

Berkeley City College's mission is to provide our diverse community with educational opportunities, promote student success, and to transform lives.

### Introduction and Directions

The Peralta Community College District has an institutional effectiveness process which consists of the following components: a District-wide Strategic Plan which is updated every six years; Comprehensive Program Reviews which are completed every three years; and Annual Program Updates (APUs) which are completed in non-program review years.

The Program Review 2021-22 timeline has been developed for each program and services to guide through the semester. Please review and work with your Supervisors to complete this Program Review.

The Program Review is intended to primarily focus upon planning for the subsequent two years and institutional effectiveness. The Program Review process directly leads to the institutional resource allocation process and budget planning for the following academic year (2022-23). This is an opportunity for each administrative unit, support service program, and department to reflect on progress made and identify areas of program improvements to achieve equitable student success and elimination of achievement gaps. In this process of making continuous quality improvement, there is an opportunity for each administrative unit, student services, and department to request resources that support achieving the stated goals.

If you have questions regarding other material in the Program Review, please contact your supervisor. If you have questions regarding data, please contact Dr. Phoumy Sayavong, Senior Researcher and Planning Analyst ([psayavong@peralta.edu](mailto:psayavong@peralta.edu)).

**Please email the completed Program Review to your Supervisor by January 17, 2022.**

### COLLEGE PROFILE

[Click here to view the Berkeley City College Student Demographics Dashboard.](#)

This 2-page dashboard will provide information on the characteristics of our student body from the past two years such as headcount, ethnicity, enrollment status, age group, educational goals, and majors.

College Outcomes	2017-2018	2018-2019	2019-2020	2020-21
Full Time Equivalent Students (FTES)	4,140	3,864	3,696	3,290
Efficiency (Productivity; avg faculty-student ratio)	13.4	13	13.2	14.3
Success Rate (%)	67%	69%	67%*	74%
Degrees + Certificates Awarded (#)	1,021	948	1,106	1,014

\*Excludes "EW" grades

To view prior Program Reviews, [click here](#). To view prior Annual Program Updates, [click here](#).

### I. ADMINISTRATIVE UNIT DESCRIPTION

Please verify the mission statement for your department. If your program has not created a mission statement, provide details on how your department supports and contributes to the College's mission.

Name(s) of member(s) completing this Program Review	Administrative Unit	Completion Date
<b>List faculty and staff names with assignments in fall 2021.</b>		
Full Time	Part Time	

## II. STUDENT EQUITY & SUCCESS

Using the data dashboards provided below, review and reflect upon the outcome trends for your unit. You may use data from other sources if available.

[Click here if you would like to view BCC's Planning Documents](#) (Education Master Plan, College Strategic Goals, Student Equity Plan, District Strategic Goals, Vision for Success, Guided Pathways, Technology Plan, Facilities Plan)

For assistance with data dashboards, contact Phoumy Sayavong at [psayavong@peralta.edu](mailto:psayavong@peralta.edu)

### 3A. Enrollment Trend and Productivity Dashboard

\*Note that completion and retention rates are presented with the inclusion and exclusion of excused withdrawals (EW) and military withdrawals.

**What are your enrollment trends in the past three years?**

**When the data for your unit are disaggregated by student ethnic groups, what trends do you observe and how do plan to address them over the next three years?**

Year 1 (2021-22)	Year 2 (2022-23)	Year 3 (2023-24)

**What would you recommend that we do to increase student enrollment in your department?**

### 3B. Course Completion and Retention Rates Dashboard – Instruction

\*Note that completion and retention rates are presented with the inclusion and exclusion of excused withdrawals (EW) and military withdrawals.

*If you need more guidance with this item, click here for additional support.* Click here for additional guidance for how to view and use equity data. If you would like to view BCC's Equity Plan, click here.

