

# Peralta Community College District

## Program Review Template 2012-13

Below please find the program review form, to be filled out by department chairs and program leaders. These will be reviewed at the college level and then forwarded to the district-wide planning and budgeting process. The information on this form is required for all resource requests – including faculty staffing requests – for the 2013-14 budget year.

**Comment [jam1]:** Response to b and c. The department will continue doing what it is doing, but cannot meet students' needs if fewer resources are allocated. It can maintain quality educational programs and services in the short term with existing resources, but every day is more difficult.

<b>I. Overview</b>			
Date Submitted:	November 1, 2012	Administrator:	Lilia Celhay
BI Download:	September 25, 2012	Dept. Chair:	P.Thananjeyan
<b>Dept./Program(s):</b> (List departments and programs, including all associate degrees and certificates and components of general education and basic skills)	<b>Department: BUS/ECON/COPEd</b> <b>Certificates and Degrees:</b> <ul style="list-style-type: none"> <li>• Accounting AA</li> <li>• Business Administration AA</li> <li>• General Business AA and Certificate of Achievement</li> <li>• Business – Office Technology AA</li> <li>• Office Technology – Administrative Assistant Certificate of Achievement</li> <li>• Office Technology – Administrative/ Accounting Assistant Certificate of Achievement</li> <li>• Office Technology – Administrative Assistant/Medical Certificate of Achievement</li> </ul>		
Campus:	Berkeley City College		
Mission	<p>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.</p> <p>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.</p>		
<b>II. Goals and Outcomes (add lines as needed)</b>			
<b>II.a. Goals (for each one, cite Institutional Goal(s), Appendix II)</b>			
<ol style="list-style-type: none"> <li>1. Review and update course outlines, curriculums, and SLOs. Review and update certificate programs and degree programs and program outcomes. <b>(A. Student Success, C. Programs of Distinction)</b></li> <li>2. Develop a minimized and optimal sequence of courses to meet certificate and degree requirements under tight budget conditions. Create Certificate of Achievement <b>(E. Develop Resources to Advance &amp; Sustain Mission)</b></li> <li>3. Meet with department advisory committee, work collaboratively with other Peralta colleges, monitor job trends and transfer requirements and update course curriculums and, if necessary, develop new courses. <b>(B. Communities &amp; Partners, D. Culture of Innovation and Collaboration)</b></li> <li>4. Collaborate with CIS, Business, and ESL Departments to create synergy within the departments. <b>(D. Culture of Innovation and Collaboration)</b></li> <li>5. Explore additional online/hybrid courses and fee-based classes. <b>(E. Develop Resources to Advance &amp; Sustain Mission)</b></li> </ol>			

<b>II.b. Program Outcomes [for each one, cite ILO(s), Appendix I]</b>
PROGRAM OUTCOMES(Mapped to Institutional Learning Outcomes, Appendix I):
<p>PROGRAM 1: Business</p> <p>Analyze a business situation and recommend a solution or plan for improvement, applying legal and ethical principles in business decision making. (Ethics and Personal Responsibility, Critical Thinking)</p> <p>Obtain information related to the profession using traditional and electronic sources.</p> <p>Synthesize the information into a business report. (Communication, Information Competency)</p> <p>Analyze data and prepare common business and personal financial reports. ( Computational Skills, Critical Thinking)</p> <p>Analyze impact of globalization on culture, politics, and economics (Critical Thinking, Global Awareness/Valuing Diversity)</p> <p>Analyze current interpersonal skills and developing plans for improvement (Self-Awareness &amp; Interpersonal Skills)</p>
<p>PROGRAM 2: Accounting</p> <p>Analyze data and prepare common business and personal financial reports (Computational Skills, Critical Thinking)</p> <p>Analyze a business situation and recommend a solution or plan for improvement, applying legal and ethical principles in business decision making. (Ethics and Personal Responsibility, Critical Thinking)</p> <p>Obtain information related to the profession using traditional and electronic sources.</p> <p>Synthesize the information into a written or oral business report. (Communication, Information Competency)</p> <p>Analyze current interpersonal skills and developing plans for improvement (Self-Awareness &amp; Interpersonal Skills)</p>
<p>PROGRAM 2: Office Technology</p> <p>Analyze a business situation and recommend a solution or plan for improvement, applying legal and ethical principles in business decision making. (Ethics and Personal Responsibility, Critical Thinking)</p> <p>Obtain information related to the profession using traditional and electronic sources.</p> <p>Synthesize the information into a business report. (Communication, Information Competency)</p> <p>Analyze data and prepare common business and personal financial reports. ( Computational Skills, Critical Thinking)</p> <p>Analyze impact of globalization on culture, politics, and economics (Critical Thinking, Global Awareness/Valuing Diversity)</p> <p>Analyze current interpersonal skills and developing plans for improvement (Self-Awareness &amp; Interpersonal Skills)</p>
General Education component(s): All Business Degrees require completion of Peralta’s GE pattern.
Basic Skills component(s): All Business Degrees require competency in college level English and Math.

