

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

Introduction and Directions

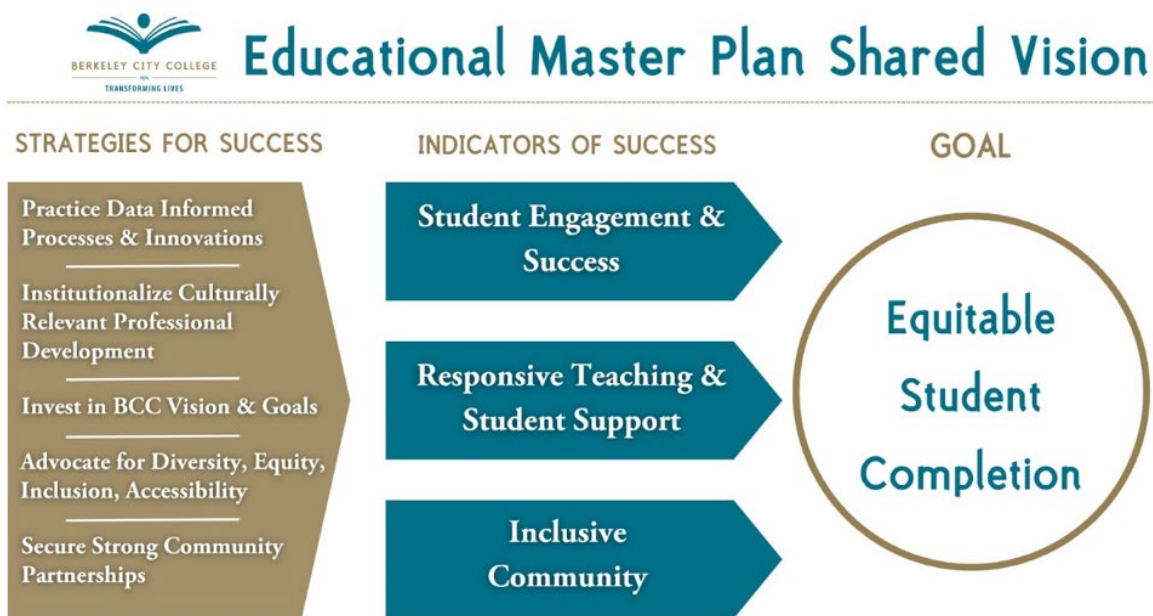
Berkeley City College (BCC), in conjunction with the Peralta community College District, has an institutional effectiveness process which consists of the following components: a District-wide Strategic Plan which is updated every six years; Comprehensive Program Reviews (CPRs) which are completed every 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.



2023-2024 Annual Program Update INSTRUCTION



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](#).

The mission of the program is to educate students so that they can compete and perform successfully in today's ever-changing global business environment. Students in this program will acquire computer application, programming, and technical knowledge and skills needed for initial employment, skill upgrades, career advancement, and career changes as well as the undergraduate courses needed to move into four-year computer science or other related degree programs that have similar goals.

Name(s) of member(s) completing this APU	Department	Completion Date
Paramsothy Thananjeyan	Computer Information Systems	November 30, 2023

List faculty names with assignments in fall 2023.

Full Time	Part Time
Paramsothy Thananjeyan Vladeta Djukich	Michael Seidel Rohullah Najibi Garfield Windross

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.

- Update and assess all CIS courses and Certificates.
- Create a Data Science Program with CA and AS
- Hire a fulltime CIS/CS faculty
- Create more part-time faculty
- Increase 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.
- Offer classes in a timely manner to decrease completion time and increase completions
- Completion of SLO, PLO, and ILO assessments aligned with staffing

On hold -- Create a CS program and move CIS courses and certificates to the CS program, update courses as necessary.

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?

We have not been able to assess the courses in any meaningful way. The assessment guidelines provided by the college Assessment Committee seems confusing and does not seem to help assessment or CIS courses. We plan to work with the Assessment Committee to see if there are more clarification and create a meaningful assessment of CIS courses.

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 courses to achieve a 100% target:

- CIS 1 Introduction to Computer System

- CIS 5 Introduction to Computer Science
- CIS 6 Introduction to Computer Programming
- CIS 20 Microcomputer Assembly Language
- CIS 25 C++ Programming
- CIS 27 Data Structures and Algorithms
- CIS 36A Java Programming A
- Cis 36B Java Programming B

The following classes have not been offered recently but will need to be assessed when they are offered next time:

CIS 23 C# Programming

CIS 81 – Systems Analysis and Design

CIS 82 – Design Patterns

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.

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.

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?

These seems to similar to previous years. Please see APR from 2022.

