



2018-19 Program Review – Administrative Unit

Program Overview

Please verify the mission statement for your program. If there is no mission statement listed, please add it here.

Berkeley City College Office of Instruction encourages and supports our college Mission-Vision-Values where student success for our diverse student population is at its core. The primary purpose of the Office of Instruction is to support student success in learning and completion by providing quality academic and career education programs and learning support services that ensure students in achieving their educational and career goals.

BCC provides a comprehensive learning environment that provides educational pathways to careers, transfer to four-year institutions and focused skill-building opportunities through a variety of certificate and degree programs.

The last comprehensive and Annual Program Reviews that occurred for the Office of Instruction was in spring 2013. This document does not include service area outcomes. There are sections on Assessment, Distance Education, Faculty and Department Support, International Students, Information Technology and Audio Video, and Teaching and Learning Center.

Since that time, multiple leadership changes and layers of organizational structure have occurred where this 2018-2019 Program Review will address renewed set of Mission, Goals, and Service Area Outcomes. This will be vetted through the college's Roundtable for Planning and Budget in the spring 2019 semester.

Since the last Accreditation Self-Study in spring 2015, there have been multiple vacancies on the College's executive level. The College experienced a vacancy in President till July 2016 where three interim Presidents have been identified prior to that time. The new President's arrival in 2016-2017 provided a much needed stability, continuity and grounding that the college deserved. On the Vice President's level; however, there was a vacancy in much of fall 2017 until the new Vice President of Instruction arrived in spring 2018.

Library, Teaching and Learning Center, Freshman Experience Learning Community programs submitted separate Program Review for their areas.

List your Faculty and/or Staff

The Vice President of Instruction supervises the following positions:

- Dean of Liberal Arts, Math, and Social Sciences (Associate Dean of Educational Success and Learning Communities)
- Dean of Business, Science, Technology, and Multimedia Arts
- Associate Dean of Educational Success
- Staff Assistant for the Office of Instruction and Vice President of Instruction
- Staff Assistant for American Sign Language and Office of Instruction
- Schedule and Academic Support Specialist
- Chair of the Chair
- Curriculum and Assessment Specialist
- Library (Library Chair)
- AV Technician
- Staff Assistant for the Contract Education and Fee Based Education
- Guided Pathway Staff Assistant (50%)
- Teaching and Learning Coordinator
- 67 Full time faculty and roughly 190 Part Time Faculty

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

Spring 2013 Program Review did not include Program Goals and there was no APU completed. Below are recommended Office of Instruction Program Goals.

Office of Instruction is committed to the following goals:

1. Ensure the development of quality curriculum that can be offered in multiple modalities to ensure successful achievement of students' educational goals.
2. Provide innovative, culturally relevant, and collaborative teaching and learning environment.
3. Offer comprehensive academic support to ensure successful completion of students' educational goals.
4. Engage in evidence analysis, make data-informed decisions, and formulate actions that ensure continuous improvement that best address student needs, enrich our program development, pedagogy, and services supporting student success.
5. Support professional development that enhance a culture of excellence.

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

Following facilities are utilized by the Office of Instruction team:

Staff Assistant for Office of Instruction – 452
Dean of Liberal Arts, Math, Social Sciences –454
Dean of Business, Science, Technology and Multimedia Arts – 455
Associate Dean of Educational Success – 453
Schedule and Academic Support – 456
AV Technician – 357
Library – 1F Library
Teaching and Learning Center – 314
Curriculum and Assessment Specialist – 341B

Cubicles on the 4th floors are occupied by the following Office of Instruction Staff
Staff Assistant, Dean of Liberal Arts, Math, Social Sciences – 450 b
Staff Assistant, Dean of Business, Science, Technology and Multimedia Arts – 450 e
Staff Assistant, ASL & Office of Instruction -
Project Manager, Basic Skills
Project Manager, Strong Workforce Program – 450g
Staff Assistant, Contract Education – 450f

Following classrooms and labs are also utilized for instruction:

Basement: 11 classrooms
2F: 8 classrooms
3F: 9 classrooms and faculty offices
4F: 7 classrooms
5F: 5 classrooms and faculty offices

2000 Center Street has 3 classrooms and program offices

Basement classroom capacity is small and it is recommended that the capacity of each classroom will be raised to 40+ when the new Milvia building is designed. All classroom and instructional space related recommendations will be submitted to the Building User Group (BU) when it is convened.

