**Peralta Community College District**

## Annual Program Update Template 2014-2015

## DISTRICT-WIDE DATA by Subject/Discipline Fall Semesters

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| Overview | | | |
| BI Download: | 10/24/2014 | Dept. Chair: | Paramsothy Thananjeyan |
| Subject/Discipline: | BUS – ECON - COPED | Dean: | Antonio Barreiro |
| Campus: | Berkeley City College | | |
| Mission Statement | 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. | | |

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| Enrollment – BUS | | | | | |
|  | Alameda | Berkeley | Laney | Merritt | District |
| Census Enrollment F11 | 621 | 381 | 1,766 | 315 | 3,083 |
| Census Enrollment F12 | 439 | 372 | 1,595 | 388 | 2,794 |
| Census Enrollment F13 | 429 | 425 | 1,529 | 289 | 2,672 |
| Sections F11 | 15 | 10 | 51 | 7 | 83 |
| Sections F12 | 13 | 10 | 50 | 10 | 83 |
| Sections F13 | 12 | 11 | 51 | 7 | 81 |
| Total FTES F11 | 69.07 | 44.23 | 177.78 | 32.80 | 323.88 |
| Total FTES F12 | 52.93 | 43.40 | 161.05 | 38.56 | 295.94 |
| Total FTES F13 | 50.57 | 48.43 | 153.99 | 29.83 | 282.82 |
| Total FTEF F11 | 3.49 | 2.29 | 9.59 | 1.47 | 16.84 |
| Total FTEF F12 | 3.07 | 2.29 | 8.60 | 2.00 | 15.96 |
| Total FTEF F13 | 2.83 | 2.49 | 9.12 | 1.47 | 15.91 |
| FTES/FTEF F11 | 19.77 | 19.29 | 18.53 | 22.36 | 79.95 |
| FTES/FTEF F12 | 17.24 | 18.92 | 18.73 | 19.25 | 74.14 |
| FTES/FTEF F13 | 17.89 | 19.42 | 16.89 | 20.34 | 74.54 |

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| Enrollment – ECON | | | | | |
|  | Alameda | Berkeley | Laney | Merritt | District |
| Census Enrollment F11 | 279 | 141 | 297 | 41 | 758 |
| Census Enrollment F12 | 306 | 125 | 283 | 25 | 739 |
| Census Enrollment F13 | 312 | 185 | 233 | 14 | 744 |
| Sections F11 | 7 | 4 | 8 | 1 | 20 |
| Sections F12 | 8 | 3 | 8 | 1 | 20 |
| Sections F13 | 8 | 5 | 8 | 1 | 22 |
| Total FTES F11 | 27.90 | 14.10 | 29.70 | 4.10 | 75.8 |
| Total FTES F12 | 30.60 | 12.50 | 28.30 | 2.50 | 73.9 |
| Total FTES F13 | 31.20 | 18.50 | 23.08 | 1.40 | 74.18 |
| Total FTEF F11 | 1.40 | 0.80 | 1.60 | 0.20 | 4 |
| Total FTEF F12 | 1.60 | 0.60 | 1.60 | 0.20 | 4 |
| Total FTEF F13 | 1.60 | 1.00 | 1.60 | 0.20 | 4.4 |
| FTES/FTEF F11 | 19.93 | 17.63 | 18.56 | 20.50 | 76.62 |
| FTES/FTEF F12 | 19.13 | 20.83 | 17.69 | 12.50 | 70.15 |
| FTES/FTEF F13 | 19.50 | 18.50 | 14.43 | 7.00 | 59.43 |

