



# 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.

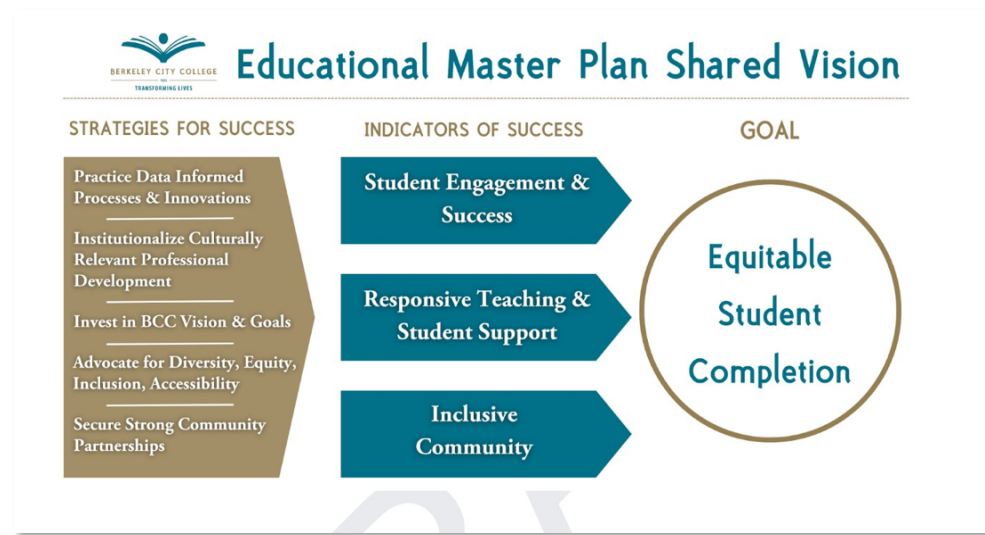
## Introduction and Directions

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 3<sup>rd</sup> 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.



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#### 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](mailto: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.](#)

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

The mission of the BCC business program is to educate, mentor & inspire students so they can compete and perform successfully in today's ever-changing global business environment. This requires both business career specific technical skills, a foundation in the humanities, and soft skills. Students in the BCC business program will acquire the knowledge and skills needed to fulfill their individual academic goals - whether initial employment, transfer to four-year degree programs, entrepreneurial pursuits, skill upgrades, career advancement, or life-long learning.

Name(s) of member(s) completing this APU	Department	Completion Date
Pete DuBois	Business	11/30/2023

#### List faculty names with assignments in fall 2023.

Full Time	Part Time
<ul style="list-style-type: none"> <li>- Leonard Chung (Accounting)</li> <li>- Christopher Bernard (Business Law)</li> <li>- Pete DuBois (Business)</li> </ul>	<ul style="list-style-type: none"> <li>- Rabab Chowdhury (Business)</li> <li>- Sharon Garrett (Business)</li> <li>- Drew Braithwaite (Business - Dual Enrollment)</li> <li>- Kajal Chowdhury (Business Law &amp; Dual Enrollment)</li> <li>- Malkiat Sandhu (Business)</li> </ul>



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### 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.

- Increase business program enrollment metrics, particularly for dual enrollment, African American males, veterans, and adult learners (to counter declining demographic trend in traditional college age).
- Expand dual enrollment offerings in partnership with OUSD and other districts.
- Decrease time to completion for students to achieve a degree, certificate, or transfer by offering degree required courses more frequently.
- Improve Fall-to-Spring persistence rate.
- Increase success rates in degrees, certificates, and transfers (disaggregated and close gaps for DI populations. For the business department, a focus on African American students and Latinx students specifically aged 19-24 would drive the greatest bump in overall success rates.
- 100% Professional Development Participation Rate
- Improve student satisfaction on campus climate indicators (access, service satisfaction, belonging, etc.)
- Completion of SLO, PLO, and ILO assessments aligned with staffing

### 2. Institutional Assessment

City College is committed to a Berkeley 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?

