2023-2024 Annual Program Update
INSTRUCTION

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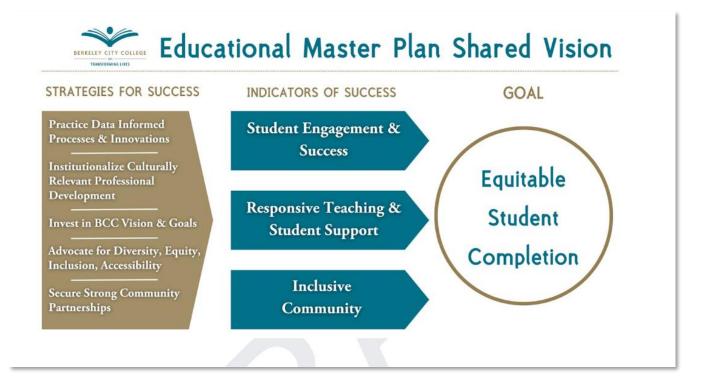
Introduction and Directions

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

The Annual Program Update (APU) for 2023-2024 marks its 3rd year in the current cycle.
The APU 2023-2024 timeline has been developed for each program and services to guide through the semester. Please review and work with your Deans, Managers, and/or Supervisors to complete this APU.

During 2022-2023, BCC has completed its Educational Master Plan 2024-2028 where we can base our APU review and analysis on the 5 strategies for success and 3 indicators of success that will lead us to achieve our goal of equitable student completion.

The APU is intended to primarily focus upon planning for the subsequent year based on the assessment of the prior year and determine where and how we can improve to support the goal of equitable student completion. It is important to be reminded that the EMP incorporated the State Chancellor's Vision for Success as well as Student Centered Funding Formula (SCFF) in our five year roadmap and our APU process. 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 (2023-24 APU Timeline). This is an opportunity for each department to request resources in Fund 01 (General Funds) to IPAR that will support your department goals and set outcomes that support BCC's goal of Equitable Student Completion.

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 already 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).

Please email the completed Annual Program Update to your Dean by November 30, 2023.

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	2019-20	2020-21	2021-22	2022-23
Full Time Equivalent Students (FTES)	3,931	3,622	3,259	4,024
Productivity (Avg. Goal = 17.5)	13.2	13	10.9	13.9
Success Rate (%)	77%	75%*	70%*	68%*
Degrees + Certificates Awarded (#)	1,109	1,027	960	855

*Excludes "EW" grades

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

1a. Department Mission

Please verify the mission statement for your department. If your department 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	Completion Date
Dr. Jenny Gough	American Sign Language	November 30, 2023

List faculty names with assignments in fall 2023.	
Full Time	Part Time
Dr. Jenny Gough Iva Ikeda	Gerardo DiPietro

1b. Department Priorities & Goals

Based on the [Educational Master Plan](#), [Shared Vision](#), [SCFF](#), and your department mission, what are your department's priorities and goals for 2023-24? Look at last year's priorities and goals, review and assess any changes you would like to make for this year.

Our program's mission revolves around increasing the number of classes available and promoting students to earn their degrees and certificates in the ASL field. With this objective in mind, I have identified in an opportunity to optimize our curriculum by merging specific classes. Specifically, I propose combing Classifiers 1 and Classifiers 2 classes into one class, as well as Fingerspelling 1 and Fingerspelling 2 classes into one course.

2. Institutional 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, assessments must be completed to qualify for the APU resource allocation requests.

<Click here to view your Round 5 Assessment Calendar>

2a. What action plans did your department identify upon the assessment of each SLOs and/or PLOs? Based on your SLO assessment, what did you learn that your department is doing well and areas that you need to improve so that student success rates can be improved?

Our goal is having the templates ready for instructors to easily submit them on time. I recognize the importance of prompt submissions and are committed to streamlining the process to ensure a smooth and efficient workflow.

2b. Describe the status of SLO and PLO completion in Rounds 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.

The goal is providing an update on our efforts to enhance the efficiency and accuracy of our Student Learning Outcomes (SLO) submission process. Our primary goal is to achieve a 100% submission rate through CurricUNET.

3. Student Equity, Success, & Completion (<--click on the link)

Using the data dashboards provided **above**, 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

We have focused on equitable completion for Latinx and African/African American students How are African/African American and Latinx students doing in success and completion in your department, compared to the BCC overall success and completion rate?

