Peralta Community College District

BCC Program Review 2011-2012 – BUS/ECON/COPED Departments

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| I. Overview | | | |
| Date Submitted: | 10/10/2011 | Administrator: |  |
| BI Download: | 9/19/2011 | Dept. Chair: | Paramsothy Thananjeyan |
| Dept./Program(s):  (List departments and programs, including all associate degrees and certificates and components of general education and basic skills) | **Department: BUS/ECON/COPED**  Certificates and Degrees:   * Accounting AA Adding a Certificate of Achievement in Accounting * Business Administration AA * General Business AA and Certificate of Achievement * Business – Office Technology AA * Office Technology – Administrative Assistant Certificate of Achievement * Office Technology – Administrative/ Accounting Assistant Certificate of Achievement * Office Technology – Administrative Assistant/Medical Certificate of Achievement | | |
| Campus | Berkeley City College | | |
| College Mission | Berkeley City College’s mission is to promote student success, to provide our diverse community with educational opportunities, and to transform lives.  *Adopted by the Peralta Board of Trustees April 12, 2005* | | |
| Unit/Dept/Program  Mission | The mission of the program is to educate students so that they can compete and perform successfully in today’s ever-changing global business environment. This requires not only job specific technical skills but also more general skills. Students in this program will acquire the knowledge and skills needed for initial employment, skill upgrades, career advancement, and career changes as well as the undergraduate courses needed to move into four-year business degree programs that have similar goals.  The program fully supports the general institutional student learning outcomes of Ethics and Personal Responsibility, Information Competency, Communication, Critical Thinking, Computational Skills, Global Awareness and Valuing Diversity, Self-awareness and Interpersonal Skills. | | |
| II. Goals and Outcomes (add lines as needed)   1. Review and update course outlines, curriculums, and SLOs. 2. Review and update certificate programs and degree programs and program outcomes. 3. Develop a minimized and optimal sequence of courses to meet certificate and degree requirements under tight budget conditions. 4. Meet with department advisory committee, work collarboratively with other peralta colleges, monitor job trends and transfer requirements and update course curriculums and, if necessary, develop new courses. 5. Collaborate with CIS, Business, and ESL Departments to create synergy within the departments 6. Create and support tutorial program/center for business and accounting. Update computer software and hardware to meet department requirements. 7. Explore additional online/hybrid courses and fee-based classes. | | | |
| II.a. Goals (for each one, cite Institutional Goal(s), Appendix II) | | | |
| The above list of department goals (Section II above) are matched to the list Institutional Goals (Appendix II).     * Department Goal 1:   Institutional Goals - Student Access and, Equity, and Success, Build program of Distinction   * Department Goal 2:   Institutional Goals - Advance Student Access and, Equity, and Success, Build program of Distinction   * Department Goal 3:   Institutional Goals - Advance Student Access and, Equity, and Success, Build program of Distinction and Manage Resources to Advance our Mission.   * Department Goal 4:   Institutional Goals - Engage and Leverage Partners, Build program of Distinction, Create a Culture of Innovation and Collaboration   * Department Goal 5:   Institutional Goals - Engage and Leverage Partners, Create and culture of Innovation and Collarboration   * Department Goal 6:   Institutional Goals - Advance Student Access and, Equity, and Success, Build program of Distinction   * Department Goal 7:   Institutional Goals - Build program of Distinction, Develop and Manage Resources to Advance our Mission. | | | |
| II.b. Program Outcomes [for each one, cite ILO(s), Appendix I] | | | |
| PROGRAM OUTCOMES (Mapped to Institutional Learning Outcomes, Appendix I).:  All programs listed in Section 1 incorporate the following Institutional Learning Outcomes to varying degrees:   * Communication * Critical Thinking * Computational Skills * Ethical and Personal Responsibility * Information Competency * Self-Awareness and Interpersonal Skills. | | | |
| PROGRAM 1: | | | |
| PROGRAM 2: | | | |
| General Education component(s): | | | |
| Basic Skills component(s): | | | |

