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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% |

|  |  |  |  |
| --- | --- | --- | --- |
| **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 |
| Stacey Shears | Vice President of Student Services Office | 11/13/20 |

[**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 Office of the Vice President of Student Services of Berkeley City College supports the college mission ensuring that students receive the co-curricular supports they need to be successful in accomplishing their educational goals. The primary purpose of the Office of the Vice President of Student Services is to support students, staff, faculty and administrators by continually improving services to students so they can fully benefit from as many resources as possible while attending Berkeley City College.  The Vice President of Student Services works in partnership with the Vice President of Instruction to co-chair the Integrated Planning Committee, Enrollment Management Committee and administrative co-lead to Guided Pathways. This shared responsibility helps Instructional and Students Service areas work in unison to support students.  In addition, the Vice President of Student Services serves works in conjunction with Vice Presidents of Student Services at Laney, Merritt, College of Alameda and the Vice Chancellor of Academic Affairs and Student Success for the Peralta District on District policies and procedures in student services and accreditation.  The most recent comprehensive administrative program review was completed for the 2013-2015 years. Due to the number of leadership transitions in this office, administrative program reviews have not been completed on a regular basis. In addition, there are gaps of knowledge on the annual goals and progress toward those goals between 2015 and 2019. The Vice President of Student Services Office completed an APU for 18-19 and is on track to complete and APU or comprehensive program review every year moving forward. |

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

|  |  |
| --- | --- |
| Full Time | Part Time |
| 9 Counselors  1 Dean of Student Support Services  1 Director of Student Activities and Campus Life  1 Associate Dean of Educational Success  1 VPSS Staff Assistant  1 Counseling Staff Assistant  1 Career and Transfer Center Coordinator  1 Mental Health Counselor | 5 part time counselors  1 Articulation Officer |

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) Assist the college in meeting resident student FTES target (3691) by leading BCC Student Support Services through preserving, nourishing and strategically managing resources of all kinds. This goal aligned with the enrollment management plan for the college and district. (2013-2015)

Status: Completed. BCC FTES was 3696 last year, slighlty higher than the target set in this goal

2) Established outreach baseline for Fall and Spring terms: conducted 10 on/off site workshops, presentations, college fair related events, including counselors’ breakfast, orientation and assessment, financial aid, community college information and counseling course offerings, etc. (2013-2015)

Status: Completed. This number of outreach events has been well exceeded see attached Outreach Activities.

