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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**

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 which are completed every three years; and Annual Program Updates (APUs) which are completed in non-program review years.

The Program Review 2021-22 timeline has been developed for each program and services to guide through the semester. Please review and work with your Deans, Managers, Department Chairs and/or Supervisors to complete this Program Review.

The Program Review is intended to primarily focus upon planning for the subsequent two years and institutional effectiveness. The Program Review process directly leads to the institutional resource allocation process and budget planning for the following academic year (2022-23). This is an opportunity for each administrative unit, support service program, and department to reflect on progress made and identify areas of program improvements to achieve equitable student success and elimination of achievement gaps. 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.

If you have questions regarding other material in the Program Review, 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 Program Review to your Dean by November 30, 2021.**

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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 information on the characteristics 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** | **2017-2018** | **2018-2019** | **2019-2020** | **2020-21** |
| Full Time Equivalent Students (FTES) | 4,140 | 3,864 | 3,696 | 3,290 |
| Efficiency  (Productivity; avg faculty-student ratio) | 13.4 | 13 | 13.2 | 14.3 |
| Success Rate (%) | 67% | 69% | 67%\* | 74% |
| Degrees + Certificates Awarded (#) | 1,021 | 948 | 1,106 | 1,014 |

*\*Excludes “EW” grades*

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**To view prior Program Reviews,** [**click here**](https://drive.google.com/drive/folders/1uzclwbMDUQPLY-nkDx1sq8Dy6ODICv-6?usp=sharing)**. To view prior Annual Program Updates,** [**click here**](https://drive.google.com/drive/folders/1NcFLqqL0DhYtaKQ6ntaejh1z7qtGao1F?usp=sharing)**.**

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| 1. **DEPARTMENT DESCRIPTION**   Please verify the mission statement for your department. If your program has not created a mission statement, provide details on how your department supports and contributes to the College’s mission. | | |
| Berkeley City College Office of Instruction (OI) supports the college's Mission-Vision-Values and operates its services to ensure student success and achievement are at its core. The OI embraces the value of Equity and Racial Justice, one of the five values of the BCC Leadership Standards of Excellence, in providing services in support of academic excellence. The value drives OI's work to focus on the elimination of equity gap while promoting student success. The primary purpose of the OI is to support student success by providing quality and culturally relevant academic and career education programs and learning support services so that all students can achieve their educational and career goals. OI supports faculty to ensure that the teaching and learning environment is at its highest level.    BCC provides a comprehensive learning environment that provides educational pathways to careers, transfer to four-year institutions and focused skill-building opportunities through a variety of certificate and degree programs that leads to well-paying jobs.    OI's Comprehensive Program Review and Annual Program Reviews Instruction occurred in spring 2018 (spring 2013, prior to 2018). 2018-2019 Program Review addressed renewed set of Mission, Goals, and Service Area Outcomes. This was vetted through the college’s Roundtable for Planning and Budget in the spring 2019 semester and reflected in the 2019-2020 Annual Program Update. OOI APU was also submitted on time for 2020-2021 period (during pandemic).    Since the last Accreditation Self-Study in spring 2015, there have been multiple vacancies on the College’s executive level. The College experienced a vacancy in President till July 2016 where three interim Presidents have been identified prior to that time. The new President’s arrival in 2016-2017 provided stability for three and half years; however, she exited in early January 2020. The 11th and current president, Dr. Agnelica Garcia, arrived on May 7, 2020 during the COVID - 19 pandemic. On the Vice President’s level, the current Vice President of Instruction arrived in spring 2018 and current VPSS began in mid-December 2018. | | |
| **Name(s) of member(s) completing this Program Review** | **Department/Program** | **Completion Date** |
| Kuni Hay, Vice President of Instruction | Office of Instruction | 2-7-22 |
| **List faculty names and/or staff with assignments in fall 2021.** | | |
| Full Time | Part Time | |
| Staff Assistant for Office of Instruction  Domonique Prince– 452  Dean of Liberal Arts & Social Sciences Dean Lisa Cook –454  Dean of Math, Science, and CE, Dean Chris Lewis – 455  Schedule and Academic Support, Johnny Dong – 456  AV Technician, Joseph Bay – 357  Library – 1F  Teaching and Learning Center – 314  Curriculum and Assessment Specialist, Nancy Cayton – 341B  Transitional Liaison for Adult Education, Midhun Joseph - 1F  Science Lab Technician, Azul Lewis  Natalia Fedorova - 5F    Cubicles on the 4th floors are occupied by the following Office of Instruction Staff, Donna Dorsey Assistant, Dean of Liberal Arts & Social Sciences – 450 b  Staff Assistant, Sylvia Espinoza, Dean of Math, Science, CE– 450 e  Staff Assistant, Vanessa Phillip, ASL & Office of Instruction - Project Manager, Strong Workforce Program, Karen Crowley– 450g  BCC IT:  Vincent Koo  Willis Liu  Phu Li  Phi Li | Staff Assistant for Contract Education, Francine Lewis - 450f,  Library Technician II, Allison Greene, 1F Library | |