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| **III. Evidence [To be pre-filled by District Research]** | | | |
| III.a-1. Institutional Data-BUS | | | |
| Enrollment | 2008-09 | 2009-10 | 2010-11 |
| Census Enrollment (duplicated) | 481 | 451 | 394 |
| Sections (master sections) | 16 | 12 | 10 |
| Total FTES | 50.63 | 46.98 | 45.97 |
| Total FTEF | 2.52 | 2.52 | 2.29 |
| FTES/FTEF | 20.09 | 18.84 | 20.04 |
| **Retention** |  |  |  |
| Enrolled | 481 | 451 | N/A |
| Retained | 351 | 359 | N/A |
| % Retained | 80 | 85 | N/A |
| **Success** |  |  |  |
| Total Graded | 438 | 421 | N/A |
| Success | 265 | 285 | N/A |
| % Success | 60 | 67 | N/A |
| Withdraw | 87 | 62 | N/A |
| % Withdraw | 19 | 14 | N/A |

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| **Faculty Data (ZZ assignments excluded)** | |
|  | **Fall 2010** |
| Contract FTEF | 1.69 |
| Hourly FTEF | 0.6 |
| Extra Service FTEF | 0 |
| Total FTEF | 2.29 |
| % Contract/Total | 73.84 |
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| Faculty Data Comparables F2010 (ZZ assignments excluded) (Z assignments excluded) | | | | |
|  | Alameda | Berkeley | Laney | Merritt |
| Contract FTEF | 2.03 | 1.69 | 4.5 | 1 |
| Hourly FTEF | 2.13 | 0.6 | 4.95 | 0.27 |
| Extra Service FTEF | 0.13 | 0 | 1.04 | 0.2 |
| Total FTEF | 4.29 | 2.29 | 10.49 | 1.47 |
| % Contract/Total | 47.23 | 73.84 | 42.89 | 68.18 |

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| III.a-2. Institutional Data-COPED | | | |
| Enrollment | 2008-09 | 2009-10 | 2010-11 |
| Census Enrollment (duplicated) | 33 | 28 | 26 |
| Sections (master sections) | 1 | 2 | 2 |
| Total FTES | 2.62 | 4.03 | 2.23 |
| Total FTEF | 0.22 | 0.17 | 0.2 |
| FTES/FTEF | 11.7 | 23.99 | 11.15 |
| **Retention** |  |  |  |
| Enrolled | 33 | 28 | N/A |
| Retained | 24 | 21 | N/A |
| % Retained | 85 | 80 | N/A |
| **Success** |  |  |  |
| Total Graded | 28 | 26 | N/A |
| Success | 22 | 19 | N/A |
| % Success | 78 | 73 | N/A |
| Withdraw | 4 | 5 | N/A |
| % Withdraw | 14 | 19 | N/A |

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| **Faculty Data (ZZ assignments excluded)** | |
|  | **Fall 2010** |
| Contract FTEF | 0.2 |
| Hourly FTEF | 0 |
| Extra Service FTEF | 0 |
| Total FTEF | 0.2 |
| % Contract/Total | 100 |
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| Faculty Data Comparables F2010 (ZZ assignments excluded) (Z assignments excluded) | | | | |
|  | Alameda | Berkeley | Laney | Merritt |
| Contract FTEF | 0 | 0.2 | 0.14 | 0.42 |
| Hourly FTEF | 0.07 | 0 | 0.13 | 0 |
| Extra Service FTEF | 0 | 0 | 0.19 | 0 |
| Total FTEF | 0.07 | 0.2 | 0.46 | 0.42 |
| % Contract/Total | 0 | 100 | 29.82 | 100 |

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| III.a-3. Institutional Data-ECON | | | |
| Enrollment | 2008-09 | 2009-10 | 2010-11 |
| Census Enrollment (duplicated) | 174 | 167 | 140 |
| Sections (master sections) | 4 | 5 | 4 |
| Total FTES | 17.4 | 16.7 | 14 |
| Total FTEF | 0.8 | 0.98 | 0.8 |
| FTES/FTEF | 21.75 | 17.04 | 17.5 |
| **Retention** |  |  |  |
| Enrolled | 174 | 167 | N/A |
| Retained | 126 | 133 | N/A |
| % Retained | 76 | 85 | N/A |
| **Success** |  |  |  |
| Total Graded | 164 | 155 | N/A |
| Success | 96 | 102 | N/A |
| % Success | 58 | 65 | N/A |
| Withdraw | 38 | 22 | N/A |
| % Withdraw | 23 | 14 | N/A |