<b>III. Evidence</b>			
<b>III.a.1 Institutional Data - BUSINESS</b>			
<b>Enrollment</b>	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>
Census Enrollment (duplicated)	481	451	381
Sections (master sections)	16	12	10
Total FTES	50.63	49.98	44.24
Total FTEF	5.04	5.04	4.58
FTEF/FTEF	20.09	18.64	19.29
<b>Retention</b>			
Enrolled	483	451	381
Retained	351	359	278
% Retained	73%	80%	73%
<b>Success</b>			
Total Graded	438	421	362
Success	265	287	210
% Success	61%	68%	58%

<b>Faculty Data (ZZ assignments excluded)</b>			
	Fall 2009	Fall 2010	Fall 2011
Contract FTEF	0.68	0.71	1.60
Hourly FTEF	1.63	1.63	0.60
Extra Service FTEF	0.21	0.19	0.09
Total FTEF	5.04	5.04	4.58
% Contract/Total	0.27	0.28	0.70

<b>Faculty Data Comparables F2011 (ZZ assignments excluded)</b>				
	Alameda	Berkeley	Laney	Merritt
Contract FTEF	1.67	1.60	3.60	1.00
Hourly FTEF	1.53	0.60	4.95	0.27
Extra Service FTEF	0.29	0.09	1.04	0.20
Total FTEF	68.86	44.24	176.72	32.80
% Contract/Total	0.48	0.70	0.38	0.68

<b>III.a.1 Institutional Data – ECON</b>			
<b>Enrollment</b>	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>
Census Enrollment (duplicated)	174	167	141
Sections (master sections)	4	5	4
Total FTES	17.4	16.7	14.1
Total FTEF	1.6	1.96	1.6
FTES/FTEF	21.75	17.04	17.63
<b>Retention</b>			
Enrolled	174	168	141
Retained	126	133	97
% Retained	72%	79%	69%
<b>Success</b>			
Total Graded	164	155	131
Success	96	102	87
% Success	59%	66%	66%

<b>Faculty Data (ZZ assignments excluded)</b>			
	Fall 2009	Fall 2010	Fall 2011
Contract FTEF	0.00	0.00	0.00
Hourly FTEF	0.80	0.98	0.80
Extra Service FTEF	0.00	0.00	0.00
Total FTEF	1.60	1.96	1.60
% Contract/Total	0.00	0.00	0.00

<b>Faculty Data Comparables F2011 (ZZ assignments excluded)</b>				
	Alameda	Berkeley	Laney	Merritt
Contract FTEF	0.25	0.00	1.00	0.00
Hourly FTEF	0.60	0.80	0.40	0.20
Extra Service FTEF	0.55	0.00	0.20	0.00
Total FTEF	27.90	14.10	29.70	4.10
% Contract/Total	0.18	0.00	0.63	0.00

<b>III.a.1 Institutional Data – COPED</b>			
<b>Enrollment</b>	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>
Census Enrollment (duplicated)	33	28	26
Sections (master sections)	1	2	1
Total FTES	2.62	4.03	2.16
Total FTEF	0.44	0.34	0.4
FTES/FTEF	11.7	23.99	10.8
<b>Retention</b>			
Enrolled	33	28	33
Retained	24	21	22
% Retained	73%	75%	67%
<b>Success</b>			
Total Graded	28	26	30
Success	22	19	19
% Success	79%	73%	63%

<b>Faculty Data (ZZ assignments excluded)</b>			
	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>
Contract FTEF	0.22	0.17	0.20
Hourly FTEF	0.00	0.00	0.00
Extra Service FTEF	0.00	0.00	0.00
Total FTEF	0.44	0.34	0.40
% Contract/Total	1.00	1.00	1.00

<b>Faculty Data Comparables F2011 (ZZ assignments excluded)</b>				
	<b>Alameda</b>	<b>Berkeley</b>	<b>Laney</b>	<b>Merritt</b>
Contract FTEF	0.00	0.20	0.14	0.42
Hourly FTEF	0.00	0.00	0.13	0.00
Extra Service FTEF	0.00	0.00	0.19	0.00
Total FTEF	0.00	2.16	3.14	3.97
% Contract/Total	0.00	1.00	0.30	1.00

<b>III.b. External Evidence</b>	
<b>CTE and Vocational:</b>	<p>Labor Market Data attached at end of document. Relevant sections highlighted. The McIntyre Environmental Scan and US Department of Labor have identified BUS as a growth area.</p> <p>Faculty are working closely with the Advisory Committee to match program offerings to community needs. Advisory Committee meetings will be scheduled on a yearly basis.</p>

## Overview

The Business department has a very high success rate of program completion and very high productivity. In fact, though the number of our class sections has dropped approximately 40%, our enrollment has only dropped approximately 20%. 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.

