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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**

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](https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/101920-ccc-vision-onepager-accessible-final.pdf) as well as [Student Centered Funding Formula (SCFF)](https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Student-Centered-Funding-Formula) 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](https://drive.google.com/file/d/1xiKMI84yGCETRjx-cNfQRClCAe3Cu63X/view?usp=sharing)). 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.**

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| **College Profile** |
| [Click here to view the Berkeley City College Student Demographics Dashboard](https://app.powerbi.com/view?r=eyJrIjoiOWQ0NDc2M2YtZDUyMi00MjdkLTljZTktOWI3MzQyYzdlNDc0IiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9).  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. |

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| **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*

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**To view prior Program Reviews,** [**click here**](https://drive.google.com/drive/folders/1cJTL936yJGJVKo5P4OGOf2qzsMu3gEqM?usp=share_link)**. To view prior Annual Program Updates,** [**click here**](https://drive.google.com/drive/folders/1NcFLqqL0DhYtaKQ6ntaejh1z7qtGao1F?usp=sharing)**.**

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| **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](https://www.berkeleycitycollege.edu/bccpub/about-bcc/). | | |
| The Associate of Arts in Communication for Transfer Degree is designed to prepare students to complete the baccalaureate degree in communication upon transferring to the CSU and UC systems. Communication skills are essential to forming and maintaining personal relationships, excelling professionally, and relating to differences. Through the study and practice of interpersonal, professional, and intercultural communication skills, students learn how their perceptions and self-esteem may affect their interactions with others. In addition, students acquire and develop their abilities to speak, write, and present information effectively in dyads, group, and public settings, whether through face-to-face interactions or mass-mediated settings. | | |
| **Name(s) of member(s) completing this APU** | **Department** | **Completion Date** |
| Cora Leighton  Maha Jacobs | Arts and Cultural Studies | 11/21/2023 |
| **List faculty names with assignments in fall 2023.** | | |
| Full Time | Part-Time | |
| Cora Leighton  Maha Jacobs | Shadee Abdi  Allen Conkle  Deborah Farris  Pati Shojaee  Jennifer Zenovich | |

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| **1b. Department Priorities & Goals** |
| Based on the [Educational Master Plan](https://www.berkeleycitycollege.edu/prm/educational-master-plan-2024-2028-2/), [Shared Vision](chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https:/www.cccco.edu/-/media/CCCCO-Website/Files/Communications/101920-ccc-vision-onepager-accessible-final.pdf), [SCFF](https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Student-Centered-Funding-Formula), 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. |
| Having just hired a second FT instructor, our goals for the next year are as follows:   1. Grow our enrollment. 2. Continue to participate in the California Virtual Campus via Peer Online Course Review to get as many courses as possible Badged. 3. Continue to diversify our course offerings. 4. Continue to improve our completion and retention rates, particularly for Black/African Americans and Hispanic/Latino students. |

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| **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](https://docs.google.com/document/d/1DgVZLRmnKQj1jCNucuCNmTB0Wp1F3vLA/edit?usp=drive_link&ouid=105861965924346219496&rtpof=true&sd=true)> |
| **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?** |
| We have been completing assessment of all courses and our program since 2012 with the exception of the 2018-2021 round (due to the assessment chair rejecting our submissions).  Because of this assessment and the active participation of all faculty, our courses continue to improve. The most common SLO assessment action items have been: (1) encourage adoption of ZTC; (2) encourage part-time instructors to train in Peer Online Course Review so as to update their online courses; and (3) update curriculum to align with new State requirements (especially courses that satisfy the CSU communication requirement).  Our discipline has adopted 100% ZTC and has a lot of participation in POCR or other Online PD activities. |
| **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.** |
| Having assessed our courses three times in the last 12 years, we have made a lot of progress in improving our curriculum. Our focus continues to be on diversifying our offerings online, as well as working to help students with high communication anxiety.  Recently, we have been working with the new assessment chair to help instructors to use Canvas to collect data, as well as simplify the process of submitting analysis into Curricunet (which was updated to a more user-friendly system in May 2023).  We have two more semesters to complete our assessment. So far, we have assessed COMM 3, 5, 10, and 19 in this round (2021-2024). F23 will include COMM 4, COMM 6, and COMM 20. Spring 24 will complete the assessment with COMM 20 and COMM 45.  Help training new faculty on methods of assessment as well as how to use Canvas for Assessment would help ensure that future assessment is completed! |