Assessment

Which Administrative Unit Outcomes (AUO) did you assess in the past year? What were the results? Please describe the assessment methods used. How did your work lead to program improvement, that is, the development of Program Improvement Objectives (PIO's) as a result of your assessment?

Spring 2013 Program Review did not include Program Goals and there was no APU completed. Therefore, there were no assessments completed.

What Administrative Unit Outcomes (AUO) and program improvement objectives (PIO) do you plan to work on in the next 2 years?

Recommended SERVICE AREA OUTCOMES

- **SERVICE AREA OUTCOME 1:**

Ensure the development of quality curriculum that are in alignment with the guided pathway framework for Career and Transfer programs for student success.

MEASURES: Curriculum Committee agenda and minutes, College Catalog, Schedule , Classes, Guided Pathway self-assessment, work plan, GP related activities and associated materials and notes (Flex Day GP activities in spring 2018, Fall 2018, Design Team Kick off agenda, PP, and notes, Fall 2018, Design team agenda and notes), BCC Integrated Strategic Enrollment Management Plan 2018-2021), Department Chairs meeting agenda and minutes, CE meeting agenda and minutes.)

- **SERVICE AREA OUTCOME 2:**

Provide support and leadership for the college community on Program Review and Resource Allocation process and Assessment (SLO, PLO, and ILO) to ensure that the college meets the Accreditation standards.

MEASURES:

Planning for Institution Committee (PIE) agenda and minutes, Task Stream evidence (2015-2018), 2018-2019 Assessment Planning schedule per department, CurirrcNet Meta tool for Assessment. Program Review evidence from 2013 or 2015, 2018-2019 BCC Program Review documents including timeline, validation process by Integrated Planning Committee, summary review by participatory governance groups (Technology, Facility and safety, Classified Senate, Professional Development, and 2019-2020 Faculty prioritization documents and results by the Department chairs and Academic Senate, and Roundtable for budgeting and planning).

- **SERVICE AREA OUTCOME 3:**

Provide transparent and accurate communication with the college community and public regarding instructional and academic matters through college catalog, schedule of classes, website and other communication mechanisms.

MEASURES:

VPI communication with faculty and staff regarding academic, instructional, and Accreditation related matters, VPI communication with participatory governance groups regarding new legislation, initiatives, major changes in process and procedures (presentations, reports, etc.). Schedule of courses, College catalog, and publication material regarding academic and career programs for external community.

- **SERVICE AREA OUTCOME 4:**

Provide effective and innovative academic support services for the college to ensure student success.

MEASURES:

Learning Resource Center, Library, Math Tutorial program, Embedded Tutoring, English Writing center, Faculty Advising.

Major Accomplishments

Please describe 1-3 major accomplishments below since completion of the previous program review.

Office of Instruction Overall:

Since 2017-2018 (since spring 2018 in particular). Below is a list of major accomplishments for SAO 1,2,3, and 4:

SERVICE AREA OUTCOME 1:***BCC Guided Pathway***

In fall 2017, BCC engaged in a development of Guided Pathway (GP) self-assessment and upon completion, submitted to the California Community College Chancellor's office. In spring 2018, BCC created a GP Task Force who led the institutional process of the development of BCC 5 year work plan. 2018-2019 initial year spans from fall 2018 through summer 2019 which includes 3 indicators: cross-functional inquiry, Shared Matrix, and Integrated Technology Infrastructure. 5 year funding was allocated to the college upon acceptance of the BCC work plan by the CCCCO. BCC leveraged college's Flex days to create spaces for institutional and intersegmental conversation around GP framework and work plan 1,2, and 10.

