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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 Economics department at Berkeley City College is to prepare and support students for degree completion and transfer. The courses in the Economics discipline focus on how societies, individuals, and firms utilize scarce resources in order to satisfy unlimited wants. This study encompasses both the study of rational choice at the firm and individual level, as well as analysis of how those interrelated actions affect the overall economy in the aggregate. Students will be able to apply the basic economic concepts discussed in the discipline to past and present events. | | |
| **Name(s) of member(s) completing this Program Review** | **Department/Program** | **Completion Date** |
| Chris Bernard | Economics | 11/30/21 |
| **List faculty names and/or staff with assignments in fall 2021.** | | |
| Full Time | Part Time | |
| Chris Bernard | Darrell Gualco  Malkiat Sandhu | |

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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?** | | |
| At the outset, it must be noted that the AY20-21 was held during a global pandemic.  During the last three academic years, there has been a decrease in enrollment but not nearly as significant as the college overall. Census enrollment in economics for the entire AY during last three years were as follows: AY18-19: 565; AY19-20: 571; AY20-21 536. Here we can see an increase in enrollment from AY18-19 to AY19-20 of about 1.5% and a decrease in enrollment from AY19-20 to AY20-21 of about 6% (given the increase in enrollment the previous full year, it is likely that some portion of this decline is attributed to the pandemic).  It is worth noting that enrollment during the summer sessions has increased dramatically during this time period. AY18-19 summer enrollment was 65. AY20-21 summer saw that enrollment jump to 129 for an increase of 98.5%. This could be an early indicator that students are looking for more flexible options to enroll in courses.  During AY20-21 fall and spring semesters, it is interesting to note that night synchronous courses had an average fill rate of 65% while during the same academic year, day synchronous courses had an average fill rate of 90%. Removing one outlier from the data during the same academic year, asynchronous courses had an average fill rate of about 80%. During the summer semester, the differences between day and night synchronous courses was non-existent.  Over the last three years, the majority of students enrolling in economics courses identify as Asian, followed closely by students that identify as Hispanic/Latino. Students that identify as White are next. Students that identify as Black/African American and Two or More follow. This order has been consistent over the last three years. Students that identify as Black/African American enrollment has dropped every year during the last three academic 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)** |
| The downwards trends will continue until students have more options to complete their courses with choices between asynchronous and synchronous online learning, hybrid, and face to face offerings. | It is anticipated that growth in economics enrollment will resume to its pre-pandemic trend. Asynchronous and dynamically dated courses should be considered to address decreases in enrollment for students who identify as Black/African American. | Following AY22-23, need to do a thorough review of enrollment and modality. Based on this review, make appropriate modifications to course offerings to meet students in their preferred academic setting. |
| **What would you recommend that we do to increase student enrollment in your department?** | | |
| Based on a review of the data, it would be advantageous to consider more dynamically dated courses and experiment with hybrid and hyflex courses. Many students in economics appeared to appreciate the variety of course options over the last 3 semesters. As we move back to offering face to face courses, it would be beneficial to leverage some of these revealed preferences. | | |

