

# The CTE Program Review Report

- 1. College:** Berkeley City College
- Discipline, Department or Program:** Business/Economics/COPED
- Date:** October 2015
- Members of the Comprehensive Instructional Program Review Team:**  
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- Members of the Validation Team:**
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## 2. Narrative Description of the Discipline, Department or Program:

The mission of the program is to educate students so 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 and economics degree programs that have similar goals.

The Business Department offers transfer programs and non-transfer occupational programs leading to Associate Degrees and Certificates in several business areas. A student who wishes to transfer to a four-year college in business and wants to complete an associate degree prior to transfer should complete the Associate in Science for Transfer (AS-T) Business Administration or the Associate in Arts (AA) in General Business.

Programs in Accounting [(AA) and Certificate of Proficiency (CP)], General Business [AA and Certificate of Achievement (CA)], and Office Skills for Business (CA) provide the skills needed for immediate employment. They prepare students for advancement to positions that require more in-depth knowledge of organization and business principles; students develop and upgrade skills in related business and office technology areas; and/or students acquire entry-level job skills, including the all-important "soft-skills" needed by all workers.

A student who wishes to transfer to a four-year college in economics and wants to complete an associate degree prior to transfer should complete the Associate in Arts for Transfer (AA-T) Economics.

Using the COPED courses available, the Business Department works with the community to provide interns each semester. This provides on the job experience to students as well as cements our connections with the community.

Nearly every aspect of life is linked to business. Any changes in the overall economy of the world obviously affect our programs and our students. When the economy is booming, it is good news for students who want jobs, but negatively affects our enrollment in the classes and programs aimed at employment. When the economy lags, it is bad news for job seekers, but our enrollments increase so students can improve their skills and/or progress towards a degree to become more competitive in the job market. As in every discipline, this roller coaster enrollment is a challenge.

Obviously the changes in technology in our world affect the design of our courses and the methods of instruction used. Nevertheless, many core business principles have remained valid and continue to be relevant and included in our programs, updated as needed using current business examples.

Berkeley City College's mission is to promote student success, to provide our diverse community with educational opportunities, and to transform lives. Students who successfully complete courses and/or programs in Business have developed the skill and knowledge to transform their lives by taking the next step to additional higher education or by being better qualified to begin their chosen career.

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### 3. Curriculum:

- Have all of your course outlines of record been updated or deactivated in the past three years? If not, list the courses that still need updating and specify when your department will update each one, within the next three years.

See attached Appendix 1: Program Review Item 3 Curriculum Question 1 Course Updates

- What are the discipline, department or program of study plans for curriculum improvement (i.e., courses or programs to be developed, enhanced, or deactivated)?

Nearly all course outlines are due to be updated in Spring 2015. As part of that process, we will evaluate our Distance Education offerings. There are courses we currently offer only face to face that are being successfully offered at other colleges as Online or Hybrid. We should ensure that there are appropriate opportunities for our students to have this additional flexibility in scheduling some of their program requirements.

Continue working with the counselors to evaluate the effectiveness of the Office Skills Certificate and review their concerns about the ENGL 1A pre-requisite for BUS 19. Possibly reactivate BUS 201 as an alternative to be taught concurrently. The COR is the same, but students could take BUS 201 without the ENGL 1A pre-requisite.

Continue to solicit feedback from the Business/CIS Community Advisory Board to ensure course content and degree paths are meeting their needs.

Continue to 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.

Evaluate need for and appropriateness of new Certificates of Proficiency in Business.

For Economics, once a Full Time Economics instructor is hired to begin Fall 2016, possible additional courses in Economics will be considered.

- Please list your degrees and/or certificates. Can any of these degrees and/or certificates be completed through Distance Education (50% or more of the course online)? Which degree or certificate?

See attached Appendix 2: Business Programs with DE Courses Noted

As determined by the college, only the degrees listed at:

<http://www.berkeleycitycollege.edu/wp/de/for-students/can-i-complete-my-degree-completely-online/> are 50% or more online. Therefore, none of the degrees and certificates in Business can be completed through Distance Education.

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#### 4. Assessment:

See attached [Appendix 3](#): Assessment “At a Glance” report.

- How does your discipline, department or program ensure that students are aware of the learning outcomes of the courses and instructional programs in which they are enrolled? Where are your discipline, department or program course and program SLOs published?  
Course SLOs are reviewed with students at the same time as the syllabus.  
Course SLOs are published on syllabi.  
Program SLOs are published in the catalog
- Briefly describe at least three of the **most significant changes/improvements** your discipline, department or program made in the past three years as a response to course and program assessment results. Please state the course number or program name and assessment cycle (year) for each example and attach the data from the “Status Report” section of TaskStream for these findings.

##### Improvement 1.

All Business Degree and Certificate Programs were updated. Outdated certificates were deactivated. Changes were finalized in 2013-2015 and published in the most recent catalog, 2015-2017.

##### Improvement 2.

AS-T Business Administration and AA-T Economics were developed, beginning in 2012. Both are now approved by the state and published in our catalog.

##### Improvement 3.

Business Communications (formerly BUS 201; now BUS 19) was converted from a non-transfer level course to a transfer level course. This was a result of reviewing the AS-T, C-ID information in 2012 while preparing the AS-T Business Administration.

##### Improvement 4.

As a result of Business/CIS Community Advisory Board Meetings, the Business Department is working closely with the City of Berkeley to provide internships for BCC students. This positively affects our department by connecting with the community to provide opportunities for students now and in the future. It also markets our programs more widely to the community which could increase enrollment in our courses and programs for the future. This partnership also resulted in offering a general COPEd course in Summer 2015 to accommodate the unpaid interns hired by the Berkeley community.