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| Enrollment - COPED | | | | | |
|  | Alameda | Berkeley | Laney | Merritt | District |
| Census Enrollment F11 | 0 | 29 | 51 | 51 | 131 |
| Census Enrollment F12 | 35 | 43 | 69 | 36 | 183 |
| Census Enrollment F13 | 11 | 69 | 59 | 51 | 190 |
| Sections F11 | 1 | 1 | 7 | 4 | 13 |
| Sections F12 | 3 | 2 | 9 | 3 | 17 |
| Sections F13 | 1 | 3 | 9 | 3 | 16 |
| Total FTES F11 | 0.00 | 2.27 | 3.15 | 3.97 | 9.39 |
| Total FTES F12 | 3.02 | 3.60 | 5.50 | 2.80 | 14.92 |
| Total FTES F13 | 0.37 | 5.88 | 5.13 | 4.00 | 15.38 |
| Total FTEF F11 | 0.00 | 0.20 | 0.46 | 0.42 | 1.08 |
| Total FTEF F12 | 0.18 | 0.40 | 0.53 | 0.20 | 1.31 |
| Total FTEF F13 | 0.09 | 0.53 | 0.47 | 0.40 | 1.49 |
| FTES/FTEF F11 | 0.00 | 11.33 | 6.91 | 9.54 | 27.78 |
| FTES/FTEF F12 | 16.40 | 9.00 | 10.42 | 14.00 | 49.82 |
| FTES/FTEF F13 | 4.17 | 11.03 | 10.88 | 10.00 | 36.08 |

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| Student Success – BUS | | | | | |
|  | Alameda | Berkeley | Laney | Merritt | District |
| Total Graded F11 | 570 | 362 | 1,657 | 293 | 2,882 |
| Total Graded F12 | 426 | 360 | 1,513 | 371 | 2,670 |
| Total Graded F13 | 412 | 428 | 1,581 | 294 | 2,715 |
| Success F11 | 284 | 211 | 1,054 | 168 | 1,717 |
| Success F12 | 219 | 220 | 993 | 242 | 1674 |
| Success F13 | 211 | 248 | 957 | 186 | 1602 |
| % Success F11 | 0.50 | 0.58 | 0.64 | 0.57 | 0.6 |
| % Success F12 | 0.51 | 0.61 | 0.66 | 0.65 | 0.63 |
| % Success F13 | 0.51 | 0.58 | 0.61 | 0.63 | 0.59 |
| Withdraw F11 | 140 | 84 | 355 | 74 | 653 |
| Withdraw F12 | 115 | 80 | 282 | 57 | 534 |
| Withdraw F13 | 100 | 110 | 400 | 67 | 677 |
| % Withdraw F11 | 0.25 | 0.23 | 0.21 | 0.25 | 0.23 |
| % Withdraw F12 | 0.27 | 0.22 | 0.66 | 0.15 | 0.2 |
| % Withdraw F13 | 0.24 | 0.26 | 0.25 | 0.23 | 0.25 |

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| Student Success – ECON | | | | | |
|  | Alameda | Berkeley | Laney | Merritt | District |
| Total Graded F11 | 261 | 131 | 280 | 40 | 712 |
| Total Graded F12 | 293 | 121 | 274 | 25 | 713 |
| Total Graded F13 | 296 | 185 | 240 | 14 | 735 |
| Success F11 | 172 | 87 | 191 | 20 | 470 |
| Success F12 | 191 | 69 | 198 | 17 | 475 |
| Success F13 | 235 | 121 | 141 | 12 | 509 |
| % Success F11 | 0.66 | 0.66 | 0.68 | 0.50 | 0.66 |
| % Success F12 | 0.65 | 0.57 | 0.72 | 0.68 | 0.67 |
| % Success F13 | 0.79 | 0.65 | 0.59 | 0.86 | 0.69 |
| Withdraw F11 | 47 | 34 | 56 | 15 | 152 |
| Withdraw F12 | 45 | 24 | 36 | 3 | 108 |
| Withdraw F13 | 25 | 40 | 63 | 1 | 129 |
| % Withdraw F11 | 0.18 | 0.26 | 0.20 | 0.38 | 0.21 |
| % Withdraw F12 | 0.15 | 0.20 | 0.72 | 0.12 | 0.15 |
| % Withdraw F13 | 0.08 | 0.22 | 0.26 | 0.07 | 0.18 |