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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 AY20-21 more male students enrolled in economics courses than female students. The completion rates for male and female students were very similar (69.4% to 69.7%, respectively). Female students’ retention rate was 82.9% compared to male students’ retention rate of 81.1%. Both completion and retention rates are below the college rates.  **Age:** For AY20-21, the 16–18-year-old cohort had the highest completion (87.3%) and retention (88.9%) rates. The 19–24-year-old cohort had the lowest completion rate (66.1%). The 25–29-year-old cohort had the lowest retention rate (76.8%). The majority of students who enrolled in economics courses were under 29 (449/534 = 84% of enrolled students).  **Ethnicity:** For AY20-21, students identifying as Asian had the highest completion rate at 76.4%, followed by students identifying as White at 73.3%. Students identifying as White had the highest retention rate at 86.7% followed closely by students identifying as Asian at 86.1%. Students identifying as Two or More have the lowest completion and retention rates (48.8% and 65.1%, respectively). Students who identify as black have the second lowest completion and retention rates (58.0% and 74.0%, respectively). | | |
| **What disproportionately impacted (DI) population(s) showed outcomes gains in your program area and which need more support?** | | |
| 16–18-year-old students saw large increases in enrollment from AY19-20 to AY20-21 (35 to 65). Over the same time period, completion increased from 81.8% to 87.3% and retention remained high (AY19-20 90.9% and AY20-21 88.9%). More efforts should be made to create opportunities for these students to take economics courses. Additionally, it should be verified if economics courses at BCC satisfy high school economics requirements.  Enrollment by students identifying as Black/African American has decreased significantly over the last three academic years. Additionally, completion rates for students identifying as Black/African American for the last three academic years are as follows: AY18-19: 44.4%; AY19-20: 42.0%; AY 20-21: 58.0%. Retention rates for students identifying as Black/African American for the last three academic years are as follows: AY18-19: 76.7%; AY19-20: 68.0%; AY 20-21: 74.0%.  During the last three academic years, completion and retention rates for students identifying as Hispanic/Latino have increased each year. Completion rates: AY18-19: 53.4%; AY19-20: 67.5%; AY 20-21: 69.9%. Retention rates: AY18-19: 67.2%; AY19-20: 81.7%; AY 20-21: 83.5%. | | |
| **How do these outcome trends compare to the college average?** | | |
| For AY20-21, overall economics course completion rate is 69.5% and retention rate is 81.9%. This is compared with 74.0% overall completion and 84.7% retention at the college. For economics courses, the 16–18-year-old cohort had the highest completion rate for economics courses (87.3%) than the college completion rate (81.4%). Additionally, students identifying as Hispanic/Latino have a higher completion rate (69.6% v. 68.2%) and retention rate (83.5% v. 81.1%) than the college average. Students identifying as Black/African American have a lower completion rate (58.0% v. 65.2%) and retention rate (74.0% v. 80.9%) than the college average. | | |
| **What questions do you have about the trends?** | | |
| During the AY 20-21, one of the embedded tutors identified as Black/African American. Additionally, in two economics courses, a former BCC student who transferred to UC Berkeley and identified as Black/African American presented a paper he completed as a fellow in the American Economic Association Summer Economics Fellows Program. Perhaps these two circumstances could help explain the increase large increase in completion rates during AY 20-21 for students identifying as Black/African American. | | |
| **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).** | | |
| Many students have taken advantage of the economics tutors at the LRC. Additionally, I have heard great reviews from students who have worked with the tutors when they are embedded in class.  There is a lot of interesting data regarding the online economics courses offered during the last academic year. First, synchronous day courses accounted for 58.6% (313/534) of all enrolled economics courses. Asynchronous courses accounted for 21.2% (113/534). Synchronous day courses accounted for 20.2% (108/534).  For AY20-21 the overall for economics courses completion rate was 69.5% and retention rate was 81.9%. Breaking these rates down into various modalities produces interesting data. Day synchronous economics courses were the most successful modality in terms of completion (80.2%) and retention (88.4%). Evening synchronous economics courses saw a large decrease in both completion (64.2%) and retention (71.7%). Asynchronous economics courses saw an even larger decrease in completion rate (42.0%) and a slight increase in retention (73.6%). Given the success of the synchronous online courses, the department should continue to offer courses during the day to see if they continue to fill. | | |
| **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 synchronous online and face to face day classes. Schedule hybrid courses. Reduce scheduling of asynchronous courses given low completion rates. Consider opportunities for dual enrollment with local high schools. | Review data from last AY and continue to find appropriate blend of offerings. Perhaps offer synchronous courses with high school or hyflex options. Offer evening face to face sections. | Review data from last AY regarding synchronous, asynchronous, and hybrid courses. Review evening classes student performance and compare with other modalities. |