Below are some activities that have taken place:

Spring 2018:

- BCC Team participated in 2-day GP training sponsored by IEPI.
- March 2018 Flex Day, the first institution-wide GP kick off jointly led by Career Ladders Coaching team including Skyline College Faculty GP leads and a researcher.
- BCC GP framework was drafted.

Fall 2018

- GP institutional framework and BCC 5 year budget plan were introduced to the college via participatory governance committee (road show) to solicit discussion and feedback.
- Also introduced to the college community were the 4 cluster integrated teams: Preparation, Moving In, Moving through and moving on and a Design team that serves as a Steering committee.
- In August and October Flex Days, GP related discussions and activities took place and moved the college community forward.
- Participatory governance committees endorsed the BCC GP Framework and 5 year budget plan.
- The Design Team kick off was scheduled for mid-November; however, it was moved to December 6th due to the Campfire disaster.

Spring 2019

- GP updates were provided at the January 2019 Flex day, solicitation of members for each of the four groups were emphasized.

Curriculum Committee

- BCC Curriculum Committee focused on improving process of curriculum approval within the college. Newly appointed Chair led the process to maximize CurricuNet to facilitate the review and approval process by creating an internal tree. A detailed instruction on CANVAS was developed to assist faculty be familiar with the new system.
- The committee increased interactions particularly with faculty or a department who are considering revising or creating new courses or programs. In such brainstorming sessions, the curriculum chair, curriculum and assessment specialist, faculty, department chair and Dean benefitted from advice given by the committee members. Alignment with GP and AB 705 as well as NC development to increase success for the marginalized population, support for 705 and creation of CDCP and other pathway (GP) were considered in meetings.

College Catalog

- 2017-2019 catalog is 423 pages long. In consultation with the Curriculum Committee, PIO, and Curriculum and Assessment Specialist, BCC decided to use a better layout to reduce pages down to a reasonable amount and organize the content of the catalog to be in compliance with ACCJC standard, Title V, and Title VI.
- In consultation with the Curriculum Committee, BCC agreed to identify a clearly defined production process as to which state approved courses and programs will be included in the following year's catalog. Clearly identified timeline of production was created and share with the college community and also with the District (CIPD). Faculty can plan better for their curriculum related activities knowing this timeline and based on the BCC curriculum committee's review and approval dates. Also, having a clear date of inclusion helps A&R colleagues who address "catalog rights" for the students.
- Current Curriculum and Assessment Specialist officially started in spring 2018 and engaged in the production of addendum 2017-2019 and the catalog 2019-2020 production. Also in consultation of the Curriculum Committee, it was clearly decided that the curriculum "addendum" serves as a tool to correct errors including missing information but not to serve as "supplement" to continue adding late approved courses and programs by the state.
- 2017-2019 Catalog addendum went through a series of scrutinized analysis of the content; cross referencing information in the CurricuNet, State's COCI, and the printed publication. The same approach is applied for the development of the Catalog 2019-2020 to ensure accuracy of information.

Schedule Development

- A production of BCC's schedule has gone back and forth in the last couple of years between the college and the district. Spring 2019 is a transition year where the college produces its own schedule (summer and fall 2019). Moving forward, an entire production can be done at the college which will give much more flexibility to plan its own process and timeline for completion.
- Similar to the Catalog development process, intentional coordination and collaboration between Student Services and Instruction, Schedule and Academic Support Specialist, and PIO began for the production of the class schedule. Shared timeline was developed and frequent communication as a team occurred to ensure timely and quality execution of the project.

Department Charis

- BCC Department Chairs serve as critically important faculty representatives, engaging in schedule development, enrollment management, program review, assessment, faculty prioritization process in concert with the Academic Senate and PFT colleagues, to name a few.
- Chair's meeting is held twice a month; on with the VPI and administrators and one of their own. Either way, the Chair of the Chair meet with the VPI and Deans' team weekly to draft an agenda together to ensure that chair's voices, needs, as well as institutional important information are reflected.
- Agendas and notes are compiled.