The Business Department has assessed PLOs/SLOs by focusing on course completion/retention rates, as the overriding outcome measure for student success.

For 2022-2023, the overall business course completion rate was 60.6% (-8.09% off the overall BCC completion rate); and retention was at 82.5% (1.8% below the corresponding overall college metric). The 2022-23 business course metrics represent increases from the pre-pandemic 2018-2019 rates of 56.1% completion and 73.5% retention) respectively.

The Department recognizes that completion/retention rates for African American business students overall lag other demographic cohorts at 48.0% and 75.4% respectively. Additionally, Latinx students aged 19-24 have similar lower completion/retention rates of 47.4% and 73.7%. As a cohort, Latinx business students' completion/retention rates are in-line with the overall student population business course metrics. The demographic segment aged 55-64+ has one of the worst completion and retention rates which deserves more attention as this demographic is the fastest growing population segment.

Targeting our improvement efforts on the availability of tutoring and individual student mentoring/support to increase the completion/retention of our African American students, Latinx students between the ages of 19-24, and those aged 55-64+ would yield the greatest overall potential improvement in the Department's outcome metrics. Additionally, simplifying the enrollment process for life-long learners would boost their FTES numbers.

**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.**

SLO and PLO Assessments need to be completed for the following Business courses to achieve a 100% target:

- BUS 2 Business Law
- BUS 5 Human Relations in Business
- BUS 6 Principles of Finance & Investments
- BUS 8 Business Ethics & Leadership
- BUS 9 Principles of Management
- BUS 10 Introduction to Business
- BUS 19 Business Communications
- BUS 24 Computerized Accounting Principles
- BUS 54 Small Business Management
- BUS 56 Human Resources Management
- BUS 70 Introduction to Marketing

#### **Plan to Complete Assessments for Round 5:**

Assessment Design and Mapping (Spring 2024 and Fall 2024 Pre-Semester Preparation):

- Review and map SLOs and PLOs for each course.
- Align course content and assignments with identified outcomes.
- Develop assessment tools (tests, projects, presentations, etc.) to measure these outcomes.

Collaborative Workload Distribution:

- Distribute the responsibility for assessment across the faculty members.
- Assign specific courses to each faculty member for conducting assessments.
- Data Collection Throughout the Semester:
- Faculty members should integrate assessment tools within course assignments, exams, or projects.
- Regularly collect student work samples related to SLOs.

Mid-Semester Review and Adjustments:

- Conduct a mid-semester review to evaluate the effectiveness of assessment tools.

End-of-Semester Assessment Analysis:

- Gather all assessment data at the end of the semester.
- Evaluate student performance against SLOs and PLOs for each course.

Reporting and Documentation:

- Compile assessment results for each course.
- Generate reports detailing student achievement in relation to outcomes.
- Document findings and identify areas for improvement.



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#### 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](mailto: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?**

For 2022-2023, the overall business course completion rate was 60.6% (-8.09% off the overall BCC completion rate of 69.4%); and retention was at 82.5% (1.8% below the corresponding overall college metric of 84.3%).

The Department recognizes that completion/retention rates for African American business students overall lag other demographic cohorts at 48.0% and 75.4% respectively, and it is further lower for African American females at 43.9% and 73.2%. Latinx students aged 19-24 have similar lower completion/retention rates of 47.4% and 73.7%. As a cohort, Latinx business students' completion/retention rates are in-line with the broader student population business course metrics at 60.4% completion and 84.0% retention.

For comparison, the overall course completion rate at the college level for Black/African American students is 56.8% and retention is 77.9%. The business department completion rate for this student segment is 8.8% lower than BCC overall, while retention is 2.5% lower.

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

Reaching these student groups early at the high school level through dual enrollment appears to be a significant factor in success. The Business Department has significantly increased its engagement with dual enrollment classes at OUSD.