The success rate and retention rate are lower compared to college average. We have offered tutoring services for all students at the LRC. Students are strongly encouraged to attend all classes and use the tutoring services. Computer Science courses are inherently more difficult and require students have a good mathematical background before taking these classes. We hope the Math Department will address these issues.

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

These seems to similar to previous years. Please see APR from 2022.

It is not clear what services can be provided to increase completion rates. We will consult with the dean and vice-president to see what services can be added help increase these rates.

What are some strategies for improvements your department can make?

As stated above, it is not clear what services can be provided to increase completion rates. We will consult with the dean and vice-president to see what services can be added help increase these rates.

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.

No statistically significant and clear trends can be identified.

CIS productivity is 15.2 compared to BCC average of 13.9.

We need more qualified fulltime and part-time faculty to create and offer classes that meet the industry and transfer requirements. Classes must be offered in qualified faculty. Classes must be offered in a timely manner.

We will consult with the dean and vice-president to see what services can be added help increase these rates.

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"> • Credit FTES • NonCredit FTES • Special Admits (Dual Enrollment, etc.)
20% Supplemental Allocation	<ul style="list-style-type: none"> • Pell Grant • AB 540 • Adult School • Promise Grants
10% Student Success Allocation	<ul style="list-style-type: none"> • 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?

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%
Total	4,986	-7%	-7%	-7%	-10%	-12%

Respond here:

CIS department is actively involved in a Dual Enrollment program with OUSD. We have been offering CIS 05, CIS 06 and CIS 232 on a regular basis at some OUSD schools and hope that these courses will help increase in enrollment in CIS courses.

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?

Completion and retention rates for CIS:

Retention Rate: 60.5

Completion Rate: 80.6

These rates are similar to the past years and are close to BCC rates.

Completion and retention rates for CIS by groups:

	Completion Rate	Retention Rate
Gender:		
M	62.7	83.2
F	60.3	79.8
X	48.1	74.1

Rates are similar across gender.

Age:

16-18	82.9	91.8
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19-24	54.9	77.8
25-29	48.3	78.2
30-34	61.9	78.6
35-54	38.8	68.7
Rates tend decrease with age.		
Ethnicity:		
Asian	73.2	87.1
Black/African American	41.9	64.9
Hispanic/Latino	48.6	77.8
Two or More	57.5	77.5
Unknown / NR	41.7	75.0
White	66.0	82.6
Rates for Asian and Whites are higher than other ethnic groups.		
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?		
<ul style="list-style-type: none"> • We need more qualified fulltime and part-time faculty to create and offer classes that meet the industry and transfer requirements. time • Classes must be offered in qualified faculty. • Classes must be offered in a timely manner. <p>We will consult with the dean and vice-president to see what services can be added help increase these rates.</p>		
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)?		
Number of Awards:		
	2022	2023
CA	1	4
AS	1	4
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?		
As already stated above,		

- We need more qualified fulltime and part-time faculty to create and offer classes that meet the industry and transfer requirements. time
- Classes must be offered in qualified faculty.
- Classes must be offered in a timely manner.

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)?

No transfer rate rates were available by department on the Transfer dashboard

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?

We will consult with the dean and vice-president to see what services can be added help increase these rates.

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?

We do not have qualified faculty to teach CS courses to meet transfer and industry needs requirements.

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.

We only have one fulltime faculty who teaches a full load of CS classes. We do not have staff to engage all committees, presentations, and all departmental activities. We share these responsibilities with BUS and ECON departments. Please see BUS and ECON APUs.



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

Not clear at this time. No analysis were done by college to provide any meaningful statistics and information.

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/Fulltime Faculty	Fulltime CIS Instructor-Replace a fulltime faculty who resigned in August	\$120,000
	CIS Department coordinator	\$8,000
Student Worker	Student Tutors 4-5-Tutors at LRC and embedded in class	\$40,000
Part Time Faculty	3—4 Part-time Instructor – Offer more classes in a timely manner	\$60,000
Professional Development		
Department wide PD needed	Attend conferences and workshops	\$1,000
Personal/Individual PD needed		
Supplies		
Software (for whom or role?)	Robotics	\$500
Books, Magazines, and/or Periodicals		
Instructional Supplies	Robotics supplies (if not purchased this year)	\$5,000
Non-Instructional Supplies	General supplies	\$2,000
Technology & Equipment		
Description/Justification (<i>Before you list your technology request, click here to view the latest Technology Refresh Plan to verify whether it has already included.</i>)		
New	Laptop to replace an 2018 Microsoft Book for Thananjeyan	\$4,000
Replacement		
Facilities		
Classrooms		
Offices		
Labs		
Other		
Library		
Library materials (including streamline media needs)	Library reserve books	\$1,000
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



2023-2024 Annual Program Update

INSTRUCTION