Enrollment, Outreach and In-reach Activities Berkeley City College

Outreach Event Date Attendees

BCC Express Admissions Event 12/8/18 26

BCC Express Admissions Event 1/12/19 50

BCC Express Admissions Event 1/19/19 50

Financial Aid Campus College Fair 1/23/19 100

BCC Express Admissions Event 1/26/19 65

Veterans Administration Orientation /Financial Aid 1/31/19 15

Albany High School Why BCC Panel 2/26/19 25

Berkeley High School Parent College Info Night 3/12/19 100

Berkeley High School BCC Campus Visit 3/14/19 150

Berkeley High School College and Career Fair 3/15/19 150

James Logan High School College Fair 3/18/19 50

McClymond's High School BCC Presentation 3/19/19 100

San Lorenzo High School BCC Presentation 3/20/19 50

El Cerrito High School Enrollment Support 3/26/19 40

James Logan High School Enrollment Support 3/26/19 20

Albany High School Enrollment Support 4/03/19 25

Castlemont High School BCC Presentation 4/08/19 25

Skyline High School College Fair 4/11/19 100

San Leandro High School College Fair 4/11/19 100

Oakland Technical High School College Fair 4/15/19 100

High School Counselor Event / Financial Aid Outreach 4/18/19 50

Berkeley High School BCC Presentation 4/20/19 50

In-reach Financial Aid Appeals Process Workshop 4/24/19 10

El Cerrito High School BCC Enrollment Support 4/24/19 50

Berkeley High School College and Career Fair 4/25/19 100

Albany High School Concurrent Enrollment 5/01/19 50

Emery High School BCC Presentation 5/11/19 45

Richmond Scholars Concurrent Enrollment 5/20/19 50

Teen Center Financial Aid Workshop 5/25/19 10

BCC Financial Aid Loan Information Workshop 5/29/19 10

EOPS North Oakland Alameda County Outreach 5/29/29 25

Eastmont County Office- EOPS Outreach 5/30/19 25

Berkeley Teen Center Financial Aid Workshop 6/01/19 10

Berkeley Teen Center Financial Aid Workshop 6/08/19 10

Campus Federal Work-study Workshop 6/26/19 10

Oakland High School FAFSA Workshop 7/02/19 50

Campus Cal Grant Workshop 7/21/19 10

John Henry High School BCC Presentation 9/26/19 20

Ryse Center BCC Presentation 10/08/19 10

UC Berkeley College Info Day 10/14/19 53

El Cerrito High School BCC Enrollment Support 10/16/19 20

Tennyson High School BCC Presentation 10/22/19 36

Vallejo High School BCC Presentation 10/22/19 21

Ryes Center BCC Presentation 11/04/19 10

Ryes Center BCC Presentation 11/05/19 10

Berkeley High School BCC Campus Visit 11/20/19 50

BCC Tour 11/27/19 20

Oakland High School BCC Enrollment Support 11/27/19 50

BCC Express Registration 1/11/20 73

BCC Express Registration 1/18/20 75

McClymond's High School BCC Enrollment Support 1/27/20 11

Oakland International High School 2/10/20 97

Albany High School BCC Enrollment Support 3/03/20 13

San Leandro High School Enrollment Support 3/10/20 21

Making Waves Community Based Organization 3/10/20 5

Richmond Promise Scholars BCC Presentation 4/20/20 240

Richmond Promise Scholars BCC Presentation 4/22/20 140

Richmond Promise Scholars BCC Presentation 4/24/20 20

Richmond Promise Scholars BCC Presentation 4/27/20 75

Richmond Promise Scholars BCC Presentation (Spanish) 4/29/20 10

Berkeley High School BCC Presentation 4/29/20 30

Richmond Promise Scholars Presentation 4/30/20 65

Albany High School BCC Presentations 5/1-5/30/20 100

El Cerrito High Duel Enrollment Workshops 5/1-5-30 /20 100

Emery High School BCC Presentation 5/11/20 20

Richmond Promise BCC Presentation 5/13/20 550

Lighthouse Community High School BCC Enrollment 5/20/20 30

Berkeley High School IEP/DSPS Workshop 5/21/20 10

Berkeley High School Duel Enrollment 5/28/20 47

East Bay Consortium: San Leandro / San Lorenzo 10/05/20 150

Madison Park Academy BCC Presentation 10/06/20 19

Castro Valley College and Career Fair 10/08/20 35

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

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

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

Status

In-Progress

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

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?**

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| 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  1) Advance Student Access, Equity, and Success  Status: In Progress. BCC was able to secure a Developing Hispanic Serving Insitution grant from the Department of Education which will help the college meet the goal of advancing equity.  2) Ensure Student Service areas are student-friendly and operate efficiently  Status: In Progress. The Student Services Division has had a retreat in the Fall of 2019 to discuss ways different areas can support each other as they work together to support students. In addition, the Division attended the Career Ladders Student Services Guided Pathways Lab and identified ways for Student Services to undergo a series of training to affect mindset in serving students.  3) Ensure student who are disproportionately impacted by the opportunity gap are supported and improve educational outcomes through student services activities and support  Status: Ongoing. Student Services has worked with the Associate Dean of Educational Success and Student Equity and Achievement Program to identify all disporportionately impacted students and ensure that the Counseling department reaches out to them toconnect them to counseling support.  4) Partner with the Office of Instruction and the Puente Project to provide professional development for Student Services and Instruction geared toward improving course completion, retention, transfer and degree completion for Latinx students at BCC.  Status: Completed and Ongoing. BCC was able to have the Puente Project provide a professional learning opportunity in the Fall of 2019 for the college and another for the Student Services Division during their retreat. |

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

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| First Year Experience Counselor-Room 124C  Assessment- Room 121  Counseling- 12 offices and a reception area  Transfer and Career Center- Room 243  Vice President of Student Services – Room 242  Staff Assistant of Student Services- Room 241  Workstation- adjacent to Room 241  Mental Health Services- 3 offices and a workstation in 2000 Center Street  Articulation Officer- 1 faculty office, 3rd floor  SEA Program Coordinator- 1 cubicle Room 151  Director of Student Activities/Campus Life- Room 151  Associate Dean of Educational Success and SEA- Room 251  Dean of Student Support Services- Room 352  Puente Project- No identified space  The Career and Transfer Center is highly utilized by BCC students. Due to the high traffic from student use and the many college and university representatives that visit the campus, additional space is needed. |

