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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 |
| Ramona F. Butler | EOPS?CARE | 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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|  EOP&S: The mission of Extended Opportunity Programs and Services (EOPS) at Berkeley City College is to provide financial and academic support to students whose educational and socioeconomic backgrounds may prevent them from successfully attending acollege. EOPS provides students with services including orientation, early registration, specialized counseling, academic planning, career guidance, academic progress monitoring, tutoring, book grants, transfer assistance, workshops, and special cultural awareness activities. CARE: The mission of Cooperative Agencies Resources for Education (CARE), a supplemental program to EOPS, is to provide academic and financial assistance to students who are single heads of household with dependent children and receive CalWORKs and or TANF benefits. CARE students receive supplemental counseling and advisement services; assistance with child care and transportation; textbooks and school supplies; workshops, activities, or classes to enhance personal development, parenting or study skills; group support; peer networking; and information and referrals to campus and community based human services programs.  |

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

|  |  |
| --- | --- |
| Full Time | Part Time |
| EOPS / CARE Staff Dr. Stacey Shears, Vice President of Student Services, Manager; Brenda Johnson, Dean of Student Services, Director, Ramona Butler Coordinator; Alejandra Oseguera, Counselor; Danielle Spencer, Clerical Assistant II  |       |

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.**

Improve Student Success and Retention:

The need of counseling services continues to be high among students. Even with the online transition not all students are able to schedule an appointment that best fits their schedule. Due to technology challenges , internet over usage, and lack of general academic support, counselors work creatively to meet with students. Phone appointments, and email check ins, are options. An additional part-time counselor is needed to ensure late afternoon and evening students have access to counseling services. Academic grants to assist with technological challenges are available based on availability.

Comprehensive Tutoring Services:

Providing comprehensive tutoring services to students in Math, English, and Science courses is a priority for EOPS/CARE. Currently we have student tutors that work around their school schedules which is not enough to support program demands. An additional classified staff person, perficient in online technology, is needed to identify and monitor student success and challenges with online academic needs. This person would be resposible for monitoring required counseling contacts during the semesters, submission of program Mid Term Progress Reports, participation in priority registration, and use Starfish as our early alert system to identify students who need additional support services. and contact the EOPS/CARE students via phone calls, emails, text messages, and mass communication, such as Facebook and Twitter, to remind students of their appointments.

Employee Training:

Establish dates and times for monthly staff meetings for all employees to ensure everyone has current information on the program. updates, activities, campus technological updates, events, and identify areas of improvement.

Student Engagement:

 Increase efforts to encourage student engagement on campus: Develop pathways for students to become aware of BCC programs and services, engage students in campus activities, and encourage students’ participation in transfer based events and programs.

Collaboration:

Expand collaboration with community partners and sister colleges to enhance EOPS/CARE services

**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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| Our program goals have changed tremendously due to the transition from face-to -face to 100% online leaarning.EOPS/CARE continues to work dilligently to provide inovative ways to address the needs of our students. Employee training and support continues as we train on zoom, Canvas, and other remote trianing opportunities.  |

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

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| The EOPS/CARE program utilizes our current area to store files, books, and supplies. |

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* |
| EOPS/CARE students continue to excel academically increasing the number of AA /AATdegrees, AS/AST degrees and Certificates of Achievement and Completion. One trend I notice is that our CARE program (Single head of household parents receving county assistance) student count is very low and those students have been awarded more Certificate than AA/AS degrees. Certificates, especially for Transfer Studies,IGETC, CSU Bredth, were low in the 2018-2019 academic year. the fluctuation is related to college enrollment trends  |

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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 [x]  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)

[x]  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: | Book Service |
| Description: | How to maximize book service for Online Education |
| To be completed by [Date]:  | ongoing |
| Responsible person: | Ramona Butler |

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| **IMPROVEMENT ACTIONS** |
| Action Name: | Tutoring |
| Description: | Provide comprehensive tutoring services for online Education |
| To be completed by [Date]:  | ongoing |
| Responsible person: | Ramona Butler |

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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 | TotalEstimatedCost | OverallPriority Ranking (1=Most important) |
| **Personnel** |  |  |  |  |  |
| Classified Staff | .5 Classified Math Tutor.5 Classified English Tutor | 11,00011,000 | 700.00700.00 |   1,800.001,800.00   | 22 |
| Student Worker |       |       |       |       |       |
| Part Time Faculty | 1 adjunct counselor | 35,000 | 20,000 | 55,000 | 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!