

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 student support services to guide through the semester. Please review and work with your Deans and Managers/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, student 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 program, student support 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 Dean or Manager. If you have questions regarding data, please contact Dr. Phoumy Sayavong, Senior Researcher and Planning Analyst (psayavong@peralta.edu).

Please email the completed Program Review to your Supervisor by November 30, 2021.

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. PROGRAM DESCRIPTION

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

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

II. STUDENT EQUITY & SUCCESS

Using the data dashboards provided below, review and reflect upon the outcome trends for your program. 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

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 were your headcount trends in the past three years?

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When the data for your program are disaggregated by student ethnic groups, what issues do you notice 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 headcount in your program?

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3B. Course Completion and Retention Rates Dashboard – Student Services

*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 program?

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

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How do these outcomes compare to the college average?

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What questions do you have about the outcomes?

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Based on input you've received from students, what needs have they expressed to complete and succeed in your program? Please provide examples.		
How will the outcomes you identified in this section affect your department goals and plans for the next three years?		
Year 1 (2021-22)	Year 2 (2022-23)	Year 3 (2023-24)

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

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

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

III. PROGRAM GOALS

4. List your current Program Goals.		
5. How do the goals align with BCC goals? If so, which ones?		
<p>Berkeley City College Goals</p> <ul style="list-style-type: none"> ▪ 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 program's 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?		
<i>*Note that facility needs and planning are addressed in the Facility Master Plan for the college, including planning for new buildings.</i>		
Year 1 (2021-22)	Year 2 (2022-23)	Year 3 (2023-24)
7. What are the essential functions, unique characteristics or trends of your program? 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 services you provide. (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

Program/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 program's progress and reflection on Program Learning Outcomes (PLOs) or Service Area Outcomes (SAOs).

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

9C. Describe how the program has made use of information from the data it has from program 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](#)

9D. How does your program ensure that students are aware of the program outcomes?
9E. Where are the program level outcomes published? If on a website, please specify the URL.

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	
Program/Discipline:	
Action Name:	
Description:	
Completion Timeline	
Responsible person:	

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

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



2021-22 PROGRAM REVIEW

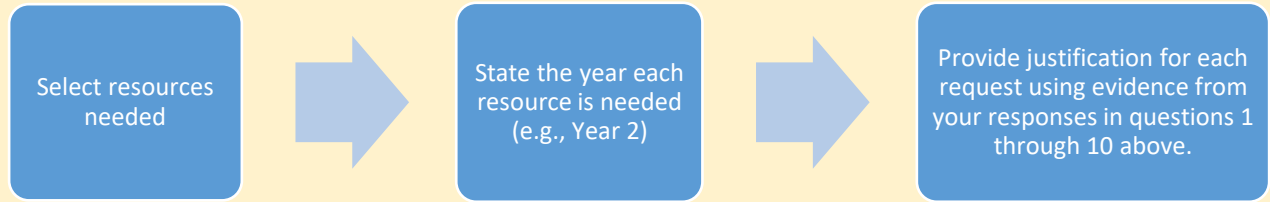
STUDENT SERVICES



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

VI. Prioritized Resource Requests

In the boxes below, add a 3-year resource requests for your 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)
Personnel					
Classified Staff					
Student Worker					
Part Time Faculty					
Professional Development	Description/Justification			Estimated Cost	
Program-wide PD needed					
Personal/Individual PD needed					
Supplies	Description/Justification			Estimated Cost	
Software (for whom or role?)					
Books, Magazines, and/or Periodicals					
Instructional Supplies					
Non-Instructional Supplies					
Technology & Equipment	Description/Justification <i>Before you list your technology request, click here to view the latest Technology Refresh Plan to verify whether it has already included.</i>			Estimated Cost	
New					
Replacement					
Facilities	Description/Justification			Estimated Cost	
Classrooms					
Offices					

2021-22 PROGRAM REVIEW

STUDENT SERVICES

Labs			
Other			
Library	Description/Justification	Estimated Cost	
Library materials (including streamline media needs)			
Library collections			
OER			
Other	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 or Manager by November 30, 2021.