

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

## Introduction and Directions

Berkeley City College (BCC), in conjunction with 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 (CPRs) which are completed every three years; and Annual Program Updates (APUs) which are completed in non-program review years.

### TIMELINE

Annual Program Update (APU) 2022-2023 timeline has been developed for each program and services to guide through the semester. Please review and work with your Deans, Managers, Department Chairs and/or Supervisors to complete this APU.

For BCC, 2022-2023 marks a critically important year as the college is in the process of revising its Educational Master Plan (EMP) for the next 5 years (2024-2028). This college EMP process will inform the District with their planning for their Strategic Plan. This year's APU will take an especially important role for the EMP process, carrying your analysis, planning and strategies to support our students success, retention, and equitable completion.

The APU is intended to primarily focus upon planning for the subsequent year based on the institutional priorities. While developing the College's EMP for the next 5 years, the college and the district focused on the [Vision for Success](#) identified by the California Community College Chancellor's office as well as [Student Centered Funding Formula \(SCFF\)](#) that clearly delineate the categorized outcomes that the Colleges should be focusing. Please use these foci as your reference to prioritize your department and other goals.

### RESOURCE REQUEST

In this process of making continuous quality improvement, there is an opportunity for each program, student services, and department to request resources that support achieving the stated goals. The APU process directly leads to the institutional resource allocation process and budget planning facilitated by the Institutional Planning and Allocation of Resources (IPAR) Committee for the following academic year (2023-24). The process for this can be found here ([2022-23 APU Timeline](#)). This is an opportunity for each department to request resources that will support your department goals and set outcomes.

### TECHNOLOGY REQUEST

Finally, for the resource request section, please connect with your Deans, managers, and supervisors regarding your technology needs so that you can be informed about the equipment that is addressed in the BCC Technology Refresh Plan. If your requests are covered in the Refresh Plan, you do not need to request them in this APU.

If you have questions regarding other material in the Annual Program Update, 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](mailto:psayavong@peralta.edu)).

**Please email the completed Annual Program Update to your Dean by November 30, 2022.**

### College Profile

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

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

College Outcomes	2018-2019	2019-20	2020-21	2021-22
Full Time Equivalent Students (FTES)	4,161	3,931	3,622	3,259
Productivity (Avg. Goal = 17.5)	13	13.2	13	10.9
Success Rate (%)	69%	77%	75%*	70%*
Degrees + Certificates Awarded (#)	948	1,109	1,027	960

\*Excludes "EW" grades

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

### 1a. Department 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.

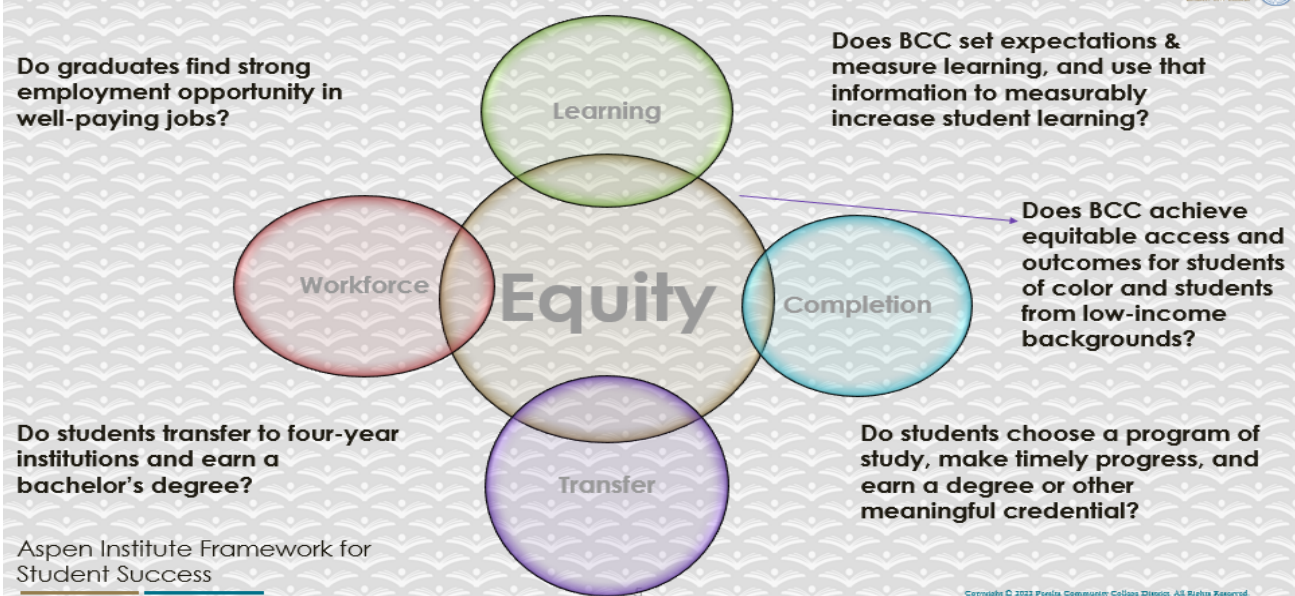
Name(s) of member(s) completing this APU			Department/Program	Completion Date
List faculty names and/or staff with assignments in fall 2022.				
Full Time		Part Time		

