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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**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 |
| Andrea Williams | Career & Transfer Center | 11-5-2020 |

[**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 Career and Transfer Center’s mission is to provide equitable and comprehensive transfer and career services to identify and implement strategies and intentional advocacy to support disproportionally impacted students at Berkeley City College . The Center provides academic/career assessment and exploration via on-line and in person support and access to transfer information, programs, and guidance to facilitate increased transfer rates and/or career advancement. |

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

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| --- | --- |
| Full Time | Part Time |
| Andrea Williams |  |

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.**

1. Assess students that utilize the resources offered at the Career and Transfer Center for transfer related activities, guidance, and support.

2. Implement the use of the career and academic exploration platform FOCUS II and Interview Stream to assist students meeting with the TC coordinator, Counseling and Instructional Faculty to support students in a holistic approach to increase Student Education Plans, Degree selection, and completion transition to a career and/or transfer to 4 year institutions.

Goal 3 - Work collaboratively with Instructional and Counseling faculty to develop an action plan for the Transfer/Career Center targeting African-American, Latinx and first time college students to incorporate access to transfer resources, guidance to support degree completion and transfer to 4 year institutions.

**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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| Goal 1 - Assess students that utilize the resources offered at the Career and Transfer Center for transfer related activities, guidance, and support  Status  Completed  College Goal  Strengthen Resilience: Strengthen BCC students’ abilities to become self-directed, focused and engaged in the pursuit of transformative, life-long learning experiences that result in personal and academic success.  District Goal  Advance Student Access, Equity, and Success  If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?  The amount of students served in the Transfer Center increased by 13% since the previous APU in 2017-2018 (850 students served) to 2018-2019 ( 1138 students served) and has held steady for 2019-2020 (1128 students served). Due to the Coordinator's medical leave for 3 months in early Fall and the transition to on-lines service it is a positive outcome that the number of student served stayed the same.  The amount of colleges visiting the college for workshops and the Transfer Fair has increased since the  2017-2018 APU. Starting with 13 college visits met with 336 students, Transfer Fair attendance of 150 students and 40 colleges to 2019-2020 with 22 Colleges and University visits met with 338 students and Transfer Fair attendance over 453 students for the 2020 Virtual Fair with over 50 colleges and universities.  Goal 2. Implement the use of the career and academic exploration platform FOCUS II and Interview Stream to assist students meeting with the TC coordinator, Counseling and Instructional Faculty to support students in a holistic approach to increase Student Education Plans, Degree selection, and completion transition to a career and/or transfer to 4 year institutions.  Status:  In Progress  College Goal  Increase Transfer and Transfer Degrees: Ensure that all of BCC’s programs of study and transfer pathways for degrees prepare students, in a timely manner, for multiple transfer options.   District Goal  Engage and Leverage Partners  If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?  8 Academic Counselors have incorporated using Focus II in their counseling courses and SEP appointments. The number of SEP completions went from 578 in 17-18 to 1028 in 18-19 to 1,819.  From 2017-2018 to 2019-2020 441 Associate Degrees were awarded. From 2017/2018 to 2019-2020 the Transfer Rate stayed the same with 441 students being awarded degrees.  Goal 3 - Work collaboratively with Instructional and Counseling faculty to develop an action plan for the Transfer Center targeting African-American, Latinx and first time college students to incorporate access to transfer resources, guidance to support degree completion and transfer to 4 year institutions.  Status  In-Progress  College Goal  Raise College Competence: Raise student skills and competencies, and expand their learning experiences, so that they can successfully complete their college program.  District Goal  Strengthen Accountability, Innovation and Collaboration  If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?  The amount of students served in the Transfer Center has increased by 13% since the previous program review. Additionally the Center has significantly increased the number of African American students up tp 20.2%, more than the 15% of their total number of the BCC student population. The center is working on building relationships with Latinx, Chicana, and Hispanic students to support their transfer and career goals as this group consists of 25.9% of the total population and 13.4% were served in the center. Additionally, the Career and Transfer Center has increased the number of DI served served from 2017-2018 to 2019-2020.   |

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

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| The Career/Transfer Center is located in a small but stand alone area where students receive in-person assistance or participate in group workshops with transfer and career information, guidance, and direct support. The center has laptop computers students may use in all areas related to the transfer and career process. The Center has hard copy and online resources for employment, internships, career assessment, and transfer research, applications, acceptance review and final steps to transfer.. The Center also hosts workshops sponsored by several public, private, in and out of state educational institutions. The Center also hosts not and for profit companies and organizations seeking student employees and interns, scholarship research and application assistance. There is a designated area where students may engage in a group setting or one on one, to encourage a collaborative transfer/career student community. The center has the ability to offer mobile services and presentation support with a laptop cart and an interactive monitor that may be moved to different areas in the campus to support larger workshops. information sessions, the annual Transfer Fair, Career/Internship Fairs and other events as needed. For recruitment, workshops, and info sessions the BCC Auditorium, Atrium Room 126 and the area in front of the Ambassadors desk is often utilized to provide additional support to the student transfer and career process. As of March 2020 due to the Corona Virus Pandemic all services have transitioned on-line with the utilization of computers, zoom sessions, tele-conferences, and e-mail communication. The center uses a function called Tawk available on our website to offer real time assistance and answers to questions students or the general community may have. The CTC website posts access to informational sessions for transfer to several colleges and universities, postings for employment and internships, and general information about transfer and career. The center also offers remote support and assistance for those that are struggling with the transition to on-line services with info sessions on how to utilize on-line services. |