The latest findings from our analysis of student success and course completion rates, specifically focusing on the performance of two key demographic groups: Hispanic/Latino and Black/African American students.

Results Overview:

- Hispanic/Latino Students: The data indicates a commendable success and course completion rate of 73.4% among Hispanic/Latino stuents. This outcome reflects their dedication and achievement in our courses.
- Black/African American Students: The results show a success and completion rate of 54.8% among Black/African American students. While there is notable achievement, we recognize the potential for improvement and are committed to understanding and addressing any factors that may contribute to this outcome.

We will need to explore the ways to enhance support and resources for all students, with a particular focus on addressing challenges that may affect success and completion rates. Additionally, we will be engaging with faculty and support staff to gather insights and collaboratively develop strategies to improve outcomes for all students, fostering an inclusive and equitable learning environment.

Our commitment to continuous improvement by reviewing and analyzing student performance data, and we aim to adapt and refine our strategies to better serve the diverse needs of our student population.

What do you see as key factors in your department that contributed to an increase in success and completion rates of these student groups?

Results Overview:

Asian students- 78.9% of success and course completion rate
Black/African American- 54.8% of success and course completion rate
Hispanic/Latino- 73.4% of success and course completion rate
Two or more- 70.4% of success and course completion rate
White- 75.4% of success and course completion rate
Average is 71.1% of success and course completion rate.

Through the result overview, it has become evident that fostering a sense of community and collaboration significantly enhances the academic experience for our students.

The Two Factors:
1. Class Cohesion- The students who took classes together and progressed through their academic journey as a cohort reported in higher level of satisfaction and success. The shared experience of learning and growing together creates a supportive environment that positively influences their academic outcomes.
2. Mutual Support- The practice of students supporting each other emerged as a crucial factor in their success. The sense within the department encourages students to seek assistance when needed, share insights, and collectively navigate challenges by attending LRC service for ASL tutoring.

What are some strategies for improvements your department can make?

Focused Strategies:

1. Recruitment and Retention: We will enhance our efforts in both recruiting Black/African American students and implementing retention strategies. This includes proactive support mechanisms to ensure their academic and LRC tutoring success overall well-being.

2. Diversity in Instruction: Acknowledging the impact of role models, we are committed to increasing the representation of diverse instructors. By actively seeking and hiring part-time diverse instructors, we aim to provide students and they can look up to, fostering a more inclusive learning environment.

4. Enrollment Trend and Productivity Dashboard (<--click on the link)

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

The SCFF prioritized 70% of our college's base allocation on FTES (full-time equivalent student) from enrollment. Review the enrollment trends for your program and describe the strategies you will implement to increase enrollment.

We have 110 enrollments of students for the 2022-2023. We need to be adverting our courses and be more visible with the courses by informing our outside community. It may benefit for students to sign up the courses. Our goal is trying to increase more number of students than 2021-2022 and try to get back to the number of students in year of 2020-2021.

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

Student Centered Funding Formula: Focus and Priorities	
% Of Allocation	**Categories**
70% Base Allocation: FTES (Enrollment)	• Credit FTES • NonCredit FTES • Special Admits (Dual Enrollment, etc.)
20% Supplemental Allocation	• Pell Grant • AB 540 • Adult School • Promise Grants
10% Student Success Allocation	• Associate Degrees & Certificates (??) • ADTs • 9 or more CE units • Transfer • Transfer level Math and English in the first year (AB 1705)

College Outcomes	2019-2020	2020-21	2021-22	2022-23
Full Time Equivalent Students (FTES)	3,931	3,622	3,259	4,024
Pell Grant Recipients	2,281	2,181	1,826	1,837
College Promise Grant Recipients	4,143	4,011	3,500	3,991
AB 540 Students	51	22	69	89

5. Dual Enrollment

As continued decline in overall enrollment for college going population from high school to college (see Service Area Enrollment Pipeline below), it is important for us to look at who will be coming to BCC in the next 5 years. Reviewing the data provided below, what strategies would your department employ to address bringing more high school students to BCC?

Strategic Initiatives:
1. Promotional Campaigns: We plan to figure out the logistics for promotional campaigns to raise awareness about the benefits of taking our classes for high school students. This includes highlighting the value of our early exposure to our ASL language and the ASL courses.
2. Collaboration with potential HS schools: Building strong partnerships with local High Schools is the key to our expansion efforts.