For Black/African American students, the age range of 16-18 (dual enrollment students) has the highest completion/retention rates in business at 81.6% and 94.7% respectively. That success diminished in each increasing age bracket to a low of 14.3% completion and 61.9% retention for those aged 30-34.

Similarly, for our Hispanic/Latinx student population the lowest completion rate is within the 19-24 age group at 47.4%. This age group also has the lowest retention at 73.7% for the cohort. Hispanic/Latinx dual enrollment students (ages 16-18 and below 16) achieve the highest business course completion and retention rates amongst all Hispanic/Latinx students.

#### **What are some strategies for improvements your department can make?**

Expansion of dual enrollment business course offerings in partnership with OUSD and other districts.

For non-high school students, targeting our improvement efforts on the availability of tutoring and individual student mentoring/support to increase the completion/retention of our African American students (particularly aged 30-34) and Latinx students between the ages of 19-24 would yield the greatest overall potential improvement in the Department's outcome metrics.

#### 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.**



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#### Enrollment at the program level

Total Census Enrollment in BCC business courses over the past 4 academic years:

- AY 2019-2020 875 (no dual enrollment noted in data)
- AY 2020-2021 820 (no dual enrollment noted in data) - approx. 6.3% decline from prior AY.
- AY 2021-2022 722 (609 without dual enrollment of 113) - approx. 11.9% decline from prior AY.
- AY 2022-2023 737 (602 without dual enrollment of 135) - approx. 2.1% increase from prior AY.

Overall, the business department has seen a 15.8% decrease in census enrollment from the 2019-2020 academic year to the 2022-2023 academic year (approx. 135 fewer students). The 2022-2023 AY saw a 2.1% increase from the prior year, slightly reversing the declining trend.

The biggest factor driving increases in census enrollment in the past two years may be attributed to dual enrollment offerings at OUSD, specifically the BUS 10 and BUS 54 courses collectively translated to 113 additional enrolled students in AY 21-22 and 135 students in AY 22-23.

The overall decline in non-dual enrollment census seemingly reflects an impact of declining traditional college age demographics in the US, California, and Alameda County. A decline in overall numbers of international students, particularly from China due to geo-political issues contributes to the trend. Additionally, the current economic situation is potentially driving domestic students to a necessity of working while attending college resulting in fewer FTES.

For non-dual enrollment business students at BCC, approximately 30% are full-time and 70% are part-time in these post-pandemic years (per data presented by Poumy Oct 2023). Correspondingly, approximately 70% of non-dual enrollment business census enrollment is for on-line offerings and 30% is for on-campus instruction. Dual enrollment is generally 95%+ in person.

#### Enrollment at the course level:

Increased census enrollment occurred in the AY 2022-23 year from the prior year in 8 of the 13 business courses offered in both the 2021-22 and 2022-23 academic years. Dual enrollment greatly increased the census numbers in the BUS 10 and BUS 54 courses.

Five of the 13 courses had declining enrollment in AY 22-23 compared to the prior year (BUS 1A, 1B, 5, 24 and 70). The total decline in census enrollment associated with those courses in the past year is 83 students, which equates to the difference in census enrollment between 2020-2021 and 2022-2023. Four of these courses have seen declining enrollment for the past three academic years prior to Fall23. A common element among these five classes is that they are primarily offered as on-campus afternoon or early evening sessions, but we cannot conclude that is causal.