None of these items are documented in TaskStream. The updated course and program information is available in CurricUNET.

##### Improvement 5.

BUS 10, Introduction to Business was assessed several times during the past three years. Initial assessment of a key SLO showed students had a weakness in conducting research and documenting that research. Action plans were implemented and the course was assessed again. The most recent assessments indicate students have continued to improve in these areas.

See attached [Appendix 4](#) BUS 10 Course Assessment and [Appendix 5](#) BUS 10 Appendix B.

Another improvement in BUS 10 student critical thinking skills resulted from replacing the former 12 page research paper with a series of four or five short case study analysis papers, requiring research. This gave students additional practice and the opportunity to use feedback from earlier papers to

improve later papers. Though not documented in Taskstream, the information can be tracked in instructor's turnitin accounts.

- Briefly describe three of the **most significant examples** of your discipline, department or program plans for course and/or program level improvement for the next three years as result of what you learned during the assessment process. Please state the course number or program name and attach the data from the "Assessment Findings and Action Plan" section for each example.

Plan 1.

BUS 5, Human Relations in Business has had significant changes in teaching methods during the past three years. Additional updates are planned based on the Fall 2014 assessment.

See attached Appendix 6 BUS 005 2014 FA Action Plan for planned updates of this course.

Plan 2.

BUS 19 (formerly BUS 201) has numerous changes to be made, based on the last assessment. These changes will be made as part of the next course offering in Spring 2016.

See attached Appendix 7 BUS 201 2014 FA Action Plan for planned updates of this course.

Plan 3.

COPEd 450/451 have been raised to a new level of importance in the department, due to the new internship opportunities. The courses were assessed in Spring and Summer 2015.

See attached Appendix 8 COPEd 2015 SU Assessments and Appendix 9 COPEd 2015 SP Action Plan  
In addition, new instructors will be assigned to this course to provide additional insights into achieving positive results for these students.

Plan 4.

Ensure all faculty have access to the most up to date SLOs and PLOs and ensure they are included in all course syllabi.

- Describe how assessment results for Distance Education courses and/or programs compare to the results for the corresponding face-to-face classes.

The Business Department currently can provide the following courses as Distance Education:

BUS 1A, BUS 1B, BUS 19, BUS 24, ECON 1, ECON 2, BUS 70, BUS 77.

The only courses which have been offered regularly as Distance Education are BUS 24, ECON 1, and ECON 2.

We currently have no data that has been sorted to assess results comparing face to face to distance education.

This will be an action item for the coming review period.

- Describe assessment results for courses with multiple sections. Are there similar results in each section? Many courses in our department are only offered as one section per semester or even per school year. BUS 10 has multiple sections and the assessment results were similar. Other courses with multiple sections have not been assessed to compare them. This will be an action item for the coming review period.

- Describe your discipline, department or program participation in assessment of institutional level outcomes (ILOs).

The Business Department has been involved in assessing the following ILO's:

Communications

Critical Thinking

Information Competency

In all instances assignments were provided to the ILO Assessment Committee for evaluation using the ILO rubric.

- How are your course and/or program level outcomes aligned with the institutional level outcomes?  
All courses and programs have been evaluated and aligned as appropriate.  
See attached Appendix 10 BUS ECON COPED Program Review Item 4 Assessment “Goal Alignment Summary” Report

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## 5. Instruction:

- Describe effective and innovative strategies used by faculty to involve students in the learning process. Numerous strategies are used by our various full time and part time instructors. Lecture, case studies, oral presentations, team projects, research projects (including required face to face interviews of people knowledgeable about their topics), marketing plans, business plans, internships, small group discussions, class discussions, film, forum discussions on Moodle, library orientations. We also provide regular office hours to discuss classwork and provide advice regarding programs. Leonard Chung has been managing an Accounting Tutoring Program funded by grants for the past few years. This funding is ending this semester.
- How has new technology been used by the discipline, department or program to improve student learning?  
The inclusion of Distance Education courses, power point presentations by faculty and students, use of Moodle, use of clickers to poll students in the classroom.
- How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses? All faculty have been provided with copies of the most current course outlines for their courses (and will be involved in updating outlines in Spring 2016). All faculty are observed in the classroom as required by contract, including face to face, hybrid, and Distance Education courses. Syllabi are reviewed. Evaluations are discussed, including areas for improvement.

How do you ensure that Distance Education classes have the same level of rigor as the corresponding face-to-face classes?

Distance Education classes are reviewed at the time of the instructor's evaluation. The evaluator is given access to the course to review assignments, lectures, and student participation.

Instructors are required to take EDT courses or show evidence of previous experience teaching Distance Education courses.

- Briefly discuss the enrollment trends of your discipline, department or program. Include the following:

### Overall enrollment trends in the past three years

As shown below, headcount in Business has been growing since Fall 2012, with a slight dip in Spring 2015. Summer enrollment has dropped over the past three years.

Headcount in Economics has continued to grow, indicating a need for a full time instructor we expect to hire for Fall 2016.

Headcount in COPED was stable until a drop in Spring 2015, due to the Spanish Medical Interpreting Program being on hiatus.