Service Area Enrollment Pipeline

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

Ethnicity	YR-2022 Grade 12	YR-2023 Grade 11	YR-2024 Grade 10	YR-2025 Grade 9	YR-2026 Grade 8	YR-2027 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%
Total	4,986	-7%	-7%	-7%	-10%	-12%

Respond here:

The results of our recent analysis with highlighted lower enrollment percentages among Pacific Islander, Two or More races, and Not Reported student groups. Recognizing the importance of diversity and inclusion, we are committed to implementing strategic initiatives to increase the representation of these student populations at BCC.

6. Equitable Student Completion (<--click on the link)

*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?

Genders

Female- 72.5% competition rate and 81.9% retention rate
Male- 65.4% completion rate and 84.6% retention rate
X- 69.7% completion rate and 75.8% retention rate

Ages
16-18- 72.2% completion rate and 83.3% retention rate
19-24- 82.5% completion rate and 86.0% retention rate
25-29- 48.9% completion rate and 72,3% retention rate
30-34- 77.8% completion rate and 88.9% retention rate
35-54- 67.3% completion rate and 81.6% retention rate
55-64- 75.0% completion rate and 75.0% retention rate
65 & Above- 71.4% completion rate and 71.4% retention rate
Under 16- 85.7% completion rate and 85.7% retention rate

Ethnicity
Asian 78,9% completion rate and 84.2% retention rate
Black/African American 54.8% completion rate and 71.4% retention rate
Hispanic/Latino 73.4% completion rate and 86,1 retention rate
Two or More 70.4% completion rate and 81.5% retention rate
White 75.3% completion rate and 82.0% retention rate

Describe which activities and/or strategies your program used to contribute to the gains? What support does your program need to accelerate or improve these outcomes?

Genders
Male- 65.4% completion rate and 84.6% retention rate
X- 69.7% completion rate and 75.8% retention rate

Ages
25-29- 48.9% completion rate and 72,3% retention rate
35-54- 67.3% completion rate and 81.6% retention rate

Ethnicity
Black/African American 54.8% completion rate and 71.4% retention rate

Strategic Support Initiatives:
1. We will implement a check in system to connect with Male and X students, aged 25-29, 35-54 years old and Black/African American students. This proactive approach will allow us to understand their challenges and provide tailored support.
2. The introduction of retention support programs, specifically designed for these student groups, will offer additional resources and guidance to ensure their academic success.
3. Targeted Programs: I would like to focus on Male and X, 25-29 years old, 35-54 years old and Black/African American Students. I would like to see the completion rates from 60+% to above 70% as other categories average % of the completion rate. We would like to check in with them, preserve them, and find it out what kind of supports they need from our program.

4. To better understand the needs and challenges faced by these specific student groups, we will conduct surveys sessions. This information will be instrumental in refining our support strategies and addressing the unique factors influencing completion rates.

Degrees and Certificates Dashboard (<--click on the link)

Review the data 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)?

There were three awards of certficiate of ahievenment. and there were one associate in arts.

Describe which activities and/or strategies your program used to contribute to the gains? What support does your program need to accelerate or improve these outcomes?

The goal of expanding our ASL courses and promoting increased completion rates leading to certificates and associate degrees. This initiative aligns with our commitment to providing valuable educational opportunities for our students in the ASL program.

Transfer Dashboard (<--click on the link)

Review the data on the "Transfer" Dashboard.
What are the award trends for your department (e.g., overall, by gender, age, and ethnicity)?

The recent statistics regarding the average number of students from different ethnic backgrounds who have successfully transferred to CSU. These figures provide valuable insights into our students' achievements and highlight areas of success:
- 29 African American
- 41 Asian American
- 38 Hispanic
- 10 Two or more Races
- 16 Unknown
- 27 International

Describe which activities and/or strategies your program used to contribute to the gains? What support does your program need to accelerate to improve these outcomes?

It's essential to also consider areas where we can enhance support for certain groups. This includes exploring strategies to increase the number of CSU transfers for categories with fewer students, such as Two or More Races and Unknown backgrounds.

Key Areas:
1. Detailed Transfer: I would like to work on getting the comprehensive breakdown of transfer destinations, highlighting the universities and colleges where our ASL program graduates have successfully enrolled.