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| **3.** [**Student Equity, Success, & Completion**](https://app.powerbi.com/view?r=eyJrIjoiNjk3NDJjOTItNzI5MS00MDhjLWJhN2EtZjcxNzU4OTBiZDBjIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)(<--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](mailto:psayavong@peralta.edu?subject=Program%20Review%20Data%20Dashboard%20Assistance) |
| **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?** |
| There seems to be a similar trend of increased enrollment and decreased completion when comparing the Communication discipline to the Art and Social Sciences department and all other departments between the 2021-2022 and 2022-2023 school years. However, zeroing in on the Communication discipline, Black/African American students' completion rate decreased by 27%; and 45 students dropped (comparing 2021-22 to 2022-23). This is alarmingly high. On the other hand, even though the student retention count for Hispanic/Latino students dropped by 52 within the same time period, we had an increase in completion rate (3%). This indicates that more needs to be invested in fostering a belonging environment in the classroom, investing in creative measures to reflect students’ experiences, and increasing academic support measures that factor in students’ needs. It is crucial to tailor and target support to each group as needed and not assume Black/African American and Hispanic/Latino students require the same support. At the same time, it is important to understand the reasons behind the significant drop in student retention. What could be contributing to students dropping out that is within the Communication discipline and BCC’s capabilities to mitigate? |
| **What do you see as key factors in your department that contributed to an increase in success and completion rates of these student groups?** |
| The Communication discipline is invested in the success of all students, particularly for historically disadvantaged/marginalized groups. 2023-2024 will be a year of dialogue, and reflection, on how the discipline can contribute to the success of students in both completing the courses and continuing their education. Our plan is to compare enrollment vs. drop for each course for fall 2023, share reasons students dropped, and reflect on what instructors can do to mitigate some of the reasons shared by students for spring 2024. |
| **What are some strategies for improvements your department can make?** |
| We recommend increasing our online offerings as students continue to indicate (by enrollment) that they want online courses. Additionally, we recommend pursuing Hy-Flex classes as that will give students the flexibility they want. |

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| **4.** [**Enrollment Trend and Productivity Dashboard**](https://app.powerbi.com/view?r=eyJrIjoiNWJlOWZmYTEtNTY0MC00MDhkLWE5OTAtYmJjZjIxNzJiNWViIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)(<--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.** |
| Our enrollment has declined in keeping with the collegewide and national trends.  We recommend using data to help us to understand enrollment needs. It is not enough to have numbers at Census, because those numbers don’t indicate trends or causality. There are many factors that impact student enrollment. While Cora has been collecting fill-rate data for 2 years (from the first day of enrollment to Census, weekly), increasing enrollment is an administrative task, and is not included in the faculty job description.  Practices like faculty-advising have been de-funded so we recommend funding these inititatives in keeping with the Guided Pathways model. |
| Community Colleges are funded based on the [Student Centered Funding Formula (“SCFF”)](https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Student-Centered-Funding-Formula) 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 | |

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| **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?** |
| *Respond here:*  We continue to add dual enrollment courses in Communication. For spring 2024, we will hold a public speaking course at high school location. We hope this will be an opportunity to prepare students for college enrollment beyond academia, to equip them with the necessary skills to navigate college, as a way to mitigate for success and retention. |