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| Student Success – COPED | | | | | |
|  | Alameda | Berkeley | Laney | Merritt | District |
| Total Graded F11 | 0 | 25 | 48 | 49 | 122 |
| Total Graded F12 | 35 | 41 | 68 | 35 | 179 |
| Total Graded F13 | 11 | 69 | 67 | 49 | 196 |
| Success F11 | 0 | 15 | 31 | 37 | 83 |
| Success F12 | 16 | 33 | 54 | 26 | 129 |
| Success F13 | 11 | 54 | 41 | 37 | 143 |
| % Success F11 | 0.00 | 0.60 | 0.65 | 0.76 | 0.68 |
| % Success F12 | 0.46 | 0.80 | 0.79 | 0.74 | 0.72 |
| % Success F13 | 1.00 | 0.78 | 0.61 | 0.76 | 0.73 |
| Withdraw F11 | 0 | 7 | 10 | 3 | 20 |
| Withdraw F12 | 9 | 5 | 9 | 3 | 26 |
| Withdraw F13 | 0 | 13 | 19 | 8 | 40 |
| % Withdraw F11 | 0.00 | 0.28 | 0.21 | 0.06 | 0.16 |
| % Withdraw F12 | 0.26 | 0.12 | 0.79 | 0.09 | 0.15 |
| % Withdraw F13 | 0.00 | 0.19 | 0.28 | 0.16 | 0.2 |

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| Faculty – BUS | | | | | |
|  | Alameda | Berkeley | Laney | Merritt | District |
| Contract FTEF F11 | 1.67 | 1.60 | 3.60 | 1.00 | 7.87 |
| Contract FTEF F12 | 1.26 | 1.69 | 2.60 | 1.00 | 6.55 |
| Contract FTEF F13 | 0.85 | 1.89 | 3.40 | 1.00 | 7.14 |
| TEMP FTEF F11 | 1.53 | 0.60 | 4.95 | 0.27 | 7.35 |
| TEMP FTEF F12 | 1.05 | 0.60 | 4.84 | 0.80 | 7.29 |
| TEMP FTEF F13 | 1.56 | 0.60 | 4.16 | 0.47 | 6.79 |
| Extra Service FTEF F11 | 0.29 | 0.09 | 1.04 | 0.20 | 1.62 |
| Extra Service FTEF F12 | 0.76 | 0.00 | 1.16 | 0.20 | 2.12 |
| Extra Service FTEF F13 | 0.42 | 0.00 | 1.56 | 0.00 | 1.98 |
| Total FTEF F11 | 3.50 | 2.29 | 9.59 | 1.47 | 16.85 |
| Total FTEF F12 | 3.07 | 2.29 | 8.60 | 2.00 | 15.96 |
| Total FTEF F13 | 2.83 | 2.49 | 9.12 | 1.47 | 15.91 |
| % Contract/Total F11 | 0.48 | 0.70 | 0.38 | 0.68 | 0.4671 |
| % Contract/Total F12 | 0.41 | 0.74 | 0.30 | 0.50 | 0.4104 |
| % Contract/Total F13 | 0.30 | 0.76 | 0.37 | 0.68 | 0.4488 |

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| Faculty – ECON | | | | | |
|  | Alameda | Berkeley | Laney | Merritt | District |
| Contract FTEF F11 | 0.25 | 0.00 | 1.00 | 0.00 | 1.25 |
| Contract FTEF F12 | 0.00 | 0.00 | 0.60 | 0.00 | 0.6 |
| Contract FTEF F13 | 0.05 | 0.00 | 1.00 | 0.00 | 1.05 |
| TEMP FTEF F11 | 0.60 | 0.80 | 0.40 | 0.20 | 2 |
| TEMP FTEF F12 | 1.07 | 0.60 | 1.00 | 0.20 | 2.87 |
| TEMP FTEF F13 | 0.80 | 1.00 | 0.40 | 0.20 | 2.4 |
| Extra Service FTEF F11 | 0.55 | 0.00 | 0.20 | 0.00 | 0.75 |
| Extra Service FTEF F12 | 0.53 | 0.00 | 0.00 | 0.00 | 0.53 |
| Extra Service FTEF F13 | 0.75 | 0.00 | 0.20 | 0.00 | 0.95 |
| Total FTEF F11 | 1.40 | 0.80 | 1.60 | 0.20 | 4 |
| Total FTEF F12 | 1.60 | 0.60 | 1.60 | 0.20 | 4 |
| Total FTEF F13 | 1.60 | 1.00 | 1.60 | 0.20 | 4.4 |
| % Contract/Total F11 | 0.18 | 0.00 | 0.63 | 0.00 | 0.3125 |
| % Contract/Total F12 | 0.00 | 0.00 | 0.38 | 0.00 | 0.15 |
| % Contract/Total F13 | 0.03 | 0.00 | 0.63 | 0.00 | 0.2386 |