## UNDUPLICATED ENROLLMENT BY SUBJECT

Campus	Berkeley
Subject	BUS

Term
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	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Headcount	92	323	382	82	346	416	74	385	395

Campus	Berkeley
Subject	ECON

	Term		2013	2013	2013	2014	2014	2014	2015
	2012 Summer	2012 Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring
Headcount	78	123	167	106	176	175	98	185	225

Campus	Berkeley
Subject	COPED

	Term		2013	2014	2014	2015	
	2012 Summer	2012 Fall	Spring	2013 Fall	Spring	Fall	Spring
Headcount	17	43	71	48	74	57	43

An explanation of student demand (or lack thereof) for specific courses.

BUS 10, ECON 1, ECON 2, BUS 1A, BUS 1B, and BUS 2 are all courses required to transfer to a four year school business program. Demand remains high in those courses. All except BUS 2 are offered every semester (some during summer as well). BUS 2 is only offered once per school year. It is possible that with additional funding we could offer it every semester.

BUS 202 was deactivated during this review period due to lack of enrollment. It was also deleted from all our degrees and certificates.

Demand in all other business courses is stable; many of which are only offered once per year. More marketing of courses and degrees designed to take students directly to the workforce as opposed to transfer could increase demand in those areas.

COPED 450 and 451 could have increased demand in the future, depending on the ongoing success of the new internship program.

Productivity for the discipline, department, or program compared to the college productivity rate.

**Productivity by Subject**

CAMPUS	Berkeley
	(Multiple
SUBJECT	Items)

BUS ECON and COPED

	Term									
	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING	
Productivity	14.66	18.07	16.16	15.81	18.16	17.41	15.27	17.52	18.08	16.79

College productivity rate 17.45

Salient factors, if known, affecting the enrollment and productivity trends you mention above.

The above productivity rates are for BUS, ECON, and COPED, combined.

The BUS productivity rate is: 17.25 average last 3 years. Fall 2015: 17.44

The ECON productivity rate is: 18.42 average last 3 years. Fall 2015: 19.33

The COPED productivity rate is: 6.97 average last 3 years. Fall 2015: 10.62

Obviously COPED draws down our productivity rate. The courses, by contract, are limited to 25 students per .2 load.

- Are courses scheduled in a manner that meets student needs and demands? How do you know?  
Day and Evening courses fill. Summer courses have lower enrollment.  
Due to classroom restrictions making changes in times offered is difficult, but enrollment and productivity are acceptable in both day and evening.
- Recommendations and priorities.  
Ensure all Distance Education courses continue to be evaluated using the same standards as face to face courses.  
Ensure all faculty have appropriate training and resources to be effective in the classroom.  
Encourage all faculty to engage in faculty development activities.  
Ensure all classrooms are designed to allow multiple forms of instruction and have adequate tech support.



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## 6. Student Success and Student Equity:

College course completion standard \_\_\_\_\_ 65.12% \_\_\_\_\_

- Describe course completion rates (*% of students that earned a grade "C" or better or "Credit"*) in the discipline, department, or program for the past three years. Please list each course separately. How do the discipline, department, or program course completion rates compare to the college course completion standard?

See Appendix 11 BUS ECON COPED Program-Review-Course-Success-By Course

### Higher than College Course Completion

- BUS 10 Introductory Course for transfer and non-transfer. End of semester project has been converted to a series of smaller projects throughout the semester.
- BUS 2 Introductory Course for transfer and non-transfer. End of semester project has been converted to a series of smaller projects throughout the semester.
- BUS 24 Technology and accounting. Students learn the basic skills needed for everyday life.
- BUS 5 Students learn Critical Thinking Skills and there is a focus on improving soft skills relevant to their day to day life. End of semester project has been converted to a series of smaller projects throughout the semester.
- BUS 56 All students will be employees at some point and they find the information relevant to their day to day life. End of semester project has been converted to a series of smaller projects throughout the semester.
- BUS 70 Students are interested in opening their own business and focus on that as their project. Though there is a large end of semester project, it is broken down into a series of smaller projects during the semester.
- COPED 451 Students are in internships related to their career goals.
- COPED 468B Students are in internships related to their career goals.
- COPED 470H Students are in internships related to their career goals.

### Lower than College Course Completion

- BUS 1A Difficult, transfer level course.
- BUS 1B Difficult, transfer level course.
- BUS 20 Accounting is a struggle, even this entry level course.
- BUS 201 No prerequisite of basic English grammar skills. End of semester project can be daunting.
- BUS 202 Course was too basic; enrollment was low. No prerequisite and it led to no further levels of math.
- BUS 210 Difficult financial concepts. Only offered at night.
- BUS 228 Four Saturday course. Students learn basics of Business Plans and may take off prior to completing the course. End of semester project can be daunting.
- BUS 54 Full Semester course. Students learn basics of Business Plans and may take off prior to completing the course. End of semester project can be daunting.
- COPED 450 Students enrolled in this course do not have a direct link to their future careers. Often enrolled just to use their current part time job to earn units to meet minimum enrollment for financial aid or fulltime student status.
- ECON 1 Difficult, transfer level course. Several sections offered 100% online.
- ECON 2 Difficult, transfer level course. Several sections offered 100% online.

- Are there differences in the course completion rates when disaggregated by age, gender, ethnicity or special population (current or former foster youth, students with disabilities, low income students, Veterans)? If so, please describe.