Comment [jam2]: Response to a.

Deleted: 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, reducing our class offerings by 40%.

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. The ECON and COPED programs have similar reductions in enrollment and sections offered. In order to offer all courses needed to complete all degree and certificate programs our staffing numbers cannot drop any further; in fact we need additional part-time faculty to staff the additional sections needed.

Comment [jam3]: Response to a.

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Despite the reduction in courses, BUS still appears to be one of the skills in high demand in the Bay Area. As shown in the EDD labor market reports attached, financial and administrative areas will continue to need workers.

**Business**

	Fall 2009	Fall 2010	Fall 2011
Census Enrollment (duplicated)	481	451	381
Sections (master sections)	16	12	10

**ECON**

	Fall 2009	Fall 2010	Fall 2011
Census Enrollment (duplicated)	174	167	141
Sections (master sections)	4	5	4

**COPED**

	Fall 2009	Fall 2010	Fall 2011
Census Enrollment (duplicated)	33	28	26
Sections (master sections)	1	2	1

**Curriculum**

The business curriculum meets the needs of students who are transferring to a four year school, as well as the needs of the students who are pursuing a terminal degree or certificate to join the work force or improve their positions in their current jobs. It also fulfills the needs of students who need one or two classes to upgrade their skills or meet requirements in their current organizations. Unfortunately, students seeking immediate employment are not tracked due to limited department resources. Our transfer courses are well received by four-year universities in the vicinity.

A large proportion of the course outlines have been updated within the last three years. The remainder are being updated now and the goal is to have them completed by end of Spring Semester 2013. As part of the outline update, all areas of the curriculum within them are

evaluated for currency and relevancy, including, but not limited to all requisites. In particular, all courses that have C-ID outlines available are being matched and submitted to CSU for certification. There are also a number of courses being evaluated for deactivation.

All Business courses have student learning outcomes. We have assessed BUS 10, 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 will 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.

Every Business Program has Program Learning Outcomes. There is clear alignment with all of our institutional outcomes. In fact, during Summer 2012, Business faculty participated in the Institutional Outcome evaluation of the ILO: Communication. Essays from Bus 10 and Bus 201 were part of the institutional evaluation. Results showed that the Business essays were rated among the highest of those reviewed for teaching purpose and organization of the communication. 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. We will 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

Comment [Jam4]: Response to 5 d.

It is also essential that we develop programs to meet the growing industry and transfer needs. The AS-T in Business Administration is at the State Chancellor's office awaiting final approval. Currently we are working on creating many certificates of proficiency in accounting and hope to have them in place before the end of this academic year. We earnestly request the full support of the administration in this effort.

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#### Action Plans:

- Review and update course outlines, degrees, and certificates and create certificates of proficiency to meet employment and transfer requirements.
- Create 2 or 3 year course sequence and increase budget for courses so that students can complete certificate and degree programs in a timely manner.
- Create and implement plan for assessing all courses every three years.
- Ensure AS-T Business is approved this academic year.

#### Instruction

The full time business faculty work closely to ensure that all course outlines are accurate and up to date. Faculty regularly discusses program updates formally and informally throughout the year. These updates are also discussed at district-wide BUS meetings. These discussions ensure all faculty are aware of course outline requirements and that there is a consistency of expectations in the classroom. Faculty is also involved in committee work that contributes to the department, as well as the college.



Faculty is also involved in an innovative program sponsored by our Teaching and Learning Center, called POP (peer observation program). Faculty observes instructors from many disciplines in their classrooms to pick up ideas to improve teaching and student learning. The feedback is not part of instructor evaluations, but has provided much food for discussion and growth.

Business faculty uses the technology available in our smart classrooms to improve student learning. In addition, turnitin.com is used to facilitate grading and monitor plagiarism. Faculty also uses Moodle Web Sites and, of course, emails to communicate with students in a timely manner. Some courses are also offered online or as hybrid. This is effective for many students; others learn better in a traditional face to face classroom, with technology used as a supplement, rather than a replacement.

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Student demand remains high. Our high productivity rate in view of reduced sections shows students continue to enroll even as classrooms become more crowded. The primary limitations to increasing enrollment in the business programs are reduced offerings and classroom size. Business is a popular discipline for two year degrees, transfer, and skill building on the job.