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| **II. STUDENT EQUITY & SUCCESS** |
| Using the data dashboards provided below, review and reflect upon the outcome trends for your department. You may use data from other sources if available.  [Click here if you would like to view BCC’s Planning Documents](https://www.berkeleycitycollege.edu/prm/bcc-plans/) (Education Master Plan, College Strategic Goals, Student Equity Plan, District Strategic Goals, Vision for Success, Guided Pathways, Technology Plan, Facilities Plan)    For assistance with data dashboards, contact Phoumy Sayavong at [psayavong@peralta.edu](mailto:psayavong@peralta.edu?subject=Program%20Review%20Data%20Dashboard%20Assistance) |

Comments on the data section for the Office of Instruction:

* Areas 3A, 3B, 3C, 3D, and 3E below are relevant to specific departments and disciplines and not for an administrative office such as Office of Instruction.

Recommend that data analysis regarding enrollment trend, patterns, and student success on an institutional level to be included in the Administrative CPR or APU form moving forward.

* One noteworthy factor, while it is not immediately helpful, as of January/February 2022 for spring 2022 is that we have witnessed an unprecedented enrollment decline and there are no consistent patterns of enrollment.

\*FT faculty who always have full class with waitlist have low enrolled sections

\*Fully OL courses that normally fill first in GE areas did not fill and remained low in enrollment.

\*OL, Hybrid, and F2F have no particular patterns in enrolling students.

* Unpacking enrollment data for the spring 2022 semester will grateful helpful for us to understand what is going on with the current and perspective students.
* Increase in transfer and completion of programs directly relate to our success in creating a tightly sequenced Guided Pathway model. In addition, such sequencing directly relate to curriculum revisions and development that support the pathway concept.

