2020-21 Annual Program Update
Instructional/Student Services/Administration

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
Susan Truong Gabriel Martinez Hermia Yam	Counseling	10/30/2020

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.

The mission of the General Counseling department is to engage students in a process of personal growth and empowerment. We offer academic, personal and career counseling, which fosters increased self-esteem and life-long learning. In addition to serving BCC, we also collaborate with District Student Services regarding policies, practices and technology that directly impact Counseling services at the 4 campuses and Peralta student's success, access and equity

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

Full Time	Part Time
Hermia Yam (Noncredit Lead) Gabriel Martinez (General/Co-Chair) Susan Truong (General/Co-Chair) Emie Mitsuno Hernandez (General/TAG Lead) Denise Jones (General, UMOJA Instructor) Catherine Nichols (General/Articulation Support) Fatima Shah (General, TAG Lead)	Joseph Jimenez (General) Sarah Malmquist-West (General Irene Chung (General) Kow Weng Cheah (General) Alison Kubo (General) Norma Guido (General) Amy Herrera (Veterans/General Counseling)

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.**

1) Develop and implement high school to college pathways that identify stack-able degrees and certificates, encourage dual enrollment, produce acceleration and allow early college credit
2) Develop comprehensive SEP for all students during their first year of academic experience (SSSP mandate)
3) Expand Career Counseling services and partnerships with academic departments to assist students in exploring and entering focused career pathways
4) Collaborate with Adult School partner to assist with a smoother transition to BCC, focusing on certificate/degree completion and transfer (New goal- 2020-2021)

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?

1) Status: In-Progress 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: Engage and Leverage Partners

2) 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: Advance Student Access, Equity, and Success

3) 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: Build Programs of Distinction

4) Status: New Goal, In Progresss: Collaborate with Adult School partner to assist with a smoother transition to BCC, focusing on certificate/degree completion and transfer (New goal- 2020-2021). District Goal: Engage and Leverage Partners

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

The General Counseling department currently have 8 offices for 7 FT and 5 PT Counselors to utilize. In 2017, we lost one full office and also astorage space due to a reassignment to the Dean of Enrollment Management and the Undocumented Community Resource Center (UCRC). We are in need of more counseling office space, in order to support the counseling needs of the BCC student body.

Since the spring 2020 semester, the General Counseling department transitioned our counseling support services to 100% online support, due to the COVID-19, Shelter in Place Order and campus closure. Although all our counselors are working remotely from home, when we all return to campus, we plan to provide online counseling to our students and counselors will still need to utilize their counseling offices to support our students online for confidentility requirement requirements. Online counseling support is one area that the General Counseling Department would like to expand on and in particular to support our disproportionately impacted population.

Additionally, the second floor lobby is currently shared with the SAS (formerly PSSD) department, Undocumented Student Resource Center and the General Counseling department faculty and staff.

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

Berkeley City College's overall course completion rate dropped from 69% to 67.5% in 2019-2020 from the previous year, while our overall retention rate increased from the previous year from 81% to 87.7%.

Counseling Course Completion and Retention- Gender

When looking at gender, there was not a significant difference between male and female student completion and retention rates. However there was a significant drop in the completion rate of student enrolled in counseling courses in 2019-2020 from the previous academic year. Course completion rate dropped from -76.7% to 59.9%, and Student Retention rate increased from 88.5% to 91%. Perhaps this significant drop in course completion may be due the COVID 19 pandemic, where mostly all courses at BCC were transitioned online. This transition to online teaching and learning was difficult for instructors to quickly pivot to. We believe this transition was even harder on students, who may lack financial and other resources to accommodate this change in learning modality. Students retention rates in our counseling courses increased from the previous academic year, and was slightly above the BCC overall student retention, inspite of the COVID-19 pandemic. A factor in this may be expanded online student support services to continue to engage students in the learning process.

Counseling Course Completion and Retention- Age
When looking at the completion and retention data based on the students' age group, we saw a drastic drop in completion for students in the 16-18 age range from the previous year (2018-2019- 77.5% Completion, 88.3% Retention; 2019-2020- 49.9% Completion, 89.7% Retention). The other age groups did not show a significant drop or increase. It may be that the first time college students and high school dual enrolled students had a harder time transitioning to online learning due to the COVID-19 pandemic.

Counseling Course Completion and Retention- Ethnicity:
Asian
2018-2019- 79.6% Completion, 92.6% Retention
2019-2020- 75.9% Completion, 92.2% Retention

African American
2018-2019-71.4% Completion, 86.6% Retention
2019-2020- 53.6% Completion and 90.6% Retention

Hispanic/Latino
2018-2019- 76.9% Completion, 87.8% Retention
2019-2020- 56.3% Completion, 91.1% Retention

White
2018-2019- 82.8% Completion, 90.3% Retention
2019-2020- 62.7% Completion, 90.5% Retention

Two or more
2018-2019- 78.9% Completion, 90.1% Retention
2019-2020- 59.6% Completion, 92.1% Retention

Counseling course completion and retention rates vary for different ethinic groups, Asian students had a steady completion and retention rates from 2018-2019 to 2019-2020 year,even with the COVID-19 pandemic. African American, Latino/Hispanic, White, Students who identified as two or more ethnicities had a significant drop in completion rates from the previous year (African American/Black-76.9% to 53.6%, Latino/Hispanic- 76.9% to 56.3%, White- 82.8% to 62.7%, Two or more- 78.9% to 59.6%), while all four groups had a slight increase in retention rates (African American/Black- 86.6% to 92.2%, Latino/Hispanic- 87.8% to 91.1%, White- 90.3% to 90.5%, Two or more- 90.1% to 92.1%). Perhaps the significant drop in completion rates in 2019-2020 for African American/Black, Latino/Hispanic, White and Students who

identified with two or more ethnicities may be attributed to our quick transition to online teaching, due to COVID -19 pandemic and the Shelter in Place Order, we were not able to provide quick and needed support to help students, who may not have had the knowledgebase to navigate our courses fully online. There's also the additional factor of lack of internet and computer access to help students along in early months of the campus closure. The Student Services division has done a tremendous job in-reaching to students to provide laptop loans and internet hot spots, in addition to the departments' transition to 100% online support.

