education engages and collaborates with HUSV, Education, ESOL, ENG, math and Counseling leads to develop and complete projects and activities for a comprehensive adult education program focused on adult student needs•900 student cases managed or referred •Expansion of bridge and pathways programming in Business and MMART |

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

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| The PM/TL currently operates out of one office, 124D. |

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* |
| BCC Project manager/ transition liaison has managed or referred 900 student cases and enrolled 314 adult students in fall 2020. BCC ISEMP goals (aligned with SCFF) included increasing enrollment in:• Special Admit adult school students• Development of bridge and pathways programming including Non-credit CDCP certificates that stack to credit cert./AA degrees |

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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).

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| Since BCC engages in these efforts as a member institution of the Northern Alameda Adult Education Collective, Adult Education has not been fully established as a college department/program with SAO's. As the Integrated Planning Committee defines "program" and the process for including efforts such as this into the Comprehensive Program Review to take place in Fall 2021, assessment benchmarks will be set accordingly.  |

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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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: | BCC counseling team implements 2-yr. transition and support plan for adult students  |
| Description: | .5 dedicated counselor & Success Day targeting adult students |
| To be completed by [Date]:  | August, 2021 |
| Responsible person: | Midhun Joseph, Susan Troung and Gabriel Martinez |

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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 |       |       |       |       |       |
| Student Worker |       |       |       |       |       |
| Part Time Faculty | .5 counselor dedicated to students transitioning from adult schools and CBOs | TBD | TBD | TBD | 1 |
| 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!