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| **3A.** [**Enrollment Trend and Productivity Dashboard**](https://app.powerbi.com/view?r=eyJrIjoiNWJlOWZmYTEtNTY0MC00MDhkLWE5OTAtYmJjZjIxNzJiNWViIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)  \*Note that completion and retention rates are presented with the inclusion and exclusion of excused withdrawals (EW) and military withdrawals. | | |
| **What are your enrollment trends in the past three years?** | | |
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| **When the data for your department are disaggregated by student ethnic groups, what trends do you observe and how do plan to address them over the next three years?** | | |
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| **Year 1 (2021-22)** | **Year 2 (2022-23)** | **Year 3 (2023-24)** |
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| **What would you recommend that we do to increase student enrollment in your department?** | | |
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| **3B.** [**Course Completion and Retention Rates Dashboard – Instruction**](https://app.powerbi.com/view?r=eyJrIjoiNjc2MDhiNTEtNTJhZi00MDM0LTk5NDItNTRiY2EzMGI1NTZiIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)  \*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://www.berkeleycitycollege.edu/prm/files/2020/09/Student-Equity-Plan-2019-2020.pdf). | | |
| **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?** | | |
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| **What disproportionately impacted (DI) population(s) showed outcomes gains in your program area and which need more support?**  *Disaggregate the data and outcomes as far down as a possible then ask:*   * *What trends do you notice when examining course success rates for disproportionately impacted student populations? Which factors do you believe have the greatest impact (positive or negative) and cause variation between student course success rates between faculty in your department? Describe some specific methods your department/unit is planning or implementing to address these equity gaps. How will you evaluate the efficacy of these interventions?* * *How has pivoting to online instruction contributed to potential reductions in student success? Provide some specific examples of practices that faculty in your department have found ineffective in the online environment.*   *Please review the video from the RP Group acknowledging the interrogation De Anza Community College committed to in their analysis of course completion and success rate:*   * + *RP project of the Year Award 2020*   [**https://www.youtube.com/watch?v=T4wQVq5a71U&feature=youtu.be**](https://www.youtube.com/watch?v=T4wQVq5a71U&feature=youtu.be) | | |
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| **How do these outcome trends compare to the college average?** | | |
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| **What questions do you have about the trends?** | | |
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| **Based on input you’ve received from students, what have they expressed as their need (s) to complete and succeed in your courses? (support your recommendations with examples) e.g., offer diff modalities; timing of day).** | | |
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| **How will these outcome trends you identified in this section affect your department goals and plans for the next three years?** | | |
| **Year 1 (2021-22)** | **Year 2 (2022-23)** | **Year 3 (2023-24)** |
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| **3C.** [**Degrees and Certificates Dashboard**](https://app.powerbi.com/view?r=eyJrIjoiZjU2M2M5MzItOTcwZi00Y2U1LWJmODUtYTc0YjlhZGI2ZDhjIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSectionde32556e136b0a8caccd) | | |
| **On page 1 of the “Degrees and Certificate Awards Trends” Dashboard, what are the award trends for your department (overall, by gender, age, and ethnicity).** | | |
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| **On page 4, what DI population(s) award trends showed gains in your program area and which populations need more support?** | | |
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| **How do these outcome trends compare to the college average?** | | |
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| **Based on input you’ve received from students, what have they expressed as their need (s) to complete their degrees and/or certificates? (support your recommendations with examples)** | | |
|  | | |
| **How will these outcome trends you identified in this section affect your department goals and plans for the next three years?** | | |
| **Year 1 (2021-22)** | **Year 2 (2022-23)** | **Year 3 (2023-24)** |
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| **3D.** [**Transfer Dashboard**](https://app.powerbi.com/view?r=eyJrIjoiZmJlODJiODktZjM0OC00ZWIwLWIzNDMtN2Y1Yzc3ZGFhNGRhIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9) |
| **This dashboard does not provide data by subject. Reflect on what you can do to affect student transfer. How may your department help to support BCC student transfer?** (e.g., serve on panels, strengthen GP in your dept, change curriculum, increase number of AD-Ts, etc.) |
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| **3E. Curriculum** |
| View the department’s curriculum through the lens of student equity outcomes. BCC outcome data suggests that disproportionately impacted groups of students experience low rates of success. |
| **How do you plan to adjust the curriculum to advance student equity and address DI student outcome gaps?**  Examples include: making adjustments to lesson plans based on student assessment outcomes; review pedagogy and revise assignments for culturally relevant content; simplify student processes and make service areas student-centered; manage class discussions and student participation; review best practices, etc.). |
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| In the boxes below, add improvement actions that are directly related to **Student Equity & Success**. If there are no improvement actions in this area, leave blank. *If you have more than one Improvement Plan, add more by copying and pasting the table below.* | |
| **IMPROVEMENT ACTIONS** | |
| Department/Discipline: |  |
| Action Name: |  |
| Description: |  |
| Completion timeline: |  |
| Responsible person: |  |

