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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. | | |
| The mission of the business program is to educate students so they can compete and perform successfully in today’s ever-changing global business environment. This requires not only job specific technical skills but also more general soft skills. Students in this program will acquire the knowledge and skills needed for initial employment, skills upgrades, career advancement, and career as well as the undergraduate courses needed to transfer to four-year degree programs that have similar goals. | | |
| **Name(s) of member(s) completing this Program Review** | **Department/Program** | **Completion Date** |
| Leonard Chung | Business | 11/30/2021 |
| **List faculty names and/or staff with assignments in fall 2021.** | | |
| Full Time | Part Time | |
| Christopher Bernard  Leonard Chung  Peter DuBois | Rabab Chowdhury  Fayez El Giheny  Sharon Garrett | |

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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) |

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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?** | | |
| Fall2019 to Spring2020, enrollment dropped slightly by 1%; by ethnicity: majority are Hispanic and Asian students; by age: 47% between 19 to 24 years of age followed by 16% between 25 to 29 years old; foreign students: 7% of student population.  Fall2020 to Spring2021, enrollment declined significantly by 8%, by ethnicity: again, same as last year, majority are Hispanic and Asian students; by age: 44% between 19 to 24 years of age followed by 16% between 25 to 29 years old; foreign students: dropped to 5% of student population.  Fall2021 compared to Fall2020, showed a decline of 4%; by ethnicity: majority are Hispanic and white, with Asian followed close behind; by age: 41% between 19 to 24 years of age and 17% between 16 to 18 years old; foreign students: further declined to 4% of our student population. | | |
| **When the data for your department are disaggregated by student ethnic groups, what trends do you observe and how do you plan to address them over the next three years?** | | |
| **Year 1 (2021-22)** | **Year 2 (2022-23)** | **Year 3 (2023-24)** |
| The above-mentioned declining trends will continue until we could return to the normal teaching condition. Enrollment of age groups 16 to 18, 19 to 24, and 25 to 29 will continue to grow. | Enrollment will stabilize and return to before 2019 levels. Consider offering our normal face-to-face classes and refine our asynchronous and synchronous classes. | To further improve enrollment, we need to review our class mix with the current trends and offer classes to meet the needs of our students. Provide, use, and maintain current and innovative technology in the classroom and distance learning environment. |
| **What would you recommend that we do to increase student enrollment in your department?** | | |
| We need to continue to refine and enhance our existing transferable courses to serve the needs of business students needing to transfer to four-year colleges. We need to make available additional classes for dual enrollment for early college students, targeting age group 16 to 18, mainly for high school juniors and seniors. Further, we need to work with our counseling department to reach out to local high schools for outreaching programs and design summer short courses for high school students to introduce our programs to them. We also need to consider developing short certification of completion programs to serve the needs of the age group 25 to 29, likely working adults looking for advancement to positions that require more in-depth knowledge of business principles and upgrade skills in related business. We need to 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.  New business programs: Management and Entrepreneurship certificate of achievement was approved and implemented. With the implementation of this new popular program, enrollment will improve significantly and additional resources may be needed to accommodate for the surge in enrollment.  Business faculty members are currently planning a new Data 8 program in collaborating with University of California, Berkeley campus. This new data science program will again bring in new UC and BCC students, and once implemented, enrollment will improve significantly, addition resources such as computer labs, apps, and qualified adjunct faculty members will be needed.  Further, faculty members are in the process of developing additional short-term business certificates, such as certificate of completion in business/management for age groups 19 to 24 and 25 to 29 students for skill upgrading, career advancement, and career changes. | | |