Business courses are scheduled at all times of the day and in various formats. We particularly strive to offer course for our Business Administration Degree in both evening and daytime schedules to accommodate the needs of working students who have returned to the classroom to pursue higher education

Action Plans:

- Request budget allocations to increase course offerings to meet student demand.
- Develop a larger pool of part time faculty to ensure qualified instructors are available as sections are added.

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### Student Success

The FTEF/FTES retention and success rates are listed in the data elements and are comparable to the rest of the college. It should be noted that many students have left the programs in the middle because the courses have not been offered in a timely manner. Or they take courses at other colleges, both within and outside the Peralta District.

Student support services are critical to student success. As with other disciplines/programs in the college, primary needs include counselors, tutoring, and financial aid. With adequate funding and additional staffing, the accounting program could manage a successful accounting tutoring center that would further increase student success in that area.

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Comment [Jam5]: Response to a.

As mentioned above, some courses have been assessed, with positive suggestions for improvement and implementation as needed. Programs will be assessed once all courses in the program have been assessed.

### Business Program Completion Numbers

2011-2012  
 AA---11 CA---2  
 2010-2011  
 AA---15 CA---3  
 2009-2010  
 AA---7 CA---2

Many students have received employment offers based on the course work completed and have not finished their program. There have been requests from employers and job placements companies requesting students from our department. Unfortunately, students seeking immediate employment are not tracked due to limited departments resources.

Comment [Jam6]: Response to a.

Action Plans:

- Request budget allocations to develop and staff an accounting tutoring center.

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**BUSINESS**

	Fall 2009	Fall 2010	Fall 2011
Total Graded	438	421	362
Success	265	287	210
% Success	61%	68%	58%

**ECON**

	Fall 2009	Fall 2010	Fall 2011
Total Graded	164	155	131
Success	96	102	87
% Success	59%	66%	66%

**COPED**

	Fall 2009	Fall 2010	Fall 2011
Total Graded	28	26	30
Success	22	19	19
% Success	79%	73%	63%

**Human and Physical Resources**

The table below presents a summary of the parttime and fulltime faculty at Berkeley City College compared to the other colleges in the district.

Currently we have no full-time faculty in the ECON or COPED programs. We will need a fulltime faculty to expand the ECON program.

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BUS, ECON, and COPED courses require smart classrooms of sufficient size to meet enrollment needs. In addition, accounting courses require computer access and a tutoring facility. Students require access to computer equipment for homework and research.

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Action Plans:

- Increase part-time faculty to offer more BUS and ECON courses.
- Request budget allocations to develop and staff an accounting tutoring center.

**BUSINESS**

	Alameda	Berkeley	Laney	Merritt
Contract FTEF	1.67	1.60	3.60	1.00
Hourly FTEF	1.53	0.60	4.95	0.27
Extra Service FTEF	0.29	0.09	1.04	0.20
Total FTEF	68.86	44.24	176.72	32.80
% Contract/Total	0.48	0.70	0.38	0.68

**ECONOMICS**

	Alameda	Berkeley	Laney	Merritt
Contract FTEF	0.25	0.00	1.00	0.00
Hourly FTEF	0.60	0.80	0.40	0.20
Extra Service FTEF	0.55	0.00	0.20	0.00
Total FTEF	27.90	14.10	29.70	4.10
% Contract/Total	0.18	0.00	0.63	0.00

**COPED**

	Alameda	Berkeley	Laney	Merritt
Contract FTEF	0.00	0.20	0.14	0.42
Hourly FTEF	0.00	0.00	0.13	0.00
Extra Service FTEF	0.00	0.00	0.19	0.00
Total FTEF	0.00	2.16	3.14	3.97
% Contract/Total	0.00	1.00	0.30	1.00

**Community Outreach and Articulation**

The Business and CIS Advisory Board was active for several years, making good connections with the community. It did not meet last school year, primarily due to lack of clerical support to coordinate the event. The goal is to meet every school year; sometimes we have met every semester if the immediate need for advice from the community was apparent. The primary feedback of industry needs has repeatedly emphasized the need for soft skills in business. Our program has a strong component of that (which also matches our Institutional Learning Outcomes. In addition, faculty is in the process of updating our Business Communications course to make it even more relevant and to match the CSU C-ID descriptor.

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**Business Program Completion Numbers**

2011-2012

AA---11 CA---2

2010-2011

AA---15 CA---3

2009-2010

AA---7 CA---2

Due to lack of department resources to track employment placement, we have no data on student success in that area.

Business continues to be a popular major in both community colleges and four year schools. A foundation in business helps students in any profession, not only business administration or accounting.

