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

Introduction and Directions

Review your responses from the prior year’s APU and provide updates to the progress made in your department/program. After you have completed the APU, send a copy to your dean/supervisor.

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.

[APU 2020-2021 timeline](https://drive.google.com/file/d/1zaaWWpL4v7vM0wfS3gQJ35ojpgjiweGK/view?usp=sharing) has been developed for each program and services to guide. Please review and work with your Deans, Managers, Department Chairs and/or Supervisors to complete this APU.

The APU is intended to primarily focus upon planning for the subsequent year and institutional effectiveness. The APU process directly leads to the institutional resource allocation process and budget planning for the following academic year ([2020-21 PR/APU & Resource Allocation Cycle).](https://drive.google.com/file/d/1rk1xLecdpcsyL5zjwRbx-KHVFOJ2Afe7/view?usp=sharing)  This is an opportunity for each program, student services, and department to reflect on progress made since last year based on the goals (outcomes) set, identify areas of program improvements to achieve student success and elimination of achievement gap that are identified in the [Berkeley City College Strategic Plan 2018-2020](https://drive.google.com/file/d/1BVSnFJNGByVXzFLsLzDqkO-48MkRlgn7/view?usp=sharing). In this process of making continuous quality improvement, there is an opportunity for each program, student services, and department to request additional resources that support achieving the stated goals.

**Please email the completed APU to your Deans or Managers by November 6, 2020.**

If you have questions regarding data, please contact Phoumy Sayavong, Senior Researcher and Planning Analyst (psayavong@peralta.edu). If you have questions regarding other material in the APU, please contact your Dean or Manager.

**COLLEGE PROFILE**

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| **Student Demographics** | **2016-2017** | **2017-2018** | **2018-2019** | **2019-2020** |
| Annual Headcount | 11,195 | 11,041 | 10,903 | 10,759 |
| Total Enrollment (census) | 34,402 | 32,850 | 30,298 | 31,007 |
| **Ethnicity** |  |  |  |  |
| African-American | 18% | 15% | 16% | 15.2% |
| American Indian/Alaskan Native | 0.2% | 0.2% | 0.2% | 0.3% |
| Asian | 24% | 22% | 22% | 21.5% |
| Filipino | 3% | 2% | 2% | 2.4% |
| Hispanic | 22% | 24% | 25% | 25.9% |
| Multi-Ethnicity | 3% | 7% | 7% | 6.9% |
| Pacific Islander | 0.4% | 0.3% | 0.3% | 0.3% |
| Unknown | 5% | 4% | 3% | 5.1% |
| White Non-Hispanic | 25% | 24% | 24% | 22.5% |
| **Gender** |  |  |  |  |
| Female | 55% | 55% | 55% | 56% |
| Male | 43% | 43% | 42% | 41% |
| Unknown | 2% | 3% | 3% | 3% |
| **Age Group** |  |  |  |  |
| 19 or Less | 28% | 27% | 29% | 30% |
| 20 to 24 | 35% | 35% | 33% | 32% |
| 25 to 29 | 16% | 16% | 16% | 15% |
| 30 to 34 | 7% | 8% | 8% | 8% |
| 35 to 39 | 4% | 4% | 4% | 4% |
| 40 to 49 | 5% | 5% | 5% | 5% |
| 50 + | 5% | 5% | 5% | 6% |
| **Full-Time/Part-Time Status** | **Fall 2017** | **Fall 2018** | **Fall 2019** | **Fall 2020** |
| Full Time | 21% | 18% | 18% | 15% |
| Part Time | 79% | 82% | 82% | 86% |

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| **College Outcomes** | **2017-2018** | **2018-2019** | **2019-2020** |
| Full Time Equivalent Students (FTES) | 4140 | 3864 | 3696 |
| Productivity (avg faculty-student ratio) | 13.4 | 13 | 13.2 |
| Success Rate (%) | 67% | 69% | 67%\* |
| Degrees + Certificates Awarded (#) | 1,021 | 948 | 1,106 |

*\*Excludes “EW” grades*

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| --- | --- | --- |
| Name(s) of members completing this update | Department/Program | Completion Date |
| Chris Bernard | Economics |  |

[**Click here to access your program’s APU report from 2019-20.**](https://drive.google.com/drive/folders/1xEDJm-YOy2lcP1cdnXnzg1M9AaWaV47B?usp=sharing)

You can copy, paste, and edit your responses.