Career Education (CE) meeting

- Dean of Business, Science, Technology, and Multimedia Arts holds a regularly scheduled CE meetings, ensuring that the grant objectives are met, projects are moving forward as planned, and expenditures are spent in a timely fashion.

SERVICE AREA OUTCOMES 2:

Assessment:

- In preparation for evidence collection and archival purposes, VPI, Researcher and Curriculum and Assessment Specialist compiled 2015-2018 BCC Program Review data.
- A new 3 year cycle of the Assessment plan was developed with an accurate list of current BCC courses and the Planning for Institutional Effectiveness (PIE) committee representatives distributed to their respective departments to plan their assessment schedule.
- PIE committee structure and participation improved 100% for fall 2018 where all representatives participate.
- Curriculum Meta became the official tool in fall 2018 where ongoing training has been provided by the PIE Chair and Curriculum and Assessment Specialist.

Program Review:

- For BCC, 2018-2019 year is for a comprehensive Program Review year for all areas.
- The district-led tool was not available for use until January 2019 and there were four different timelines for the new tool were introduced in fall 18 semester. Regardless, BCC's Researcher, Institutional Effectiveness Committee and Chairs along with faculty, staff and administrators Completed Instructional, Student Services and Administrative Services portions.
- Validation process was developed and executed by the members of the Institutional Effectiveness committee with an assistance of the College's researcher.
- Revised timeline includes dates for review by the participatory governance committees as well as by the Roundtable and prioritization by the president before it is submitted to the District's PGC and PBC for review on March 29, 2019.

SERVICE AREA OUTCOMES 3:

Communication

- Particularly in the recent two years, the Colleges and the District have faced multiple internal organizational challenges and also faced major legislative changes. Communication about the facts, plans, and changes around these challenges and development of new processes based on the new legislative mandate became vital. VPI and Deans in OI made an intentional commitment to share these items via multiple different way of communication. Face to face meetings, communication through the chairs and Senates, frequent e-mail communication along with access to necessary documents and

information in a shared internet document files, and participatory governance group road shows.

- Ol's office made an extra effort to establish clearly identified timelines for major projects so that the college community can be on the same page about institutional planning and activities.

SERVICE AREA OUTCOME 4:

Learning Resource Center, Library, Math Tutorial Program, embedded Tutoring, English Writing Center and Faculty advising

- Please refer to their Program Review for accomplishments

Accomplishments identified by the Instructional Deans

Dean of Liberal Arts, Math and Social Sciences

- Developed a draft plan for centralized tutoring operations at the Learning Resource Center (training and CRLA certification for tutors, application process, and access to campus learning resources) to support departmental efforts to provide learning support for students.
- Developed and implemented new English, math and ESOL curriculum and placement processes to be in compliance with AB 705 in fall 2019.
- Provided numerous professional learning opportunities (Communities of Practice, participation in conferences and institutes) for faculty in English, math and ESOL in effective pedagogy and practices for new courses and placement under AB 705.
- Created pipelines from adult school and high school partner programs through new curricular offerings (non-credit ESOL certificates and non-credit certificate in Community Health Work) and dual enrollment (Statistics, Health Education and Child development courses).