**On page 3 of the “Course Completion and Retention Rates by Subject” dashboard, what are the completion and retention trends by gender, age, ethnicity in your unit?**

**What disproportionately impacted (DI) population(s) showed outcomes gains in your program area and which need more support?**

**How do these outcome trends compare to the college average?**

**What questions do you have about the trends?**

<p>Based on input you've received from students, what have they expressed as their need (s) to complete and succeed in your unit? Please support your recommendations with examples (e.g., offer different instructional modalities; consider different time of day).</p>		
<p>How will these outcome trends you identified in this section affect your department goals and plans for the next three years?</p>		
Year 1 (2021-22)	Year 2 (2022-23)	Year 3 (2023-24)

<b>3C. <u>Degrees and Certificates Dashboard</u></b>		
<p>On page 1 of the "Degrees and Certificate Awards Trends" Dashboard, what are the award trends for your unit (overall, by gender, age, and ethnicity).</p>		
<p>On page 4, what DI population(s) award trends showed gains in your program area and which populations need more support?</p>		
<p>How do these outcome trends compare to the college average?</p>		
<p>Based on input you've received from students, what have they expressed as their need (s) to complete their degrees and/or certificates? (support your recommendations with examples)</p>		
<p>How will these outcome trends you identified in this section affect your unit goals and plans for the next three years?</p>		
Year 1 (2021-22)	Year 2 (2022-23)	Year 3 (2023-24)

<b>3D. <u>Transfer Dashboard</u></b>		
<p>This dashboard does not provide data by subject. Reflect on what you can do to affect student transfer. How may your unit help to support BCC student transfer? (e.g., serve on panels, strengthen GP in your dept, change curriculum, increase number of AD-Ts, etc.)</p>		

In the boxes below, add improvement actions that are directly related to **Student Equity & Success**. If there are no improvement actions in this area, leave blank. *If you have more than one Improvement Plan, add more by copying and pasting the table below.*

### IMPROVEMENT ACTIONS

Department/Discipline:	
Action Name:	
Description:	
Completion timeline:	
Responsible person:	

### III. UNIT GOALS

**4. List your current Unit Goals.**

**5. How do the goals align with the College goals? If so, which ones?**

**Berkeley City College Goals**

- **GOAL I:** Strengthen Resilience: Strengthen BCC students' abilities to become self-directed, focused and engaged in the pursuit of transformative, life-long learning experiences that result in personal and academic success.
- **GOAL II:** Raise College Competence: Raise student skills and competencies, and expand their learning experiences, so that they can successfully complete their college program.
- **GOAL III:** Enhance Career-Technical Education Certificates and Degrees: Enhance BCC's 1- and 2-year career and technical education programs so that they provide current and transferable skills and competencies to earn a living wage in our area, and to maintain competency for advancement in one's career.
- **GOAL IV:** Increase Transfer and Transfer Degrees: Ensure that all of BCC's programs of study and transfer pathways for degrees prepare students, in a timely manner, for multiple transfer options.
- **GOAL V:** Ensure Institutional Sustainability: Increase BCC's impact in education through innovation, internal and external collaboration and partnerships, and sufficient resources, both short-term and long-term.

**6. Assess your facilities utilization (including labs, support for online learning, and other spaces) and for each year, indicate if the space is insufficient. If so, what are the needs and why? \*Note that facility needs and planning are addressed in the Facility Master Plan for the college, including the planning for new buildings.**

Year 1 (2021-22)	Year 2 (2022-23)	Year 3 (2023-24)

**7. What are the essential functions of your unit, any unique characteristics or trends? Provide specific examples.**

8. Describe how external factors (if applicable), such as State and Federal laws, advisory board recommendations, district and college governance have an impact on the support services your department provides. (e.g., partnered with dual enrollment and contract Ed programs at K-12 districts and high schools; support staff at high schools have access to Canvas to follow along and support students; allow tutors into the classes; Guided Pathways, AB 705, etc.)

Based on your responses to questions 4-8, are there areas that need improvements? If so, add improvement actions below. If there are no improvement actions in this area, leave blank. *If you have more than one Improvement Plan, add more by copying and pasting the table below.*

### IMPROVEMENT ACTIONS

Department/Discipline:	
Action Name:	
Description:	
Completion timeline:	
Responsible person:	

### III. ASSESSMENT

Berkeley City College is committed to a culture of assessment to improve instruction, services, and institutional planning. Findings from SLO, PLO, ALO assessments, and program review data are used to direct resources for areas that are institutional priorities that are articulated in the Educational Master Plan and BCC Strategic Plan. *Due to the critical role that course and program assessments play in our institutional planning and to be in compliance with the Accreditation requirements, the Program Review resource allocation requests require the completion of assessment in order to qualify.*

9A. List and describe the unit's progress and reflection on Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Service Area Outcomes (SAOs).

