

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

Name(s) of member(s) completing this APU	Department	Completion Date
Chris Bernard	Economics	11/30/23
List faculty names with assignments in fall 2023.		
Full Time	Part Time	
Chris Bernard	Darrell Gualco Malkiat Sandhu Michelle Williams	

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.

The goal of the Economics department at Berkeley City College is to prepare and support students for degree completion and transfer. These goals will help increase degree and certificate attainment. Additionally, they will increase transfers to 4-year universities. The economics department is also

actively trying to reduce equity gaps in completion rates and contribute towards one of the American Economics Association’s initiatives that is aimed at increasing diversity in the economics profession.

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?

In progress.

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.

In progress.

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?

[All data referenced excludes MW and EW grades]

The overall completion rate in economics courses is higher than BCC (72.8% v. 68.4%). The overall retention rate in economics is higher than BCC (88.2% v. 83.9%).

The completion rate has remained over 70% over the last 3 academic years (AY20-21: 70.5%; AY21-22: 73%; AY22-23 72.8%). Retention rates have increased over the last 3 academic years (AY20-21: 82.1%; AY21-22: 86.2%; AY22-23: 88.2%).

<p>What do you see as key factors in your department that contributed to an increase in success and completion rates of these student groups?</p>
<p>It seems the students have been utilizing student tutoring hours in the LRC.</p>
<p>What are some strategies for improvements your department can make?</p>
<p>Advertise tutoring across sections and seek recommendations for tutors from other faculty.</p>

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.

Excluding the summer semester, FTES The number of FTES has trended down over the last 3 academic years. Interestingly, over the same time period, FTEF has also declined each year. Productivity has not decreased much but the FTEF has been cut in half from the 2018-19 to 2022-23. It would appear that FTEF and FTES are positively correlated - decrease in FTEF led to a decrease in FTES. One strategy that could be employed is to increase FTEF and the number of sections available to students. Given the relatively stable productivity over this period of time, it would seem offering more sections could significantly help the FTES count.

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:

Economics is a general education course that satisfies CSU Breadth and IGETC. Economics is a required course in California high schools usually taken during a student's 12th grade year. It should be advised that students dual enroll in Econ 1 and Econ 2 while still in high school. 11th and 12th grade college bound students, who have taken the requisite math course, should be advised to take this course in any modality.

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?

[All data referenced excludes MW and EW grades]

For AY22-23, the completion rate for students in economics courses was 72.8%. For the same year, the retention rate was 88.2%.

In AY22-23, the completion rate and retention rate for age groups is indicative of the average completion rate with one exception. Students in the 19-24 year old tranche have a 72.5% while students in the 30-34 cohort have an 84.2% completion rate. The completion rate for students 35-54 is only 52.9% and the retention rate is only 58.8%.

In AY22-23 Hispanic/Latino and Black/African American and Two or More students had lower completion rates and retention rates than the overall completion rate and retention rates for students taking economics courses. (Hispanic/Latino student completion rate: 68.1%, retention rate: 89.0%; and Black/African American student completion rate: 65.2%, retention rate: 82.6%). The completion rates and retention rates for Hispanic/Latino and Black/African American both increased from the last academic year. The completion rate for Two or More decreased significantly. The course retention rates increased significantly during the last academic year.

Here is a summary completion rates for students who identify as Black/African American, Hispanic/Latino, and Two or More over the last 3 years.

Economics Course Completion Rates			
	AY20-21 Completion Rate	AY21-22 Completion Rate	AY 22-23 Completion Rates
Black/African American	58.0%	50.0%	65.2%
Hispanic / Latino	69.9%	63.5%	68.1%
Two or More	51.2%	58.6%	42.1%
Overall	70.5%	73.0%	72.8%

And here is a breakdown of retention rates for students who identify as Black/African American, Hispanic/Latino, and Two or More over the last 3 years:

Economics Course Retention Rates			
	AY20-21	AY21-22	AY22-23
Black/African American	76.00%	76.10%	82.6%
Hispanic / Latino	83.50%	81.20%	89.0%
Two or More	63.40%	82.80%	84.2%
Overall	82.10%	86.20%	88.2%

The gaps in retention rates are not as large as the gaps in completion rates.

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?

Online instruction has created opportunities that have increased student success in certain situations. Based on the data presented below, courses with a synchronous component, whether a hybrid class with a face to face component or a repeated online meeting time, have greater student success than asynchronous courses.

Online courses present interesting data for completion and retention in economics courses. It appears over the last 4 years of data (including last year's APU), student success differs whether the course is offered synchronously or asynchronously. It must also be noted that currently we are unable to disaggregate data to separate hybrid and synchronous online courses.

	AY20-21	AY21-22	AY22-23
Synchronous	77.4%	76.1%	76.0%
Asynchronous	44.8%	63.2%	66.7%
Overall	70.5%	73.0%	72.8%

	AY20-21	AY21-22	AY22-23
Synchronous	84.50%	87.60%	90.7%
Asynchronous	74.30%	83.20%	84.6%
Overall	82.10%	86.20%	88.2%

In economics, asynchronous online courses have a lower completion and retention rate than the general completion rate and lower completion and retention rates than hybrid and synchronous modalities. Synchronous online courses completion and retention rates are equal to or above the completion and retention rates for economics in general.

