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
Adriana Regelado, Christina Taing-Rivera, Jeejun Bertuso, Shannon Penn, Skyler Barton, Susan Cuong, Martin De Mucha Flores	Student Services/ Umoja Schoars Program, The Puente Project, and Society of Scholars (formerly FYE)	

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.

Berkeley City College's Socity of Schoalrs (formerly First Year Experience Learning Communities) is comprised of five communities all focused on transfer: The Umoja Schoars program, The Puente Project, Ignite, Revoltionary and Visionary.

The communities align with the college's mission and vision by fostering collaborative relationships with faculty to promote student success outcomes, increase transfer rates and empower students both in and outside of the classroom. Society of Scholars offers essential support for students to ensure a smooth transition to and through BCC.

The mission of Society of Scholars is to provide a transform the educational experience for First Generation Students to college, marginalized student populations, and Students of Color who have a goal to transfer. A student participating in the program will receive intentional wrap-around services and support from instructors, staff, administration and dedicated counselors.

Services and programming in Socity of Scholars are designed to be student ready. Intentional and synchronized resources across the communities ensuring students have opportunities to engage regardless of where they are at in their educational journey. Students in Society of Scholars take classes with a cohort of peers, providing an opportunity to become familiar with their classmates, and develop a network of support. Courses in Society of Scholars are contextualized and integrated, with a specific focus to connect the life experiences of students with content taught in the classroom.

A theme threaded through all the cohorts and classes is Social Justice & Racial Justice and Equity.

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

Full Time	Part Time
Skyler Barton Christina Taing-Rivera Jeejun Bertuso	Adriana Regelado Susan Cuong Shannon Penn

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.

Student Success and Challenges Analysis
Beginning with AY17-18 the Learning Communities Counselors and the Associate Dean will utilize Learning Communities student data: units completed/attempted, course success, persistence, course retention/completion and student education plans to analyze student success outcomes, challenges, and transfer ratety. The results from the analysis will be used with qualitative data to make changes to the program, and add extracurricular activities outside of the classroom.

Status
The compherensive analysis will be summarized during our Fall 2021 APR

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
Strengthen Accountability, Innovation and Collaboration ·

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?
This goal is measured by conducting an analysis of peristance, financial aid and course success

 Provide professional development for LC instructors to engage in culturally responsive pedagogy. Partnering with the Puente Project Statewide Office, a one-day seminar in the winter and two-day seminar in the summer will be offered to faculty teasing in LC and open to all BCC faculty to attend.

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
Strengthen Accountability, Innovation and Collaboration ·

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

Due to COVID 19 Shelter in Place orders and reorganizing efforts to meet the needs of studnets in real time. The LC team was unable to provide a summer institute. We have sucesffully able to provide a training and support for LC instructos at the end of the fall during a winter institute.

The goal going forward is to algin with college efforts to provide professional dvelopment with an Equity advancing lens.   For example all instructors participated in the Skyline Equity Summit syllabus traiing during the mid semester flex. The LC team will continue to advocate for additoinal equity advancing workshops with Mr. Hotep.

Assess the number of DI students who complete transfer-level english and math during their first year in Learning Communities.
During spring 2020 LC Counselors and the Associate Dean will review Learning Communities English 1A portfolio scores and compare to other populations of students completing English 1A with Support and English 1A without support. A similar method will be used to compare student success outcomes for LC students enrolled in Math 13 and Math 1. During the assesment we will focus on the outcomes for Latino males, Latina Females, Black Females, and Black males will be made to identify successful instructional strategies and other opportunities.

Status
In-Progress - assesment is occuring during the Fall 2020 semester.   It did not occure during spring 2020 due to priortizing COVID 19 resonses.
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 ·

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?

See in notes above

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

> Student Lounge
> Atrium
> Auditorium
> Classrooms for events
> Umoja Village (2000 Center Street, Room 104)
> Counselor Offices (124B, 124C)
> Student Lab (124D)
> Counseling Intern and UMOJA Coordinator office (124A)

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

Currently there is no distrcit dashboard that provides an anlysis of students participatin in learning communities. The tables represented below was gathered from BI11. Studnt identification numbers are used to access individual student records. The graphs in the attached document only reflect the Fall 2019 learning communities cohort. During the Fall 2021 APR the past three years of cohorts beginning in AY2018-19 will be summarized and reported on in a compherensive review.

See attached narrative.

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

    LC evaluates its service area outcomes each semeseter. In previous semesters we have had low participation in surveys sent to studnets.   Starting Fall 2020 we will be conducting the survey as part of the Counseling 24 class.