Ethnicity:

Rates lower for African American and Hispanics:

BUS 10, BUS 1A, BUS 1B, BUS 20, BUS 201, BUS 210, BUS 24, BUS 5, BUS 56, BUS 70, COPED 450, COPED 451, COPED 468B, ECON 1, ECON 2

Rates lower for African American:

BUS 2, BUS 202,

Rates lower for African American and Asian:

BUS 228

Rates lower for African American and Hispanics and Asian:

BUS 54

Special Population:

BOGG: No: 63.56% Yes: 55.97%

DSPS: No: 63.07% Yes: 60.26%

Foster Youth: No significant difference

Low Income: No: 70.21% Yes: 57.89% Unknown: 57.42%

Veterans: No: 62.99% Yes: 65.77%

Gender:

Rates lower for Females

BUS 228, COPED 468B

Rates lower for Males

BUS 1A, BUS 2, COPED 451

Age:

No significant differences based on age

- Describe course completion rates in the department **for Distance Education** courses (100% online) for the past three years. Please list each course separately. How do the department's Distance Education course completion rates compare to the college course completion standard?

The only 100% online courses taught during the past three years were:

ECON 1 – 42.69%

ECON 2 – 47.10%

Both are lower than the overall Econ completion rate. Both are lower than the college course completion standard.

- Are there differences in the course completion rates when disaggregated by age, gender, ethnicity or special population (current or former foster youth, students with disabilities, low income students, Veterans)? If so, please describe.

Ethnicity: DE completion rates are lower by ethnicity than overall course completion rates.

Age: No significant differences

Gender: No significant differences

- Describe course completion rates in the department **for Hybrid** courses (less than 100% online) for the past three years. Please list each course separately. How do the department's Hybrid course completion rates compare to the college course completion standard?

The only hybrids taught during the past three years were:

BUS 24—73.39%

COPED 450—70.51%

COPED 451 –69.06%

For these courses, the hybrid teaching method improved the course completion rate; they are higher than the college course completion standard.

- Are there differences in the course completion rates when disaggregated by age, gender, ethnicity or special population (current or former foster youth, students with disabilities, low income students, Veterans)? If so, please describe.  
 Ethnicity: No significant differences  
 Age: No significant differences  
 Gender: No significant differences  
 Special Population: No significant differences.
- Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department or program deal with this situation?  
 The Hybrid courses improved course completion.  
 The Distance Education courses lowered course completion.  
 Options for the future:  
 More hybrid, fewer DE. Ensure there are sufficient face to face courses for those students who are less successful in DE.
- How do you assess the overall effectiveness of Distance Education course?  
 Using the same assessment methods as face to face. However, we are aware that we need to be part of the effort to develop a more robust method of assessing DE.
- Describe the discipline, department, or program retention rates (After the first census, the percent of students earning any grade but a “W” in a course or series of courses). for the past three years. How does the discipline, department, or program retention rate compare to the college retention standard?  
 College retention standard 79.39%  
 The retention rate for BUS, COPED, and ECON for the past three years is: 78.72%  
Note: It appears that even students who may not have successfully completed courses remain in the program.
- Are there differences in the retention rates when disaggregated by age, gender, ethnicity or special population (current or former foster youth, students with disabilities, low income students, Veterans)? If so, please describe.  
 No significant differences noted.

**Course Retention: Subject:  
 Business, Economics, and COPED**

CAMPUS Berkeley  
 SUBJECT (Multiple Items)

	Term									78.72%
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring	
Retention%	85.64%	79.12%	78.22%	77.54%	76.14%	76.96%	78.57%	78.04%	78.21%	

- What has the discipline, department, or program done to improve course completion and retention rates? What is planned for the next three years?

To improve course completion rates, faculty uses a variety of teaching methods to meet the needs of as many students as possible. Also faculty adjusts the types of assignments used to assess progress. In addition, faculty is available for office hours, before class, and after class and by appointment.

To improve retention rates, faculty provides information about the degrees, certificates, and other programs available in our department and other parts of the college.

For the future, we will continue the above methods.

Accounting tutors have been in place, using grant funding, but will not be available after this semester.

- What has the discipline, department, or program done to improve the number of degrees and certificates awarded? Include the number of degrees and certificates awarded by year, for the past three years. What is planned for the next three years?

	2012- 2013	2013- 2014	2014- 2015	Total
Total Business	18	46	52	116
Accounting (CP)		13	13	26
Bus Admin/Accounting (AA)	2	3	5	10
Business Administration (AA)	6	4	1	11
BUSINESS/Accounting (AA)		4		4
General Business (AA)	2	3	5	10
Office Technology (AA)		2	1	3
Office Technology-Admin Asst/Medical (CA)		1		1
Office Technology-Admin/Accounting Asst (CA)	1	2	1	4
AS-T in Business Administration for Transfer (AST)	3	10	18	31
Office Technology-Admin Asst (CA)	1	1		2
General Business (CA)	3	3	8	14

During the past three years, the department has added Accounting CP, Office Skills for Business CA, AS-T in Business Administration, and AA-T in Economics. In addition, all other programs were revised and updated and were published for the first time in the 2015-2017 catalog.

We will continue to market these new and revised programs for the coming three years. In addition, we will research and evaluate any needs for new certificates or degrees based on the overall business environment and feedback from our Business/CIS Community Advisory Board.

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## 7. Human, Technological, and Physical Resources (including equipment and facilities):

- Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.

Full-time faculty headcount   2  

Part-time faculty headcount  10 

Total FTEF faculty for the discipline, department, or program \_\_\_\_\_

Fall 2015: BUS 2.89                      ECON 1.20                      COPED .41

Full-time/part-time faculty ratio   

BUS 2.24                      ECON and COPED 0.00

Classified staff headcount   0  

- Describe your current utilization of facilities and equipment.  
Business, Economics, and COPED use standard classrooms, on the BCC main campus, south campus, and UC Berkeley. Most instructors use the computer and other technological equipment available in most BCC classrooms and at UC.