Given the differences between asynchronous and synchronous courses, it appears that there needs to be focus on how to improve results in asynchronous courses. This can be accomplished on two fronts. First, students need to be prepared to take an asynchronous class and understand the need to be organized. Second, instructors of asynchronous online courses should be encouraged to go through online training courses and eventually Peer Online Course Review.

It would be nice to get disaggregated data on the hybrid modality. This modality should be further explored and sections should continue to be offered in this modality. It offers the benefit of synchronous meeting times while allowing students some of the freedom of asynchronous courses.

The statistics for BCC present the following data:

BCC Completion Rates by Modality			
	AY20-21	AY21-22	AY22-23
Synchronous	75.10%	70.20%	67.50%
Asynchronous	74.50%	70.70%	68.20%
Overall (all modalities)	74.90%	70.50%	68.40%

BCC Retention Rates by Modality			
	AY20-21	AY21-22	AY22-23
Synchronous	85.50%	84.60%	83.80%
Asynchronous	84.30%	83.20%	81.80%
Overall (all modalities)	85.00%	84.00%	83.10%

For economics courses, it warrants mentioning that both asynchronous and synchronous completion and retention rates are equal to or exceed the collegewide completion and retention rates. This suggests opportunities for online offerings that can help students complete their degrees and certificates.

[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)?

Over the last 5 years, Econ AA-Ts awarded per year at BCC has averaged around 24 per year. The 28 Econ AA-Ts awarded in AY22-23 were the highest number awarded over the last 5 years.

Economics AA-T	
AY18-19	20
AY19-20	27
AY20-21	21
AY21-23	23
AY22-23	28

The degrees have been awarded pretty evenly between males and females but last year females earned 17 of the 28 degrees awarded (60.7%). Asian students have earned about half of the degrees awarded over the same time period. Black/African American earned 5 AA-Ts which represents the largest amount of degrees awarded over the 5 year period.

Economics transfers to UC campuses are listed below (Business/Managerial Economics transfers included for UCD, UCI, UCLA, UCR, UCSC):

BCC to UC Transfers by Major in Economics

	AY16-17	AY17-18	AY18-19	AY19-20	AY20-21	AY21-22	AY22-23

UCB	5	6	8	8	3	6	2
UCD	2	10	14	9	7	2	2
UCI	1	2	1	2	1	1	1
UCLA	2	2	0	1	4	3	3
UCR	0	0	1	0	1	1	0
UCSB	3	2	2	3	1	0	6
UCSC	0	0	3	4	1	2	0
UCSD	5	4	6	6	9	7	4
Grand Total	18	26	35	34	27	22	18

(Data: <https://www.universityofcalifornia.edu/about-us/information-center/transfers-major>)

It is possible that some students who transfer to UC also earn an AA-T from BCC. However, there is not 100% overlap. For example, in AY18-19, 20 students received AA-Ts and 30 students transferred to UC campuses. But in AY 19-20, 27 students received AA-Ts and 34 students transferred to UC. AY22-23 28 AA-Ts were awarded and 18 transferred to a UC campus. The variability is odd but we want to make sure that we are preparing students and providing appropriate advice when students choose their transfer campus.

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 need to ensure that students who transfer to UCs also earn an AA-T.

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)?

See above.

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?

Our department has invited transfer students to present in class and share their experiences after transfer. The economics curriculum was just updated to reflect recommendations from the UC Economics Transfer Pathway to recommend that students take “single variable calculus sequence for STEM majors to keep their options as open as possible for undergraduate and graduate school alternatives.” We have also updated the curriculum to include more electives to satisfy the degree requirements. Previously, only accounting courses were included. Now we’ve included more math classes, economics, and business courses so as to provide multiple paths for students to earn the degree. We hope with these changes we will be able to account for students who transferred to UC campuses but did not earn an AA-T.

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 have updated our degree curriculum and pathway to support students finishing in 4 semesters.

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.

Chris Bernard – year long sabbatical.

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

Working with faculty at UC Berkeley to develop Data Analysis course and program. Communicate regularly with other departments in the social science to work on course offerings and other areas that overlap. Find more opportunities for interdisciplinary connection. This may be more viable as the Academic and Career Communities are built out.

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	Full-Time Web Content Developer	\$90,000
	Technology Specialist for Accessibility and Compliance	\$90,000
	Both positions shared with CIS and BUS	
	BUS-ECON program coordinator	\$ 8,000
Student Worker	Student tutors for ECON	\$8,000
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	General Office and instructional supplies	\$4,000
Non-Instructional Supplies		
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		
Replacement		
Facilities		
Classrooms		
Offices		
Labs		
Other	Testing Center	
Library		
Library materials (including streamline media needs)		
Library collections		
OER		
Other		



2023-2024 Annual Program Update

INSTRUCTION



OTHER Description		
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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