**III. PROGRAM GOALS**

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| 1. **List your current Department Goals.** | | |
| SERVICE AREA OUTCOME1:  Ensure the development of quality curriculum that are in alignment with the guided pathway framework for Career and Transfer programs for student success.      SERVICE AREA OUTCOME 2:  Provide support and leadership for the college community on Program Review and Resource Allocation process and Assessment (SLO, PLO, and ILO) to ensure that the college meets the Accreditation standards      SERVICE AREA OUTCOME 3:  Provide transparent and accurate communication with the college community and public regarding instructional and academic matters through college catalog, schedule of classes, website and other communication mechanisms.    SERVICE AREA OUTCOME 4:  Provide effective and innovative academic support services for the college to ensure student success.  (New) SERVICE AREA OUTCIME 5:  As navigate through the pandemic, identify and implement relevant and equitable online/hybrid instruction and support services to students, faculty, and classified professionals | | |
| 1. **How do the goals align with the College goals? If so, which ones?** | | |
| **Berkeley City College Goals**   * **GOAL I:** Strengthen Resilience: Strengthen BCC students’ abilities to become self-directed, focused and engaged in the pursuit of transformative, life-long learning experiences that result in personal and academic success. * **GOAL II:** Raise College Competence: Raise student skills and competencies, and expand their learning experiences, so that they can successfully complete their college program. * **GOAL III:** Enhance Career-Technical Education Certificates and Degrees: Enhance BCC’s 1- and 2-year career and technical education programs so that they provide current and transferable skills and competencies to earn a living wage in our area, and to maintain competency for advancement in one’s career. * **GOAL IV:** Increase Transfer and Transfer Degrees: Ensure that all of BCC’s programs of study and transfer pathways for degrees prepare students, in a timely manner, for multiple transfer options. * **GOAL V:** Ensure Institutional Sustainability: Increase BCC’s impact in education through innovation, internal and external collaboration and partnerships, and sufficient resources, both short-term and long-term. | | |
| **Berkeley City College Goals**   * **GOAL I:** Strengthen Resilience: Strengthen BCC students’ abilities to become self-directed, focused and engaged in the pursuit of transformative, life-long learning experiences that result in personal and academic success.   *Both in the classrooms and outside, provide an innovative approach to teaching and learning that enhances students’ confidence, self-worth and self-trust. Provide faculty and classified professionals opportunities to explore and grow in teaching and learning, as well as culturally relevant service both in person and online so that students can develop self-directed, focused and engaged in the pursuit of transformative, life-long learning experiences.*   * **GOAL II:** Raise College Competence: Raise student skills and competencies, and expand their learning experiences, so that they can successfully complete their college program.   *Utilize the SLO/PLO and ILO process of assessment to gauge how students are meeting the skills and competencies in certain classes and programs. Examine and analyze disaggregated data to make sure*  *that the college is making improvements to elevate student success (equity minded approach).*  *Ensure that the industry-based skills are in alignment with BCC’s curriculum to ensure that students will obtain skills and competencies by going through our CE programs.*   * **GOAL III:** Enhance Career-Technical Education Certificates and Degrees: Enhance BCC’s 1- and 2-year career and technical education programs so that they provide current and transferable skills and competencies to earn a living wage in our area, and to maintain competency for advancement in one’s career.   *Utilize the momentum of Guided Pathway effort and Curriculum Mapping projects, BCC will review and improve its course sequencing and program offerings to be clear to any students who are interested in studying at BCC. Strengthen and create focus for the CE advisory committees to ensure that the industry skills are in alignment with the BCC curriculum so as to ensure that the students who go through BCC CE programs obtain well-paid jobs and careers in the field of study.*   * **GOAL IV:** Increase Transfer and Transfer Degrees: Ensure that all of BCC’s programs of study and transfer pathways for degrees prepare students, in a timely manner, for multiple transfer options.   *Guided Pathways framework to be guiding the transfer program sequencing of courses to minimize time and resources and maximizing their success. In addition, per AB 928, focus on enhancing ADTs for the students where the demands are.*   * **GOAL V:** Ensure Institutional Sustainability: Increase BCC’s impact in education through innovation, internal and external collaboration and partnerships, and sufficient resources, both short-term and long-term.   *Engage in strategic partnership building including grant opportunities. Focus on opportunities that the resources and partnerships can provide for the students based on BCC’s institutional mission, strategic vision and commitment.* | | |
| 1. **Assess your facilities utilization (including labs, support for online learning, and other spaces) and for each year, indicate if the space is insufficient. If so, what are the needs and why? \****Note that facility needs and planning are addressed in the Facility Master Plan for the college, including the planning for new buildings.* | | |
| **Year 1 (2021-22)** | **Year 2 (2022-23)** | **Year 3 (2023-24)** |
| BCC’s facility needs are addressed in the current process of building 2118 Milvia campus.  In the meantime, with the pandemic, larger classroom needs and technology readiness in classrooms and within the entire building are much needed, | Pilot study by the BCC Inegrated HyFlex Task force will be conducted in fall 2022. This will enable BCC to make recommendations for a potential set standard and equipment needs/facility needs and for the HyFex modality if approved by the CCCCO. | We will have to see where the pandemic is at and how our teaching and learning, as well as service modality is at. Spring 25 is the target move time to 2118 Milvia campus. with the new norm created by the pandemic, we will need to see what the needs are at the time when 23-24 arrive or during 22-23 to assess. |
| 1. **What are the essential functions of your department, any unique characteristics or trends? Provide specific examples.** | | |
| Office of Instruction has only 3 managers: VPI, Dean of Arts and Cultural studies and social Sciences and Dean of Math, Science, and CE. Learning Center, Tutorial Programs and the Library are also supervised by the Dean of Arts and Cultural Studies & Social Sciences and VPI. To support the core function of teaching and learning with the current level of administrators is challenging particularly under the “new-norm” of the pandemic environment.  Under the circumstances, one of the characteristics of the OOI is that we do not compromise what and how we offer to serve faculty and students. As you can see from question #1 above, classified professionals also carry their areas of responsibilities seriously and provide the best support services to all of us at the college.  OOI operations are also deeply rooted in the commitment to equity and social justice. From serving students, faculty, and classified professionals to approaches in schedule development, curriculum development, and other operational responsibilities that are under OOI, we take it from the lens of equity-minded approach. | | |
| 1. **Describe how external factors (if applicable), such as State and Federal laws, advisory board recommendations, district and college governance have an impact on the support services your department provides. (e.g., partnered with dual enrollment and contract Ed programs at K-12 districts and high schools; support staff at high schools have access to Canvas to follow along and support students; allow tutors into the classes; Guided Pathways, AB 705, etc.)** | | |
| Office of Instruction, VPI’s office in particular, addresses each and every state and federal laws that are relevant or pertinent to the instruction, curriculum, CE, enrollment management, and other related areas of all that is academics. The Office of Instruction/VPI also ensures that the Accreditation standards are met as well as federal eligibility requirement so that the college can remain accredited and continue to serve our students. State initiatives that come through the Office of Instruction are shared and informed to the college community through relevant channels (I.e. participatory governance, etc.) | | |