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| **Faculty Data (ZZ assignments excluded)** | |
|  | **Fall 2010** |
| Contract FTEF | 0 |
| Hourly FTEF | 0.8 |
| Extra Service FTEF | 0 |
| Total FTEF | 0.8 |
| % Contract/Total | 0 |
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| Faculty Data Comparables F2010 (ZZ assignments excluded) (Z assignments excluded) | | | | |
|  | Alameda | Berkeley | Laney | Merritt |
| Contract FTEF | 0.25 | 0 | 1 | 0 |
| Hourly FTEF | 0.6 | 0.8 | 0.4 | 0.2 |
| Extra Service FTEF | 0.55 | 0 | 0.2 | 0 |
| Total FTEF | 1.4 | 0.8 | 1.6 | 0.2 |
| % Contract/Total | 17.85 | 0 | 62.5 | 0 |

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| III.b. External Evidence | |
| **CTE and Vocational**: Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc. | The retension and success rates listed in the data elements and are comparable or better to the rest of the college.  Faculty are working closely with the Advisory Committee to match program offerings to community needs.  The McIntyre Environmental Scan and US Depeartment of Labor have identified BUS as a growth area.  The degrees and courses meet basic business skills requirements and the transfer requirements.  Students sucessfully completing certificate or degree programs are good candidates for entry level positions in businesss and accounting. Unfortunately, students seeking immediate employment are not tracked due to limited departments resources.  Our transfer courses are well received by four-year universities in the vicinity. |

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| III.c. Program Outcome Assessments Since Last Reported (add rows as needed) | Findings | Action Plans |
| PROGRAM 1:  See list in Section 1 for all programs. | See Below | See Below |
| PROGRAM 2: |  |  |
| General education component: |  |  |
| Basic skills component: |  |  |
| Program Outcome Assessments Narrative:  Business department has a very high success rate of program completion and very high productivity. We strive to offer a full sequence of degree requirements by mixing daytime and evening sections and also offer some online sections. Virtually all class sections fill, limited only by the capacity of the classroom. In a rational world, we would be adding class sections. However, because of the current budget crisis we have not been allowed to add sections. In fact, some of our elective class sections were canceled even though we know that they would have been fully enrolled.  Fall 2011 FTEF numbers show that, despite the addition of one full-time faculty to the department the total FTEF has dropped approximately 8-10% further affecting the capacity to offer the required courses for the department programs.  .  Every Business Program has Program Learning Outcomes. None of the programs have been assessed as of now. However given the nature of the courses offered here and the student composition (in and out or a few classes and then transfer or get a job), we would be wiser to plan the program assessment based on the individual course assessments, as opposed to a portfolio system.  So far we have assessed BUS 10 and ECON 1 and ECON 2. BUS 10 resulted in some changes to the case study process and adding one more graded, written case study to the course content. Results were very positive from the first assessment; results were improved after the changes. We hope to develop a schedule for assessing the rest of the courses over the next few semesters and use that data to develop the assessment for all the programs. | | | |
| III.d. Institutional Goals -- Narrative of Unit/Dept/Program activities in support of institutional goals  [Please refer to Appendix II for full description of goals/objectives.] | | | |
| Discuss all that apply.  Advance Student Access, Success & Equity  Increase Transfer and Program Completion Rates  Engage our Communities & Partners  Build Programs of Distinction  Create a Culture of Innovation & Collaboration  Develop Resources to Advance & Sustain Mission | All classes offered in the department include many of the skills covered in the Institutional Learning Outcomes.  All the goals and activities of the department are structured to meet the institutional goals as outlined in sections II.a and II.b. | | |

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| IV. Action Plans | | | |
| Please describe your plan for responding to the above data. Consider program learning outcomes, institutional goals, external evidence, and BI data. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges.  Include overall plans/goals and specific action steps. Add rows as needed. | | | |
| Action Item | Steps/Timeline | Person(s) Responsible | Supporting Data Source  (check all that apply) | |
| Review and update course outlines and SLOs | Fall and Spring | J. Matthews  L.Chung | \_\_Assessment Findings  \_\_BI Data  x\_Insitutional Goals  \_\_Other | |
| Review and update certificate programs and develop an optimal course sequence | Fall and Spring | J. Matthews  L.Chung | \_\_Assessment Findings  \_\_BI Data  x\_Insitutional Goals  \_\_Other | |
| Explore online courses | Fall and Spring | J. Matthews  L.Chung | \_\_Assessment Findings  \_\_BI Data  x\_Insitutional Goals  \_\_Other | |
| Explore fee-based programs | Fall and Spring | J. Matthews  L.Chung | \_Assessment Findings  \_\_BI Data  x\_Insitutional Goals  \_\_Other | |
| Develop a schedule for assessing courses and use that data to develop the assessment for all the programs. | Fall and Spring | J. Matthews  L.Chung | \_Assessment Findings  \_\_BI Data  x\_Insitutional Goals  \_\_Other | |
|  |  |  | Assessment Findings  \_\_BI Data  \_\_Insitutional Goals  \_\_Other | |