As we look at our course completion and retention rates for our disproportinately impacted student populations based on access and retention, we know our African American female students need more support. African American/Black students had a significant drop from the previous academic year's completion rate (-24.93%). This is another reason, why our deparment advocated for one of our full-time counselor, Denies Jones, to teach a College Success course for the UMOJA program. In addition, we've also completed an HBCU transfer pathway certification training for the BCC Student Services Team. We hope this partnershp and training will continue to expand into more hands on support for our African American students and in particular African American/Black females to increase access and retention, and increase our African American Male student's transfer rate to a four year university.

Latino/Hispanic students also had a drop in completion rate in our counseling courses from the previous academic year (-26.79%). Activities for our department this academic year should focus on increasing the degree/certificate completion rates of our Latino/Hispanic male students.

Counseling Course Completion and Retention- Distance Education vs. Face to Face
Up to 100% Online:
2018-2019- 77.7% Completion, 90.2% Retention
2019-2020- 67.5% Completion, 89.4% Retention

Face to Face:
2018-2019-74.8% Completion, 85.1% Retention
2019-2020- 48.6% Completion, 93.3% Retention

When we compare our completion and retention data for our online vs. face to face counseling courses, there was significant drop in students' completion rates from the previous academic year (-9.76% change) for our up to 100% online learners, while the face to face counseling courses had a (-35.03 change). It seeems that online learners before the COVID-19 pandemic transition better than students who relied on on campus instruction and support.

Retention rate for online learners and face to face-in person courses did not have significant changes in student retention in our counseling courses from the previous academic year.

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

    We plan to asess all our courses scheduled for assessment from spring 2020 and fall 2020 by the end of fall semester- Counseling 200A (spring 2020) and Counseling 57 (fall 2020)

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:	Cranium Café Implementation
Description:	Implement the new Cranium Café tool for more comprehensive online Counseling services to support Counseling course curriculum completion and retention
To be completed by [Date]:	spring 2022
Responsible person:	VC, District IT, BCC VPSS and Coun Dept Chair or Designee

IMPROVEMENT ACTIONS	
Action Name:	Online Counseling Expanded Support Services
Description:	Expand our online counseling support to DI student populations
To be completed by [Date]:	Spring 2022
Responsible person:	Counseling Department staff, faculty and Administrators

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	1-Counseling Department Staff Assistant to support our everyday functions of operating our department. This is needed to ensure we have adequate staffing to support students	$44,136	$13,240	$57,376	4
Student Worker	3-Student Workers to support our everyday office needs at the front desk	$10,000 per student	N/A	$30,000	5

		x3= $30,000			
Part Time Faculty	3-Part Time faculty to help us continue to support the growing needs of our students in counseling sessions for major/career $24,000 per PT Faculty x 3= $72,000 $3644/ per PT Faculty x 3=$10398 $82,398 2 exploration, transfer and SEP development	$24,000 per PT Faculty x 3= $72,000	$3644/ per PT Faculty x 3=$1039	$82,398	3
Full Time Faculty	Full time Counselor to replace the position left vacant when Allene Young retired. This position was voted #1 for hiring by the Faculty Prioritization process in 2019-2020 and then was approved to carry over to the 2020-2021 year, however the District offices did not approve any faculty hiring for BCC to date.				1
Professional Development	Description/Justification			Estimated Cost	
Department wide PD needed	Career Assessment and Interpretation Trainings; UC/CSU/CCC Conferences			$10,000	6
Personal/Individual PD needed	Career Development Conferences- Online			$10,000	7
Supplies	Description/Justification			Estimated Cost	
Software					
Books, Magazines, and/or Periodicals					
Instructional Supplies					
Non-Instructional Supplies	General office supplies			$10,000	8
Technology & Equipment	Description/Justification			Estimated Cost	

New	8 - webcams for office PC's for online counseling (approx. $83 each) 8 - headset w/ mic for online counseling (approx. $185 each)	$2342	8
Replacement			
Facilities	Description/Justification	Estimated Cost	
Classrooms			
Offices	2-3 dedicated counseling offices for Full and Part time counselors to meet with students. Due to a counseling office reassignment to the Associate Dean of Educational Success, we lost a full closed office space. In order to meet the counseling needs of BCC student body, we need more office spaces for counselors.	$0	2
Labs			
Other			
Library	Description/Justification	Estimated Cost	
Library materials			
Library collections	Occupational Programs in California Community Colleges handbook	$250	10
Other	Description/Justification	Estimated Cost	
OTHER Description	Strong Interest Inventory and Myers Briggs Type Indicator assessment units- These assessments will be utilize in counseling courses to assist students with their career exploration planning.	$5000	9

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