#### Strategies to Drive Enrollment:

The data suggest Business Department strategies to improve enrollment might include:

- 1) Expanding dual enrollment offerings at OUSD and other districts (both BUS 10 and BUS 54)  
Consider adding BUS 6 Personal Finance & Investments as a dual enrollment offering.
- 2) Assessing options to increase enrollment in the accounting program, as well as BUS 5 and BUS 70.
- 3) Developing additional short-term certificate of programs targeting adult learners, returning students looking to upskill, and a certificate of achievement for dual enrollment students.
- 4) Considering alternatives for community life-long learners in the 55-64+ age demographic which is the fastest population growth segment.
- 5) Work with counseling department to reach out to local high schools and design summer short courses for high school students to introduce our programs to them.
- 6) Continue to develop new programs, including outreach to businesses, educational institutions, and public organizations linked to high demand professions, for example, UCB's Data 8 program to



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bring a Data Analytics offering to BCC. This new data science program would bring in new UC and BCC students. Additional resources such as computer labs, apps, and qualified adjunct faculty members would be needed.

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)	<ul style="list-style-type: none"> <li>• Credit FTES</li> <li>• Non-Credit FTES</li> <li>• Special Admits (Dual Enrollment, etc.)</li> </ul>
20% Supplemental Allocation	<ul style="list-style-type: none"> <li>• Pell Grant</li> <li>• AB 540</li> <li>• Adult School</li> <li>• Promise Grants</li> </ul>
10% Student Success Allocation	<ul style="list-style-type: none"> <li>• Associate Degrees &amp; Certificates (??)</li> <li>• ADTs</li> <li>• 9 or more CE units</li> <li>• Transfer</li> <li>• Transfer level Math and English in the first year (AB 1705)</li> </ul>

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?



## 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>

Respond here:

- 1) Expand dual enrollment offerings at OUSD and other districts (both BUS 10 and BUS 54)  
Consider adding an evening BUS 6 Personal Finance & Investments on-line dual enrollment offering for both students and their parents/guardians together.
- 2) Assess options to increase dual enrollment through evening on-line business courses.
- 3) Develop a certificate of achievement offering for dual enrollment students to encourage persistence

### 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?**

Gender	Completion % (incl EWMW)	Retention % (incl EWMW)
- Female	61.1	82.8
- Male	59.6	82.4
- X	65.4	76.9
Age		
- 16-18	75.6	98.0
- 19-24	52.5	77.1
- 25-29	60.2	79.6
- 30-34	54.1	77.0
- 35-54	58.4	83.1
- 55-64	28.6	50.0
- Under 16	95.7	100.0



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Ethnicity (alphabetically)	Completion %	Retention %
- Asian	71.5	89.1
- Black/African American	48.0	75.4
- Hispanic/Latinx	60.7	84.0
- Two or More	56.7	70.0
- Unknown/NR	58.8	76.5
- White	66.1	85.1
<b>Overall</b>	<b>60.5</b>	<b>82.4</b>

**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?**

For non-high school students, targeting our improvement efforts on the availability of tutoring and individual student mentoring/support to increase the completion/retention of our African American students (particularly aged 30-34) and Latinx students between the ages of 19-24 would yield the greatest overall potential improvement in the Department's outcome metrics.

To boost enrollment of Black/African American students, the BUS 70 Marketing class has developed digital marketing campaigns for BCC to specifically target its business program for Black/African American men and will work with PIO Rizza to implement the marketing campaign.

For the 30-54 aged demographic, completion of a college-sponsored on-boarding/orientation in the use of CMS tools for coursework would contribute greatly to student success in retention and completion.

Finally, the 55-64+ age group is a rapidly expanding demographic segment encompassing both the Boomer and Gen X generations, both of whom are highly engaged in life-long learning particularly in the Bay Area.

As a college, we seemingly ignore this market segment in both recruitment and support services. Yet many are interested in taking classes, earning a certificate of achievement for personal fulfillment, or perhaps starting a business. Many aren't concerned with receiving a grade, and often drop the course at the end to avoid receiving a grade.

The department might explore developing options for this student demographic to enroll in courses solely for the sake of learning or achieving their personal goals (and added FTES).

**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)?**

Overall, the Business AS-T degree is the most prevalent degree awarded, representing 223 of 316 total awards (70%) from F2018 to S2023. AA degrees = 47, C/A 20, and C/P 26 for the period.