Dean of Business, Science, Technology, and Multimedia Arts

- Re-vamped the curriculum for Multimedia Arts (curriculum overhaul and conversion of animation/game design courses from 2+1 to 3 unit combined), Biotechnology (major revisions and new CAs), and Computer Science (new program).
- Developed non-credit courses in the animations and game design (mmart), digital imaging (mmart), and computer information systems.
- Hired new Business full-time faculty member. In progress hires for both Computer Science and Biology/Biotechnology.
- Stewardship and management of Strong Workforce (local and regional grants) years 1-3 across 3 fiscal years, Perkins Federal grant, SAP private grant, State lottery funds, CPT1 grant and grant closure, as well as CTE transitions grant.
- Berkeley City College (BCC) has developed an Animation and Game Design pipeline that allows Skyline High School (HS) students to earn early college credit from BCC. This pipeline was developed in partnership with Career Ladders Project, SAP, and Oakland Unified School District. In the pipeline, students take 3 courses at Skyline HS that are articulated with BCC and complete additional 3 courses at BCC to earn a Certificate of Achievement in Multimedia Arts Core. The pipeline has an integrated systematic support services for Skyline HS wherein 1) BCC staff and student ambassadors assist Skyline HS students with the registration process

and 2) BCC hosts open houses that included campus tours, hands-on Animation and Game Design workshops, and information sessions on various student services available to Skyline HS at BCC. The curriculum pipeline is supported by a community of practice composed of faculty, administrators, staff, and industry partners who consistently meet to evaluate the process and share best practices.

- Science lecture series focused on STEM to increase students' awareness and interest in the field of Biotechnology and Analytical Chemistry.
- MMART 1st Thursdays professional development lecture series. Professionals from industry are invited to speak on panels to students interested within the 4 strands of MMART.
- Classes appropriate for high school students were identified and marketing materials were created to advertise these classes to feeder schools such as Berkeley Unified School District, Oakland Unified School District, Emeryville Unified School District, and Albany Unified School District.
- Marketing brochures created for 7 CE programs, including recent updates for fall 2019.
- In-progress transit marketing campaign for career education to launch for summer/fall 2019 recruitment.
- A bi-annual CE Training for counselors was established beginning spring 2018 where counselors were able to learn about new and forthcoming curriculum. Counselors and faculty leads were also able to discuss retention strategies and best practices for student success.
- Chemistry boot camps were held to prepare students for General Chemistry (CHEM 1A). These boot camps provided foundational training in Math, basic science concepts and theories to help students reach College-level chemistry preparation.
- In partnership with Earn and Learn East Bay, we are working on entering our data into ELENA (Earn and Learn Employer Network Activated!), which is a relational database, which aims to organize work-based learning experiences by having a single point of contact for employers.
- The Multimedia Arts Department has formed a Salon Collective where students work on college-level projects to gain industry skills for placement and portfolio building.
- In the area of Analytical Chemistry, student workers are gaining work-based learning skills in Chemistry labs supporting courses and students.
- Several Biotechnology students were sent to University of California in San Francisco (UCSF) for additional lab training to prepare for careers in biotech labs.
- The following tools for career readiness have been purchased for the college's Career and Transfer Center: 1) Strong Interest Inventory, 2) Skillscan, 3) Interview Stream, and 4) Focus II.
- Purchased supplies and equipment to update aging tools and equipment in the areas of Analytical Chemistry, Biotechnology, Computer Science, and Multimedia Arts to meet industry standards.
- In a faculty-led effort, BCC's faculty, staff, and administrators collaborated with independent contractors to update the BCC website for career education programs.
- Faculty, staff, and administrators supporting CE specialized student populations participated in several professional development opportunities which includes supplemental trainings in curriculum development, K-14 pathways partnerships, enrollment management, retention strategies development, equity, and diversity.

Engagement

How have the administrators and staff in this area been engaged in institutional efforts such as committees, presentations, and department activities? Please list the committees your staff participate in.

Administrative team in OI participates in various committees and engage in multiple presentations and department activities.