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| Faculty - COPED | | | | | |
|  | Alameda | Berkeley | Laney | Merritt | District |
| Contract FTEF F11 | 0.00 | 0.20 | 0.14 | 0.42 | 0.76 |
| Contract FTEF F12 | 0.00 | 0.20 | 0.00 | 0.20 | 0.4 |
| Contract FTEF F13 | 0.00 | 0.40 | 0.08 | 0.21 | 0.69 |
| TEMP FTEF F11 | 0.00 | 0.00 | 0.13 | 0.00 | 0.13 |
| TEMP FTEF F12 | 0.18 | 0.20 | 0.27 | 0.00 | 0.65 |
| TEMP FTEF F13 | 0.00 | 0.13 | 0.19 | 0.00 | 0.32 |
| Extra Service FTEF F11 | 0.00 | 0.00 | 0.19 | 0.00 | 0.19 |
| Extra Service FTEF F12 | 0.00 | 0.00 | 0.26 | 0.00 | 0.26 |
| Extra Service FTEF F13 | 0.09 | 0.00 | 0.20 | 0.19 | 0.48 |
| Total FTEF F11 | 0.00 | 0.20 | 0.46 | 0.42 | 1.08 |
| Total FTEF F12 | 0.18 | 0.40 | 0.53 | 0.20 | 1.31 |
| Total FTEF F13 | 0.09 | 0.53 | 0.47 | 0.40 | 1.49 |
| % Contract/Total F11 | 0.00 | 1.00 | 0.30 | 1.00 | 0.7037 |
| % Contract/Total F12 | 0.00 | 0.50 | 0.00 | 1.00 | 0.3053 |
| % Contract/Total F13 | 0.00 | 0.75 | 0.17 | 0.54 | 0.4631 |

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| Qualitative Assessments | |
| **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. | Labor Market Data attached at end of document. Relevant sections highlighted.  The McIntyre Environmental Scan and US Depeartment of Labor have identified BUS as a growth area.  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.  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. |
| Transfer and Basic Skills: Describe how your course offerings address transfer, basic skills, and program completion. | 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.  The 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. |

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| VI. Course SLOs and Assessment \*(COPED Not included) | |
|  | Fall 2014 |
| Number of active courses in your discipline | 16 (14 BUS, 2 ECON) |
| Number with SLOs | 16 |
| % SLOs/Active Courses | 100 |
| Number of courses with SLOs that have been assessed | 9 |
| % Assessed/SLOs | 56% |
| Describe types of assessment methods you are using  Minute paper and course assessments. | |
| Describe results of your SLO assessment progress  Assed all courses offered in Fall 2014. | |
| Describe how assessment results and reflection on those results have led to improvements.  Faculty is waiting for assessment results so that they can incorporate the findings in future semesters. | |

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| VII. Program Learning Outcomes and Assessment | |
|  | Fall 2014 |
| Number of degrees and certificates in your discipline |  |
| Number with Program Learning Outcomes |  |
| Number assessed |  |
| % Assessed |  |
| Describe assessment methods you are using  A large proportion of the course outlines have been updated within the last three years.  The remainder is being updated now and the goal is to have them completed by end of Spring Semester 2015.  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.    A  number of courses were evaluated for deactivation in Spring 2014.  The appropriate ones have been deleted from our catalog.  All Business degree and certificate programs have been updated and processed through Curriculum Committee.  Some have been approved at the state; others are pending state review.    All Business courses have student learning outcomes. We will develop a schedule for assessing the rest of the courses in Spring 2015 and use that data to develop the assessment for all the programs.    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    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.    A business student was successfully placed as an intern at the City of Berkeley in Fall 2014.  The manager there is now interviewing for a new student for Spring 2015.  A former BCC business student is also interviewing current BCC students for an internship in his start up for Spring 2015.    A Faculty Diversity Intern will be mentored by our full time business faculty in Spring and Fall 2015. | |
| Describe results of assessment. Describe how assessment of program-level student learning outcomes led to certificate/degree program improvements.  Every Business Program has Program Learning Outcomes. There is clear alignment with all of our institutional 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. We will develop a schedule for assessing the rest of the courses in Spring 2015 and use that data to develop the assessment for all the programs    It is also essential that we develop programs to meet the growing industry and transfer needs.  The AS-T in Business Administration is in place and marketed to students regularly.  The Accounting Certificate of Proficiency has been popular.  The other updated programs and certificates will be effective when the new catalog is produced in Summer 2015 and will be marketed and assessed at that time.    Action Plans:  ·        Ongoing 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. | |