2. Major and Specializations: I would like to offer a more nuanced perspective, we will need to get the categorize the transferred students based on their chose majors, emphasizing fields such as Deaf Studies, Deaf Education, ASL and interpreting.

3. Course Acceptance: I would like to explore different ways to showcase instances where universities have accepted courses from our ASL program, underlining the credibility and transferability of the education our students receive.

7. Curriculum based on Pathways for Equitable Completion

Based on the curriculum mapping and planning of your program answer the following questions.

What specific plans does your department have for sequencing degrees and programs to ensure students successfully complete the programs in the least amount of time?

A critical matter affecting our program and, more importantly, impacting the timely completion of our students. It has come to the issues such as the cancellation or non-offering of certain courses due to the percentage of courses cut off has resulted in delays for some students in completing the program.

Action Plans:

1. Course Reinstatement: We need to reinstate the courses that were cancelled or not offered due to the percentage of courses cut off. This action is crucial to provide students with the opportunity to complete their required coursework.

2. Curriculum Review: Review of the curriculum to identify any additional courses that may have been affected by the recent cut-offs. Ensure that all important courses for ASL program completion are reinstated and made available for ASL students.

3. Provide proactive advisory support to affected students, guiding them on how to efficiently complete the program within the designated two-year timeframe. This may include developing personalized academic plans and exploring alternative courses options.

8. Engagement

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 participate in.

Jenny - 1) Department Chair Meetings- Actively participating in department chair meetings, contributing insights and updates related to our ASL programs. 2) Assessment Committee Meetings- Actively attending assessment committee meetings, 3) Academic Senate Meetings- Actively participating at academic senate meetings, and 4) Changing Approaches- Initiates participating a new approach by introducing Community Practice sessions.

Iva- Didn't attend any committee meetings, presentations, and other activities.

Discuss how the collaborations with other support services, programs, departments, or administrative units helped your department achieve its goals?

I would like to revisit the roles and responsibilities of full-time instructors to actively participate in committee meetings and activities.

Key Objectives:
1. Review Roles and Responsibilities: Conduct a comprehensive review of the roles and responsibilities outlined for full time instructors. Ensure that these responsibilities explicitly encourage and support active participation in committee meetings and other activities.
2. Recognize the unique strengths and expertise of each full-time instructor. Encourage them to contribute in areas aligned with their specialties, fostering a collaborative environment where diverse perspectives are valued.

9. Prioritized Resource Requests

In the 2022-23 APU, you have provided your resource requests which went through the IPAR process. In this section, include resource requests from last year that are still needed and/or new resources that have emerged. Provide justifications. If there are no resource requested, leave the boxes blank.

Resource Category	Description/Justification	Estimated Cost
Personnel		
Classified Staff		
Student Worker	LRC Tutor and Embedded Tutor for ASL department	16,000 a year
Part Time Faculty		
Professional Development		
Department wide PD needed		
Personal/Individual PD needed		
Supplies		
Software (for whom or role?)		
Books, Magazines, and/or Periodicals		
Instructional Supplies	Yr 1= 6 Digital Tablet Drawing Pen Tablets 4 Video Conference Lighting for Remote Working 2 Ipad pro 2 Apple Pencils 2 Dry-erase whiteboards Yr 2= 6 Digital Tablet Drawing Pen Tablets 4 Video Conference Lighting for Remote Working 2 Ipad pro 2 Apple Pencils 2 Dry-erase whiteboards Yr 3= 6 Digital Tablet Drawing Pen Tablets 4 Video Conference Lighting for Remote Working 2 Ipad pro 2 Apple Pencils 2 Dry-erase whiteboards	$600 ($100 each tablet) $200 ($50 each lighting) $2,500 ($1,250 each ipad pro) $200 ($100 each pencil $70 ($35 each board)
Non-Instructional Supplies		
Technology & Equipment Description/Justification (*Before you list your technology request, click here to view the latest Technology Refresh Plan to verify whether it has already included.*)		
New		
Replacement		

Facilities		
Classrooms		
Offices		
Labs		
Other		
Library		
Library materials (including streamline media needs)	8 Signing Naturally Unit 1-6 video library subscirption 8 Signing Naturally Unit 7-12 video library subscritpion 10 Signing Naturally Unit 1-6 workbooks 6 Signing Naturally Unit 7-12 workbooks	$560 ($35 subscription per year) $1360 work books ($85 per book)
Library collections		
OER		
Other		
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, 2023