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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 |
| Jennifer Lenahan and Amy Herrera | Veteran Services | 10/28/2020 |

[**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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|  Berkeley City College Veteran Services mission is to assist veteran students achieve their educational goal, maintain program requirements and keep them informed of changes and updates from the Department of Veteran Affairs. BCC is committed to veteran success by providing confidential and competent one-on-one academic counseling and services to assist transition back into the community and civilian life.      |

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

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| Full Time | Part Time |
| Jennifer Lenahan, Coordinator Veteran Services and SCO | Amy Herrera, Academic Counselor |

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.**

Transitional survey (assessment of SAO's) - ongoing - currently in development two surveys - one when a veteran student enrolls at BCC and one when a student transfers or graduates from BCC

Social support network (Student Success and Student Equity) - expansion of VRC and Veteran's Club to online format during COVID-19 and have a presence on Facebook and Instagram.

Peer to Peer Mentoring Program (Student Success) - completed and ongoing one on one veteran mentoring program. Program has been created, but there is a need to continue enhancing our services.

Due to COVID-19, develop a Veteran orientation and job/housing/roommate board that is virtual and available online. Attendance to the online orientation dropped dramatically from our onsite orientation.

**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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| On-campus orientation for veterans (Student Success and Student Equity) – specific orientation developed for veterans completed. The new orientation provided during the second week of classes is for both new and continuing veterans. The orientation provides details of what is available to our students at BCC, such as EOPS, Financial Aid, the Library, etc. We review their education benefits and outline what BCC Veteran Services can provide outside of their education benefits, such as community resources, assistance with healthcare benefits, etc.Status is completed. 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: Advance Student Access, Equity and SuccessMeasurement: Attendance at the orientations and follow up on use of resources at the campus is how we measure this goal. Attendance has increased each semester that the orientation has been offered. The orientation began in fall 2018.Development of a job board for Veterans (Support Services) in place and ongoing. Due to our move off campus from COVID-19, we are planning to develop an online Job Postings on the Veterans web page. Status in progress.College Goal: Enhance Career-Technical Education Certificates and Degrees: Enhance BCC’s 1- and 2-year career and technical education programs so that they provide current and transferable skills and competencies to earn a living wage in our area, and to maintain competency for advancement in one’s career. District Goal: Advance Student Access, Equity and SuccessMeasurement: Job board is updated regularly, with connections to community resources, such as Swords to Plowshares, EDD (veteran specialist), CALFIRE, Department of Veteran Affairs.Housing and roommate referral program (Support Services) - in place and ongoing.Status is completed, but needs to move to online formatCollege 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: Engage and Leverage PartnersMeasurement: Housing referrals are posted in the VRC and updated regularly. We have successfully placed 10% of our veteran population in housing through Operation Dignity and Swords to PlowsharesDevelop an early alert system (Student Success) - Starfish in place and connected to academic counselor for follow-up, ongoing.Status is completed but is continually followed up on for improvement.College Goal: Ensure Institutional Sustainability: Increase BCC’s impact in education through innovation, internal and external collaboration and partnerships, and sufficient resources, both short-term and long-term. District Goal: Advance Student Access, Equity and Success.Measurement: Early alert system is completed and ongoing, our Veteran Academic Counselor works with veteran students who show up on the early alert as well as making connections monthly with each veteran and veteran dependent student.Transitional survey (assessment of SAO's) - ongoing - currently in development two surveys - one when a veteran student enrolls at BCC and one when a student transfers or graduates from BCCStatus in progress.College Goal: Enhance Career-Technical Education Certificates and Degrees: Enhance BCC’s 1- and 2-year career and technical education programs so that they provide current and transferable skills and competencies to earn a living wage in our area, and to maintain competency for advancement in one’s career. District Goal: Advance Student Access, Equity and SuccessSocial support network (Student Success and Student Equity) - expanstion of VRC and Veteran's ClubStatus 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: Advance Student Access, Equity and SuccessPeer to Peer Mentoring Program (Student Success) - completed and ongoing one on one veteran mentoring program. Program has been created, but there is a need to continue enhancing our services.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: Build Programs of Distinction.This program had been working quite well, but with the move off-campus, we have lost veteran students interested in mentoring. BCC Veteran Services will be developing a way for this program to continue online.  |