The Business department’s transfer level courses are well received at our local four year schools, both public and private. As part of the course outline update, we are verifying that our courses match the C-ID Descriptors to ensure even more acceptance at CSUs. In addition, our AS-T in Business Administration is currently at the State Chancellor’s office awaiting approval. Advance discussion with students about the AS-T indicate a definite interest in their following that direction.

Through primarily anecdotal evidence, but also using short end of the semester class evaluations, we listen to student’s feedback and take action as needed.

**Action Plans:**

- Revitalize the Business/CIS advisory board.
- Request budget allocations for staffing to allow for job development activities in the community and for tracking job placements.

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<b>IV. Action Plans</b>			
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.			
<b>Action Item</b>	<b>Steps/Timeline</b>	<b>Person(s) Responsible</b>	<b>Supporting Data Source (check all that apply)</b>
<b>Action Plan Item 1</b> Review and update course outlines, degrees, and certificates and create certificates of proficiency to meet employment and transfer requirements.	<b>Fall and Spring</b>	<b>BUS Faculty</b>	<input type="checkbox"/> Assessment Findings <input type="checkbox"/> BI Data <input checked="" type="checkbox"/> Institutional Goals <input type="checkbox"/> Other
<b>Action Plan Item 2</b> Create 2 or 3 year course sequence and increase budget for courses so that students can complete certificate and degree	<b>Fall and Spring</b>	<b>BUS Faculty</b>	<input type="checkbox"/> Assessment Findings <input type="checkbox"/> BI Data <input checked="" type="checkbox"/> Institutional Goals <input type="checkbox"/> Other

programs in a timely manner.			
<b>Action Plan Item 3</b> Create and implement plan for assessing all courses every three years.	<b>Fall and Spring</b>	<b>BUS Faculty</b>	<input type="checkbox"/> Assessment Findings <input type="checkbox"/> BI Data <input checked="" type="checkbox"/> Institutional Goals <input type="checkbox"/> Other
<b>Action Plan Item 4</b> Ensure AS-T Business is approved this academic year.	<b>Fall and Spring</b>	<b>BUS Faculty</b>	<input type="checkbox"/> Assessment Findings <input type="checkbox"/> BI Data <input checked="" type="checkbox"/> Institutional Goals <input type="checkbox"/> Other
<b>Action Plan Item 5</b> Develop a larger pool of part time faculty to ensure qualified instructors are available as sections are added.	<b>Fall and Spring</b>	<b>BUS Faculty</b>	<input type="checkbox"/> Assessment Findings <input type="checkbox"/> BI Data <input checked="" type="checkbox"/> Institutional Goals <input type="checkbox"/> Other
<b>Action Plan Item 6</b> Revitalize the Business/CIS advisory board.	<b>Fall and Spring</b>	<b>BUS Faculty</b>	<input type="checkbox"/> Assessment Findings <input type="checkbox"/> BI Data <input checked="" type="checkbox"/> Institutional Goals <input type="checkbox"/> Other

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V. Resource Needs	Link to Action Plans (Section)
<p>Please describe and prioritize any <b>faculty, classified, and student assistant</b> needs.</p> <ul style="list-style-type: none"> <li>• Need to increase FTEF to be able to offer courses in a timely manner so that students can complete certificate programs in a timely manner. Need PT faculty who can teach BUS courses – <b>Priority 1.</b></li> <li>• Need tutors to help students outside of class, specifically in an accounting tutoring center. – <b>Priority 2.</b></li> <li>• Need financial assistance/reassignment time to update courses outlines, certificate programs, develop online courses, etc described in action plan (see Section IV) – <b>Priority 2.</b></li> <li>• Need budget allocations for staffing to allow for job development activities in the community and for tracking job placements. <b>Priority 3</b></li> </ul>	<p>These are needed to support action plans item 1 through 6 in section IV, and as noted in the narrative of the review.</p> <p>Additional faculty and student support will be needed to expand the BUS/ECON/COPED courses and program.</p>
<p>Please describe and prioritize any <b>equipment, material, and supply</b> needs.</p> <ul style="list-style-type: none"> <li>• <u>BUS faculty computers must be upgraded to meet their educational and teaching needs. The current computers are many years old and have 1 GB Memory and 70 GB storage. These are clearly outdated and must be urgently replaced.</u></li> <li>• <u>Computer lab for business and accounting to facilitate the accounting tutorial program being developed at BCC.</u></li> <li>• <u>Software need to be replaced as it becomes outdated.</u></li> </ul>	<p>These are needed to support action plans item 1 through 6 in section IV, and as noted in the narrative of the review.</p> <p>All BUS students need upgraded labs to support course work.</p>
<p>Please describe and prioritize any <b>facilities</b> needs.</p>	

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## 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