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| Based on your responses to questions 4-8, are there areas that need improvements? If so, add improvement actions below. If there are no improvement actions in this area, leave blank. *If you have more than one Improvement Plan, add more by copying and pasting the table below.* | |
| **IMPROVEMENT ACTIONS** | |
| Department/Discipline: | N/A |
| Action Name: |  |
| Description: |  |
| Completion timeline: |  |
| Responsible person: |  |

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| 1. **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, the Program Review resource allocation requests require the completion of assessment in order to qualify.* |
| **9A. List and describe the department/program’s progress and reflection on Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Service Area Outcomes (SAOs). If your department/program offers a degree or certificate, please describe the department’s progress on Program Learning Outcomes (PLOs).** |
| SERVICE AREA OUTCOME1: (BCC Goals II, III, IV, PCCD Goals B, C, Board Goals 1)  Ensure the development of quality curriculum that is in alignment with the guided pathway framework for Career and Transfer programs for student success.      MEASURES: Curriculum Committee agenda and minutes, College Catalog, Schedule, Classes,  Guided Pathway task force notes from Design Team, meeting with the regional coach, and associated materials and notes & projects summary and outcomes, BCC Integrated Strategic Enrollment Management Plan 2018-2021), Department Chairs meeting agenda and minutes, CE meeting agenda and minutes, Dual Enrollment pathway programs, and CVC OEI CE pathways program),    Progress since 20-21 APU:  a) The GP operational structure has been updated to be supported by the Dean of Equity and Student Success and the Dean of Arts and Cultural Studies supported by the VPI and VPSS.  Faculty co-chairs began working closely with the Deans to move its agenda forward, successfully identifying 6-7 faculty Facilitator for each of the 6 cluster of the meta majors in January 2022.  Ongoing check in meetings continue with the coach, Dr. Laura Lara-Brady and her team enables the lead team to be supported from a broader (beyond BCC) perspective as well as receiving some guidance and suggestions.  BCC was also granted the Dual Enrollment for Equitable Completion from the College Futures Foundation in Fall 2021 where it enhances and directly supports GP effort to create a clear academic and career pathways from High School through BCC and to successful completion.  b) Based on the 7 areas of focused articulated in the BCC Integrated Strategic Enrollment Management plan which are also aligned with the Student-Centered Funding Formula, Dual Enrollment pathways for academic and CE development occurred in multiple areas including Community Health Workers, NC CDCP to credit pathways towards Human services.  From the 2017/18 – 2019/20 academic year, the College’s high school offerings have increased fivefold, from five sections to 21. The number of enrolled students increased from 180 in 2018 to 614, a 241% increase. Dual enrollment produced 17.8 FTES in 2018 and 33.8 FTES in 2020, a 90% increase. The productivity of these sections decreased from 17.3 in 2018 to 12.5 in 2020.  c) In terms of responding to the new practice of teaching and learning, BCC instituted a cross-pollinated task force, BCC Integrated HyFlex Task force to begin conducting research and development in spring 2022 which will lead to an actual pilot in fall 2022. It’s BCC’s intent to be able to recommend a sound plan and recommended standard to conduct HyFlex teaching and learning modality to the district. Currently, OOI is in conversation with the State Chancellor’s office regarding their stance in how the HyFlex modality is being considered as part of the CCC’s teaching and learning modality.      • SERVICE AREA OUTCOME 2 (BCC Goals II, III, IV, PCCD Goals D, Board Goals III):  Provide support and leadership for the college community on Program Review and Resource Allocation process and Assessment (SLO, PLO, and ILO) to ensure that the college meets the Accreditation standards.    MEASURES:  Assessment committee agenda and minutes, 2019-2020 and 2020-2021 Assessment Planning schedule per department, CurirrcNet Meta tool for Assessment. BCC Program Review documents including timeline, validation process by Integrated Planning Committee, summary review by participatory governance groups (Technology, Facility and safety, Classified Senate, Professional Development, and 2019-2020 Faculty prioritization documents and results by the Department chairs and Academic Senate, and Roundtable for budgeting and planning).        Progress since 20-21 APU:    20-21 APU process was prepared in a timely fashion: the timeline was shared with the college community via key participatory governance committees at the very beginning of fall 2019, tools for validation were created and reviewed by the IPC (INTEGRATED PLANNING COMMITTEE) committee. Participatory governance groups (identified above) were made aware of the timeline and their role of prioritization of the resources early part of the semester. Overall, much clarification in the process was made for 19-20.  Based on the comprehensive Accreditation report recommendation, the Assessment Committee is charged to lead to disaggregate assessment data by student’s ethnicity and other profiles to further analyze the success rate of students of color: Latin X and African American students in particular but other categories included such as gender, age, etc.  With a new faculty coordinator in place as of fall 2021, the process began with active outreach to engage the entire BCC community to think of the assessment as a critical tool for our own assessment for improvement.    • SERVICE AREA OUTCOME 3: (BCC Goals V, PCCD Goals B, D, Board Goals III,V)  Provide transparent and accurate communication with the college community and public regarding instructional and academic matters through college catalog, schedule of classes, website and other communication mechanisms.    MEASURES:  VPI communication with faculty and staff regarding academic, instructional, and Accreditation related matters, VPI communication with participatory governance groups regarding new legislation, initiatives, major changes in process and procedures (presentations, reports, etc.).  Schedule of courses, College catalog, and publication material regarding academic and career programs for external community. In addition, key website areas that are directly related to the Accreditation.    Progress since 20-21 APU:    Due to the COVID - 19 pandemic beginning in March 2020, the College's entire operation including instruction and services became online. Mechanisms for communication has gratefully shifted based on this reality.    Catalog 2021-2022 was published in June 2021 in time for the 2021-2022 academic year and an addendum is to be published in November 2021.  Schedule 202 will be fully online. The Department Chairs Council, Academic Senate and Curriculum Committee jointly worked on clarification language for the students and community members regarding what synchronous, asynchronous and blended of these online instruction mean in the schedule to ensure that the students are clear about how to engage in their classes online.    ACCJC BCC ISER 2021was submitted on December 18, 2020 and follow-up visit was made virtually during March 1-4, 2021. BCC successfully cleared the Accreditation status with 2 specific recommendations (while meeting the standards): Disaggregate assessment data and close the loop on the Participatory Governance assessment and improvement process. Both have been addressed through the relevant participatory governance venues and communicated widely to the college community as well as soliciting engagement through Flex Day and other opportunities.  Follow-up report, which was directly targeted to the District’s finance and governance areas, has been submitted to ACCJC on October 1, 2021 and follow up visit occurred in mid-October 2021. As of January 18, 2022, BCC was place on “warning” status from a “probation” status as its sanction.  Throughout the process of Accreditation related responsibilities, BCC has communicated to the community frequently and connecting our day-to-day work to these recommendations for continuous improvement for institutional effectiveness.      • SERVICE AREA OUTCOME 4: (BCC Goals II, III, IV, PCCD Goals A, B, D, E, Board Goals I, III)  Provide effective and innovative academic support services for the college to ensure student success.    MEASURES:  Learning Resource Center, Library, Math Tutorial program, Embedded Tutoring, English Writing center, Faculty Advising. BCC Tutorial Task Force meeting minutes.    Progress since 20-21 APU:    BCC successfully acquired CRLA Certification for tutors where all BCC tutors will be trained through this program. Led by Dean of Liberal Arts and Social Sciences, concept of centralized tutoring and tutoring across curriculum have been discussed and moving towards centralization. Due to the increased needs for the OL embedded tutoring, embedded tutors are strategically placed in "gateway" or "bottleneck" courses across curriculum so as to ensure that students can follow the degree pathways.  LRC has made a great stride since 20-21 where silo-ed approach to provide tutoring and its management through the cost center and budget-bound identification, operation will be now managed by the Coordinator of the LRC along with the Faculty Coordinator under the leadership of the Dean of Arts & Cultural studies and Social Sciences.  In spring 2022, we are in the process of hiring a second Coordinator for LRC to support the continued implementation of the centralization of the program.  Library has struggled with its operation during 20-21 academic year where we lost the Principal Library Technician. We are in the process of hiring for this position but the challenges with the smaller number of applicants continue. OOI support staff has been supporting the Library operation during this time.  In the near future, there is a need for a manager that oversees Library to support thier operations. |
| **9B. What improvement plans did your department identify upon the assessment of each program? How has your department used the results of assessment to improve student learning outcomes and/or curriculum? Please be as detailed as possible.** |
| See comments in 9A. |
| **9C. Describe how the program has made use of information from the data it has from program and student learning outcomes in Round 4 (last cycle of the last 3 years) for continuous improvement.  Include the three most significant plans for improvements as a result of the assessment process with timelines.**[Click here to view your Assessment Calendar](https://peralta4-my.sharepoint.com/personal/ncayton_peralta_edu/_layouts/15/onedrive.aspx?id=%2Fpersonal%2Fncayton%5Fperalta%5Fedu%2FDocuments%2FAssessment%20Info%20for%20APU&originalPath=aHR0cHM6Ly9wZXJhbHRhNC1teS5zaGFyZXBvaW50LmNvbS86ZjovZy9wZXJzb25hbC9uY2F5dG9uX3BlcmFsdGFfZWR1L0VrUF9iTld5cFJCSnYwNzhMM1pjcFk0Qk52MzBzZXRjQ2RpZFFwR3FWMUNCV2c_cnRpbWU9RGktQjZ4cGYyRWc) |
| See comments in 9A |
| **9**D**. How does your department, program, or unit ensure that students are aware of learning or service area outcomes?** |
| See comments in 9A |
| **9**E**. Besides your syllabi, where are the service area and/or program level outcomes published? If on a website, please specify the URL.** |
| **N/A for administrative CPR** |

