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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 |
| Claudia Abadia | Mathematics | October 31,2020 |

[**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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| Our mission in the Berkeley City College Mathematics Department is to ensure that every student graduates, transfers or progresses into a career as a disciplined, literate and ethical individual, proficient at using mathematics and quantitative reasoning appropriately to analyze and solve complex problems in the real world.  Berkeley City College offers an extensive list of math courses in a variety of formats and times throughout the day to help fit the lives and learning styles of all our students.  We are very pleased to offer the Associate in Science Degree for Transfer (AS-T). Upon completion of the AS-T in mathematics, students may transfer to California State University (CSU) system. Completion of the sequence of math courses in the AS-T satisfies the math requirements for transfer to the University of California system (UC) into the Mathematics majo |

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

|  |  |
| --- | --- |
| Full Time | Part Time |
| Claudia Abadia  Salvador Garcia  Shawn McDougal  Mike Orkin  Kelly Pernell  Mark Rinker  Rick Wing  Dmitriy Zhiv | Naima Azgui  Lloyd Bland  Elisabeth Chemoini  Arash Farahmand  Latha Gopinath  Fan Ching Kuo  Quynh Nhu Lamha  Daniel Najjar  Boris Polischuk  David Powell  Gaston Sanchez Trujillo  Mei Tsai  Michael Valdez  Chunfang Zhang |

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.**

We are committed to maintaining our program that serves students from other disciplines who have majors other that Mathematics such at Nursing, Business, Biology etc as well as maintaining our higher level math classes for the students who are going to tranfer to universities with the Mathematics major. We are attempting the proper implementation of AB705, but it is not without its challenges.

The Math Department has adopted the college's goal:

Raise College Competence: Raise student skills and competencies, and expand their learning

experiences, so that they can successfully complete their college program.

This goal aligns with PCCD District Goals:

Goal 1: Promote Equity

Goal 3: Offer Students the highest quality curriculum and 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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| Department faculty are working with administrators, the Learning Resources Center, and students on developing a tutor training program.  The department has recently developed three support classes for Math 13 Intro to Statistics, Math 1 Pre-Calculus, and Math 50 Trigonometry to be in compliance with state legislation AB 705  The department developed a self-guided placement tool for students and counselors to assist with AB 705 implementation and Guided Pathways.  The depertment measures these goals by looking at data like SLO Assessment rates, pass rates in all of our courses and looking at the number of transfers with a declared Math major |

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

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| Priot to the COVID19 pandemic:  The Math department has two offices that are used for faculty office space. One office has a desk that part time faculty share. Dmitry Zhiv shares office space with faculty from other disciplines. Some faculty use an office in the LRC (room 114). Offices are crowded  There is no privacy,and therefore it is challenging to find space to have a private conversation with students. It is also difficult to do significant work when one of the four teachers may have office hour in the shared office space with one or more students. The Math department would like to request more office space, especially for part timers to congregrate and store their supplies and needed ancillary materials . |

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* |
| For all the Peralta colleges, the retention rates seem to have gone up slightly and completionrates have remained consistent and or stable. Retention rates for African Americans and Latinx students have gone up, this may be attributed to AB705 and the removal of all lower level math classes below or at the level of Intermediate algebra. The BCC Math department seems to follow the trends of the overall district.  Need Math camp or Math jam, Consider increasing the number of sections of Math 203 |

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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).

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| Prior to Spring 2020 Math SLO assessment was at 100%. Results for Math 3A and Math 216 were not entered in curricunet. In Math 3C only 4 SLO exms were collected. The department unaminously agreed to reassess Math 3C. Due to COVID19 SLO assessment was postponed for Spring 2020. The courses that were to be assessed Spring 2020 will be assessed in Fall 2020 Semester. |

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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| Courses that were not assessed in Spring 2020 will be assessed in the Fall 2020 Semester. |

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 |
|  |  |  |  |
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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: |  |
| Description: |  |
| To be completed by [Date]: |  |
| Responsible person: |  |

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

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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. |

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| --- | --- | --- | --- | --- | --- |
| Resource Category | Description/Justification | Estimated Annual Salary Costs | Estimated Annual Benefits Costs | Total  Estimated  Cost | Overall  Priority Ranking (1=Most important) |
| **Personnel** |  |  |  |  |  |
| Classified Staff | Help with Math department projects, LRC coordination, Math web site maintenance and student OER resources |  |  | Need assistance from Dean or VPI | 11 |
| Student Worker | Embedded tutors for nonAB705 courses. As a result of the COVID 19 pandemic students could benefit from having an embedded tutor in Math3A and Math 3B. |  |  | Need assistance from Dean or VPI | 10 |
| Part Time Faculty | A dedicated counselor (5-10 hours a week) focused on heling students in support classes that would result in more collaboration with student services for students required to take the support courses. |  |  | Need assistance from Dean or VPI | 9 |
| Full Time Faculty | A dedicated counselor (10-20 hours a week) focused on heling students in support classes that would result in more collaboration with student services for students required to take the support courses |  |  | Need assistance from Dean or VPI | 12 |
| Professional Development | Description/Justification |  |  | Estimated Cost |  |
| Department wide PD needed | Guided Pathways  Developing non-credit courses to be offered at the Adult school. | | | $500 stipend per faculty membe | 6 |
| Personal/Individual PD needed | Retraining for remote teaching to be in compliance for AP4105 | | | $500 stipend per faculty member | 5 |
| **Supplies** | Description/Justification | | | Estimated Cost |  |
| Software |  | | |  |  |
| Books, Magazines, and/or Periodicals |  | | |  |  |
| Instructional Supplies | Classroom set of TI84 Plus CE graphing calculators (40 calculators with charging station and cables) | | | $6000 | 4 |
| Non-Instructional Supplies |  | | |  |  |
| **Technology & Equipment** | Description/Justification | | | Estimated Cost |  |
| New | Ipads with Apple pencil for all faculty in the department, especially for remote instruction. | | | $18000 | 1 |
| Replacement | Replace desktop computers in room 353 and room 355 for Math department faculty.  Update laptops for Math faculty,(consider purchasing Mac Book Pros )  Toner cartridges for printer used by Math faculty in a year. | | | $8000  $15000  $500 | 3  2  15 |
| **Facilities** | Description/Justification | | | Estimated Cost |  |
| Classrooms | Classroom analysis to ensure that Math classes fit in their classroom. Also the department requests more permanent use of room 322 and permanent use of another classroom to store the new laptop cart and hold classes. | | |  | 8 |
| Offices | Dedicated office space is needed for adjunct faculty. Currently more than 12 part timers share one desk in room 355  . | | |  | 7 |
| Labs |  | | |  |  |
| Other |  | | |  |  |
| **Library** | Description/Justification | | | Estimated Cost |  |
| Library materials |  | | |  |  |
| Library collections |  | | |  |  |
| **Other** | Description/Justification | | | Estimated Cost |  |
| OTHER Description | Food budget to continue tutor training sessions  $35 AMATYC membership to participate in the annual student mathlete competition | | | $1500  $35 | 13  14 |

Thank you for your time and effort in completing the Annual Program Update!