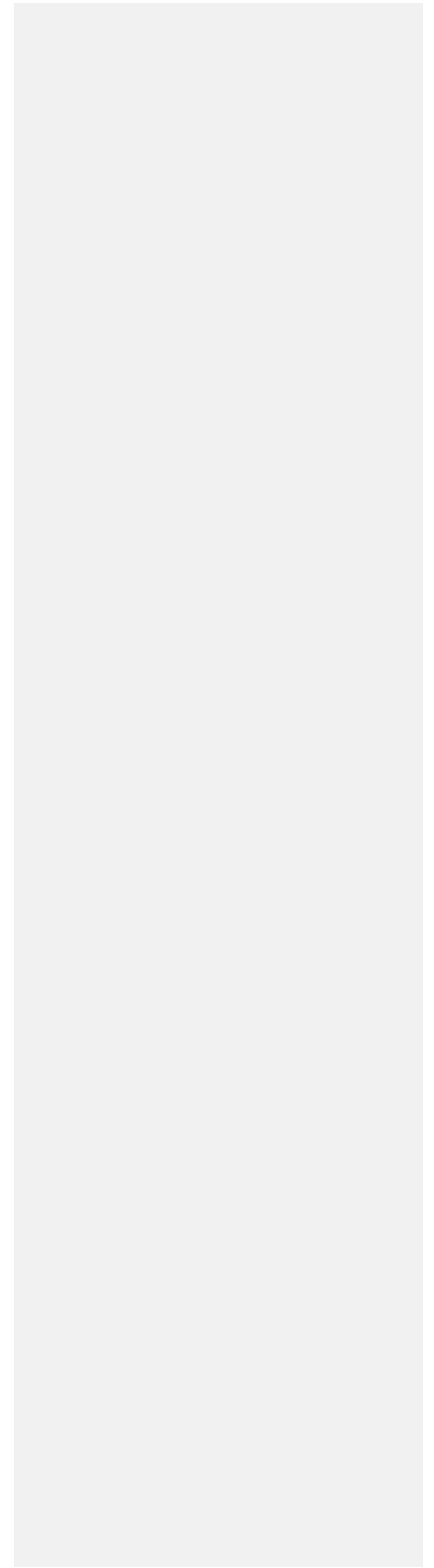
- *analyze their own actions and the perspectives of other persons; and*
- *work effectively with others in groups.*

## Appendix II

### **Institutional Goals**

Berkeley City College's Institutional Goals are aligned with the PCCD Strategic Goals, and are listed below:

- Advance Student Access, Success & Equity
- Engage our Communities & Partners
- Build Programs of Distinction
- Create a Culture of Innovation & Collaboration
- Develop Resources to Advance & Sustain Mission





**2008-2018 Industry Employment Projections  
Oakland-Fremont-Hayward Metropolitan Division  
(Alameda and Contra Costa Counties)**

NAICS Codes	Industry Title	Annual Average Employment		Employment Change	
		2008	2018	Numerical	Percent
	<b>Total Employment</b>	<b>1,133,300</b>	<b>1,211,100</b>	<b>77,800</b>	<b>6.9</b>
	<b>Self Employment (A)</b>	<b>83,200</b>	<b>85,100</b>	<b>1,900</b>	<b>2.3</b>
	<b>Unpaid Family Workers (B)</b>	<b>800</b>	<b>800</b>	<b>0</b>	<b>0.0</b>
	<b>Private Household Worker (C)</b>	<b>17,500</b>	<b>19,300</b>	<b>1,800</b>	<b>10.3</b>
	<b>Total Farm</b>	<b>1,400</b>	<b>1,500</b>	<b>100</b>	<b>7.1</b>
	<b>Total Nonfarm</b>	<b>1,030,400</b>	<b>1,104,400</b>	<b>74,000</b>	<b>7.2</b>
<b>1133,21</b>	<b>Mining and Logging</b>	<b>1,200</b>	<b>1,000</b>	<b>-200</b>	<b>-16.7</b>
<b>23</b>	<b>Construction</b>	<b>64,900</b>	<b>69,700</b>	<b>4,800</b>	<b>7.4</b>
236	Construction of Buildings	15,100	16,400	1,300	8.6
2361	Residential Building Construction	9,500	10,300	800	8.4
2362	Nonresidential Building Construction	5,600	6,100	500	8.9
237	Heavy and Civil Engineering Construction	7,800	8,600	800	10.3
238	Specialty Trade Contractors	42,000	44,700	2,700	6.4
2381	Foundation, Structure, and Building Exterior Contractors	9,400	10,000	600	6.4
2382	Building Equipment Contractors	14,800	15,400	600	4.1
	Residual (includes 2383,2389)	17,800	19,300	1,500	8.4
<b>31-33</b>	<b>Manufacturing</b>	<b>93,100</b>	<b>79,800</b>	<b>-13,300</b>	<b>-14.3</b>
	<b>Durable Goods Manufacturing (321,327,331-339)</b>	<b>58,200</b>	<b>49,300</b>	<b>-8,900</b>	<b>-15.3</b>
334	Computer and Electronic Product Manufacturing	19,600	18,100	-1,500	-7.7
336	Transportation Equipment Manufacturing	7,600	3,400	-4,200	-55.3
	Residual (includes 321,327,331-333,335,337,339)	31,000	27,800	-3,200	-10.3
	<b>Nondurable Goods Manufacturing (311-316,322-326)</b>	<b>34,900</b>	<b>30,500</b>	<b>-4,400</b>	<b>-12.6</b>
324	Petroleum and Coal Products Manufacturing	8,000	6,800	-1,200	-15.0
325	Chemical Manufacturing	6,900	6,500	-400	-5.8
	Residual (includes 311-316,322-323,326)	20,000	17,200	-2,800	-14.0
<b>22,42-49</b>	<b>Trade, Transportation, and Utilities</b>	<b>193,000</b>	<b>200,200</b>	<b>7,200</b>	<b>3.7</b>