Each full time instructor has a desk in a shared office with a computer and a phone. A shared printer is available in each office. Part time instructors share one desk and computer and/or share the full time faculty members' desks if they are available. Often part time faculty use the classroom before and after class for office hours.

Accounting and Economics courses use online accounting and other programs as part of the courses, primarily available from textbook publishers. Instructors rely on Moodle as their primary web sites for their classes.

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.

- What are your key staffing needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, recommendations from your advisory committee, changes in certification requirements, and/or other factors.

A full time instructor to teach both Economics and Business. We currently offer at least four sections of Economics each semester, all taught by part timers. Enrollment, completion, and retention improve when there is a full time faculty member available to be the lead instructor for a discipline. We have also just received approval for an AA-T in Economics, which a full time instructor can market to students and the greater community. In addition, there is only one full time Business instructor. Completion in the courses taught by that person (BUS 10, BUS 5, and BUS 56)

are above the college completion rate. Having an additional full time person available to regularly teach one or more BUS courses should improve completion rates further. This additional full time person will provide additional faculty advising opportunities for students in Economics and Business.

Develop a larger pool of part time faculty to ensure qualified instructors are available as sections are added. Broadening the part time pool used for BUS and ECON will provide additional resources as existing part time faculty move to full time positions in other schools. In addition it will provide a resource in the event current full time or part timers retire. Finally, new instructors can bring new vision and viewpoints to our students. Jayne Matthews has been working with the Faculty Diversity Internship Program (FDIP) to begin to meet this need. Two new business faculty are currently being mentored. One will be offered one course during Spring 2016; the other will be offered one course during Fall 2016.

Additional classified or student assistant support. We currently have an unpaid intern who is getting college credit for working approximately 60 hours during the semester. She appreciates the experience, but it would be nice to be able to fund this position. The business instructors all teach full loads in the classroom and could use additional clerical support for phone calls, emails, and special projects to market our programs.

Funding for the Accounting tutoring program. This was previously provided through a grant, but is ending this semester.

- What are your key technological needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, recommendations from your advisory committee, changes in certification requirements, and/or other factors.

Reliable technological equipment in the classrooms. Though this is funded college wide, it is an important resource for our instructors. This is becoming especially important as much of the equipment is more than nine years old and becoming less reliable.

Reliable computers in the offices. Though most office computers are newer than the classroom computers, there remains a need for them to be maintained and updated regularly. The printers in the offices are at least nine years old, and maybe older. They are running slower each day. A budget from the college to replace these printers would be important sooner rather than later.

- What are your key facilities needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, recommendations from your advisory committee, changes in certification requirements, and/or other factors.

In order to increase enrollment, additional classroom space is needed.

Space and funding for an Accounting Tutorial Center.

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## 8. Community, Institutional, and Professional Engagement and Partnerships:

### Part A.

- Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

All full time faculty and some part time faculty have participated in tabling at student events in the atrium.

All full time faculty and some part time faculty have participated in the annual Business/CIS Community Advisory Board meeting in the spring.

Leonard Chung developed a tutorial center for accounting students which has been very successful; however, the grant funding is no longer available.

Jayne Matthews is currently mentoring two individuals in the Faculty Diversity Internship Program. Both full time instructors are involved in evaluations for tenured, tenure track, and part time faculty.

Jayne Matthews is involved in the New Faculty Mentoring program.

Full time faculty committee assignments:

Leonard Chung, Curriculum Committee

Jayne Matthews, Assessment Committee

- Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

The Business/CIS Community Advisory Board has been fully active for the past two years. All faculty are invited to attend to interact with businesses from our community.

The current Internship program being managed by Jayne Matthews is a direct result of this committee. Working with Jennifer Cogley, City of Berkeley, we have done outreach to the community and received job postings for mostly unpaid internships. Students have interviewed and been hired to work for the past four semesters (including summer). Students enroll in COPED courses to receive credit. It has been a win/win/win for students/community business partners/the college.

Statistics for this program:

Fall 2014: 1 student placed at City of Berkeley

Spring 2015: 1 student placed at City of Berkeley

Summer 2015: 34 positions posted; 10 students placed

Fall 2015: 29 positions posted; 8 students placed

- Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

Adjunct faculty are encouraged to attend all beginning of semester professional development events, including department meetings. Many work full time and teach part time; a good combination for giving our students current, up-to-date information, but not as effective in allowing us to include them in department activities.

### Part B.

- What are the job placement rates for your discipline/department/program for the past three years?  
None available.