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:	Measuring course success for LC studetns
Description:	Currently we do not have an established process for measuring course success. During the APR in AY21-22 we will be assessing all course success outcomes for the past three years.
To be completed by [Date]:	Fall 2021
Responsible person:	LC Counselors, Umoja Coordinator, Puente Counseslor, and Associate Dean

IMPROVEMENT ACTIONS	
Action Name:	
Description:	
To be completed by [Date]:	
Responsible person:	

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	Staff Assistaant	49152	19660	68812	3
Student Worker					
Part Time Faculty					
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	Four macbook pro	6000	2
Facilities	Description/Justification	Estimated Cost	
Classrooms			
Offices	Cultural Community Center	-	1
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!

Background

       Learning communities continue to be a developing, and growing program as well as a space for First Generation students attending Berkley City College to thrive. All of the LC students enroll full time during the fall and spring semester and are scheduled to maintain full time enrollment. Our model has transformed over the last three years from a "First Year Experience" model to a completion model, where we commit to students to be with student through completion in two to three years.   We continue to be a student ready program by pairing high support from counselors with instructional faculty trained in inclusive and culturally responsive pedagogy.

The program partners with two regional promise programs: The Oakland Promise and The Richmond Promise, to provide comprehensive wrap around services in tandem with support provided by the respective Promise program. In addition, the LC program is a strategic component of the City of Berkeley 2020 Vision initiative and the Berkeley Community Scholars fund. As a strategic programming component of the 2020 Vision and Berkeley Community Scholars, LC are accountable to increasing the number of Black, Latinx, Latina and Latino students entering BCC and completing a degree, certificate and transfer in the shortest or efficient amount of time as possible.

Recently LC counselors have been a partner with BHS increasing the number of students enrolling in dual enrollment by supporting the dual enrollment and registration process as well as partnering with instructional programs to support the developing of pathways that begin in high school. Data on this initiative will not be reported on in this LC Fall 2020APU, but will be a component of the APR.

Program Model
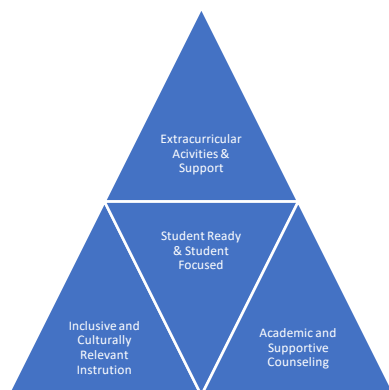
Program Offerings

Learning communities provide four program strands all focused on transfer and completion of transfer level math and English in the first semester:

- The Umoja Scholar Program
- Legendary
- Visionary
- Ignite

The Umoja Scholar Program supports our African American, Black student and allies to understand their experience as college students through the lens of the African American and Black Diaspora. The other three programs provide support based on the general education course work students are completing to meet their transfer goal. As the college embarks to establish pathways and cluster majors, the LC program will move to develop cohorts that map to those pathways versus clustering cohorts around general education courses.

The data tables reported in the Fall 2020 APU reflects student outcomes and metrics for the Fall 2019 Learning Communities (LC) cohort. Data on the Umoja Scholars program was separated and presented to highlight and provide a focus on the experience of our Umoja Scholars. All data was retrieved from BI11 utilizing student identification numbers.

AB705

A preliminary analysis of all the LC students yielded 113 student records where we are able to identify both transfer level math and transfer level English in the students first year was attempted.

- 72% of students completed English 1A in their first year
- X% of students completed Math in their first year

Figure 1: Race and Ethnicity
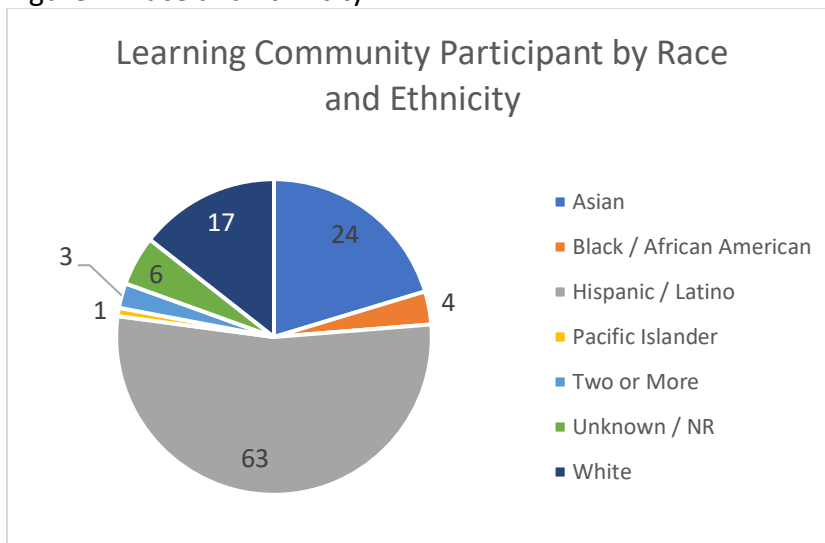
The fall 2019 cohort continues to be predominately comprised of Latinx students. This consistent indication has resulted in BCC establishing an MOU to implement the Puente Project program starting Fall 2020. Our Asian student population continues to make up another significant population of the program. Not captured in this data is the large number of Arab and Muslim students who have joined the LC over the past three years. A growing population in within our Asian student community are South East Asians students which includes Vietnamese and Filipino students.   Beginning spring 2021, LC counselors will work to develop and implement a South East Asian student support program similar to Umoja and Puente.