Total business awards decreased by 21.5% from peak in 2019-20, slightly under the BCC overall decline of 22.8% from the same peak. But the number of AS-T degrees awarded in 2022-23 decreased by a total of 26.4% from their peak in AY 2019-2020.



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The AA degree was relatively steady across all years, while certificates awarded in 2022-23 totaled just three. The pandemic impact on overall enrollment is evident with a lagging impact of degree awards now two and three years later.

The Business Department noted increases in awards amongst both its Hispanic/Latinx students (26.3% of total awards), and Black/African American students (9.6% of total awards) across each academic year, while both Asian students (40% of awards) and White students (16.8% of awards) noted overall decreases in total awards earned. There has been a notable decline in the number of international students who often pursue the business AS-T degree.

Females earned 179 total awards (114 AS-T degrees, 35 AA, 16 C/P and 14 C/A) across the period from F2018-S2023, while Males achieved a total of 133 awards (106 AS-T degrees, 12 AA, 9 C/P, and 6 C/A); and X-gendered students received 2 total awards.

By age, the largest number of awards in the period from F2018-S2023 were earned by students aged 19-24, followed by age 25-29. These two groups also had a noted decline in awards the last two years, which may reflect a lagging impact from the overall decline in enrollment in AY 2020-21. The dual enrollment increase is a straight-line upward curve.

#### Total Business Degrees & Certificates Awarded by Age F2018-S2023

Award/Age	U16	16-18	19-24	25-29	30-34	35-54	55-64+
AS-T	4	38	150	63	28	23	3
AA		1	7	12	16	21	3
C/P			5	10	10	9	2
C/A			5	3	6	9	0

#### 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 Business Department has expanded dual enrollment options with OUSD resulting in significant increases for the 16-18 age group. We need an additional part-time faculty member to expand this program further.

Secondly, the department created a new Management & Entrepreneurship certificate for students with entrepreneurial ambitions. Certificate Awards related to this should begin showing up in the metrics next year. We would like to partner with our counselors to become more familiar with this option.

Faculty have expended significant effort to develop CCC-OVI rubric designed courses for DE effectiveness to offer a mix of in-person and on-line synchronous modalities. This is needed to meet student needs given their 70% part-time status, and work/child-care commitments. We are involved with the POCR review team and want to have key business courses POCR badged to be included as a California-wide on-line option. Given our high transfer rates to UCs, we believe this would have broad appeal.

Finally, the business department's marketing class has developed six different digital marketing campaigns for BCC business programs working with Dean Lewis & PIO Rizza as part of a student-generated marketing campaign & work-study partnership. These will be utilized for Spring 2024 program promotion.

#### 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)?

In alignment with the transfer dashboard data for BCC, the goal of most BCC business students pursuing the AS-T degree is to transfer to the UC system with Haas School of Business at Berkeley being the primary aspiration. The second favored UC destination is Davis. SFSU Lam School of Business is the first choice for a majority considering the CSU route, with East Bay and San Jose State as alternatives. The cost of housing



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is a major decision factor for students in choosing their transfer school which tends to favor Berkeley, SFSU, and East Bay as family home-based options.

AS-T degrees are the business department's largest cohort and reflect a diverse population of students receiving them: Asians 40%, Hispanic/Latinx 29.3%, Black/African America at 9.3%, and White students at 15.3%.

By age, the largest cohort of AS-T recipients is the 19–29-year-old range. Gender distribution is relatively equivalent for AS-T degrees/AA degrees in the Business Department, although the number of male students has dropped in the past 3 years, so a gap is building.

**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?**

Continuing to build upon success in growth of the Hispanic/Latinx and Black/African American students in the business program through increased tutoring, mentorship & support. Provide for future growth in dual enrollment through OUSD expanded offerings. The college could support both strategies through expanded adjunct business faculty and tutoring resources.

