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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 |
|  |  |  |

[**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 English Department at Berkeley City College is to provide all students with strong, college-level skills in reading, writing, research, and critical thinking. English courses at the college tend to fall into four broad categories: Reading and composition, reading and composition support, literature, and creative writing. The English discipline provides students with strong skills in reading and writing, critical thinking, and research skills (primary institutional learning objectives) and aids in preparing students for transfer, CTE, or other goals. In addition to communication, courses in English address the following institutional learning outcomes: Critical thinking, information competency, and global perspectives and valuing diversity. Through its English 1A and support courses especially, but also through its general education courses and A.A. degrees, the department addresses the advancement of student access, equity, and success.  The mission of the English AA-T is to provide students with strong, college-level skills in reading, writing, and literary analysis. This program prepares students for transfer to the English Department at CSU or UC campuses or at private four-year schools. |

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

|  |  |
| --- | --- |
| Full Time | Part Time |
| Jenny Lowood  Adan Olmedo  Scott Hoshida  Tomas Moniz  Cleavon Smith  Sonya Wozniak | Bukola Adesokan  Sharon Coleman  Grace Ebron  Heather Fullerton  Hollie Hardy  Eric Heltzel  Meredith Isaksen  Linda King  Katherine Koelle  Michelle Koerner  Alvin Lebo-Planas  Lynn Lebo-Planas  Julianne Leigh  Anna Mantzaris  Sabrina Nelson  Jessie Nguyen-Bilse  Louisa Roberts  Karen Seneferu  Terry Tricomi  Charis Woodward  Zoe Young  Georgie Ziff  Amy Zink  Laura Zink |

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) The department proposed to plan a cohort model for students beginning at the English 264 level so that these students could remain with the same instructor and student cohort through completion of English 1A, in the hopes of improving retention and throughput for underrepresented students. The department used an APPLE and a Transformation Grant to develop the curriculum for this cohort approach.

Status

Completed

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

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

The department used its Transformation Grant in order to develop the curriculum to attain this goal. The schedule shows that this curriculum was implemented. Throughput data from the District show that the percentage of students at Berkeley City College who began one level below English 1A that actually completed English 1A (28%) is significantly higher than at the other colleges in the District.

2) The department will continue to use the successful cohort model described above, but, because of the implementation of AB 705, will use it to ensure that students who begin in "English 1A Plus" will continue, the following semester, with the same instructor in English 5, and will continue to use English 508ABC, the non-credit support course. Thus, the department will fully comply with AB 705, starting in Fall 2019, in a way that maximizes student success.

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) One of the goals of the English AA-T is to provide transfer opportunities for BCC students, particularly at local CSU and UC campuses.

Status

Completed

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

Build Programs of Distinction

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

An analysis of transfer articulation with CSU and UC, using assist.org, shows that completion of the AA-T in English with a gpa of 2.0 guarantees students admission to a CSU, and completing the courses in this AA-T fulfills all transfer requirements for English majors at U.C. Berkeley, U.C.L.A., U.C. Santa Barbara, U.C. Irvine, and U.C. Santa Cruz, and meets four out of five requirements, which is sufficient for transfer, at U.C. Davis. We need to prioritize marketing these transfer opportunities for English majors.

**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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| Goals 1 and 3 are completed.  Alignment with college and district goals as well as methods of measurement of achievement for each goal are listed above.  Goal 2 is in progress.  As we noted at the end of our description of Goal 3, we should "prioritize marketing these transfer opportunities for English majors," and this process is in development. |

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

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| Because of the need for students to use computers in order to develop research and writing skills, English 1A PLUS is taught partially in a computer lab setting and partially in a smart classroom (BCC 313 and 311, respectively, with "line of sight" between them), and English 1A is taught in classrooms that have computer carts with Chromebooks, which they use frequently in class (315 and 316). Many instructors have had difficulties with the Chromebooks, ranging from the computers routinely losing charge to loss of keys to the carts to students having changed the language on the Chromebooks (for example, to Chinese) in such a way that they were difficult to change back. Therefore, it would be best for students if the department had use of a second computer lab to address the sections of “English 1A PLUS” beginning in Fall 2021. |

