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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. | | |
| **Name(s) of member(s) completing this Program Review** | **Department/Program** | **Completion Date** |
| Cora Leighton | Arts and Cultural Studies/ Communications | 11/01/21 |
| **List faculty names and/or staff with assignments in fall 2021.** | | |
| Full Time | Part Time | |
| Cora Leighton | Allen Conkle  Deborah Farris  Cole McClean  Pati Shojaee  Mariella Thanning  Jennifer Zenovich | |

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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?** | | |
| Our enrollment has dropped by about 30% in the last 3 years which is more than the drop at the college as a whole. | | |
| **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?**  Our disaggregated enrollment is similar to the overall college enrollment for all ethnic groups, mostly because public speaking is required for all students at the college. | | |
| **Year 1 (2021-22)** | **Year 2 (2022-23)** | **Year 3 (2023-24)** |
| Continue to participate in Learning Communities | Continue to participate in Learning Communities | Continue to participate in Learning Communities |
| **What would you recommend that we do to increase student enrollment in your department?** | | |
| Our enrollment drop is largely caused by the Office of Instruction reduction practices. Every semester for the last 3 years, when we cut a low enrolled section, one or more of our sister colleges adds the section at their college, and it enrolls. We are needlessly cutting sections of required courses (like public speaking). To reduce the need to address low enrolled sections, we should collect data about student need. If we better understand students’ schedules, we can better provide the classes at the times and in the modalities they need.  Additionally, we should pursue hyflex modalities, focus on dynamically dated sections, and add to our CVC badged courses. | | |

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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?** | | |
| Our retention and completion rates are commensurate with the college as a whole, although our completion rates with Black and Latinx students are higher than the college rates. In fact, our completion rates for Latinx students are 12% higher than the college average. This is likely due to our participation in Learning Communities. | | |
| **What disproportionately impacted (DI) population(s) showed outcomes gains in your program area and which need more support?** | | |
| Latinx students showed significant gains in our discipline, but Black students still need more support (despite the completion rates still being higher than the college average). | | |
| **How do these outcome trends compare to the college average?** | | |
| These trends are slightly better than the college average. | | |
| **What questions do you have about the trends?** | | |
| No questions. | | |
| **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).** | | |
| Unfortunately we have had no formal data collection so we do not have any input other than anecdotal evidence, which is weak at best.  Anecdotal evidence shows that students need more flexibility with scheduling. Hyflex as a modality is recommended. | | |
| **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)** |
| Begin reviewing courses for badging on the CVC | Begin offering hyflex sections | Continue |

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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).** | | |
| As with our enrollment, our degree awards have trended slightly down. This is likely due to the pandemic. The degrees have been awarded proportionately over all races, ages and genders. | | |
| **On page 4, what DI population(s) award trends showed gains in your program area and which populations need more support?** | | |
| Communication shows a slight gain with Black and Latinx students, and the data does not show any group with an obvious need for more support | | |
| **How do these outcome trends compare to the college average?** | | |
| These trends are significantly better for Black students than the rest of the college | | |
| **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)** | | |
| Students have expressed the need for more flexible scheduling. We recommend hyflex modalities because they allow students to complete a course regardless of their work and family schedule. | | |
| **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)** |
| Increase course offerings | Add hyflex options | Increase dynamically dated sections |

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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.) |
| Faculty advising was an extremely successful program (and relates to GP) that helped Communication Students transfer. Communication is a difficult subject in terms of transfer because they are a number of directions one can pursue. Students need help from communication faculty experts who know the nuances of the discipline. Unfortunately Faculty advising was defunded. We recommend funding this successful program. |

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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.). |
| Communication faculty have been meeting monthly to discuss and work on increasing supportive pedagogy for students of color. All of our courses include representative examples and curriculum, and we plan to review every course for alignment with the Peralta Equity Rubric. |

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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: | Communications |
| Action Name: | Peralta Equity Rubric Review |
| Description: | We will have all part-time instructors who want to take the Peralta Online Equity Course and review every course against the rubric |
| Completion timeline: | Spring 2024 |
| Responsible person: | All faculty |