<b>42</b>	<b>Wholesale Trade</b>	<b>47,600</b>	<b>47,200</b>	<b>-400</b>	<b>-0.8</b>
423	Merchant Wholesalers, Durable Goods	23,600	20,200	-3,400	-14.4
424	Merchant Wholesalers, Nondurable Goods	18,700	20,600	1,900	10.2
	Residual (includes 425)	5,300	6,400	1,100	20.8
<b>44-45</b>	<b>Retail Trade</b>	<b>109,400</b>	<b>115,700</b>	<b>6,300</b>	<b>5.8</b>
441	Motor Vehicle and Parts Dealers	12,000	12,600	600	5.0
445	Food and Beverage Stores	25,200	26,500	1,300	5.2
446	Health and Personal Care Stores	7,200	7,900	700	9.7
448	Clothing and Clothing Accessories Stores	9,500	10,000	500	5.3
451	Sporting Goods, Hobby, Book, and Music Stores	5,600	4,200	-1,400	-25.0
452	General Merchandise Stores	19,400	23,400	4,000	20.6
	Residual (includes 442-444,447,453-454)	30,600	31,100	500	1.6
<b>22,48-49</b>	<b>Transportation, Warehousing, and Utilities</b>	<b>35,900</b>	<b>37,300</b>	<b>1,400</b>	<b>3.9</b>
	Residual (includes 22)	<b>3,100</b>	<b>3,700</b>	<b>600</b>	<b>19.4</b>
<b>48-49</b>	<b>Transportation and Warehousing</b>	<b>32,900</b>	<b>33,600</b>	<b>700</b>	<b>2.1</b>
484	Truck Transportation	7,100	7,600	500	7.0
492	Couriers and Messengers	7,100	6,200	-900	-12.7
493	Warehousing and Storage	4,800	5,200	400	8.3
	Residual (includes 481-483,485-488)	13,800	14,600	800	5.8
<b>51</b>	<b>Information</b>	<b>27,800</b>	<b>27,200</b>	<b>-600</b>	<b>-2.2</b>
511	Publishing Industries (except Internet)	6,600	5,900	-700	-10.6
517	Telecommunications	12,200	10,400	-1,800	-14.8
	Residual (includes 512,515-516,518-519)	9,000	10,900	1,900	21.1
<b>52-53</b>	<b>Financial Activities</b>	<b>57,200</b>	<b>62,700</b>	<b>5,500</b>	<b>9.6</b>
<b>52</b>	<b>Finance and Insurance</b>	<b>40,700</b>	<b>44,800</b>	<b>4,100</b>	<b>10.1</b>
<b>522</b>	<b>Credit Intermediation and Related Activities</b>	<b>18,500</b>	<b>20,400</b>	<b>1,900</b>	<b>10.3</b>
<b>524</b>	<b>Insurance Carriers and Related Activities</b>	<b>16,100</b>	<b>17,700</b>	<b>1,600</b>	<b>9.9</b>
	Residual (includes 523,525)	<b>6,100</b>	<b>6,700</b>	<b>600</b>	<b>9.8</b>
<b>53</b>	<b>Real Estate and Rental and Leasing</b>	<b>16,500</b>	<b>17,900</b>	<b>1,400</b>	<b>8.5</b>
531	Real Estate	11,500	12,500	1,000	8.7
	Residual (includes 532-533)	5,000	5,400	400	8.0
<b>54-56</b>	<b>Professional and Business Services</b>	<b>162,200</b>	<b>180,600</b>	<b>18,400</b>	<b>11.3</b>
<b>54</b>	<b>Professional, Scientific, and Technical Services</b>	<b>83,700</b>	<b>94,700</b>	<b>11,000</b>	<b>13.1</b>
5413	Architectural, Engineering, and Related Services	16,600	18,600	2,000	12.0
5415	Computer Systems Design and Related Services	18,800	21,700	2,900	15.4
	Residual (includes 5411-5412,5414,5416-5419)	48,400	54,400	6,000	12.4