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| In the boxes below, add improvement actions that are directly related to **Assessment.** If there are no improvement actions in this area, leave blank. *If you have more than one Improvement Plan, add more by copying and pasting the table below.* | |
| **IMPROVEMENT ACTIONS** | |
| Department/Discipline: | N/A |
| Action Name: |  |
| Description: |  |
| Completion Timeline |  |
| Responsible person: |  |

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| 1. **ENGAGEMENT** |
| **10A. Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty/staff/admin participate in.** |
| This section also applies to the instructional department. Recommend that we revise questions/form to be more relevant to the administrative unit for next year.  From OOI’s perspective, faculty and staff have been encouraged to take part of all institutional activities from Accreditation related preparation and activities, Institutional Effectiveness related activities, and any initiative-driven BCC activities. Deans and VPI encourage faculty and staff to take leadership role, and/or bring their unique perspectives and thought to the wider-table. |
| **10B. Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.** |
| As mentioned in various sections above, faculty have been engaged in community activities through partnership through grant-related, high school district related, city and industry related context. Staff engagement has always been encouraged and they continue to support the operation of these partnerships. |
| **10C. Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.** |
| OOI encourages PT faculty to be engaged in institutional related activities. Currently, there are PT faculty who are engaged in GP, Department chair council, CE advisory committee, PD committee to name a few. |
| 1. **10D. Discuss the relationship and engagement with other support services, programs, departments, or administrative units and how these relationships support your area to meet its goals.** |
| This is a characteristic that not just OOI to note but BCC should note. BCC does exceptionally well in coming together beyond divisions, departments, and programs to execute shared projects, goals, and initiatives. Such a collaborative approach only strengthens our integrated and collective wisdom to deliver quality outcomes to support our students. |

