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
Gabriel Martinez, Susan Truong, Hermia Yam	Counseling - Student Services	11/6/2020

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 (Non-Credit lead)	Joseph Jimenez (General Counseling)
Gabriel Martinez (co-Chair)	Sarah Malmquist-West (General Counseling)
Susan Truong (co-Chair)	Irene Chung (General Counseling)
Emie Mitsuno Hernandez (TAG lead)	Kow Weng Cheah (General Counseling)
Denise Jones (UMOJA instructor)	Alison Kubo (General Counseling)
Catherine Nichols (Curriculum lead)	Norma Guido General Counseling)
Fatima Shah (TAG lead)	Amy Herrera (split Veteran's and 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

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: 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 has 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

Note: This APU focuses on General Counseling as a Student Service Area. Instructional outcomes will be discussed in the Instructional version APU which the General Counseling Department will also be submitting.

From a General Counseling point of view, the dashboards indicates positive trends in overall student completion rate (9.3% increase) and overall retention rate (6.4% increase) during the 3 year period from '17-'18 to '19-'20. During that same time period, we also see an 8.3% increase in degrees and awards conferred despite a 5.3% decrease in overall student headcount. Furthermore, trends are also positive for African American and Latino/a students. During the aforementioned 3 year period, African American students had a 45% increase in Degrees/Awards, 25% increase in Completion Rate, and 11% increase in Retention Rate. Meanwhile, Latino/a students show an 18% increase in Degrees/Awards, 16% increase in Completion Rate, and 10% increase in Retention Rate. Overall, we see African American and Latino/a students showing higher rates of increase when compared to the overall student population for Degree/Awards conferred, Completion Rate and Retention Rate.

The General Counseling Department has put forward many efforts that are factors in these positive trends effecting the general student population and also DI student groups. Of particular note are our strategic and targeted outreach efforts. We regularly request data that helps us to identify students who are (1) undecided about their major, (2) at or above 45 units completed, (3) who have not completed a comprehensive student educational plan, and (4) who have indicated on their CSU application their will receive an Associate Degree for Transfer but have yet to submit a petition. We send outreach emails to these students from our Counseling email address informing students of their situation and encouraging them to meet with a Counselor to review their options. This outreach is usually conducted during off-peak times when Counselors have more appointments available and are more accessible to students. Similar efforts are made to connect with student who are in their first year and yet to complete a student educational plan.

Another example of our collaborative outreach efforts are our partnerships with key academic departments. For Live Week, we work with the English and ESOL departments to offer a week of various workshops for all students in College level Composition and Advanced ESOL courses. This gives us the opportunity to support students in topics that might not normally be addressed in a standard counseling appointment while also allowing us to further promote the variety of services we offer or can refer students to. We also collaborate with the noncredit English instructors to give presentations and work with students on developing their student educational plans.

Furthermore, our department recently organized and hosted a HBCU transfer pathway certification training for the BCC Student Services Team. Our General Counseling Department is now considered "CCC to HBCU Certified". We hope this partnership 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.

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).

Note: SLO's and PLO's will be addressed in the Instrucional version APU.

SAO's
A survey was created in Qualtrics and sent to 6220 BCC students who received services from the General Counseling Department during the '18-'19 and '19-'20 academic years. 689 students responded to the survey for a 11.8% response rate. The survey promted students to provide feedback regarding the quality of services they received. The survey was sent out in early May 2020 and was available until the end of the month. A reminder email was also sent out towards the latter half of the month.

Overall, student feedback indicates positive results in terms of the performance of the General Counseling department. Students responded to questions on counselors abilities to help them understand requirements towards their goals, assist them in developing SEP's, raising their awareness of campus services/resources, understanding the need for them to take responsibility for their success, answering questions related to their academic success and overall satisfaction with the Counseling their received. For these topics, 55.7% of students answered that they Strongly Agreed, while 25% Somewhat agreed. Combined, over 80% of the 689 responses provided positive feedback on the Counseling they received.

Below is a link to the full survey with results (copy and paste into web browser):
https://peralta4-my.sharepoint.com/:b:/g/personal/gmartinez_peralta_edu/ESVGXrNHVtRGj5La8TPpAJkBPQ8jo2hDOwN9OlSBcbhDmA?e=Ajm1dF

No Degrees or Certificates are offered by the General Counseling Department.

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

not applicable to student service area. see General Counseling Instructional APU.

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
previous requests not funded			

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:	Data Queries
Description:	work closer with research office to develop easily accessible queries to pull student data for targeted outreach to general student populations and also Disproportionately Impacted students.
To be completed by [Date]:	end of Spring 2022
Responsible person:	VPSS and Dept Chairs or Designated Lead Counselor

IMPROVEMENT ACTIONS	
Action Name:	Expand online servies including Cranium Café (future Online Counseling platform)
Description:	implement the new web based services such as online fillable forms and Cranium Café for more comprehensive online services and increase support to our DI populations.
To be completed by [Date]:	end of Spring 2022 - ongoing
Responsible person:	VC, District IT, BCC VPSS and Coun Dept Chair or Designee

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 x3= $30,000	n/a	$30,000	5
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 exploration, transfer and SEP development	$24,000 per PT Faculty x 3= $72,000	$3644/ per PT Faculty x 3=$10398	$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	$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)	$2,342	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 to give student comprehensive resources for finding CE/CTE programs in the CCC system.	$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!