1. 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.

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| The mission of the Economics department at Berkeley City College is to prepare and support students  for degree completion and transfer. The courses in the Economics discipline focus on how societies,  individuals, and firms utilize scarce resources in order to satisfy unlimited wants. This study  encompasses both the study of rational choice at the firm and individual level, as well as analysis of  how those interrelated actions affect the overall economy in the aggregate. Students will be able to  apply the basic economic concepts discussed in the discipline to past and present events. |

1. **List your faculty and/or staff with assignments in fall 2020.**

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| --- | --- |
| Full Time | Part Time |
| Chris Bernard | Darrell Gualco  Malkiat Sandhu  Michelle Williams |

1. **The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals.**

Teach US Economic History Course  
Create Certificate of Achievement in Economics

Faculty observation and assessments course offerings

Develop Data Analysis course (cross-discipline course)

Discuss creation of Economics course that satisfies overlapping content from both C-ID Econ 201 and C-ID Econ 202

Advertise and Develop Open Educational Resources

**What is the status of the goals, and which College and District goals your program goals align to? How did you measure the achievement of these goals?**

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| Teaching the US Economic History Course in Fall 2020 did not occur because the faculty member that developed course needed to teach a different course to satisfy the Online CTE Pathways Grant.  College Goal: Raise College Competence: Raise student skills and competencies, and expand their learning experiences, so that they can successfully complete their college program.  District Goal: Advance Student Access, Equity, and Success  Certificate of Achievement will brought to Curriculum Committee when the Economics ADT is updated.  Faculty obeservation is continuous  College Goal: Raise College Competence: Raise student skills and competencies, and expand their learning experiences, so that they can successfully complete their college program.  District Goal: Advance Student Access, Equity, and Success  Met with Undergraduate Economics Department chair at UC Berkeley to discuss the articulation of a course with Cal course Data 8. Faculty in the Math department and the CIS department are considering developing this course in conjunction with the Economics department.  College Goal: 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.  Advance Student Access, Equity, and SuccessCollege Goal: Raise College Competence: Raise student skills and competencies, and expand their learning experiences, so that they can successfully complete their college program.  District Goal: Advance Student Access, Equity, and Success  In an effort to reduce content redundancy in the two Econ C-ID courses, the department is working with the Curriculum Committee to develop a short course that can satisfy the overlapping requirements and reduce the need for students to cover the same topics.  College Goal: Raise College Competence: Raise student skills and competencies, and expand their learning experiences, so that they can successfully complete their college program.  District Goal: Advance Student Access, Equity, and Success  In fall 2019 faculty member created an OER resource utlizing a two free online textbook (Openstax Microeconomics and CORE Economics) in conjuction with an OER grant from the state. The resulting Canvas module was made available to the state OER resources.  College Goal: Raise College Competence: Raise student skills and competencies, and expand their learning experiences, so that they can successfully complete their college program.  District Goal: Advance Student Access, Equity, and Success |

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

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| Typically, the economics instructors utilize many of the larger classrooms at the main campus building as well as classroom space in the auxiliary building. During the Spring 2020 and Fall 2020 semesters, the method of instruction is limited to only synchrnous and asynchronous online formats. As such, the economics faculty rely on Canvas. |

1. Using the data dashboards, review and reflect upon the outcome trends for your department/program. Describe any significant changes (successes and/or challenges) and discuss what the changes mean to your program and what can be done to address them. Consider whether performance gaps exist for disproportional impacted students (see [BCC’s Student Equity Plan](https://www.berkeleycitycollege.edu/wp/prm/files/2020/09/Student-Equity-Plan-2019-2020.pdf)). [Click here for additional guidance for how to view and use equity data](https://drive.google.com/file/d/14C9cxxXt_YAzK_LJEVPSD_fJwwcWUVps/view?usp=sharing).