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| Program | Outcomes |
| Program 1:  Business | 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)  Obtain information related to the profession using traditional and electronic sources. Synthesize the information into a business report. (Communication, Information Competency)  Analyze data and prepare common business and personal financial reports. ( Computational Skills, Critical Thinking)  Analyze impact of globalization on culture, politics, and economics (Critical Thinking, Global Awareness/Valuing Diversity)  Analyze current interpersonal skills and developing plans for improvement (Self-Awareness & Interpersonal Skills) |
| Program 2:  Accounting | Analyze data and prepare common business and personal financial reports (Computational Skills, Critical Thinking)  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)  Obtain information related to the profession using traditional and electronic sources. Synthesize the information into a written or oral business report. (Communication, Information Competency)  Analyze current interpersonal skills and developing plans for improvement (Self-Awareness & Interpersonal Skills) |
| Program 3:  Office Technology | 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)  Obtain information related to the profession using traditional and electronic sources. Synthesize the information into a business report. (Communication, Information Competency)  Analyze data and prepare common business and personal financial reports. ( Computational Skills, Critical Thinking)  Analyze impact of globalization on culture, politics, and economics (Critical Thinking, Global Awareness/Valuing Diversity)  Analyze current interpersonal skills and developing plans for improvement (Self-Awareness & Interpersonal Skills) |

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| VIII. Strategic Planning Goals | |
| Check all that apply.  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 | Describe how goal applies to your program.  The program are aimed at business and accounting needed for entry-level and advanced level employments.  Most courses can be tranferred to UCs and CSUs and we are currently devoping an AST program in Economics.  All programs support college and district missions and goals. |

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| IX. College Strategic Plan Relevance |
| Check all that apply    New program under development  Program that is integral to your college’s overall strategy  Program that is essential for transfer  Program that serves a community niche  Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc.  Other |

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| X. Action Plan |
| Please describe your plan for responding to the above data (quantitative, qualitative, and data specifically from course and program learning outcomes assessment). Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges.  Include overall plans/goals and specific action steps. |

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| Action Plan Item 1  Continue to review and update course outlines, degrees, and certificates and create certificates of proficiency to meet employment and transfer requirements. |
| Action Plan Item 2  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. |
| Action Plan Item 3  Create and implement plan for assessing all courses every three years. |
| Action Plan Item 4  Develop a larger pool of part time faculty to ensure qualified instructors are available as sections are added. |
| Action Plan Item 5  Develop the AAT degree in Economics. |
| Action Plan Item 6  Maintain ongoing contact with the newly revitalized Business/CIS advisory board. |

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| Resource Needs: Please use the Excel template to estimate the cost of your needs, which will be used to support budget planning efforts. | Link to Action Plans | Estimated Cost: Please use Excel template to estimate costs. |
| Please describe and prioritize any **faculty, classified, and student assistant** needs.   * 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 * Need tutors to help students outside of class, specifically in an accounting tutoring center. * Need financial assistance/reassignment time to update courses outlines, certificate programs, develop online courses, etc. described in action plan. * Need budget allocations for staffing to allow for job development activities in the community and for tracking job placements. * Currently we have no fulltime faculty in the ECON or COPED programs. We will need a fulltime faculty to expand the ECON program. We need a fulltime Econ faculty. | These are needed to support action plans item 1 through 5 in section VI, and as noted in the narrative of the review.  Additional faculty and student support will be needed to expand the BUS/ECON/COPED courses and program.  . | Part-time Instructor (BUS):  $25,000  Clerical Assistant/ Release time: $27,150  Instructional Assistant:  $11,373  Teachers Aide:  $26,000  Fulltime Instructor (ECON):  $97,812 |
| Please describe and prioritize any **equipment, material, and supply** needs.   * Computer lab for business and accounting to facilitate the accounting tutorial program being developed at BCC. * Software need to be replaced as it becomes outdated. | These are needed to support action plans item 1 through 5 in section VI, and as noted in the narrative of the review.  All BUS students need upgraded labs to support course work.  . | Software need:  $5,000  (Estimated) |
| Please describe and prioritize any **facilities** needs.   * 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. * Computer lab for business and accounting to facilitate the accounting tutorial program being developed at BCC. | These are needed to support action plans item 1 through 5 in section VI, and as noted in the narrative of the review. | No estimate available |