### 1b. Department Priorities & Goals

Based on the [Vision for Success](#) and [SCFF](#), and your department mission, what are your department's priorities and goals for 2022-23?

### 2. Student Equity, Success, & Completion

Using the data dashboards provided below, review and reflect upon the outcome trends for your department. Please also review overall BCC's data linked here.



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

**How are students doing in success and completion in your department? In comparison to the BCC overall success and completion rate, how are the students doing in your department? What are the group of students that needs more attention to achieve goals?**

**What do you see as key factors in your department that contributed to positive success and completion rate?**

**What do you see as areas of improvement your department can make? Identify strategies.**

### 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 the enrollment trends in the past three years in your discipline?**

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

Community Colleges are funded based on the Student Centered Funding Formula (“SCFF”) which is comprised of the following allocations:

- A. Base allocation, which largely reflects enrollment (i.e. “FTES”) (70%)
- B. Supplemental allocation based on the numbers of students receiving a College Promise Grant, a Pell Grant and AB 540 students (20%).
- C. Student success allocation based on outcomes that include the number of students earning associate degrees, credit certificates, baccalaureate degrees, etc. (10%)

**List the department/program’s progress and reflection on what is being done to maintain or increase the base level of FTES. Please describe retention and persistence efforts.**

**Please describe your unit’s efforts in identifying Pell Grant recipients, College Promise Grant recipients, and AB 540 students. What are your department/program processes that are in place to accurately report these students each semester?**

College Outcomes	2018-2019	2019-2020	2020-21	2021-22
Full Time Equivalent Students (FTES)	4,161	3,931	3,622	3,259
Pell Grant Recipients				
College Promise Grant Recipients				
AB 540 Students				

### 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 department?**

**When the data for your discipline are disaggregated by student ethnic groups, gender, and age, what trends do you observe and how do you plan to address them over the next year?**

**What population(s) showed outcomes gains in your discipline(s) and which need more support?**

*Disaggregate the data and outcomes as far down as a possible then ask:*

- *What trends do you notice when examining course success rates for student populations by ethnicity? Which factors do you believe have the greatest impact (positive or negative) and cause variation between student course success rates between faculty in your department? Describe some specific methods your department/unit is planning or implementing to address these equity gaps. How will you evaluate the efficacy of these interventions?*

- *How has pivoting to online instruction contributed to potential reductions in student success? Provide some specific examples of practices that faculty in your department have found ineffective in the online environment.*

*Please review the [video from the RP Group](#) acknowledging the interrogation De Anza Community College committed to in their analysis of course completion and success rate.*

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

**How will these outcome trends you identified in this section affect your department goals and plans for the next year and what are your strategies to shift the trend to go towards positive direction?**

### 3c. Degrees and Certificates Dashboard

**On page 1 of the “Degrees and Certificate Awards Trends” Dashboard, what are the award trends for your department (e.g., overall, by gender, age, and ethnicity)?**

**On page 4, what population(s) award trends showed gains in your program area and which populations need more support?**

### 3d. Transfer Dashboard

**This dashboard does not provide data by subject. Reflect on what you can do to affect student transfer. How may your department help to support BCC student transfer? (e.g., serve on panels, strengthen GP in your dept, change curriculum, increase number of AD-Ts, etc.)**

### 3e. Curriculum based on Guided Pathways

View the department’s curriculum through the lens of student equity outcomes.