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* |
| The overall course completion rate for BCC in 2019-2020 was 6.7 % higher than the previous year and retention was 5.1% higher than the previous year. In addition, this year we have seen slight increases in the numbers of part time students, Latinx students and Filipino students. In addition, degree and certificate awards has increased compared to last year.  Census enrollment numbers have slightly increased by 1000 compared to last year. Productivity was slightly higher than the previous year as well. The Student Services Division has steadily increased outreach and in-reach activities with an emphasis on dual enrollment. Pell grant recipients had the highest course completion rates among student service groups. For census enrollment, BCC's dual enrollment numbers doubled between last year and this year.  While it cannot entirely explain the increase, it is possible that the enhanced outreach to local High Schools and Promise groups, combined with the emergency order to shelter in place has significantly impacted BCC's dual enrollment numbers. |

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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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| SERVICE AREA OUTCOME 1: Encourage an environment that is welcoming, helpful and respectful for student success and equity  MEASURES: Student Services Retreat, Student Services Program Reviews, Student Activities and Campus Life, Welcome Desk, Student Ambassadors, Quick Stop, Admissions and Records, Financial Aid Office    SERVICE AREA OUTCOME 2: Provide accurate and timely support services to students  MEASURES: Counseling, EOPS, DSPS, Financial Aid Office, Admissions and Records, Career and Transfer Center, Veterans Services, Next Up, Student Activities and Campus Life, Student Equity and Achievement Program, FYELC    SERVICE AREA OUTCOME 3: Ensure that Student Services information is communicated effectively with the campus and external community  MEASURES: Enrollment Management Committee Minutes, Accurate Website communication, College Catalog, Schedule, Weekly email updates  The Student Services Division has focused on Service Area Outcome 1. It was approved by Roundtable in the Spring semester of 2020. The entire Division has attended two of a four part professional development series geared twoard better serving students. Two surveys have been completed by Student Services classified professionals, faculty and administrators on their perceptions of students and mindset on service.  Interrogating Practice to Improve Student Experience and Success  PD#2  Tues. October 20th  1 pm to 4 pm  12:00 pm - internal team meets for prep  Zoom:  Number of Participants: 30-40  Departments: All of the student services (counselors, staff in each area, cashiers)  Resources: Powerpoint  Goal:  Student Services and Anti-Racism - How are my practices contributing to supporting policies embedded in white supremacy? In this development day, we want to develop best practices as to how we as student services professionals can resist racism.  AGENDA  Time Facilitator Activity Notes  1:00 pm (10 min) BCC- Stacey CLP- Julian Welcome 5 min buffer for all folks to join zoom  1:10 pm (15 min) CLP- Luis Community Builder- Brkgroup Share Outs  Facilitators will:  1. Capture highlights of the conversation on Jamboard  2. Start the clock for group discussion (Please note that Cristina will automatically close the breakouts at 10 minutes so please make sure your 6 min clock is started no more than 4 min into the breakout)  3. Be prepared to possibly share one highlight of the conversation Set-up for Breakout groups (8 per group)  Breakout 1  ● Facilitator: Luis  ● Jamboard Link: https://jamboard.google.com/d/1w31slUVFSONYwIl34HoIU7yDRHJdg7dL\_OSq0tw3I14/edit?usp=sharing  Breakout 2  ● Facilitator: Julian  ● Jamboard Link:https://jamboard.google.com/d/1akTQU-sIMTlFTYM\_kcsOvwVXANkkOLwrDqgwbwJ4VIs/edit?usp=sharing  Breakout 3  ● Facilitator: Martin  ● Jamboard Link: https://jamboard.google.com/d/1UvlBSQ3q3yCjzmBkFgEXMaCa9qLEMvrHflJzEoxm2bQ/edit?usp=sharing  Breakout 4  ● Facilitator: John  ● Jamboard Link:https://jamboard.google.com/d/1UVy8mcaNcIcRv2jmu7ycxzn5ARySTcu2VDf688B20g8/edit?usp=sharing  Breakout 5  ● Facilitator: Adriana/Loan  ● Jamboard Link:https://jamboard.google.com/d/16L\_UGux6JG4BjHKD6aVdEUAigbKErWFsww-eCW6pCz0/edit?usp=sharing  Breakout 6  ● Facilitator: Brenda/Andrea  ● Jamboard Link:https://jamboard.google.com/d/1bY68j\_BhFQftHr1\_lN0pvHpJ5s\_gryJQy2jbo6PDLN0/edit?usp=sharing  1:25 pm (10 min) Live Time:  1:39 CLP - Julian Summary and Recap of PD #1  - Close the loop on mindset New Start time:  1:50 Original time  1:35 pm (50 min) CLP- Julian Conscious and Unconscious Biases Interactive Presentation (50 mins)  The climate of the college does not exist outside of the social climate of injustice and movement towards racial equity.  Process and practices that are complicit in the ongoing systemic racism Real Talk  2:40 pm (10 min) Break  2:50 pm (25 min) Equity Practices: Part 1 (10 min)  Breakouts (15 min)  - Prompts:  - How have you connected with students in the past outside of the office/classroom?  - What are ways to make students feel welcomed in an online environment?  - How can we engage students more effectively in an online environment?  Set-up for Breakout groups (8 per group)  Breakout 1  ● Facilitator: Luis  ● Google doc link:https://docs.google.com/document/d/1OmbuB-QeJI0gO2AcQJhmk\_IA\_QXe5Yi\_nE\_xDOHuask/edit  Breakout 2  ● Facilitator: Julian  ● Google doc link: https://docs.google.com/document/d/12niJc4PDjoJdxu3CopdCZOjy0BxW0iSlMWQTBTBLeac/edit?usp=sharing  Breakout 3  ● Facilitator: Martin  ● Google doc link:https://docs.google.com/document/d/1BGx0XyMuHtBq6oFGeE8gWzaHJUMYBosRtxQGj4abrpw/edit?usp=sharing  Breakout 4  ● Facilitator: John  ● Google doc link: https://docs.google.com/document/d/1CzZaQb7COdzPSxeDhpJKXIxJoeUbrLMv1uvOlUmbjlY/edit?usp=sharing  Breakout 5  ● Facilitator: Adriana/Loan  ● Google doc link: https://docs.google.com/document/d/1hNpps3Iv6AceDL1wip\_HFPjqZniEulfmt0UpbD2MqA8/edit?usp=sharing  Breakout 6  ● Facilitator: Brenda/Andrea  ● Google doc link: https://docs.google.com/document/d/1i-wNw9zat7dL4iF\_0FSuuLktolQuqY4GYfj7ArZ0EQs/edit?usp=sharing  3:15 pm  25 min CLP- Julian Equity Practices: Part 2 (10 min) Breakouts (15 min)  - Prompts:  - What could you disclose about yourself or your experiences to help students navigate an online environment?  - How can we effectively disclose in an online environment?  - What are some things to be mindful of when disclosing to students?  -  Breakouts same as above  3:40 pm (20 min) BCC CLP Next Steps  - Other?  - Next event  - Reflection  - Feedback 15 min buffer if we go over on the top half 4 pm  Adjourn |

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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| I have already assessed the Division, I will upload the survey results into Curricunet before the end of December. |

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 |
| Maxient Software | VPSS and SEA budgets |  | currently being det up |
|  |  |  |  |
|  |  |  |  |

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. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Resource Category | Description/Justification | Estimated Annual Salary Costs | Estimated Annual Benefits Costs | Total  Estimated  Cost | Overall  Priority Ranking (1=Most important) |
| **Personnel** |  |  |  |  |  |
| Classified Staff |  |  |  |  |  |
| 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 |  | | |  |  |
| **Facilities** | Description/Justification | | | Estimated Cost |  |
| Classrooms |  | | |  |  |
| Offices |  | | |  |  |
| Labs |  | | |  |  |
| Other |  | | |  |  |
| **Library** | Description/Justification | | | Estimated Cost |  |
| Library materials |  | | |  |  |
| Library collections |  | | |  |  |
| **Other** | Description/Justification | | | Estimated Cost |  |
| OTHER Description |  | | |  |  |

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