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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 |
| Paramsothy Thananjeyan | CIS | 11/6/2020 |

[**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 mission of the program is to educate students so that they can compete and perform successfully in today’s ever-changing global business environment. Students in this program will acquire the computer application, programming, and technical knowledge and skills needed for initial employment, skill upgrades, career advancement, and career changes as well as the undergraduate courses needed to move into four-year computer science or other related degree programs that have similar goals. |

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

|  |  |
| --- | --- |
| Full Time | Part Time |
| Paramsothy Thananjeyan  Vladeta Djukich (On leave)  Benjamin Allen | Neil Dunlop |

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.**

Create a non-credit course sequence and certificates for Office/Windows (ongoing, partially completed in review by Curriculum committee)

Create a new CS course sequence and work for articulation with the UCs

Create a new Computer Science and Technology CA/AS certificate.

Update Web Programming and Advanced Computer Programmer Certificate

**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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| The above goals are still in progress. Progress on these have been affected by the recent pandamic. Hope to complete these during the current 2020-21 academic year.  The goals align with the following BCC and District goals.  College Goal:  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.   District Goal:  Build Programs of Distinction. |

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

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| During in-class sessions, the CIS classes utilize Computer Labs (312, 323, 324) for most of their courses. The labs are shared with all departments. Average utilization is above 90%, with some labs available during non-peak or demand periods. General classrooms are used for additional classroom space. Given the typical presentation of the courses, good audiovisual projectors and audio equipment are necessary in the classrooms. Instructors also require dry erase boards and solid internet connection in the classrooms. |

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 APUs  1. [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* |
| Overall and by every category and group, CIS retentioon and completion rates continue to be lower than the BCC rates. For the year 2010‐2020, the retention rate for BCC is 87% compared to 82% for CIS; and completion rate of BCC is 67% compared to 56% for CIS. Although these are higher than the previous year 2018-2019, the numbers indicate a need to improve the rates closer to the college rates. It should be noted that in general CIS subjects are more challenging than many other disciplines and many BCC students are not prepared to tackle the difficulty of the courses. It should be noted that between 2017‐2020, department had to cancel many full sections of classes due to disruptions in the faculty hiring process and one of full time was on leave during the Spring semester. Most importantly it underscores the need to hire more adjunct faculty and create a proper sequence of courses to enable students to reach the level of competency required for the industry and transfer to 4‐year colleges. A new faculty was hired in 2019 and it is expected that the enrollment, retention rates, and completion rates will improve in the next few years.  By Gender: Enrollment is skewed towards male, with 69% males and 31% females.  But completion and retention rates are similar: completion rates are 54% for males and 58% for females, and retention rates are 78% fo males and 82% for females.  By Age: Enrollment is mostly younger students with almost 53% between 19‐24 years of age. Nearly 87% of the students are less than 34 years.  By Ethnicity: Majority are Asian and White students (40% are Asians, and 22% are Whites).  Course completion rates are the lowest for Hispanic students (46%) compared to 63% for White students and 57% for Asian students.  No separate statistics are available for CIS by Student Groups or Student Service Areas. These are presented in the BI tool for the whole college only |

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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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| CouCourse SLO assessment is an ongoing process. Some courses have assessed and others are in the process of being assessed. It should be noted that many classes have been cancelled due to lack of qualified adjunct faculty. We are currently in the process of interviewing adjunct faculty and hope to offer more courses in a timely manner.  We hope to complete the assessment of all courses that have been offered since Fall 2019 before the end of Spring 2021. |

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 |
| Tutors in class and at the Learning Resource Center | Perkins Funds and Workforce Development CTE funds. | 25000 | Turoring support for students in class and at the LRC |
|  |  |  |  |
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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: | Hire student tutors and tutoring/CTE/BUS-CIS-Econ coordinator |
| Description: | Hire student tutors for in-class activities and at the LRC. We also need a permanent supervisor who can manage the student tutoring activities and other CTE and course needs and other department actitivies. |
| To be completed by [Date]: | On going. Needs to be continued every academic year. |
| Responsible person: | P. Thananjeyan |

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| **IMPROVEMENT ACTIONS** | |
| Action Name: | Hire adjunct faculty |
| Description: | Hire adjunct faculty to offer more classes in a timely manner. |
| To be completed by [Date]: | On going. Hire faculty to replace retiring faculty and increase course offerings. |
| Responsible person: | P. Thananjeyan |

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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 | Total  Estimated  Cost | Overall  Priority Ranking (1=Most important) |
| **Personnel** |  |  |  |  |  |
| Classified Staff | CIS/CTE coordinator:  A classified staff person is needed to support department chair and students to coordinate courses, tutoring activities, CTE work, and transfer to UCs/CSUs. | 40,000 | 20,000 | 60,000 | 1 |
| Student Worker | Student TAs in classrooms and Learning Resource Center.  CIS retention and completion rates are lower than BCC average. Student TAs in classrooms and LRC can help improve these rates. | 40,000 | 0 | 40,000 | 1 |
| Part Time Faculty | Additional faculty is needed to offer courses so that students can complete their courses and certificates in a timely manner. | 40,000 | 20,000 | 60,000 | 1 |
| Full Time Faculty |  |  |  |  |  |
| Professional Development | Description/Justification |  |  | Estimated Cost |  |
| Department wide PD needed | Funds to attend training, conferences, and seminars on an as‐needed basis | | | 2,500 | 3 |
| Personal/Individual PD needed |  | | |  |  |
| **Supplies** | Description/Justification | | | Estimated Cost |  |
| Software | Robotics software | | | 500 | 1 |
| Books, Magazines, and/or Periodicals |  | | |  |  |
| Instructional Supplies | Update instructor computers and accessories.  Support for robotics classes in Summer  Tablets, headphones, cameras, etc | | | 5,000  5,000  2000 | 1  3  1 |
| Non-Instructional Supplies |  | | |  |  |
| **Technology & Equipment** | Description/Justification | | | Estimated Cost |  |
| New |  | | |  |  |
| Replacement |  | | |  |  |
| **Facilities** | Description/Justification | | | Estimated Cost |  |
| Classrooms |  | | |  |  |
| Offices |  | | |  |  |
| Labs | Computer Lab -- CIS computer labs are used by all departments and are currently close to full capacity. With the addition of the new CS faculty, we need a new lab so that we can offer more courses to enable students to complete their certificates and transfer requirements. | | | 200,000 | 2 |
| 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!