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

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| Berkeley City College has a Veteran’s Resource Center (VRC) with three computers, six laptops that can be checked out, a printer, and furniture. There is ADA compliant with a study area and lounge area including refrigerator, coffee and snacks kitchen area. The space is limited in size and many veteran students use the library for a quieter location for studying. Approximately 20 to 40 veteran students utilize the center daily and it can become quite crowded. Veterans Services is now collaborating with EOPS allowing veteran student tutors to use their space to tutor both student populations. There is one separate office shared by both the full time Coordinator and part time Academic Counselor which is very small. There is not adequate storage and Veteran Services has reached out to other departments for assistance in storing of VRC items. Due to COVID-19, both the Certifying Official and Academic Counselor are working from home to meet our students needs. A change will need to be made so that the positions do not share an office on the same day, potentially by trading off working from home on different days. |

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 APUs1. [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* |
| Our demographics have never been accurate in our MIS tool that we report to the State Chancellor's Office. Each veteran student is recorded and tracked manually in the Veteran Services department at BCC. The total amount of veteran students is larger than noted on the dashboard. Veteran Services student enrollment has gradually decreased since the initial downsizing of the military in 2015 and the cost of living in the Bay Area has increased which could be factors on veterans choosing BCC for college. While it is important to understand that the enrollment has decreased, it is also important to recognize that our course completion rate and course retention rate has increased annually. This year our Completion Rate for Veteran students has dropped almost 10% from last year. Looking at the data, it is clear the online only coursework which began in March 2020, affected our students. There were many more EW (early withdrawals) and W (withdrawals) than we have had in the past. I believe that the closure of the VRC and the inability to connect on campus, led to students not receiving services to the best capacity as far as tutoring and other assistance. COVID-19 implementations have improved our enrollment for our current fall 2020 semester. BCC Veterans students have maintained or slightly improved the Retention Rate, Completion Rate without MW/EW and Retention Rate without MW/EW. BCC Veteran Services plans to have a virtual Veteran's Resource Center on the BCC Veteran Home Page. BCC Veteran Services has not received any in house funding for three academic years, even though the program is part of Student Equity and Achievement. BCC Veteran Services received ongoing funding from the State in 2017-18 for $21,380, 2018-19 for $22,569 and in 2019-20 for $45,110. This funding is considered categorial and could potentially end after five years. BCC Veteran Services also received grant funding from the state for VRC's in 2018-19 for 99,860. This grant was to be used for specific uses, such as mental health counselor training, peer to peer mentor program, tutoring and reaching out to community resources.  |

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| **ASSESSMENT** |
| Berkeley City College is committed to a culture of assessment to improve instruction, services, and institutional planning.  Findings from SLO and PLO assessments, and program review data are used to direct resources for areas that are institutional priorities that are articulated in the Educational Master Plan and BCC Strategic Plan 2018-2020.  *Due to the critical role that course and program assessments play in our institutional planning and to be in compliance with the Accreditation requirements, the APU resource allocation requests require the completion of assessment in order to qualify.* |

1. Describe the department/program’s progress on Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Service Area Outcomes (SAOs) since the last Program Review/APU. If your department/program offers a degree or certificate, please describe the department’s progress on Program Learning Outcomes (PLOs).

Have your assessment results been recorded in CurricuNet Meta? [ ]  Yes [x]  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)

[x]  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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|  O I have not been trained on how to use CurricuNet. Our surveys have been completed.  |

1. Describe the impact and accomplishments from previous year’s funded resource allocation request. If not funded, leave blank.

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| --- | --- | --- | --- |
| Brief description of funded request | Funding Source (any additional award outside your base allocation) | Total Award Amount | Outcome/Accomplishment |
|  |       |       |       |
|       |       |       |       |
|       |       |       |       |

1. 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.*

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

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| **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 | TotalEstimatedCost | OverallPriority Ranking (1=Most important) |
| **Personnel** |  |  |  |  |  |
| Classified Staff |       |       |       |       |       |
| Student Worker |       |       |       |       |       |
| Part Time Faculty |       |       |       |       |       |
| Full Time Faculty  | Veteran Academic Counselor | $50,000 | $4,130 | $54,130 | 1 |
| Professional Development | Description/Justification |  |  | Estimated Cost |  |
| Department wide PD needed | WAVES Conference - National training for all veteran certifying officials (annual) | $2,500 | 1 |
| Personal/Individual PD needed | Amy Herrera - training for mental health i | $700 | 1 |
| **Supplies** | Description/Justification | Estimated Cost |  |
| Software |       | 0 |       |
| Books, Magazines, and/or Periodicals |       | 0 |       |
| Instructional Supplies |       | 0 |       |
| Non-Instructional Supplies |       |       |       |
| **Technology & Equipment** | Description/Justification | Estimated Cost |  |
| New |       |       |       |
| Replacement |       |       |       |
| **Facilities** | Description/Justification | Estimated Cost |  |
| Classrooms |       | 0 |       |
| Offices | Due to Covid-19 we will need a separate office as Counselor and SCO share an office | $0  |       |
| 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!