- What are the projected job openings in your discipline for the next three years?  
See Appendix 12 attached: According to the CTE Workforce Data, the number of positions in Accounting, Banking and Finance, Business and Commerce—General, Business Administration, Business Management, and E-Commerce—Business Emphases will continue to grow during the next three years in the Bay Area and Alameda County.
- How is the discipline/department program responding with regard to labor market demand?  
Updating our curriculum and programs on an ongoing basis, with input from the Business/CIS Community Advisory Board.
- Do you have an advisory board in place? Has it met regularly? Please provide a list of your advisory board members and attach agendas and meeting minutes from the past year.  
The Business/CIS Community Advisory Board met in May 2014 and May 2015.  
See attached Appendices 13-01 through 13-05.
- Please describe the number of activities and recommendations resulting from advisory committee meetings that have occurred in the past three years. What information was presented that required changes to be made to your program?  
Availability of online and hybrid course offerings; an action item for us moving forward.  
Suggested adding an HTML course to the Office Skills for Business CA.  
Other courses suggested for General Business AA and CA: Sustainability. Ethics. HTML. Internship Requirement.  
Jennifer Cogley from the City of Berkeley requested a separate meeting with Jayne Matthews to discuss Cooperative Work Experience Education and the possibility of having student interns in her organization. This was the beginning of our new internship program.  
The current Internship program being managed by Jayne Matthews is a direct result of this committee. Working with Jennifer Cogley, City of Berkeley, we have done outreach to the community and received job postings for mostly unpaid internships. Students have interviewed and been hired to work for the past four semesters (including summer). Students enroll in COPED courses to receive credit. It has been a win/win/win for students/community business partners/the college.  
Statistics for this program:  
Fall 2014: 1 student placed at City of Berkeley  
Spring 2015: 1 student placed at City of Berkeley  
Summer 2015: 34 positions posted; 10 students placed  
Fall 2015: 29 positions posted; 8 students placed
- Does your program require state or national licensing? Please explain. What is your licensing status?  
No
- Do your students participate in third party certifications? What are their success rates (include the # of students, # of certifications, etc.).  
No
- Is your discipline/department/program working with a Deputy Sector Navigator? If so, in which sector? Briefly describe your discipline/department/program's work with the Deputy Sector Navigator.  
No



- In which ways is your discipline/department/program collaborating with other community colleges in the region? What similar programs exist in the surrounding area or nearby colleges?  
No formal collaborations at this time.
- Is your discipline/department/program currently participating in any grants? Please list and briefly describe the grant name, granting agency and the goals of the grant as it relates to your discipline/department/program.

Perkins (Project 1051).

For 2015-2016 Fiscal year

\$4685.00

(excluding benefits) for Clerical Tech & Sup Staff (Repl) ( Business and Commerce, General)  
Accounting Tutoring to improve student success

\$1000.00

for Book for Loan Student Program (Business and Commerce, General)

To purchase books for at risk students to improve student completion and retention rates

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## 9. Professional Development:

- Please describe the professional development needs of your discipline or department. Include specifics such as training in the use of classroom technology, use of online resources, instructional methods, cultural sensitivity, faculty mentoring, etc.

Ability to attend professional development seminars in our field.  
Mentoring for new part time faculty

- How do you train instructors in the use of Distance Education platforms? Is this sufficient?  
We have minimal Distance Education courses at this time. Instructors have been encouraged to take the EDT courses. Others have prior experience in teaching Distance Education.  
If we decide to expand our Distance Education and Hybrid offerings, additional training might be required for instructors who have no prior experience.

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## 10. **Discipline, Department or Program Goals and Activities:**

- Briefly describe and discuss the discipline, department or program goals and activities for the next three years, including the rationale for setting these goals. NOTE: Progress in attaining these goals will be assessed in subsequent years through annual program updates (APUs).
- Then fill out the goal setting template included in Appendix B. which aligns your discipline, department or program goals to the college mission statement and goals and the PCCD strategic goals and institutional objectives.

- **Goal 1. Curriculum:**

Ensure all curriculum is current and relevant to the Business and Economics fields.

Activities and Rationale:

- Nearly all course outlines are due to be updated in Spring 2015. As part of that process, we will evaluate our Distance Education offerings. There are courses we currently offer only face to face that are being successfully offered at other colleges as Online or Hybrid. We should ensure that there are appropriate opportunities for our students to have this additional flexibility in scheduling some of their program requirements.
- Continue working with the counselors to evaluate the effectiveness of the Office Skills Certificate and review their concerns about the ENGL 1A pre-requisite for BUS 19. Possibly reactivate BUS 201 as an alternative to be taught concurrently. The COR is the same, but students could take BUS 201 without the ENGL 1A pre-requisite.
- Continue to solicit feedback from the Business/CIS Community Advisory Board to ensure course content and degree paths are meeting their needs.
- Continue to 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.
- Evaluate need for and appropriateness of new Certificates of Proficiency in Business.
- For Economics, once a Full Time Economics instructor is hired to begin Fall 2016, possible additional courses in Economics will be considered.

- **Goal 2. Assessment:**

Ensure all courses and programs are assessed on schedule and that actions plans for continuous improvement are in place and measured as scheduled.

Activities and Rationale:

- Collect and analyze data to assess results comparing face to face to distance education.
- Collect and analyze data to assess courses with multiple sections.
- BUS 5, Human Relations in Business has had significant changes in teaching methods during the past three years. Additional updates are planned based on the Fall 2014 assessment. See attached Appendix 6 BUS 005 2014 FA Action Plan for planned updates of this course.
- BUS 19 (formerly BUS 201) has numerous changes to be made, based on the last assessment. These changes will be made as part of the next course offering in Spring 2016. See attached Appendix 7 BUS 201 2014 FA Action Plan for planned updates of this course.

- COPED 450/451 have been raised to a new level of importance in the department, due to the new internship opportunities. The courses were assessed in Spring and Summer 2015.  
See attached Appendix 8 COPED 2015 SU Assessments and Appendix 8 COPED 2015 SP Action Plan  
In addition, new instructors will be assigned to this course to provide additional insights into achieving positive results for these students.
- Ensure all faculty have access to the most up to date SLOs and PLOs and ensure they are included in all course syllabi.
- Work with other departments to develop a more robust method of assessing DE.

- **Goal 3. Instruction:**

Maintain and improve the current level of quality instruction.