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| In the boxes below, add improvement actions that are directly related to Engagement. If there are no improvement actions in this area, leave blank. *If you have more than one Improvement Plan, add more by copying and pasting the table below.* | |
| **IMPROVEMENT ACTIONS** | |
| Discipline: | N/A |
| Action Name: |  |
| Description: |  |
| Completion Timeline |  |
| Responsible person: |  |

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| **VI. Prioritized Resource Requests** |
| In the boxes below, add a 3-year resource requests for your department/program that *have not been funded by existing funding sources*. Work with your supervisor to estimate costs. If there are no resource requested, leave the boxes blank.  [Click here to view the Resource Request Process and Timeline](https://drive.google.com/file/d/1AaC-W2_qjNaYbe6h8WjQ4_HIX43eBctx/view?usp=sharing) |

**Notes and Comments:**

This section needs improvement for 22-22 APU. Discussion was held in mid-January 2021 to clarify this process of “rolling up” or prioritized recommendations from the departments to the Deans/Managers, and to VPs to bring the final area recommendation to IPAR.

The overall summary of prioritized data to the Deans did not arrive till January 24, 2022 which made the process short and difficult. Also, we realized that the chart below does not necessarily inform our prioritized recommendation accurately.

We have a separate recommended resources (spreadsheet) for this section which include the same categorization as below chart. Please refer to that document for this section.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Resource Category** | **Description/Justification** | **Estimated Annual Salary Costs** | **Estimated Annual Benefits Costs** | **Total**  **Estimated**  **Cost** | **Overall**  **Priority Ranking of ALL Requests (1=Most important, 2=Second Most Important, etc.)** |
| **Personnel** |  |  |  |  |  |
| Classified Staff | Yr 1=  Yr 2=  Yr 3= |  |  |  |  |
| Student Worker | Yr 1=Student tutors and Student assistants  $238,000 was covered by HEERF which will expire in May 2021. Asking Fund 01 to support.   * See tutors and student assistant needs in HEERF II proposal document in IPC Teams for OOI   Yr 2=  Yr 3= | $238,000 $244,550  $249,441 |  |  |  |
| Part Time Faculty | Yr 1=  Yr 2=  Yr 3= |  |  |  |  |
| **Professional Development** | Description/Justification | | | Estimated Cost |  |
| Department wide PD needed | Yr 1=  Yr 2=  Yr 3= | | |  |  |
| Personal/Individual PD needed | Yr 1=  Yr 2=  Yr 3= | | |  |  |
| **Supplies** | Description/Justification | | | Estimated Cost |  |
| Software (for whom or role?) | Yr 1=  Yr 2=  Yr 3= | | |  |  |
| Books, Magazines, and/or Periodicals | Yr 1=  Yr 2=  Yr 3= | | |  |  |
| Instructional Supplies | Yr 1=  Yr 2=  Yr 3= | | |  |  |
| Non-Instructional Supplies | Yr 1=  Yr 2=  Yr 3= | | |  |  |
| **Technology & Equipment** | Description/Justification  *Before you list your technology request,* [*click here to view the latest Technology Refresh Plan*](https://drive.google.com/drive/folders/1SityYoJ8rYTzcYq_Iwtr59fJ6205LWIX?usp=sharing) *to verify whether it has already included.* | | | Estimated Cost |  |
| New | Yr 1=  Yr 2=  Yr 3= | | |  |  |
| Replacement | Yr 1=  Yr 2=  Yr 3= | | |  |  |
| **Facilities** | Description/Justification | | | Estimated Cost |  |
| Classrooms |  | | |  |  |
| Offices |  | | |  |  |
| Labs |  | | |  |  |
| Other |  | | |  |  |
| **Library** | Description/Justification | | | Estimated Cost |  |
| Library materials (including streamline media needs) | Yr 1=  Yr 2=  Yr 3= | | |  |  |
| Library collections |  | | |  |  |
| OER |  | | |  |  |
| **Other** | Description/Justification | | | Estimated Cost |  |
| OTHER Description | Yr 1=  Yr 2=  Yr 3= | | |  |  |

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

**Please email the completed Program Review to your Dean by November 30, 2021.**