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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?** | | |
| Gender: For the year 2020 to 2021more female students enrolled in business classes than male with lower rates: completion rate-60.6% female/70.2% male/52.9% gender X; retention rate-77.4% female/86.1% male/ 64.7% gender X. All rates, except for the male retention rate, are below the college rates (including MW and EW)  Age: Age group under 16 achieved the highest completion rate of 81.8% followed by age groups 25-29 and 35 to54 both with a rate of 66.0%. Age group under 16 also achieved the highest retention rate of 90.9%. Age group 55-64 received the lowest completion rate of 46.7% and retention rate of 66.6%.  Ethnicity: White students reached the highest completion rate of 79.2% followed closely by Asian students with a completion rate of 77.9%. Asian students achieved the highest retention rate of 89.2% and again, followed closely by white students with a retention rate of 88.9%. Black/African American students received the lowest completion rate of 46.1% and the Unknown/NR group earned the lowest retention rate of 62.5%. | | |
| **What disproportionately impacted (DI) population(s) showed outcomes gains in your program area and which need more support?** | | |
| Supporting programs should be provided to age groups under 16 and 16-18, as the students, may need additional counseling and educational programs to guide the through the transfer process and career pathways. Tutoring services should be provided to age group 55-64 and Black/African American students as both groups received the lowest completion rate and retention rate. It seems that there is an equity gap between the course completion and course retention of the Black/African American and age group 55 to 64 populations and the White and Asian populations in our discipline. | | |
| **How do these outcome trends compare to the college average?** | | |
| The retention and completion rates across gender are both below the college average. Age groups 19-24 and 25-29 are the most represented groups yet both are below the college average by more than 5%.  Asian and white students performed better than the college level, completion by 8% and retention by 4%. | | |
| **What questions do you have about the trends?** | | |
| It will be interesting to know more about the age groups under 16 and 16 to 18 so that we can provide supports to them and to improve enrollment from this group. Also, need to know whether we have TLC tutorial programs for age group 55-64. | | |
| **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).** | | |
| Initial data indicated that students enrolled in evening classes generally performed better than day class, more evening classes should be scheduled in the future. Day classes completion rate 63.7% verse 74.1% for evening classes and Day retention rate of 80.4% verse Evening 87.6%. | | |
| **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)** |
| Schedule more face-to-face, synchronous, and blended evening classes.  Review the possibility of offering addition dual enrollment classes for age groups under 16 and 16 to 18. | Review the tutorial programs and if necessary, offer new tutorial sessions for business students. Recruit adjunct faculty members with high school teaching experience to teach the dual enrollment classes. | Review day classes and evening classes student performance and based on the result can determine to class mix for the coming semester. |

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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).** | | |
| For the year 2020 to 2021, a total of 66 awards were given of which 48 Associate in Science for Transfer in business administration degree or 73% of total awards, 4 certificate of proficiency in accounting or 6% of total awards, 5 certificate of achievement in general business or 8% of total awards, 5 associate in arts degree in general business or 8% of total awards, and 4 certificate of achievement in accounting.  Gender: Female students accounted for 65% and male students accounted for 35% of the awards.  Age: Age group 19-24 received the most awards followed by age groups 25 to 29, 35 to 54, and 16 to 18.  Ethnicity: 39% Asians, 21% Hispanic/Latino, 17% White, 11% Black/African American, 9% Two or More, 3% Unknown. | | |
| **On page 4, what DI population(s) award trends showed gains in your program area and which populations need more support?** | | |
| Veterans’ population increased significantly from 20.05% in 2019 to 47.37% in 2020. Other populations such as DSPS, foster youth, low income, CTE, adult ed students declined significantly, especially for DSPS students and CTE students declined by 15% and 25% respectively showing alarming trend. Apparently, all other groups, other than the veteran group require a lot more support. | | |
| **How do these outcome trends compare to the college average?** | | |
| The outcome trends appeared to be on par with the college average. | | |
| **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)** | | |
| Provide face-to-face tutoring services rather than online tutoring with flexible schedules.  Career counseling services to be provided from our counseling department. | | |
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| **Year 1 (2021-22)** | **Year 2 (2022-23)** | **Year 3 (2023-24)** |
| Provide supporting services such as tutoring services. Review with our counseling department on supporting resources. | Review results and responses from students and revise plans if necessary together with the counseling department. | Monitor the services and consistently review and update the supporting plans. |

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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.) |
| Based on the available information, majority of our business students wish to transfer to UC and CSU to continue their studies. 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. |

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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.). |
| Encourage and ensure that all business faculty members review the original course outlines for their courses and assess their classes on a timely basis. Review student learning outcomes and assessment results with department chair with recommendations for improvement when applicable. Utilize technology to enhance student learning. Based on assessment data and revise and adjust teaching plan accordingly. |

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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: | BUS |
| Action Name: | Student-Tutoring Services |
| Description: | Have tutors available daily at the Learning Resource Center for most business classes. |
| Completion timeline: | On-going |
| Responsible person: | P. Thananjeyan |