Figure 2: Students who identified as low income
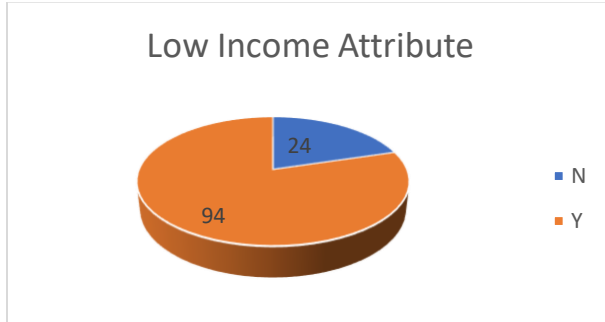
The majority (94 of 118) of our students identify themselves as low income.   This is supported by the number (78 of 118) of students who receive the CA Promise grant which is an income sensitive financial aid resource (figure 3).
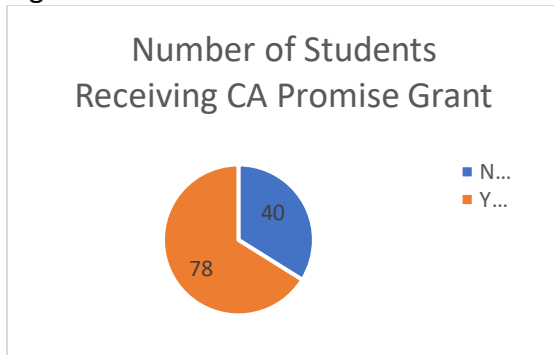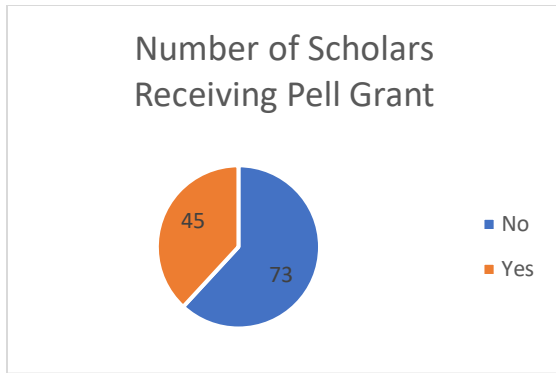
Figure 3: CA Promise Grant

Figure 4: Pell Grant Recipients

Number of Scholars Receiving Pell Grant

45
73

■ No
■ Yes

Figures 4 and Figure 5 show an alarming trend, most of the LC students are not receiving a Pell Grant or Cal Grant. While most of the students are receiving some type of tuition support, they are not receiving other financial resources to meet other basic needs (food, housing and other living expenses).

The LC counselors and student staff supporting the program have identified the following reasons why scholars are not receiving a Pell grant or Cal grant and solutions to be implemented AY20-21:

- Students are applying past the March 2nd deadline for financial aid.   The Pell Grant, Cal Grant and SEOGG grant (not reported here) all have limited funding available. Students must apply to meet the priority deadline date to be eligible for Federal and State aid
  - Solution: Financial Aid completion campaign via social media.   The program is exploring ways to take the FAFSA through a gamification process.
- Documentation – many students struggle with providing the documentation to complete their FAFSA application or are unclear what documentation to provide.
  - Solution: Develop an FAQ document with the BCC Financial Aid department that is student focused and easy to understand.   Work with financial aid to identify a single point of contact for the LC scholars.
- Outreach and Surveys - facilitate more active outreach to scholars in LC based on survey results.
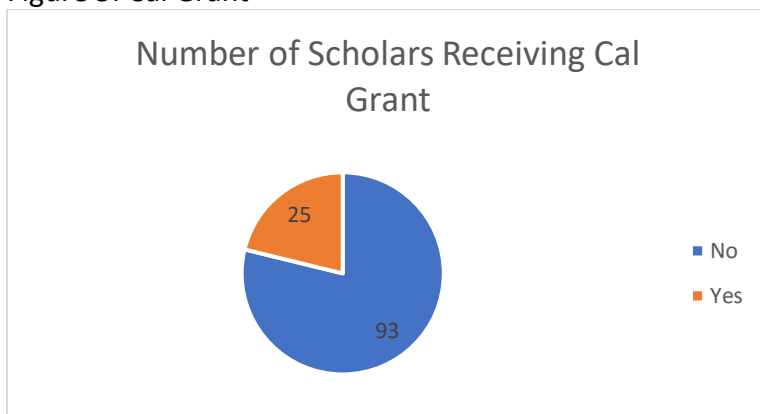
Figure 5: Cal Grant