Review [BCC’s Student Equity Plan](https://www.berkeleycitycollege.edu/wp/prm/files/2020/09/Student-Equity-Plan-2019-2020.pdf) and focus upon the most recent year and/or the years since your last comprehensive program review. Cite data points from the dashboard and other related Plans and goals to support your answer.

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| **Data Dashboards and Planning Documents** |
| 2020-21 Dashboards for APUs  1. [Course Completion and Retention Rates Dashboard – Instruction](https://app.powerbi.com/view?r=eyJrIjoiNjc2MDhiNTEtNTJhZi00MDM0LTk5NDItNTRiY2EzMGI1NTZiIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)  2. [Course Completion and Retention Rates Dashboard – Student Services](https://app.powerbi.com/view?r=eyJrIjoiNjk3NDJjOTItNzI5MS00MDhjLWJhN2EtZjcxNzU4OTBiZDBjIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)  3. [Enrollment Trend and Productivity Dashboard](https://app.powerbi.com/view?r=eyJrIjoiNWJlOWZmYTEtNTY0MC00MDhkLWE5OTAtYmJjZjIxNzJiNWViIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)  4. [Degrees and Certificates Dashboard](https://app.powerbi.com/view?r=eyJrIjoiZjU2M2M5MzItOTcwZi00Y2U1LWJmODUtYTc0YjlhZGI2ZDhjIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSectionde32556e136b0a8caccd)  [**Planning Documents**](https://www.berkeleycitycollege.edu/wp/prm/bcc-plans/)(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* |
| Berkeley City College's Economics department continues to grow. BCC awarded 27 ADTs in Economics in AY19-20 as compared to 20 ADTs in AY18-19. Additionally, BCC transferred 10 Economics majors to UC Davis in AY18-19. For reference, BCC transffered only 2 Economics majors in AY16-17. Economics transfers to UC Berkeley also increased during this time period (5 AY16-17 to 8 AY16-17).  Prior to AY18-19, completion and retention rates in economics were above the the overall completion and retention rates at BCC. This changed in AY18-19 as the economics completion and retention rates fell and remain below the rates of the college as a whole in AY19-20. Overall, course completion in economics courses increased from 62.5% in AY18-19 to 69.1% in AY 19-20. However, in AY19-20, the course completion for Black/African American dropped from 44.4% in AY18-19 to 35.6% in AY19-20. During this same period, Hispanic/Latino completion increased from 53.4% in AY18-19 to 59.6% in AY 19-20. |

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| **ASSESSMENT** |
| Berkeley City College is committed to a culture of assessment to improve instruction, services, and institutional planning.  Findings from SLO and PLO 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 2018-2020.  *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 APU resource allocation requests require the completion of assessment in order to qualify.* |

1. Describe the department/program’s progress on Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Service Area Outcomes (SAOs) since the last Program Review/APU. If your department/program offers a degree or certificate, please describe the department’s progress on Program Learning Outcomes (PLOs).

Have your assessment results been recorded in CurricuNet Meta?  Yes  No

If no, what was the reasons for not having been able to assess?

Courses were planned to be offered but cancelled

COVID–19 disruption (in person to OL conversion)

Other:

When do you plan to assess these courses that you did not complete this semester? Indicate the plan in the department assessment calendar. Work with your assessment liaison, if you need assistance**.** [Click here to view your Assessment Calendar](https://peralta4-my.sharepoint.com/personal/ncayton_peralta_edu/_layouts/15/onedrive.aspx?id=%2Fpersonal%2Fncayton%5Fperalta%5Fedu%2FDocuments%2FAssessment%20Info%20for%20APU&originalPath=aHR0cHM6Ly9wZXJhbHRhNC1teS5zaGFyZXBvaW50LmNvbS86ZjovZy9wZXJzb25hbC9uY2F5dG9uX3BlcmFsdGFfZWR1L0VrUF9iTld5cFJCSnYwNzhMM1pjcFk0Qk52MzBzZXRjQ2RpZFFwR3FWMUNCV2c_cnRpbWU9RGktQjZ4cGYyRWc)

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| C. SLO and PLO Assessment is an ongoing process. Some courses have been assessed fully while  others are in the process of being assessed. We plan to complete assessment by the end of the  calendar year. |

1. Describe the impact and accomplishments from previous year’s funded resource allocation request. If not funded, leave blank.