**III. PROGRAM GOALS**

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| 1. **List your current Department Goals.** | | |
| Goal I, Goal II, Goal III: The goal of the business program is to educate students so that they can compete and perform successfully in the business world and especially in today’s challenging global business environment. This requires not only job specific technical skills but also more general business skills. Students in our business program will acquire the knowledge and skills needed for initial employment, skills upgrades, career advancement as well as the undergraduate courses needed to transfer to four-year university programs that have similar goals.  Goal IV: Improve overall completion rate and retention rate by using the most relevant materials and techniques, expand students learning experience for transfer purpose and focus on more transferable degrees. | | |
| 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. | | |
| In general, our goals align with the college goals and (Goal V) the department is currently collaborating with representatives of the data science department of University of California, Berkeley to develop programs, for example, Data 8 course, to suit the needs of industry and the needs of our students. | | |
| 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)** |
| Synchronous and blended classes will require the use of classrooms for teaching and recording needs. | Utilization of computer lab is needed for business class. | Classrooms for synchronous classes. |
| 1. **What are the essential functions of your department, any unique characteristics or trends? Provide specific examples.** | | |
| To provide students with the knowledge and skills they will need in order for them to perform successfully when transfer to four-year institutions and in the next stage of their careers. | | |
| 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.)** | | |
| Currently under review, as faculty members are working on offering additional dual enrollment courses with local high schools and supporting services will be needed including the hiring of new adjunct faculty with high school teaching experience to assist in this program. | | |

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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: |  |
| 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).** |
| The department is currently starting the fifth assessment cycle and faculty members are reviewing and updating the student learning outcomes and program outcomes. The department chair will begin to review the program outcomes upon discussion with the assessment liaison. |
| **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.** |
| In progress. All courses and certificated are being reviewed and are being updated. |
| **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) |
| In progress. |
| **9**D**. How does your department, program, or unit ensure that students are aware of learning or service area outcomes?** |
| Course syllabus, in-class announcements by faculty, and Canvas course page. |
| **9**E**. Besides your syllabi, where are the service area and/or program level outcomes published? If on a website, please specify the URL.** |
| None. |

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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: |  |
| 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.** |
| Christopher Bernard – Assessment Committee, DE coordinator,  Leonard Chung – Tenure Review Committees  Peter DuBois – Curriculum Committee, Academic Senate |
| **10B. Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.** |
| Faculty members are collaborating with UCB for a new data science program. |
| **10C. Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.** |
| Faculty members, full-time and adjunct, regularly participate in flex day activities, TLC activities, and department meetings. |
| 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.** |
| Communicate regularly with other departments especially the Counseling Department to exchange ideas  Regular communications with other services, departments, and administrative units on an as-needed basis. |

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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: | Business |
| Action Name: | Update website |
| Description: | Update faculty and course offerings |
| Completion Timeline |  |
| Responsible person: | Web Content Developer |

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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) |

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| **Resource Category** | **Description/Justification** | **Estimated Annual Salary Costs** | **Estimated Annual Benefits Costs** | **Total**  **Estimated**  **Cost** | **Overall**  **Priority Ranking (1=Most important)** |
| **Personnel** |  |  |  |  |  |
| Classified Staff | CIS/BUS/ECON Coordinator Web Content Developer | $60,000 | $30,000 | $90,000 | 1 |
| Student Worker | Tutors/supporting staff | $15,000 |  | $15,000 | 2 |
| Part Time Faculty | Dual Enrollment Business and CIS Classes  Data science classes | Standard rate | Standard rate | TBA | 1 |
| **Professional Development** | Description/Justification | | | Estimated Cost |  |
| Department wide PD needed | Funding to attend training, conferences, and seminars on an as needed basis | | | $4,000 | 3 |
| Personal/Individual PD needed |  | | |  |  |
| **Supplies** | Description/Justification | | | Estimated Cost |  |
| Software (for whom or role?) |  | | |  |  |
| Books, Magazines, and/or Periodicals | Reference training books for data science program, excel, and video making. | | | $3,000 | 2 |
| Instructional Supplies | General office supplies. | | | $4,000 | 2 |
|  |  | | | $500 |  |
| **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 | Microphone and speakers for lecture and classroom recording.  Portable storage SSD drives for storing lecture videos for classroom presentation and online classes. | | | $1000  $1,200 | 1  1 |
| Replacement | Update faculty computer for lecture video editing. | | | $2,500 | 1 |
| **Facilities** | Description/Justification | | | Estimated Cost |  |
| Classrooms |  | | |  |  |
| Offices |  | | |  |  |
| Labs |  | | |  |  |
| Other |  | | |  |  |
| **Library** | Description/Justification | | | Estimated Cost |  |
| Library materials (including streamline media needs) | Textbooks on reserve (for data science, and accounting textbooks) | | | $4,000 |  |
| Library collections |  | | |  |  |
| OER |  | | |  |  |
| **Other** | Description/Justification | | | Estimated Cost |  |
| OTHER Description |  | | |  |  |

**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.**