Number of Scholars Receiving Cal Grant

25
93

■ No
■ Yes

Figure 6

Percentage of Scholars who Persist Fall to Fall
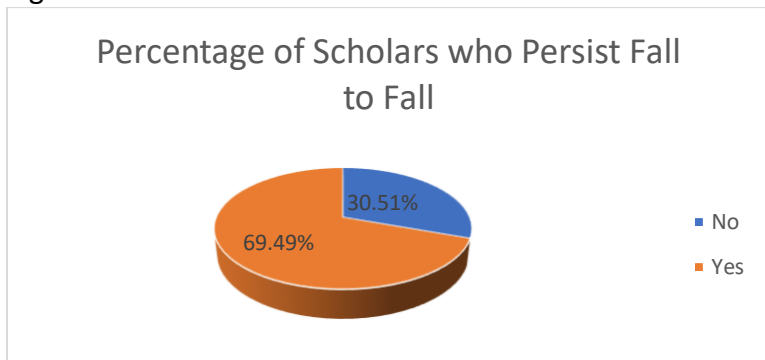
- No: 30.51%
- Yes: 69.49%

Figure 6 and Figure 7 demonstrate two strong indicators of the success of the LC programming. Figure 6 shows nearly 70% of students who started in fall 2019 reenrolled and continued as full-time students during the Fall 2020 semester. In comparison to the overall BCC full time student population 46% of students who started in the fall reenrolled the following fall semester. The program has set a goal to reach a 75% persist rate from Fall 2020 to Fall 2021. While in this data set we only reported student who persisted full time, there are LC scholars who have persisted form Fall 2019 to Fall 2020 but are not enrolled full time and are not captured in this data.

Figure 7 reflects an indicator LC programming has worked on since the first APR for LC. The LC staff set a goal to reach a 90% persistence from fall to spring. 87% of the fall 2019 cohort enrolled full time during the spring 2021 semester, compared to 69% of full-time students who persisted from fall to spring.

Figure 7

Percentage of Scholars who Persist Fall to Spring

- No: 12.72%
- Yes: 87.28%
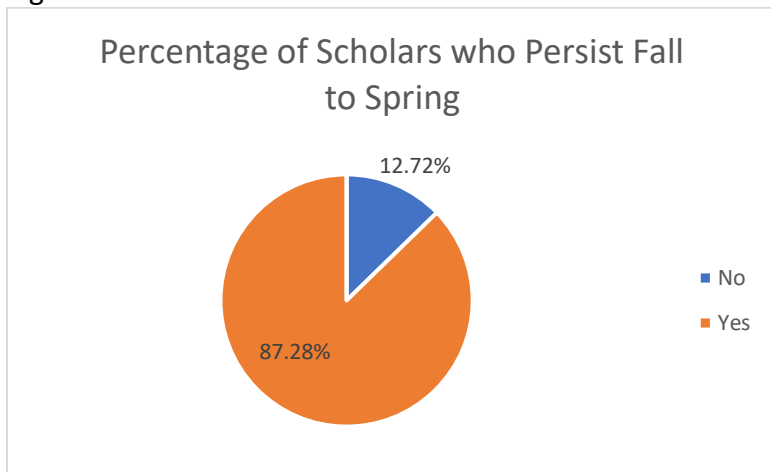
UMOJA Scholars Program

In our fifth year of implementation the Umoja Scholar program continues to grow. 22 students were recruited into the Fall 2019 cohort. Additional students were added in the spring but are not included in this update.   Figure 8 and Figure 9 show the program is having success enrolling our Umoja scholars from fall to spring and fall to fall while maintaining full time status.