- Cabinet meeting
- (Executive Cabinet meeting – VPI)
- Roundtable for planning and budgeting
- Curriculum Committee
- Integrated Planning Committee for quality Improvement of Program
- Career Education committee
- Planning for Institutional Effectiveness (PIE/Assessment)
- Professional Development committee
- Enrollment Management Task Force
- Academic Senate
- BCC Guided Pathway Design team meeting
- BCC student services and Instruction administrator meeting
- Department Chairs meeting
- Centralized Tutoring development Committee

Peralta Community College District Committee

- Curriculum, Improvement and Program Development Committee
- District Academic Affairs and Student Services Committee
- District enrollment Management Committee
- District Deans and VPIs meeting
- District Career Education committee
- District AB 705 meeting
- District NC meeting
- District Tutoring meeting
- VPIs and VPSS meeting
- VPI and VCAA meeting
- Northern Alameda Adult Education consortium

(additional meetings for spring 2019)

- District's joint PGC and PBC meeting for the development of PCCD 5 year integrated fiscal plan
- Enrollment Management and Student Services committee

Discuss how the administrators and staff have engaged in community activities, partnerships and/or collaborations.

- City of Berkeley 2020 Vision
- Northern Alameda Adult Education Consortium
- Berkeley Adult School
- Bridging the Gap
- Contract Education partnership meeting
- Berkeley Startup Cluster Speaker Series
- SEP partnership

Prioritized Resource Requests Summary

In the boxes below, please add resource requests for your program. If there are no resource requested, leave the boxes blank.

Resource Category	Description/Justification	Estimated Annual Salary Costs	Estimated Annual Benefits Costs	Total Estimated Cost
Personnel: Classified Staff	1. Curriculum and Assessment specialist to be 100% Curriculum Specialist. Currently this position is 50% Curriculum support and 50% Assessment Support. 30% for Classified Staff to support Assessment. COA and Merritt have 100% staff dedicated to address and manage curriculum related matter.			15,277.20
Personnel: Student Worker	2. Part-time student worker			7,000

	To support curriculum and assessment specialist with validation of curriculum information, cross-referencing of intake materials.			
Personnel: Part Time Faculty				
Personnel: Full Time Faculty				

Resource Category	Description/Justification	Total Estimated Cost
Professional Development: Department wide PD needed	1. Distance Education Committee and faculty training for DE with OEI standard and rubrics OEI Conference and training CANVAS/Instructure training	5,000 2,000
Professional Development: Personal/Individual PD needed		

Prioritized Resource Requests Summary – Continued

Resource Category	Description/Justification	Total Estimated Cost
Supplies: Software		
Supplies: Books, Magazines, and/or Periodicals		
Supplies: Instructional Supplies		
Supplies: Non-Instructional Supplies		
Supplies: Library Collections		

Comprehensive list is available by AV Technician

Resource Category	Description/Justification	Total Estimated Cost
Technology & Equipment: New		
Technology & Equipment: Replacement	<ol style="list-style-type: none"> 1. Auditorium: Needs update of programming for new equipment integration 2. 227: new wiring and AV control system to accommodate new projection, replace current 2 HD LCD projector 3. Classrooms 14,15,31,32,33,34: 	<p>20,000 (12,000 + 8,000 installation cost)</p> <p>10,000 (2,500 + 7,500 installation cost)</p>

	HD LCD projector, Wiring and control system to accommodate new projection	15,000 (7,500 +7,500 installation cost)
	4. Classrooms: 51,52,53,54,55,57,126,125: HD LCD projector, Wiring and control system to accommodate new projection	15,000 (7,500 +7,500 installation cost)
	5. Classrooms: 212,213,214,216,218,223,226: HD LCD projector, Wiring and control system to accommodate new projection	15,000 (7,500 +7,500 installation cost)
	6. Classrooms: 311, 313, 315, 316, 321: HD LCD projector, Wiring and control system to accommodate new projection	15,000 (7,500 +7,500 installation cost)

Prioritized Resource Requests Summary - Continued

Resource Category	Description/Justification	Total Estimated Cost
Facilities: Classrooms	Screen for Art studio: 413	10,000
Facilities: Offices		
Facilities: Labs		

Facilities: Other		

Resource Category	Description/Justification	Total Estimated Cost
Library: Library materials		
Library: Library collections		

Resource Category	Description/Justification	Total Estimated Cost
OTHER		