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| **6.** [**Equitable Student Completion**](https://app.powerbi.com/view?r=eyJrIjoiNjk3NDJjOTItNzI5MS00MDhjLWJhN2EtZjcxNzU4OTBiZDBjIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)(<--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](https://drive.google.com/file/d/14C9cxxXt_YAzK_LJEVPSD_fJwwcWUVps/view?usp=sharing). If you would like to view BCC’s Equity Plan, [click here](https://drive.google.com/file/d/1CelN9o5mrlTVVx3ibqDDdj11PcATAjfM/view?usp=sharing). | |
| **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?** | |
| Our completion and retention rates remain competitive with overall college statistics.  BCC as a whole: The biggest outlier is with students who are 30-34 and with African American Students.  We do have a large number of non-binary students which shows our LGBTQ+ friendliness. | |
| **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?** | |
| We conducted a year-long workshop for all Communication faculty that focused on improving equity success rates, in particular for Black/ African American students. Unfortunately, most of the faculty that participated in that workshop have moved on to other positions. We have encouraged participation in POCR, which has been proven to increase equity success rates. We also have been seeking to increase the diversity of our faculty.  We need more funding for early alert programs; outreach for job searches that will widen the diversity of our applicant pool, and support for accessibility remediation. | |
| [**Degrees and Certificates Dashboard**](https://app.powerbi.com/view?r=eyJrIjoiZjU2M2M5MzItOTcwZi00Y2U1LWJmODUtYTc0YjlhZGI2ZDhjIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSectionde32556e136b0a8caccd)(<--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)?** |
| Our degree awards numbers have remained consistent and are the HIGHEST for the any Communications Program in the district (11 total, as compared to 2, 3, and 2). |
| **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 numbers in this discipline are too low to show trends.  We are participating in Guided Pathways, and working to update our program.  We would love to revisit funding Faculty Advising as that was a program that helped increase our degrees. |
| [**Transfer Dashboard**](https://app.powerbi.com/view?r=eyJrIjoiZmJlODJiODktZjM0OC00ZWIwLWIzNDMtN2Y1Yzc3ZGFhNGRhIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9)(<--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)?** |
| This data is not broken down by department or discipline |
| **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?** |
| Faculty advising was an extremely successful program (and relates to GP) that helped Communication Students transfer. Communication is a difficult subject in terms of transfer because there are a number of directions one can pursue. Students need help from communication faculty experts who know the nuances of the discipline. Unfortunately, Faculty advising was defunded. We recommend funding this successful program. |

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| **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?** |
| Our discipline is working closely with Guided Pathway to sequence and sync Communication course offerings to programs offerings. This is currently ongoing process we hope to complete in spring 2024. |

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| **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.** |
| Cora Leighton (our senior FT Faculty member) is currently the Distance Education coordinator and therefore sits on several committees: Distance Education; Curriculum; Academic Senate;  We also got a new FT faculty, Maha Jacobs. Because she is in her first semester of the position, we are encouraging her to focus on her teaching. That said, she has been working with Guided Pathways as well as the new Culturally Responsive Teaching program. |
| **Discuss how the collaborations with other support services, programs, departments, or administrative units helped your department achieve its goals?** |
| Our discipline works well with the other COMM programs at COA and Laney. We are in communication with Counseling, SAS, and the new Enrollment Services dean about improving accessibility and access to COMM classes.  While these conversations have been helpful, now that we have a second FT instructor, we will be able to have a greater impact on the college-wide work. |

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| **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.** |

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| **Resource Category** | **Description/Justification** | **Estimated Cost** |
| **Personnel** |  |  |
| Classified Staff | Increase accessibility experts. Students from marginalized groups hesitate to reach out for help. |  |
| Student Worker |  |  |
| Part Time Faculty |  |  |
| **Professional Development** | | |
| Department wide PD needed | A paid opportunity for the Communication discipline part-time faculty to meet compare enrollment vs. drop in each course, discuss reasons shared by students, and how to mitigate for retention. |  |
| Personal/Individual PD needed |  |  |
| **Supplies** | | |
| Software (for whom or role?) |  |  |
| Books, Magazines, and/or Periodicals |  |  |
| Instructional Supplies |  |  |
| Non-Instructional Supplies |  |  |
| **Technology & Equipment**  Description/Justification (*Before you list your technology request,* [*click here to view the latest Technology Refresh Plan*](https://drive.google.com/file/d/14FnMslW2ebA23iZl8NlAzk_2OjjGeOu8/view?usp=sharing) *to verify whether it has already included.)* | | |
| New | Laptop for new FT faculty and teach part-time faculty.  Subscribe to YouTube channel to avoid the ads |  |
| Replacement | Projectors in basement classrooms 52 and 53. |  |
| **Facilities** | | |
| Classrooms | Hy-Flex capable classrooms. |  |
| Offices | Private, quiet spaces for prepping and meeting with students |  |
| Labs |  |  |
| Other |  |  |
| **Library** | | |
| Library materials (including streamline media needs) | More options for Kanopy. |  |
| Library collections |  |  |
| OER | Accessibility remediation for 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**