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* |
| An analysis of the data on the Power BI dashboard doesn’t reflect significant trends for the English Department to the same extent as the Statewide Student Success Scorecard because the BI tool information doesn't differentiate between success in English 1A (very significant to the department and college) and success in all other courses, many of which require the English 1A prerequisite. Due to the nature of the department, it’s more meaningful to compare its success rates with those of other English Departments than it is to look at the numbers in isolation. Data from the most recent years calculated by the Student Success Scorecard show the percent of first-time students who completed six units and attempted any English course in their first year and then completed a transfer-level course in English in their first or second year (see below).  % of first-time students from 2019 Student Success Scorecard who completed six units and attempted any English course in their first year and then completed a transfer-level English course in their first or second year:  English 2019-2020 (excluding MW and EW grades)  after 1 year after 2 years  all BCC 58.5% 70.8%  all Statewide 46.0% 62.2%  all COA 43.2% 55.7%  all Laney 36.2% 49.2%  all Merritt 41.5% 55.3%  African-Ame after 1 year after 2 years  BCC 50.0% 59.7%  Statewide 34.8% 50.9%  COA 29.5% 42.6%  Laney 23.6% 39.8%  Merritt 32.7% 46.2%  "Hispanic" after 1 year after 2 years  BCC 60.5% 70.4%  Statewide 41.1% 57.9%  COA 41.1% 50.5%  Laney 39.3% 49.5%  Merritt 42.9% 56.4%  The tables below show the completion and retention rates in English at BCC in 2019-2020 compared to those English departments in the other Peralta colleges:  English 2019-2020 (excluding MW and EW grades)  completion retention  Peralta 67.9% 80.4%  all BCC 70.1% 82.7%  all COA 62.8% 76.6%  all Laney 68.4% 78.5%  all Merritt 67.2% 81.8%  Because completion rates in English 1A have particular importance to the college in terms of student success and the new funding formula, we have highlighted completion and retention rates in English 1A--overall and by the two main groups designated in the equity report (African-American and "Hispanic"):  English 1A 2019-2020 (excluding MW and EW grades)  completion retention  Peralta 70.6% 83.0%  all BCC 73.5% 85.5%  all COA 65.8% 79.4%  all Laney 70.5% 80.3%  all Merritt 68.6% 84.0%    African-Ame completion retention  Peralta 60% 74%  BCC 61.0% 76.3%  COA 49.5% 70.5%  Laney 59.3% 71.0%  Merritt 65.2% 77.1%    "Hispanic" completion retention  Peralta 66.6% 78.8%  BCC 69.8% 80.7%  COA 55.9% 74.1%  Laney 65.6% 76.7%  Merritt 68.7% 80.9%  The BCC English department exceeds the district average overall and with respect to the two main groups designated in the equity report.  The completion rates in the BCC English department are slightly higher than the previous year. In 2018-19, the completion rates in the BCC English department were 66% completion and 77% retention. In 2019-20, the rates rose to 77% completion and 86% retention. However, the rates excluded MW and EW grades, so it is difficult to interpret these results. If you look at the rates that do not exlude MW and EW, they are very similar with a slight raise in retention in 2019-20.  2019-20 completion and retention rates in English 5 are high: 77-78% completion (depending on gender), and 84-86% retention (depending on gender).  2019-20 complettion and retention rates in English 1B have significantly increased: 74-78% completion (depending on gender), and 86-90% retention (depending on gender).  The completion and retention rates for students completing the AAT in English at BCC is high: 83-88% completion (depending on the course taken), and 86-94% retention (depending on the course taken).  The high completion and retention rates in English 5, 1B and the courses leading to an AAT in English suggest that the English 1A courses prepare students for success in subsequent transfer-level courses in English. |

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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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| eee"Other" explanation: Education 97 is undergoing revision and is, therefore, not being taught.  English 217A was offered but had zero enrollment (because it was concurrent with another c. class, it wasn't cancelled). The classes that have not been assessed will either be assessed Fall 2. 2020 or Spring 2021, according to the updated assessment schedule: https://peralta4-my.sharepoint.com/:x:/g/personal/pdehaan\_peralta\_edu/EcImrYIccZpGgDkHaAfgz7EBuV2NsOwYPfey9elU1UJ1UA?e=J6Xafi  .  d |

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) half-time classified staff  2) student workers to provide tutoring in English 1A PLUS and English 208 |  |  | 1) The classified staff member has been invaluable in providing stability to the BCC Writing Center (drop-in tutoring) and AB705 support classes and supporting the transition to synchronous online instruction in English classes (embedded tutoring). These important college functions would be well served with the addition of the 1.5 classified staff members we requested in last year's APU.  2) This has been an essential resource for the Writing Center, which provides writing support to most disciplines in the college, but it especially supports AB705 efforts. |
| 3) FELI, reading apprenticeship, and other professional training  4) TurnItIn.com subscription |  |  | 3) FELI training and reading apprenticeship training were funded and have led to curricular changes in many classes in the English department.  4) The BCC Turnitin.com subscription has been crucial to the work of English teachers in the department. |
| 5) paying readers to complete portfolio assessments beyond departmental obligation  6) upgrade of computers in room 560 |  | $2,000-$3,000 per semester | 5) This supports critical assessment efforts related to AB705.  6) Half of the computers for part-time instructors in English 560 have been upgraded; the other half need upgrading desperately. We are unsure whether this has been completed. |

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: | Personnel:  1) Hire additional permanent full-time or permanent part-time instructional assistants.  2) Additional full-time English teacher |
| Description: | See table below. |
| To be completed by [Date]: |  |
| Responsible person: | Administration |

|  |  |
| --- | --- |
| **IMPROVEMENT ACTIONS** | |
| Action Name: | Facilities:  1) additional dedicated lab space  2) Half of the computers for part-time instructors in English 560 have been upgraded; the other half need upgrading desperately.  3) Improve lighting and heat in classrooms on the third floor. |
| Description: | 1) See table below. |
| To be completed by [Date]: |  |
| Responsible person: | Administration |

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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 | 1.5 permanent full-time or the equivalent permanent part-time instructional assistants are needed to provide stability in classroom support for English 1A PLUS and English 208 (the writing workshop), both crucial to implementing AB 705 and promoting student success throughout the campus.  Instructional Planner to help with |  |  | 30,000 | 2 |
| Student Worker | This is needed to fund tutors as the Writing Center remains fully operational, whether online or face-to-face, during the Covid-19 pandemic. |  |  | 100,000 |  |
| Part Time Faculty |  |  |  |  |  |
| Full Time Faculty | A) Hire an additional full-time English teacher (based on faculty prioritization process) due to increased demands stemming from AB705 and the importance of student supports to the equity plan, the new funding formula, and the need for additional marketing for the AAT.  B) Hire an instructional planner with classroom experience. |  |  |  | A) 1  B) 6 |
| 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 | Improve lighting and heat in classrooms on the third floor. | | |  | 5 |
| Offices | Half of the computers for part-time instructors in English 560 have been upgraded; the other half need upgrading desperately if they have not been upgraded already. | | |  | 4 |
| Labs | Add one additional dedicated computer lab to serve the needs of English 1A and English 1A PLUS students. This would be an important support for the funding formula, the college's equity needs, and AB705 implementation. | | |  | 3 |
| 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!