**Appendix I: BCC Institutional Learning Outcomes (ILOs)**

**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 (Quantitative Reasoning\*)

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 (Intercultural Competency\*)

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.*

\*Proposed changes as of November 2013**Appendix II: Goals**

**Berkeley City College - Institutional Goals 2014-2015**

**Goal 1**

Meet BCC resident student FTES target (3,939) and Achieve Total FTES of 4500 FTES by preserving and nourishing resources. PCCD Resident Student FTES Goal 19,355

**Goal 2**

Increase certificate/degree completion and transfers to 4-year colleges or universities by inspiring and supporting students and maintaining high-quality educational programs.

**Goal 3**

Improve career and college preparation progress and success rates (successfully transition students from basic skills to college-level, as well as CTE/career.)

**Goal 4**

Ensure BCC programs and services reach sustainable, continuous quality improvement level.

**Goal 5**

Collaborate to ensure Fiscal Stability.

**Peralta Community College District - Strategic Goals 2014-2015**

1. Advance Student Access, Equity, and Success
2. Engage and Leverage Partners
3. Build Programs of Distinction
4. Strengthen Accountability, Innovation and Collaboration
5. Develop and Manage Resources to Advance Our Mission

|  |  |
| --- | --- |
| **BCC Goals** | **Alignment with PCCD Goals Below** |
| 1. Meet BCC resident FTES target (3,939) by preserving and nourishing resources | 1. Advance Student Access, Equity, and Success 2. Engage and Leverage Partners 3. Build Programs of Distinction |
| 1. Increase certificate/degree completion and transfers to 4-year colleges or universities by inspiring and supporting students | 1. Advance Student Access, Equity, and Success   C. Build Programs of Distinction |
| 1. Improve career and college preparation progress and success rate (successfully transition from basic skills to college-level, CTE to career) | 1. Engage and Leverage Partners 2. Build Programs of Distinction 3. Strengthen Accountability, Innovation and Collaboration |
| 1. Ensure BCC programs and services reach sustainable, continuous improvement level | 1. Strengthen Accountability, Innovation and Collaboration 2. Develop and Manage Resources to Advance Our Mission |
| 1. Collaborate to ensure Fiscal Stability | 1. Develop and Manage Resources to Advance Our Mission |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **2010-2020 Industry Employment Projections** | | |  | Employment Development Department |
|  | **Oakland-Fremont-Hayward Metropolitan Division** | | |  | Labor Market Information Division |
|  | **(Alameda and Contra Costa Counties)** | | |  | August 27, 2012 |
| **NAICS Code** | **Industry Title** | **Annual Average Employment** | | **Employment Change** | |
| **2010** | **2020** | **Numerical** | **Percent** |
|  | **Total Employment** | **1,047,600** | **1,206,200** | **158,600** | **15.1** |
|  |  |  |  |  |  |
|  | **Self Employment (A)** | **78,600** | **85,100** | **6,500** | **8.3** |
|  |  |  |  |  |  |
|  | **Unpaid Family Workers (B)** | **700** | **700** | **0** | **0.0** |
|  |  |  |  |  |  |
|  | **Private Household Workers (C)** | **18,600** | **21,000** | **2,400** | **12.9** |
|  |  |  |  |  |  |
|  | **Total Farm** | **1,400** | **1,600** | **200** | **14.3** |
|  |  |  |  |  |  |
|  | **Total Nonfarm** | **948,300** | **1,097,800** | **149,500** | **15.8** |