**III. PROGRAM GOALS**

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| 1. **List your current Department Goals.** | | |
| 1. Increase course offerings  2. Begin implementing hyflex modality | | |
| 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. | | |
| Goal I, II, and V: Hyflex has been shown to increase student resilience and self-reflexivity. This modality allows students to learn how to learn better and will increase course completion by allowing students to take the course in a way that works best for their specific life circumstances.  Goal IV: Hyflex will increase course completion and therefore transfer and degree awards. | | |
| 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)** |
| N/A | N/A | N/A |
| 1. **What are the essential functions of your department, any unique characteristics or trends? Provide specific examples.** | | |
| Communications is tasked with teaching communications. This discipline is unique because Communications is a requirement for all students transferring within the state. We are the only uniquely required discipline that does not have more than one Full-time instructor. Our discipline is also unique in that most students have high anxiety around the subject, so additional support is needed to help students complete our courses. | | |
| 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.)** | | |
| Communications courses that satisfy the transfer requirement (COMM 3,4, 20, and 45) require live public speaking in a synchronous environment. This makes course scheduling, even online, challenging. | | |

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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).** |
| We completed the third complete round of assessment in Spring 2020. We have not completed the PLO assessment because as of spring 2021, our assessment committee had not finished the upgrades to Curricunet to allow this. |
| **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.** |
| We have created an action plan for each course. Because we have continued to assess each course at least every 3 years for 9 years running, our courses are assessing quite well. |
| **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) |
| 1- Developing consistency in the SLO’s and success will require that instructors link the activities in class, the assignments, and the grading to the SLO’s. This can be done in two ways: Scaffolding and use of clear rubrics.  A- by scaffolding work, students will take success early in the semester into more complex assignments and ideas.  B- by developing clear rubrics that connect to the scaffolding and SLO’s, instructors can provide clear expectations that help lead to success.  2- While cultural diversity is a bit more abstract, studies show that by providing diverse examples in class, students can learn cultural diversity more effectively.  3- Providing activities on problem solving, decision making and conflict resolution as a part of scaffolding, instructors can help buttress success in this area. |
| **9**D**. How does your department, program, or unit ensure that students are aware of learning or service area outcomes?** |
| Every instructor includes the SLO’s in the syllabus and in each assignment/activity in the course. |
| **9**E**. Besides your syllabi, where are the service area and/or program level outcomes published? If on a website, please specify the URL.** |
| Each course includes the SLO’s associated with each activity in canvas per the CVC rubric. |

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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.** |
| Our full-time faculty member is currently the Distance Education coordinator and therefore sits on almost every committee. She also was awarded a sabbatical in 2019-2020, and developed a monthly workshop for part-time faculty to discuss and engage with equity-success. |
| **10B. Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.** |
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| **10C. Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.** |
| Part-time instructors meet with the full-time instructor monthly to discuss needs. |
| 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.** |
| More connection to student services is needed to help ensure student success.  All instructors participate in OER and work regularly with the Library faculty. |

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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: |  |
| 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) |

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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 | Accessibility Coordinator |  |  |  | 1 |
| Student Worker |  |  |  |  |  |
| Part Time Faculty | 1 Full-time faculty | $75k | $25k | $100k | 2 |
| **Professional Development** | Description/Justification | | | Estimated Cost |  |
| Department wide PD needed | Hyflex teaching training | | | N/A | 3 |
| Personal/Individual PD needed |  | | |  |  |
| **Supplies** | Description/Justification | | | Estimated Cost |  |
| Software (for whom or role?) |  | | |  |  |
| Books, Magazines, and/or Periodicals |  | | |  |  |
| Instructional Supplies |  | | |  |  |
| Non-Instructional Supplies |  | | |  |  |
| **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 | Hyflex cameras | | | $6000 each |  |
| Replacement |  | | |  |  |
| **Facilities** | Description/Justification | | | Estimated Cost |  |
| Classrooms | Hyflex classroom | | |  |  |
| Offices |  | | |  |  |
| Labs |  | | |  |  |
| Other |  | | |  |  |
| **Library** | Description/Justification | | | Estimated Cost |  |
| Library materials (including streamline media needs) |  | | |  |  |
| Library collections |  | | |  |  |
| OER | Accessible 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.**