Activities and Rationale:

- Ensure all Distance Education courses continue to be evaluated using the same standards as face to face courses.
- Ensure all faculty have appropriate training and resources to be effective in the classroom.
- Encourage all faculty to engage in faculty development activities.
- Ensure all classrooms are designed to allow multiple forms of instruction and have adequate tech support.
- A full time instructor to teach both Economics and Business. This additional full time person will provide additional faculty advising opportunities for students in Economics and Business.
- Develop a larger pool of part time faculty to ensure qualified instructors are available as sections are added. New instructors can bring new vision and viewpoints to our students.
- Secure additional classified or student assistant support. The business instructors all teach full loads in the classroom and could use additional clerical support for phone calls, emails, and special projects to market our programs.

- **Goal 4. Student Success and Student Equity:**

Ensure instructors provide access for a variety of learning styles and are available for students during office hours.

Activities and Rationale:

- Schedule sufficient face to face courses for those students who are less successful in DE.
- Develop a more robust method of assessing DE.
- Maintain the Accounting Tutor program.
- Develop a FIG, APPLE, DART sequence with a small group of key classroom and counseling faculty to examine the reasons for significantly lower completion/success rates for African American and Hispanic students and pursue actions to improve the success of those students.

- **Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships:**

Institutionalize the internship program through a partnership with the Transfer and Career Center.

Activities and Rationale:

- Work with the Transfer and Career Center and the Dean of Special Projects to ensure the internship program is available to all students and no longer managed by business faculty.

CTE Program Review  
 Prioritized Resource Requests Summary for Additional (New) Resources

College: \_\_\_\_\_ **Berkeley City College** \_\_\_\_\_

Discipline, Department or Program: \_\_\_\_\_ **Business, Economics, and COPED** \_\_\_\_\_

Contact Person: \_\_\_\_\_ **Jayne Matthews or Paramsothy Thananjeyan** \_\_\_\_\_

Date: \_\_\_\_\_ **October 2015** \_\_\_\_\_

Resource Category	Description	Priority Ranking (1 – 5, etc.)	Estimated Cost	Justification (page # in the program review narrative report)
<b>Human Resources: Faculty</b>	Full Time Economics/Business Instructor	1 (approved for hire Fall 2015)	Fulltime Instructor: \$97,812	p. 13
<b>Human Resources: Classified</b>	Accounting Tutor Prior Grant Funding ended	1	Teacher's Aide: \$26,000	p. 13 & 14
<b>Human Resources: Student Workers</b>	1 student assistant (4 to 5 hours per week)	1 (currently using unpaid student worker)	Instructional Assistant: \$11,373	p. 14
<b>Technology</b>	Ongoing access to Moodle and publishers textbook sites	Ongoing		p. 14
<b>Equipment</b>	New printers for offices. Upgraded equipment in classrooms.	2		p. 14
<b>Supplies</b>	Regular office supplies. Specialized resources for use in the classroom or for the library.	Ongoing		Ongoing
<b>Facilities</b>	Additional classrooms to increase course offerings. Accounting Tutorial Lab	Ongoing 1		p. 14
<b>Professional Development</b>	Faculty attendance at professional development opportunities	Ongoing		Ongoing
<b>Other (specify)</b>				

# PCCD Program Review Alignment of Goals Template

College: \_\_\_\_\_ Berkeley City College \_\_\_\_\_

Discipline, Department or Program: \_\_\_\_\_ BUS and COPED \_\_\_\_\_

Contact Person: \_\_\_\_\_ Jayne Matthews/Paramsothy Thananjeyan \_\_\_\_\_

Date: \_\_\_\_\_ October 2015 \_\_\_\_\_

Discipline, Department or Program Goal	College Goal	PCCD Goal and Institutional Objective
<p>1.</p> <ul style="list-style-type: none"> <li>• <b>Goal 3. Instruction:</b> Maintain and improve the current level of quality instruction.</li> <li>• <b>Goal 4. Student Success and Student Equity:</b> Ensure instructors provide access for a variety of learning styles and are available for students during office hours.</li> </ul>	<p><b>BCC Goal 1. Increase Equitable Access</b></p> <p><b>BCC Goal 2. Improve Equitable Success</b></p>	<p>Strategic Goals  <b>A: Advance Student Access, Equity, and Success</b>            2015-2016 Institutional Objectives  <b>A.1 Student Access:</b>            Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 20, 609 RES FTES.  <b>A.2 Student Success:</b> Using the total 2014-2015 data as a baseline, increase students' participation in SSSP eligible activities by at least 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans.  <b>A.3 Student Success:</b> Fully implement an Early Alert process for all students.  <b>A.4 Student Equity:</b> Address the achievement gap through fully implementing the student success and equity plans</p>

		<p>at each campus.</p> <p><b>A.5 Student Success:</b> Using 2014-2015 data as a baseline, increase student engagement in activities such as student governance, student life activities, student leadership development, service learning programs, learning communities and student employment.</p>
<p>2.</p> <ul style="list-style-type: none"> <li>• <b>Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships:</b> Institutionalize the internship program through a partnership with the Transfer and Career Center.</li> </ul>	<p><b>BCC Goal 3. Increase the number of new partners and enhance and leverage resources with existing partners.</b></p>	<p>Strategic Goals: <b>B: Engage and Leverage Partners</b> 2015-2016 Institutional Objectives:</p> <p><b>B.1 Partnerships:</b> Develop a District-wide database that represents our current strategic partnerships and relationships, both locally and abroad. Identify the individual responsible for this objective by October 1, 2015.</p> <p><b>B.2. Partnerships:</b> Expand and document domestic and international partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.</p>
<p>3.</p> <ul style="list-style-type: none"> <li>• <b>Goal 1. Curriculum:</b> Ensure all curriculum is current and relevant to the Business and Economics fields.</li> <li>• <b>Goal 2. Assessment:</b> Ensure all courses and programs are assessed on schedule and that actions plans for continuous improvement</li> </ul>	<p><b>BCC Goal 4. Reduce education and achievement gap through building and implementing programs of distinction through SSSP, Equity, BSI and other college-wide plans.</b></p>	<p>Strategic Goals: <b>C: Build Programs of Distinction</b> 2015-2016 Institutional Objectives:</p> <p><b>C.1 Student Success:</b> Develop a District-wide first year experience/student success program (such as Peralta Scholars).</p>