9B. What improvement plans did your unit identify upon the assessment of each program? How has your unit used the results of assessment to improve student learning outcomes? Please be as detailed as possible.

9C. Describe how the unit has made use of information from the data it has from program and student learning outcomes in Round 4 (last cycle of the last 3 years) for continuous improvement. Include the three most significant plans for improvements as a result of the assessment process with timelines. [Click here to view your Assessment Calendar](#)

<b>9D. How does your unit ensure that students are aware of learning or service area outcomes?</b>
<b>9E. Where are the unit level outcomes published? If on a website, please specify the URL.</b>

In the boxes below, add improvement actions that are directly related to **Assessment**. If there are no improvement actions in this area, leave blank. *If you have more than one Improvement Plan, add more by copying and pasting the table below.*

IMPROVEMENT ACTIONS	
Department/Discipline:	
Action Name:	
Description:	
Completion Timeline	
Responsible person:	

IV. ENGAGEMENT
<b>10A. Discuss how administrators, faculty, and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty/staff/administrators participate in.</b>
<b>10B. Discuss how administrators, faculty, and staff have engaged in community activities, partnerships and/or collaborations.</b>
<b>10C. Discuss how administrative members are included in departmental training, discussions, and decision-making.</b>
<b>10D. Discuss the relationship and engagement with other support services, programs, departments, or administrative units and how these relationships support your area to meet its goals.</b>

# 2021-22 PROGRAM REVIEW

## ADMINISTRATIVE UNITS

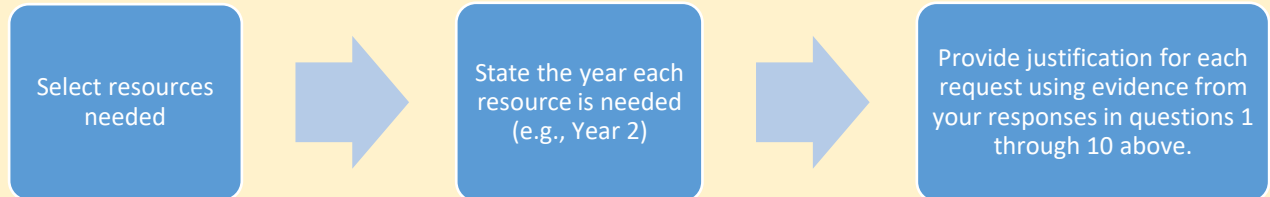
In the boxes below, add improvement actions that are directly related to Engagement. If there are no improvement actions in this area, leave blank. *If you have more than one Improvement Plan, add more by copying and pasting the table below.*

IMPROVEMENT ACTIONS	
Discipline:	
Action Name:	
Description:	
Completion Timeline	
Responsible person:	



### VI. Prioritized Resource Requests

In the boxes below, add a 3-year resource requests for your department/program that *have not been funded by existing funding sources*. Work with your supervisor to estimate costs. If there are no resource requested, leave the boxes blank.



[Click here to view the Resource Request Process and Timeline](#)

Resource Category	Description/Justification	Estimated Annual Salary Costs	Estimated Annual Benefits Costs	Total Estimated Cost	Overall Priority Ranking (1=Most important)
<b>Personnel</b>					
Classified Staff					
Student Worker					
Part Time Faculty					
<b>Professional Development</b>	Description/Justification			Estimated Cost	
Department wide PD needed					
Personal/Individual PD needed					
<b>Supplies</b>	Description/Justification			Estimated Cost	
Software (for whom or role?)					
Books, Magazines, and/or Periodicals					
Instructional Supplies					
Non-Instructional Supplies					
<b>Technology &amp; Equipment</b>	Description/Justification <i>Before you list your technology request, <a href="#">click here to view the latest Technology Refresh Plan</a> to verify whether it has already included.</i>			Estimated Cost	
New					
Replacement					
<b>Facilities</b>	Description/Justification			Estimated Cost	
Classrooms					
Offices					

# 2021-22 PROGRAM REVIEW

## ADMINISTRATIVE UNITS

Labs			
Other			
<b>Library</b>	Description/Justification	Estimated Cost	
Library materials (including streamline media needs)			
Library collections			
OER			
<b>Other</b>	Description/Justification	Estimated Cost	
OTHER Description			

**Thank you for your time and effort in completing the Program Review!**  
**Please email the completed Program Review to your Dean by November 30, 2021.**