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| --- | --- | --- | --- |
| Brief description of funded request | Funding Source  (any additional award outside your base allocation) | Total  Award Amount | Outcome/Accomplishment |
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1. In the boxes below, add improvement actions and resource requests that are directly related to questions 1 thru 7. If there are no improvement actions or resource requested in this area, leave blank. *If you have more than one Improvement Plan, add more by copying and pasting the table below.*

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| **IMPROVEMENT ACTIONS** | |
| Action Name: | Address Achievement Gap and Increase Completion Rate |
| Description: | Two types of student workers needed: (1) embedded student tutors in Economics tutors; and (2) tutors in the Learning Resource Center |
| To be completed by [Date]: | 8/24/2022 |
| Responsible person: | C. Bernard |

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| **IMPROVEMENT ACTIONS** | |
| Action Name: | Utilize Business Department Webpage |
| Description: | Identify ways to include useful information on BCC department website. |
| To be completed by [Date]: | 8/24/2021 |
| Responsible person: | C. Bernard/Department Chair/Web Content Developer |

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| **Prioritized Resource Requests** |
| In the boxes below, add resource requests for your department/program that *have not been funded by existing sources*. Provide justifications from your request based on evidence from your responses in questions 1 through 8 above. If there are no resource requested, leave the boxes blank.  You will be required to present your request(s) to the Resource Allocation Committee in order to qualify for funding. Work with your administrator/supervisor to estimate costs. |

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| --- | --- | --- | --- | --- | --- |
| Resource Category | Description/Justification | Estimated Annual Salary Costs | Estimated Annual Benefits Costs | Total  Estimated  Cost | Overall  Priority Ranking (1=Most important) |
| **Personnel** |  |  |  |  |  |
| Classified Staff | Full-Time Web Content Developer | $60,000 | $30,000 | $90,000 | 2 |
| Student Worker | Two types of student workers: (1) Embedded Tutors in Economics courses and (2) Student Economics Tutor in Learning Resources center  This will help to address the achievement gaps referenced above related to completion and success. | $30,000 |  | $30,000 | 1 |
| Part Time Faculty |  |  |  |  |  |
| Full Time Faculty | Instructional Designer | $80,000 | $40,000 | $120,000 | 2 |
| Professional Development | Description/Justification |  |  | Estimated Cost |  |
| Department wide PD needed | Fund and attend trainings and conferences | | | $2000 | 1 |
| Personal/Individual PD needed |  | | |  |  |
| **Supplies** | Description/Justification | | | Estimated Cost |  |
| Software | Respondus (Authoring Software, not proctoring) | | | $3,000 | 1 |
| Books, Magazines, and/or Periodicals |  | | |  |  |
| Instructional Supplies |  | | |  |  |
| Non-Instructional Supplies |  | | |  |  |
| **Technology & Equipment** | Description/Justification | | | Estimated Cost |  |
| New |  | | |  |  |
| Replacement |  | | |  |  |
| **Facilities** | Description/Justification | | | Estimated Cost |  |
| Classrooms |  | | |  |  |
| Offices |  | | |  |  |
| Labs |  | | |  |  |
| Other | Testing Center (incorporate into new building or use existing space) | | |  | 3 |
| **Library** | Description/Justification | | | Estimated Cost |  |
| Library materials | Kanopy | | |  | 2 |
| Library collections |  | | |  |  |
| **Other** | Description/Justification | | | Estimated Cost |  |
| OTHER Description |  | | |  |  |

Thank you for your time and effort in completing the Annual Program Update!