Another strength of our program is the intersection of the multiple identities that make up the Black representation in our Umoja Scholar program. Figure 10 shows most of the Scholars identify as Black, and there are subpopulations in the program who include other ethnic identities. This representation of other identities reflects the diversity of the Black student diaspora at Berkeley City College. The Umoja program staff have made a commitment to recruit 30 students for the Fall 2020 cohort and add 10 students during the spring 2021 semester.

Similar to the other LC communities most of the Umoja Scholars received the CA Promise Grant (figure 12), but did not receive a Cal Grant (figure 14).   A significant difference is most of the Umoja Scholars received a Pell Grant (figure 13) this warrants more exploration to understand what was unique about the support Umoja Scholars students received. Though it should be noted that it half of the Umoja Scholars did not receive a Pell grant. The Umoja counselor and program coordinator shared that providing documentation and FAFSA application completion is an ongoing challenge. Many of our Umoja Scholars face significant barriers when it comes to returning parental documents. Many of our students are living independently and are reluctant to ask their parents for documents to complete their FAFSA files.
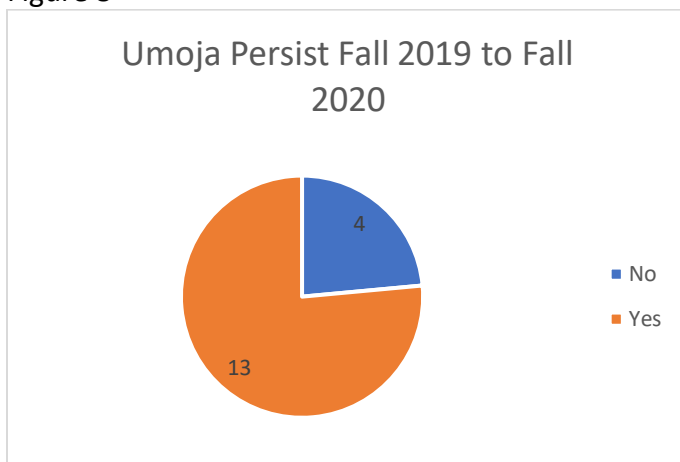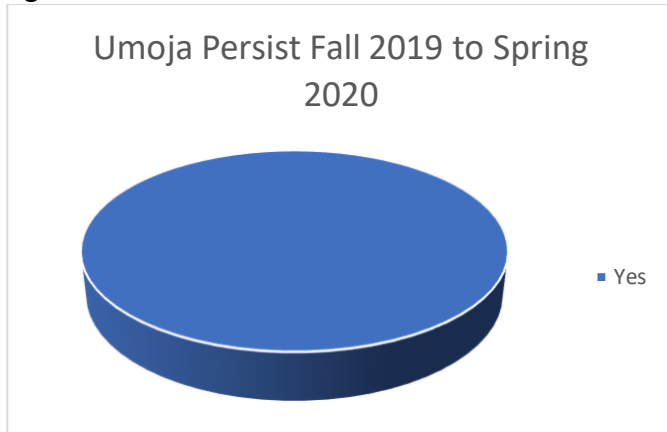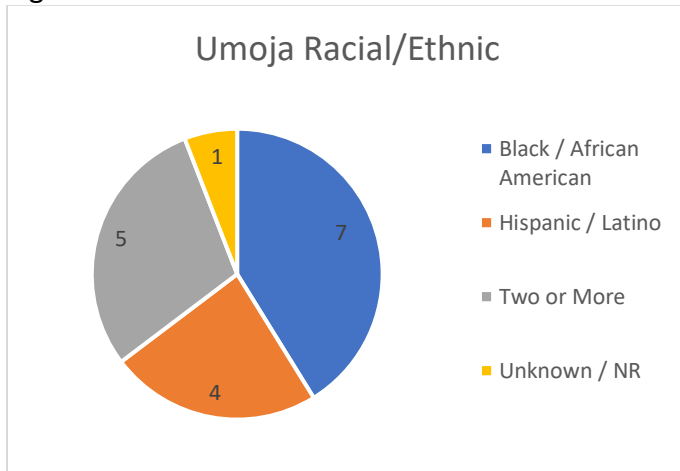
Figure 8

Umoja Persist Fall 2019 to Fall 2020

Figure 9

Umoja Persist Fall 2019 to Spring 2020

- Yes

Figure 10

Umoja Racial/Ethnic

- Black / African American
- Hispanic / Latino
- Two or More
- Unknown / NR

Figure 11

Umoja Low-Income

- No
- Yes

Figure 12

Umoja CA Promise Grant

- No
- Yes
- (blank)

2
15

Figure 13

Umoja Pell Grant

- No
- Yes

8
9

Figure 14

Umoja Cal Grant

- No
- Yes

2
15