55	<b>Management of Companies and Enterprises</b>	<b>23,600</b>	<b>26,000</b>	<b>2,400</b>	<b>10.2</b>
<b>56</b>	<b>Administrative and Support and Waste Management and Remediation Services</b>	<b>54,900</b>	<b>59,900</b>	<b>5,000</b>	<b>9.1</b>
561	Administrative and Support Services	49,800	54,000	4,200	8.4
5613	Employment Services	18,900	20,800	1,900	10.1
5616	Investigation and Security Services	7,900	8,700	800	10.1
5617	Services to Buildings and Dwellings	12,900	14,200	1,300	10.1
	Residual (includes 5611-5612,5614-5615,5619)	10,100	10,300	200	2.0
562	Waste Management and Remediation Services	5,200	5,900	700	13.5
61-62	<b>Education Services, Health Care and Social Assistance</b>	<b>128,700</b>	<b>157,000</b>	<b>28,300</b>	<b>22.0</b>
61	<b>Educational Services (Private)</b>	<b>20,600</b>	<b>24,500</b>	<b>3,900</b>	<b>18.9</b>
62	<b>Health Care and Social Assistance</b>	<b>108,000</b>	<b>132,500</b>	<b>24,500</b>	<b>22.7</b>
621	Ambulatory Health Care Services	38,600	49,800	11,200	29.0
622	Hospitals (Private)	33,800	39,000	5,200	15.4
623	Nursing and Residential Care Facilities	18,900	25,200	6,300	33.3
624	Social Assistance	16,800	18,500	1,700	10.1
71-72	<b>Leisure and Hospitality</b>	<b>89,100</b>	<b>97,000</b>	<b>7,900</b>	<b>8.9</b>
71	<b>Arts, Entertainment, and Recreation</b>	<b>14,700</b>	<b>18,100</b>	<b>3,400</b>	<b>23.1</b>
72	<b>Accommodation and Food Services</b>	<b>74,300</b>	<b>78,900</b>	<b>4,600</b>	<b>6.2</b>
721	Accommodation	7,400	8,400	1,000	13.5
722	Food Services and Drinking Places	66,900	70,500	3,600	5.4
81	<b>Other Services (excludes 814-Private Household Workers)</b>	<b>36,100</b>	<b>38,700</b>	<b>2,600</b>	<b>7.2</b>
811	Repair and Maintenance	11,000	11,500	500	4.5
812	Personal and Laundry Services	9,400	9,800	400	4.3
813	Religious, Grantmaking, Civic, Professional, and Similar Organizations	15,800	17,400	1,600	10.1
	<b>Government</b>	<b>177,200</b>	<b>190,500</b>	<b>13,300</b>	<b>7.5</b>
	<b>Federal Government</b>	<b>17,100</b>	<b>16,200</b>	<b>-900</b>	<b>-5.3</b>
	<b>State and Local Government</b>	<b>160,100</b>	<b>174,300</b>	<b>14,200</b>	<b>8.9</b>
	<b>State Government</b>	<b>39,100</b>	<b>43,100</b>	<b>4,000</b>	<b>10.2</b>
	State Government Education	26,700	29,400	2,700	10.1
	Other State Government	12,400	13,700	1,300	10.5
	<b>Local Government</b>	<b>121,100</b>	<b>131,200</b>	<b>10,100</b>	<b>8.3</b>
	Local Government Education	62,300	66,700	4,400	7.1

Other Local Government	58,800	64,500	5,700	9.7
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March 2009 Benchmark  
Industry detail may not add up to totals due to independent rounding.

(A) Self-Employed persons work for profit or fees in their own business, profession, trade, or farm. Only the unincorporated self-employed are included in this category. The estimated and projected employment numbers include all workers who are primarily self-employed and wage and salary workers who hold a secondary job as a self-employed worker.

(B) Unpaid family workers are those persons who work without pay for 15 or more hours per week on a farm or in a business operated by a member of the household to whom they are related by birth or marriage.

(C) Private Household Workers are employed as domestic workers whose primary activities are to maintain the household.  
Industry employment is based on the Quarterly Census of Employment and Wages (QCEW) program.

Source:

California, Employment Development Department. Accessed 01 November 2012.  
<http://www.labormarketinfo.edd.ca.gov/>