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* |
| There has been an increase in the amount of students served in the Center. There are performance gaps in terms of completion and achievement rates for Disproportionately Impacted Students , however DSPS students, African American and Latino/Chicano groups saw an increase in their participation and use of the Transfer Center Resources. The visit rate for African American Groups rose from 15.0% to 20%. The TCIC Coordinator has made a concentrated effort to outreach to DI student co-horts like EOPS, Umoja, Learning Communities, Undocumented students with transfer presentations, and provided culturally responsible and impactful services to ensure that this population has access, guidance and competent information related to Career and Transfer. There has been a steady increase in application and acceptance of Latinx students applying and being accepted into 4 year institutions and the Career and Transfer Center , however additional workshops and culturally relevant support will be implemented in the next College Application cycle. African American men and women's application and acceptance rates remain 2nd to the lowest among all Peralta students. The Career/Transfer Center Coordinator in collaboration with the Umoja Program, EOPS, Berkeley Scholars, Learning Communities is currently developing culturally competent embedded workshops, support groups, and access to important transfer information to support the increase of application submissions and transfer acceptance rates of African American Students. Further practices will be put in place to support additional DI groups to increase application and acceptance rates to all universities by Fall of 2021. |

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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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| TanSLO 1 - The Transfer and Career Center helps me access relevant college information, college res resources, and college services needed for my transfer process. 117 Responses - 92% Strongly AgrAgreed or Agreed with this assessment. SLO #2 -Transfer and Career Center helps me gain useuseful knowledge of the transfer process - 93% Strongly Agreed or Agreed with this assessment. SLOSLO # 3 =Transfer and Career Center helps me gain useful knowledge of my career devdevelopment process. - 76% Strongly Agreed or Agreed. SLO # 3- Transfer and Career Center hel helped me gain more insight into my decision-making process with a college or university - 87% Strongly Agreed or Agreed. SLO #3-Transfer and Career Center helps me gain insight into my decision-making process with regard to a choice of major - 84% Strongly Agreed or Agreed. |

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 |
| Transfer Fair | SSSP/SEA | 2500 | Successful transfer fair attendance by students and University Reps. |
| Student Workers | SSSP/SEA | 35,000 | Increased number of students served in Transfer/Career |
| Collaborative workshops | SSSP/SEA | 2,000 | Increased number of university reps and students attending workshops |

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.*

|  |  |
| --- | --- |
| **IMPROVEMENT ACTIONS** | |
| Action Name: | Application Submission Increase |
| Description: | Increase application submission for DI Groups for 2021 Application Cycle |
| To be completed by [Date]: | 11/30/2021 |
| Responsible person: | Career Transfer Center and Counseling and co-hort student programs |

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| **IMPROVEMENT ACTIONS** | |
| Action Name: | African American Application Success |
| Description: | Increase number of African-American students applying and being accepted into 4 year institutions. |
| To be completed by [Date]: | 11/30/2021 |
| Responsible person: | Career/Transfer Center, Counseling, Umoja, Learning Communities, EOPS, DSPS, and Faculty, |

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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. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Resource Category | Description/Justification | Estimated Annual Salary Costs | Estimated Annual Benefits Costs | Total  Estimated  Cost | Overall  Priority Ranking (1=Most important) |
| **Personnel** |  |  |  |  |  |
| Classified Staff | provide admin support to allow Coordinator to focus on developing embedded equity practices to increase transfer rates of specific DI groups. | 20,000 | 0 | 20,000 | 2 |
| Student Worker | Student employees provide important mentorship, support and guidance during the transfer process. Student employees also receive impactful career training, life skills, and opportunities for growth and development to encouage life long learning | 45,000 | 0 | 45,000 | 1 |
| Part Time Faculty |  |  |  |  |  |
| Full Time Faculty |  |  |  |  |  |
| Professional Development | Description/Justification |  |  | Estimated Cost |  |
| Department wide PD needed |  | | |  |  |
| Personal/Individual PD needed | Training to increase knowledge and implementation of culturally competent, equitable and impactful practices to increase successful transfer to 4 year schools, specifically for students identified in the recent BCC Equity Plan. | | | 5,000 | 6 |
| **Supplies** | Description/Justification | | | Estimated Cost |  |
| Software | Focus II and Interview Stream | | | 6,000 | 7 |
| Books, Magazines, and/or Periodicals |  | | |  |  |
| Instructional Supplies |  | | |  |  |
| Non-Instructional Supplies | Office supplies to operate center | | | 5,000 | 5 |
| **Technology & Equipment** | Description/Justification | | | Estimated Cost |  |
| New |  | | |  |  |
| Replacement | Computer | | | 2,000 | 8 |
| **Facilities** | Description/Justification | | | Estimated Cost |  |
| Classrooms |  | | |  |  |
| Offices | A different location and dedicated space to accommodate the increased number and diversity of students requesting services in the center for workshops. Additionally a private and secure area to assist specific DI groups, i.e. Umoja, Puente, SAS, Learning Communities and specific students identified in the equity report and requests support for career and transfer | | | $0 | 4 |
| Labs | Computer Lab space set aside specific to transfer/career activities for transfer presentations/workshops, internship and employment presentations, career readiness workshops, and a private space for University Reps to meet with a group of students or individually. | | | $0 | 9 |
| Other |  | | |  |  |
| **Library** | Description/Justification | | | Estimated Cost |  |
| Library materials |  | | |  |  |
| Library collections |  | | |  |  |
| **Other** | Description/Justification | | | Estimated Cost |  |
| OTHER Description | Supplies to support the annual Transfer Fair, Transfer Acceptance Celebration, work-shops and labs during the Fall Transfer Season and the Spring Acceptance period | | | 15,000 | 3 |

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