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| V. Resource Needs | Link to Action Plans (Section IV) |
| Please describe and prioritize any **faculty, classified, and student assistant** needs.   * Need to increase FTEF to be able offer courses in a timely manner so that students can complete certificate programs – **Priority 1.** * Need financial assistance/relief time to update courses outlines, certificate programs, develop online courses, etc described in action plan (Section IV) – **Priority 2**. | General need for all courses.  General need for all courses.  General need for all courses.  All action plans in section IV. |
| Please describe and prioritize any **equipment, material, and supply** needs.   * Computers need to be upgraded to meet course needs. | General need for all courses. |
| Please describe and prioritize any **facilities** needs.   * Currently most computer classes are being held in two labs (Room 312 and room 323). These labs are also being shared by CIS, Multimedia, ESL, English, and other departments. Additional labs would be required when we start increasing the number of classes offered to the previous levels. * Computer lab for business and accounting to facilitate the newly established accounting tutorial program at BCC. Software need to be replaced as they become outdated. | General need for all courses. |

Appendix I

**Berkeley City College Institutional Learning Outcomes**

Berkeley City College’s Institutional Learning Outcomes, as described below, are the skills and knowledge that students are expected to attain as a result of completing an instructional program at BCC. Students completing an A.A. or A.S. at BCC will be able to demonstrate all of the BCC Institutional Learning Outcomes. All BCC courses and certificates are designed to teach some or all of the ILO’s. In addition, students achieve these ILO’s throughout their experiences at BCC, for example, with student services and student clubs.

Communication

Students show that they communicate well when they

* *Critically read, write, and communicate interpersonally, with audience awareness; and*
* *analyze communications for meaning, purpose, effectiveness, and logic.*

Critical Thinking

Students demonstrate critical thinking skills when they

* *identify problems or arguments and isolate facts related to arguments;*
* *use evidence and sound reasoning to justify well-informed positions; and*
* *generate multiple solutions to problems and predict consequences.*

Computational Skills

Students demonstrate computational skills when they

* *master computational concepts and apply them to concrete problems; and*
* *demonstrate algorithmic competence.*

Ethics and Personal Responsibility

Students show the ability to behave ethically and assume personal responsibility when they

* *analyze the consequences of their actions and the impact of these actions on society and the self; and*
* *demonstrate collaborative involvement in community interests.*

Global Awareness & Valuing Diversity

Students demonstrate global awareness and show that they value diversity when they

* *identify and explain diverse customs, beliefs, and lifestyles; and*
* *analyze how cultural, historical, and geographical issues shape perceptions.*

Information Competency

Students demonstrate information competency when they

* *find, evaluate, use, and communicate information in all its various formats;*
* *use library and online resources and research methodology effectively; and*
* *use technology effectively.*

Self-Awareness & Interpersonal Skills

Students demonstrate self-awareness and interpersonal skills when they

* *analyze their own actions and the perspectives of other persons; and*
* *work effectively with others in groups.*

Appendix II

**Institutional Goals**

**NOTE: The short term goals for Peralta District and for BCC are derivative from the long term goals within the district strategic plan. The Peralta Strategic Plan can be found on the Peralta District website:** [**http://eperalta.org/wp/pbi/**](http://eperalta.org/wp/pbi/)**.**

1. **ADVANCE STUDENT ACCESS, EQUITY, AND SUCCESS**

**Peralta District Short Term Goals, 2011-2012**

**A.1 Access:** Focus access on programs and course offerings in the essential areas of basic skills, CTE, and transfer, and stay within range of the state-funded allocation by managing enrollment to 18,500 FTES (variable based upon funding variations). In addition, enable access to educational opportunities by increased contract education, fee-based instruction, distance learning, and international and out-of-state enrollments.

**A.2 Success:** Implement identified institutional, instructional, and student support changes to improve by 10 percentage points student movement through basic skills/foundation course sequences by 2014-2015.