Additionally, we need to focus on reversing an overall trend of declining *male* student enrollment, in particular Black/African American men.

The department should focus on refining and enhancing the course contents of our existing transferable courses and maintain standards so that our students are well prepared to continue their education.

### 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?**

Working in conjunction with the career education committee and their external consultant, the Business Department developed updated Guided Pathways (including printed brochures for students) which outline the specific courses/recommended sequence to pursue for each of our degree and certificate offerings.

The most frequent cause of delay is the business department can't teach all of its courses each semester due to instructor constraints, so students may have to wait a semester to take a required course. Additionally, many students cannot accommodate *in-person only course* offerings due to work/childcare commitments and/or commuting issues. This contributes to a delay in completing their degree/certificate.

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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.**

- Academic Senate Representative: Pete DuBois
- Career Education (CE) Committee: Pete DuBois, Rabab Chowdhury
- Curriculum Committee Liaison: Pete DuBois
- Distance Education Committee / POCR Review: Pete DuBois, Chris Bernard (on sabbatical)
- Assessment Committee: no representation this semester - Chris Bernard (on sabbatical)



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

**Collaborative Efforts Helping the Business Department Achieve Its Goals:**

- Counseling staff has supported our business students in navigating pathways to sequence courses amidst the department's challenges in having faculty to teach all courses each semester.
- Career & Transfer Office supporting business students transferring to UCs and CSUs.
- Curriculum committee for keeping us up-to-date and supporting the department in CurriQunet.
- Professional Development Committee for the opportunities to grow through Flex-Days.
- All who contribute to the food pantry and basic needs closet, so students don't need to worry so much.
- Student Accessibility Services (SAS) regularly helping us make classes accessible to all.
- Well-Being Center for helping those whom faculty recognize as needing support.
- BCC Library: for handling all the laptop loan referrals and assisting students in business research.
- Dean Chris Lewis / PIO Tom Rizza for their partnership with business student work/study options.
- Thana's dedication as chair for the triad of CIS, Business, and Econ.
- Joe Bay, Multimedia Services guru for always coming to the rescue.

### 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
<b>Personnel</b>		
Classified Staff	CIS/BUS/ECON Coordinator Web Content Developer (verify with Thana)	\$60,000 +benefits
Student Worker	Tutors/supporting staff - expand current support to drive completion/retention metrics	\$15,000
Part Time Faculty	Existing + one additional Dual Enrollment Business Adjunct Faculty to Expand Offerings for High Schools	Standard rate
Part Time Faculty	Stipends for Adjunct Faculty to Support Shared Governance Committees	\$7,000
<b>Professional Development</b>		
Department wide PD needed	Funding to attend training, conferences, and seminars on an as needed basis	\$4,000
Personal/Individual PD needed		
<b>Supplies</b>		
Software (for whom or role?)		
Books, Magazines, and/or Periodicals		
Instructional Supplies	Resources and Equipment	\$1800
Non-Instructional Supplies	General Office Supplies	\$500
<b>Technology &amp; Equipment</b>		
Description/Justification (Before you list your technology request, <a href="#">click here to view the latest Technology Refresh Plan to verify whether it has already included.</a> )		
New	Apple MacBook Pro for Pete DuBois. Tech Refresh Plan shows a Mac was received in 2021 for him but was not deployed. This is in place of Rm 541 office desktop in use from prior to 2018.	\$2200
Replacement		
<b>Facilities</b>		
Classrooms		
Offices		
Labs		
Other		
<b>Library</b>		
Library materials (including streamline media needs)	On-Reserve Course Textbooks (2 accounting, 2 business)	\$1000.
Library collections	Business periodicals	\$500.
OER		
<b>Other</b>		
OTHER Description		

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



## 2023-2024 Annual Program Update

### INSTRUCTION



**Please email the completed Program Review to your Dean by November 30, 2023**