<p>are in place and measured as scheduled.</p> <ul style="list-style-type: none"> <li>• <b>Goal 3. Instruction:</b> Maintain and improve the current level of quality instruction.</li> <li>• <b>Goal 4. Student Success and Student Equity:</b> Ensure instructors provide access for a variety of learning styles and are available for students during office hours.</li> <li>• <b>Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships:</b> Institutionalize the internship program through a partnership with the Transfer and Career Center.</li> </ul>		<p><b>C.2 Student Success:</b> Develop and fully implement an innovative student success program at each college that feeds into the District-wide first year experience/student success program.</p>
<p>4.</p> <ul style="list-style-type: none"> <li>• <b>Goal 2. Assessment:</b> Ensure all courses and programs are assessed on schedule and that actions plans for continuous improvement are in place and measured as scheduled.</li> <li>• <b>Goal 3. Instruction:</b> Maintain and improve the current level of quality instruction.</li> <li>• <b>Goal 4. Student Success and Student Equity:</b> Ensure instructors provide access for a variety of learning styles and are available for students during office hours.</li> </ul>	<p><b>BCC Goal 5. Resolve the 2 ACCJC Recommendations and BCC's self-identified Actionable Improvement Plans</b></p>	<p>Strategic Goals: <b>D: Strengthen Accountability, Innovation and Collaboration</b> 2015-2016 Institutional Objectives: <b>D.1 Service Leadership:</b> Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues and community partners. <b>D.2 Institutional Leadership and Governance:</b> Evaluate and update policies and administrative procedures, the overall PCCD organizational structure, and functional responsibilities within the</p>



		<p>District.</p> <p><b>D.3. Institutional Effectiveness:</b> Evaluate and update the PBIM participatory governance structure and the Budget Allocation Model (BAM).</p> <p><b>D.4. Global Planning:</b> Develop a Total Cost of Ownership (TCO) plan that includes agreed upon standards, estimates costs for facilities operations and maintenance, costs for technology acquisition, repair and replacement cycles, custodial and stationary engineering services for all existing buildings and potential new facilities.</p>
5.	<p><b>BCC Goal 6. Increase BCC additional and alternative funding sources through materializing BAM, funding raising, non-RES tuition, grants, etc.</b></p>	<p>Strategic Goals:  <b>E: Develop and Manage Resources to Advance Our Mission</b>  2015-2016 Institutional Objectives:</p> <p><b>E.1 FTES/FTEF Target:</b>  Achieve the District target FTES/FTEF within budget.</p> <p><b>E.2 Budget to Improve Student Success:</b>  Increase alternative funding sources including, but not limited to, the Peralta Colleges Foundation, non-RES tuition (with a particular focus on recruiting international students), grants, etc.</p> <p><b>E.3 Fiscal Oversight:</b></p>

		<p>Prudently manage all fiscal resources; general fund, bonds, benefits, OPEB), other long-term liabilities; Resolve all outstanding audit findings.</p> <p><b>E.4 Support Quality</b> <b>Instruction:</b> Increase investments in materials, equipment, and teaching and learning resources to enhance student learning outcomes.</p>
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## Program Review Validation Form and Signature Page

College:

Discipline, Department or Program:

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### Part I. Overall Assessment of the Program Review Report

Review Criteria	Comments: Explanation if the box is not checked
<p><input type="checkbox"/></p> <p>1. The narrative information is complete and all elements of the program review are addressed.</p> <p><input type="checkbox"/></p> <p>2. The analysis of data is thorough.</p> <p><input type="checkbox"/></p> <p>3. Conclusions and recommendations are well-substantiated and relate to the analysis of the data.</p> <p><input type="checkbox"/></p> <p>4. Discipline, department or program planning goals are articulated in the report. The goals address noted areas of concern.</p> <p><input type="checkbox"/></p> <p>5. The resource requests are connected to the discipline, department or program planning goals and are aligned to the college goals.</p>	

**Part II. Choose one of the Ratings Below and Follow the Instructions.**

Rating	Instructions
<input type="checkbox"/> 1. Accepted.	1. Complete the signatures below and submit to the Vice President of Instruction.
<input type="checkbox"/> 2. Conditionally Accepted.	2. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with a timeline for resubmission to the validation chair.
<input type="checkbox"/> 3. Not Accepted.	3. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with instructions to revise. Notify the Dean and Vice President of Instruction of the non-accepted status.

**Part III. Signatures**

**Validation Team Chair**

\_\_\_\_\_

Print Name

\_\_\_\_\_

Signature

\_\_\_\_\_

Date

**Discipline, Department or Program Chair**

Paramsothy Thananjeyan

\_\_\_\_\_

Print Name

\_\_\_\_\_

Signature

\_\_\_\_\_

Date

**Received by Vice President of Instruction**

\_\_\_\_\_

Print Name

\_\_\_\_\_

Signature

\_\_\_\_\_

Date