|  |  |  |  |  |  |
| **1133,21** | **Mining and Logging** | **1,200** | **1,300** | **100** | **8.3** |
|  |  |  |  |  |  |
| **23** | **Construction** | **47,400** | **61,100** | **13,700** | **28.9** |
| 236 | Construction of Buildings | 11,400 | 14,900 | 3,500 | 30.7 |
| 2361 | Residential Building Construction | 7,100 | 9,400 | 2,300 | 32.4 |
| 237 | Heavy and Civil Engineering Construction | 5,900 | 7,700 | 1,800 | 30.5 |
| 238 | Specialty Trade Contractors | 30,200 | 38,500 | 8,300 | 27.5 |
| 2381 | Foundation, Structure, and Building Exterior Contractors | 6,400 | 7,900 | 1,500 | 23.4 |
| 2382 | Building Equipment Contractors | 12,500 | 16,000 | 3,500 | 28.0 |
|  |  |  |  |  |  |
| **31-33** | **Manufacturing** | **79,700** | **83,400** | **3,700** | **4.6** |
|  | **Durable Goods Manufacturing (321,327,331-339)** | **47,700** | **53,100** | **5,400** | **11.3** |
| 334 | Computer and Electronic Product Manufacturing | 17,800 | 20,000 | 2,200 | 12.4 |
| 336 | Transportation Equipment Manufacturing | 3,300 | 2,400 | -900 | -27.3 |
|  |  |  |  |  |  |
|  | **Nondurable Goods Manufacturing (311-316,322-326)** | **32,000** | **30,300** | **-1,700** | **-5.3** |
| 324 | Petroleum and Coal Products Manufacturing | 7,800 | 7,000 | -800 | -10.3 |
| 325 | Chemical Manufacturing | 5,800 | 5,100 | -700 | -12.1 |
|  |  |  |  |  |  |
| **22,42-49** | **Trade, Transportation, and Utilities** | **173,600** | **198,900** | **25,300** | **14.6** |
| **42** | **Wholesale Trade** | **41,800** | **45,300** | **3,500** | **8.4** |
| 423 | Merchant Wholesalers, Durable Goods | 20,400 | 19,300 | -1,100 | -5.4 |
| 424 | Merchant Wholesalers, Nondurable Goods | 16,600 | 20,100 | 3,500 | 21.1 |
|  |  |  |  |  |  |
| **44-45** | **Retail Trade** | **100,300** | **116,900** | **16,600** | **16.6** |
| 441 | Motor Vehicle and Parts Dealers | 10,000 | 12,500 | 2,500 | 25.0 |
| 445 | Food and Beverage Stores | 22,900 | 27,300 | 4,400 | 19.2 |
| 446 | Health and Personal Care Stores | 6,900 | 7,800 | 900 | 13.0 |
| 448 | Clothing and Clothing Accessories Stores | 8,400 | 10,700 | 2,300 | 27.4 |
| 451 | Sporting Goods, Hobby, Book, and Music Stores | 5,100 | 4,400 | -700 | -13.7 |
| 452 | General Merchandise Stores | 19,400 | 23,500 | 4,100 | 21.1 |
|  |  |  |  |  |  |
| **22,48-49** | **Transportation, Warehousing, and Utilities** | **31,500** | **36,700** | **5,200** | **16.5** |
| **48-49** | **Transportation and Warehousing** | **27,800** | **32,700** | **4,900** | **17.6** |
| 484 | Truck Transportation | 6,000 | 7,300 | 1,300 | 21.7 |
| 492 | Couriers and Messengers | 6,300 | 7,000 | 700 | 11.1 |
| 493 | Warehousing and Storage | 3,900 | 4,400 | 500 | 12.8 |
|  |  |  |  |  |  |
| **51** | **Information** | **23,600** | **24,300** | **700** | **3.0** |
| 511 | Publishing Industries (except Internet) | 5,300 | 5,600 | 300 | 5.7 |
| 517 | Telecommunications | 10,100 | 9,000 | -1,100 | -10.9 |
|  |  |  |  |  |  |
| **52-53** | **Financial Activities** | **48,200** | **56,300** | **8,100** | **16.8** |
| **52** | **Finance and Insurance** | **33,000** | **39,700** | **6,700** | **20.3** |
| 522 | Credit Intermediation and Related Activities | 17,500 | 21,200 | 3,700 | 21.1 |
| 524 | Insurance Carriers and Related Activities | 11,300 | 13,700 | 2,400 | 21.2 |
|  |  |  |  |  |  |
| **53** | **Real Estate and Rental and Leasing** | **15,200** | **16,600** | **1,400** | **9.2** |
| 531 | Real Estate | 10,900 | 12,300 | 1,400 | 12.8 |
|  |  |  |  |  |  |