**1. What intentional effort is your department making to create pathways for students through curriculum?**

**2. What are your plans for revising and/or creating new pathways in your department that is supported with the labor market information (LMI) if it is a CE department, and student**

**demands?** Using [Vision for Success](#) and [SCFF](#) focus, please indicate rationale and how the plans directly support student success and equitable completion.

### 4. Dual Enrollment

As continued decline in overall enrollment for college going population, it is important for us to look at who will be coming to BCC in the next 5 years. Looking at the data provide here, what strategies would your department employ to address bringing more students to BCC earlier?

## Service Area Enrollment Pipeline

% Student Population Change Relative to Grade 12 from 2021-22

Ethnicity	YR-2022	YR-2023	YR-2024	YR-2025	YR-2026	YR-2027
	Grade 12	Grade 11	Grade 10	Grade 9	Grade 8	Grade 7
African American	1,000	-13%	-11%	-18%	-11%	-15%
American Indian/Native Alaskan	18	-39%	-61%	-39%	-44%	-39%
Asian	615	-12%	17%	-20%	-16%	-13%
Filipino	52	-23%	-29%	-31%	-37%	-37%
Latinx	2,088	-1%	-1%	2%	-6%	-11%
Pacific Islander	32	-19%	3%	0%	19%	13%
White	794	-13%	-15%	-12%	-14%	-22%
Two or More	293	1%	11%	10%	3%	16%
Not Reported	94	-4%	-3%	19%	-32%	7%
<b>Total</b>	<b>4,986</b>	<b>-7%</b>	<b>-7%</b>	<b>-7%</b>	<b>-10%</b>	<b>-12%</b>

### 5. Facility Utilization Needs

Assess your facilities utilization (including labs, support for online learning, and other spaces) and for next year, indicate if the space is sufficient or not. If not, what are the needs and why? \* Contact your Dean to check on your needs prior to responding this section.

### 6. 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*



<p><i>with the Accreditation requirements, the Program Review resource allocation requests require the completion of assessment in order to qualify.</i></p>
<p><b>6a. What action plans did your department identify upon the assessment of each SLOs and/or PLOs? For courses with multiple sections in the program, please list the main action plans. Please be as detailed as possible.</b></p>
<p><b>6b. Describe the department/program's progress on the Actions Plans identified for course Student Learning Outcomes (SLOs), and/or Service Area Outcomes (SAOs). If your department/program offers a degree or certificate, please describe the department's progress on the Action Plans for Program Learning Outcomes (PLOs).</b></p>
<p><b>6c. Describe the status of SLO and PLO completion in Rounds 4 and 5 of the Assessment Cycle. Identify the percent of completion. Briefly describe what needs to be done to reach 100% completion. Identify issues or concerns that may prevent your department from completing assessments of SLOs and/or PLOs. <a href="#">Click here to view your Assessment Calendar</a></b></p>
<p><b>6d. Besides your syllabi, where are the service area and/or program level outcomes published? If on a website, please specify the URL.</b></p>

7. Engagement
<p><b>Discuss how faculty and classified staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty/staff/admin participate in.</b></p>
<p><b>Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.</b></p>
<p><b>Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.</b></p>
<p><b>Discuss the relationship and engagement with other support services, programs, departments, or administrative units and how these relationships/collaboration support meeting your departmental goals.</b></p>



# 2022-2023 Annual Program Update

## INSTRUCTION



**Are there areas you feel that your department can benefit more by increasing collaboration and partnership?**

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### 8. Prioritized Resource Requests

In the boxes below, add resource requests for your department/program that *have not been funded by existing funding sources*. Provide justification for each requests using evidence from sections I through 7 above. Work with your Dean/supervisor to estimate costs. 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	Overall Priority Ranking of ALL Requests (1=Most important, 2=Second Most Important, etc.)
<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 (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.)			Estimated Cost	
New					
Replacement					
<b>Facilities</b>	Description/Justification			Estimated Cost	
Classrooms					
Offices					
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 Annual Program Update!**  
**Please email the completed Program Review to your Dean by November 30, 2022**