|  |
| --- |
| **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% |

|  |  |  |  |
| --- | --- | --- | --- |
| **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 |
| John Saenz, Learning Resource Coordinator  Lisa Cook, Dean of Liberal Arts and Social Sciences | LRC | Nov. 9, 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.

|  |
| --- |
| The LRC advances the vision and mission of Berkeley City College by providing an inclusive, diverse and collaborative learning environment that supports student engagement and contribution to the learning and exploration of academic subjects. The LRC provides one-on-one tutoring, group tutoring, study rooms and learning resources, both online and in-person, to equip students to become independent learners, succeed in their courses and reach their college, career and transfer goals. |

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

|  |  |
| --- | --- |
| Full Time | Part Time |
| John Saenz, Learning Resource Coordinator |  |

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.**

The goals listed in the 2019 APU are as follows:

1. LRC to become the tutoring hub for all tutoring on BCC campus from which Early Alert students are directed to tutoring.

2. Obtain CRLA certification for and provide general tutor training program with discipline-specific modules

3. Assist tutors in completing practicum and applying for CRLA certifications.

4. Develop online tutoring footprint.

Of the goals included in the 2019 APU, the LRC has met goals 1 and 4 with goals 2 and 3 to be met in Spring 2021.

Goal #1: The LRC has moved its operations online under COVID, increased the number of disciplines being supported and increased its capacity and collaboration with departments and special programs to offer tutoring across the curriculum in the virtual LRC.

Goal #2: The tutor training courses and certificate have been developed and approved by CIPD and the application for the general tutor training program certification has been submitted to CRLA for review. The BCC English Department Training Program for Writing Coaches has received CRLA ITTPC program certification in levels 1-3. The tutor training courses are planned to be offered for the first time in spring 2021 with all students being eligible to receive CRLA certification in levels 1 and 2.

Goal #3: The new CRLA certified tutor trianing program will begin in Spring 2021 and tutors in the LRC will be supported to complete the prcaticum and be awarded CRLA certification.

Goal #4:The virtual LRC is operating successfully (fully online) in fall 2020.

The revised goals for 2020-21 are all in progress and a cross-institutional tutoring working group has been formed and convened.

The program goals are aligned with the College and District goals as follows:

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

In fall 2020, faced with the campus closure during the pandemic, the goals for 2020-2021 for the BCC Tutoring Program have been revised as follows:

**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?**

|  |
| --- |
| • Tutoring is offered across the curriculum both online and face to face  • Students can access and/or be directed to all campus tutoring through the LRC  • Usage data is collected for all BCC tutoring efforts so that effect on outcomes can be measured  • All BCC tutors are trained and receive CRLA certification  • Trained tutors are embedded in all support classes in math, English and ESOL and instructors are trained to utilize them to help students meet SLOs  • Trained tutors are strategically embedded in “gateway” or “bottleneck” courses across the curriculum to reduce barriers to getting on track, staying on track or completing degree pathways  • Requirements, application process and benefits of becoming a tutor are published widely and followed to recruit a diverse group of tutors  • A tutoring website/ handbook with guidelines, policies, and procedures is created and published online |

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

|  |
| --- |
| The LRC is housed in BCC 112 and includes the computer lab, room 125. There is one office for the coordinator, room 113. |

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.

|  |
| --- |
| **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* |
| College planning documents include the provision of targeted instructional support to increase student success and completion. The Student Equity Plan includes the following goal and activities:  Goal: increase completion in both transfer-level math and English within the District in the First Year  Activities: Embedded tutoring expansion and an implementation of centralized tutoring services are in progress for the upcoming years.  The 2018-20 Strategic Plan includes providing proactive, embedded and integrated instructional support. |

|  |
| --- |
| **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).

|  |
| --- |
| In fall 2020 as the LRC has shifted to becoming the hub of tutoring across the campus, the SLOs have been revised and SAOs have been developed as follows:  SLOs:  • After tutoring sessions, the student will demonstrate improved understanding of subject matter and feel better prepared to transition to more advanced concepts  • Students will exhibit attitudes and behaviors that promote increased engagement in subject matter and greater participation in their own learning  • Students will be able to learn and apply various strategies for solving problems, understanding concepts and demonstrating knowledge.  SAOs:  • The LRC provides an inclusive, diverse and collaborative learning environment that supports student engagement and contribution to the learning and exploration of academic subjects across the curriculum.  • The LRC provides accurate and comprehensive information to facilitate and increase student access to learning support across the campus  • Services and materials provided in the LRC are relevant, accessible and useful |

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)

|  |
| --- |
| The new SLOs and SAOs will be assessed for the first time in spring 2021 using student pre and post surveys. |

1. 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 |
| Permanent part-time instructional assistant |  | 0 |  |
| Tutors are embedded in math and English classes and scheduled for operating hours of LRC; student workers staff the LRC desk and computer room; 50% time instructional assistant for English | SEA | $242,000 | In Fall 2019, success rates in introductory transfer level English and math courses were higher in sections with linked support courses with embedded tutors (English: 8 percentage points higher; Math: 6 percentage points higher). Students who would have been placed below transfer in math and English, who took transfer level with support, including tutoring, succeeded at a higher rate. |
| ish |  |  |  |

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: | Centralize tutoring operations |
| Description: | Provide additional staff to support the application, hiring, scheduling, provision, tracking and reporting of all campus tutoring in the LRC, Writing Center and special programs , in alignment with faculty recommendations. |
| To be completed by [Date]: | August 1, 2021 |
| Responsible person: | Lisa Cook, Dean of Liberal Arts and Social Sciences |

|  |  |
| --- | --- |
| **IMPROVEMENT ACTIONS** | |
| Action Name: | Create a job descrition and identfiy a faculty member to serve as tutoring coordinator for 2021-2022 |
| Description: | Faculty Tutoring Coordinator will facilitate the implementation of best practices for utilization of tutors in instruction to improve student outcomes and provide faculty support in the recruitment, hiring, scheduling and effective utilization of tutors ( all other campuses have a faculty member seving in this role). |
| To be completed by [Date]: | August, 2021 |
| Responsible person: | Lisa Cook, Dean of Liberal Arts and Social Sciences |

|  |
| --- |
|  |

|  |
| --- |
| **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 | 1.0 Permanent Instructional Assistant | 41,050 | 15,203 | $56,253 | 1 |
| Student Worker | 1. (Continued) Tutors to provide tutoring across the curriculum (Besides the Writing Center and special programs) 2. (Continued) student workers to staff the LRC and provide Canvas support | 1. TBD  2. 54,000 | 0 | TBD + $54,000 | Not ranked because it is an ongoing expense, TBD by requests in department APUs |
| Part Time Faculty |  |  |  |  |  |
| Full Time Faculty | .2 ( 1 year) release time for faculty tutoring coordinator | 11,000 | 11,000 | $22,000 | 2 |
| 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 | Under COVID: Tutors working online need access to textbooks | | | $5,000 | COVID priority |
| Instructional Supplies |  | | |  |  |
| Non-Instructional Supplies |  | | |  |  |
| **Technology & Equipment** | Description/Justification | | | Estimated Cost |  |
| New | 10 Wacom - Intuos Wireless Graphic Drawing Tablet (Small) with stylus ($100 + $30 each) | | | $1300 | 4 |
| Replacement |  | | |  |  |
| **Facilities** | Description/Justification | | | Estimated Cost |  |
| Classrooms | A larger, more functional space in the new building as the current physical space is impacted and does not adequately allow for study groups, individual tutoring and private work space | | | TBD | 3 |
| 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!