| **54-56** | **Professional and Business Services** | **152,100** | **192,000** | **39,900** | **26.2** |
| **54** | **Professional, Scientific, and Technical Services** | **80,100** | **105,600** | **25,500** | **31.8** |
| 5413 | Architectural, Engineering, and Related Services | 14,800 | 18,100 | 3,300 | 22.3 |
| 5415 | Computer Systems Design and Related Services | 18,700 | 27,200 | 8,500 | 45.5 |
|  |  |  |  |  |  |
| **55** | **Management of Companies and Enterprises** | **25,000** | **28,200** | **3,200** | **12.8** |
|  |  |  |  |  |  |
| **56** | **Administrative and Support and Waste Management and Remediation Services** | **47,000** | **58,200** | **11,200** | **23.8** |
| 561 | Administrative and Support Services | 42,100 | 52,200 | 10,100 | 24.0 |
| 5613 | Employment Services | 15,100 | 20,400 | 5,300 | 35.1 |
| 5616 | Investigation and Security Services | 7,700 | 9,200 | 1,500 | 19.5 |
| 5617 | Services to Buildings and Dwellings | 11,300 | 13,500 | 2,200 | 19.5 |
|  |  |  |  |  |  |
| **61-62** | **Educational Services, Health Care and Social Assistance** | **136,400** | **159,000** | **22,600** | **16.6** |
| **61** | **Educational Services (Private)** | **20,200** | **25,800** | **5,600** | **27.7** |
|  |  |  |  |  |  |
| **62** | **Health Care and Social Assistance** | **116,200** | **133,200** | **17,000** | **14.6** |
| 621 | Ambulatory Health Care Services | 52,200 | 58,800 | 6,600 | 12.6 |
| 622 | Hospitals (Private) | 27,400 | 30,900 | 3,500 | 12.8 |
| 623 | Nursing and Residential Care Facilities | 19,400 | 22,600 | 3,200 | 16.5 |
| 624 | Social Assistance | 17,300 | 20,900 | 3,600 | 20.8 |
|  |  |  |  |  |  |
| **71-72** | **Leisure and Hospitality** | **85,800** | **104,400** | **18,600** | **21.7** |
| **71** | **Arts, Entertainment, and Recreation** | **14,500** | **16,900** | **2,400** | **16.6** |
|  |  |  |  |  |  |
| **72** | **Accommodation and Food Services** | **71,300** | **87,500** | **16,200** | **22.7** |
| 721 | Accommodation | 6,600 | 8,100 | 1,500 | 22.7 |
| 722 | Food Services and Drinking Places | 64,700 | 79,400 | 14,700 | 22.7 |
|  |  |  |  |  |  |
| **81** | **Other Services (excludes 814-Private Household Workers)** | **35,000** | **38,900** | **3,900** | **11.1** |
| 811 | Repair and Maintenance | 10,300 | 10,900 | 600 | 5.8 |
| 812 | Personal and Laundry Services | 8,900 | 10,400 | 1,500 | 16.9 |
|  |  |  |  |  |  |
|  | **Government** | **165,300** | **178,200** | **12,900** | **7.8** |
|  | **Federal Government (D)** | **15,700** | **13,800** | **-1,900** | **-12.1** |
|  |  |  |  |  |  |
|  | **State and Local Government** | **149,600** | **164,400** | **14,800** | **9.9** |
|  | **State Government** | **38,100** | **41,000** | **2,900** | **7.6** |
|  | State Government Education | 25,500 | 28,700 | 3,200 | 12.5 |
|  | Other State Government | 12,600 | 12,300 | -300 | -2.4 |
|  |  |  |  |  |  |
|  | **Local Government** | **111,500** | **123,400** | **11,900** | **10.7** |
|  | Local Government Education | 54,900 | 61,400 | 6,500 | 11.8 |
|  | Other Local Government | 56,600 | 62,000 | 5,400 | 9.5 |
|  |  |  |  |  |  |
|  |  | | | | |
|  | Data sources: U.S. Bureau of Labor Statistics' Current Employment Statistics (CES) March 2011 benchmark and Quarterly Census of Employment and Wages (QCEW) industry employment. | | | | |
|  | 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 QCEW. | | | | |
| (D) | Temporary U.S. Census workers are included in the base and projected year employment numbers. | | | | |