**A.3 Equity:** Plan, design and implement structural changes to increase fall to fall persistence among major ethnic groups and bring all groups to within 2 percentage points of the highest group by 2014-15.

**BCC Short Term Goals, 2011-2012**

**A.2 Improve persistence, retention, and success by 3 percentage points.**

A.2.1 Implement best practices in basic skills and other pedagogy to improve student persistence, retention and transfer rates.

A.2.2 Implement acceleration models to improve course completion, particularly in basic skills.

A.2.3 Improve student retention in the PACE program.

A.2.4 Attain proficiency in the assessment of learning outcomes by spring 2012.

**A.3 Implement changes to increase fall to fall persistence among major ethnic groups.**

A.3.1 Pilot innovative programs designed to increase student persistence among major ethnic groups.

1. **ENGAGE AND LEVERAGE PARTNERS**

**Peralta District Short Term Goals, 2011-2012**

**B.1 Partnerships:** Leverage, align, and expand external (i.e., community, business) partnerships to improve student learning and success in core educational functions.

**BCC Short Term Goals, 2011-2012**

**B.1 Strengthen community partnerships to enhance career pathways.**

B.1.1 Activate CTE Advisory Committees to meet at least once a school year in order to maintain currency.

B.1.2 Host a spring semester event that highlights the career pathways related to instructional programs (this will include support and involvement of community partners.)

1. **BUILD PROGRAMS OF DISTINCTION**

**Peralta District Short Term Goals, 2011-2012**

**C.1 Assess SLO’s and SAO’s and ensure their analysis, adjustments and priorities are incorporated in Program Reviews and Annual Program Updates:** Close the assessment loop by using program reviews and annual program updates in instruction and student services to improve student learning and student success.

**C.2 Create Alternatively Designed Programs:** Continue to create or expand programs exemplifying alternative and innovative designs with promise for substantially improving student success.

**BCC Short Term Goals, 2011-2012**

**C.1 Incorporate learning outcomes assessment into program review and budget allocation processes and plans.**

1. **CREATE A CULTURE OF INNOVATION AND COLLABORATION**

**Peralta District Short Term Goals, 2011-2012**

**D.1 District-Wide Collaboration and Innovation:** 1. Implement ways to make connections and build bridges across the district and colleges that would promote an ethic of care and create a welcoming environment that permeates the colleges and the district; and 2. Improve the Planning-Budgeting Integration Model in order to a) improve coordination and communication between PBI committees and between district planning and budget integration with that at the colleges and b) ensure PBI committees set and achieve key milestones/goals.

**D.2 Use Technology in Redesign of Educational Experiences:** Enable more efficient and deeper student learning and student success through the creative use of technology.

**BCC Short Term Goals, 2011-2012**

**D.1 District-Wide Collaboration and Innovation**

D.1.1 Select a BCC representative from each PBIM committee to serve as communication liaison with a monthly report at Roundtable.

D.1.2 Promote a focus on student learning and success in all committee activities.

1. **DEVELOP AND MANAGE RESOURCES TO ADVANCE OUR MISSION**

**Peralta District Short Term Goals, 2011-2012**

**E.1 FTES Target**: Achieve FTES target within the state allocation for the district of 18,500 FTES (variable depending on funding variations) and attain a productivity level of at least 17.5 FTES/FTEF.

**E.2 Focus Budgeting on Improving Student Success through Support for Structural Changes:** Respond to projected state deficits and budget cuts by designing budgets in keeping with the district Budget Allocation Model that a) are based on program review and strategic directions; b) improve student success through support for structural change; c) create efficiencies by sharing of positions, facilities and other resources within and across the colleges; d) consider the total cost of programs and support activities; e) shift resources to core educational functions; and f) continue to increase alternative funding sources.

**E.3 Fiscal Stability:** Continue comprehensive improvements to the financial management systems of the district and make budget and finance information transparent and accessible to internal stakeholders. Ensure expenditures for all cost centers stay within the established budget to maintain a balanced budget.

**BCC Short Term Goals, 2011-2012**

**E.1 FTES Target**

E.1.1 Achieve enrollment target and productivity.

**E.2 Focus Budgeting on Improving Student Success through support for structural changes:**

E.2.1 Advance resource parity for BCC including the transfers of funds or faculty and classified positions as a necessary means of fiscal stability.

E.2.2 Generate general fund savings and leverage funding from other resources.

E.2.3 Monitor annual program budgets to ensure timely expenditures.