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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).** | | |
| AA-Ts in Economics have stayed above 20 for the last 4 years. In AY19-20, 27 AA-Ts were awarded. Here are the degrees earned for the last three academic years: AY18-19: 20; AY19-20: 27; AY20-21: 20.  Females have accounted for at least 50% of the degrees awarded over the last 4 years. This is line with the American Economic Association’s Committee on the Status of Women in the Economics Profession that is “charged with promoting the careers and monitoring the progress of women economists in academia, government agencies and elsewhere.”  During the last three academic years, students who identify as Asian have been awarded 12 degrees each year (AY18-19: 60%; AY19-20: 44.4%; AY20-21: 60%). During those three academic years, students who identify as Asian have been awarded 53.7% (36/67) of all the economics degrees. Students who identify as Hispanic/Latino have been awarded 17.9% (12/67) of all economics degrees over the last three academic years. Students who identify as Black/African American have been awarded 7.5% (5/67) of all economics degrees over the last three academic years.  The 19-24 age cohort make up the largest age group of students who earn degrees in economics earning over 80% of the total degrees in each academic year (AY18-19: 17/20; AY19-20: 22/27; AY20-21: 16/20). | | |
| **On page 4, what DI population(s) award trends showed gains in your program area and which populations need more support?** | | |
| Students who identify as Hispanic/Latino have averaged 4 degrees over the last 3 years (AY18-19: 4/20; AY19-20: 5/27; AY20-21: 3/20). Students who identify as Black/African American have averaged under 2 degrees over the last years (AY18-19: 1/20; AY19-20: 2/27; AY20-21: 2/20). | | |
| **How do these outcome trends compare to the college average?** | | |
| Comparing only the number of degrees conferred, economics degrees appear similar to the overall college trend in degree awards (not including certificates). | | |
| **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)** | | |
| During the last three semesters the economics department has utilized economics tutors at the LRC. We anticipate this will continue to improve outcomes. Prior to this, students had been asking for economics tutors. | | |
| **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)** |
| Continue to provide tutoring and other student support. Discuss plans with Guided Pathways to ensure that students are introduced to economics and explain the flexibility of the degree. Collaborate with counseling and transfer services. | Review student outcomes and discuss support services with students. Collaborate with counseling and transfer services. | Continue to review outcomes and modify support services if necessary. |

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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 data, it seems apparent that many BCC students want to transfer to a UC school The Economics Transfer Pathway encourages potential Economics transfer students to “to take the single variable calculus sequence for STEM majors to keep their options as open as possible for undergraduate and graduate school alternatives.” This recommendation needs to be more formalized in our degrees to ensure that students are taking enough math courses to succeed after transfer.  Reviewing data from the University of California Info Center, there has been a steady increase in economics transfers to UCs over the last 5 years. Transfers to all UCs over the last 4 years are as follows: AY17-18: 20; AY18-19: 30 AY19-20: 27; Fall 2020: 25). It is interesting to note that the number of transfers to UC is greater than the number of AA-Ts awarded at BCC for many of the academic years listed.  Following transfer, I’ve stayed in contact with a few students who have transferred to UC Berkeley. They have told me that they felt prepared for the math required in the upper division economics courses but would have liked to have more practical statistics courses at BCC. In conjunction with the Math, CIS, and Business departments, we are discussing a Data Analysis program that could provide this preparation for students after transfer. |

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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.). |
| Review Economics AA-T and create two paths that ensure students who are looking to transfer to UC take the appropriate STEM math classes and create another path for students who are looking to transfer to CSU or other programs that are not as math intensive. Over time, this path could include more data analysis options as data analysis programs and courses are developed. Review course outlines of record for all economics courses to ensure that the skills that are needed for transfer are specified. Review course outlines of record with part time faculty. |

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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.** | | |
| Goal I, Goal II: The goal of the Economics department at Berkeley City College is to prepare and support students for degree completion and transfer. The courses in the Economics discipline focus on how societies, individuals, and firms utilize scarce resources in order to satisfy unlimited wants. This study encompasses both the study of rational choice at the firm and individual level, as well as analysis of how those interrelated actions affect the overall economy in the aggregate. Students will be able to apply the basic economic concepts discussed in the discipline to past and present events.  Goal IV: Improve overall completion and retention rates by using the most relevant materials and techniques, encourage continued studies in economics by discussing the flexibility of the degree, and expand students’ learning experiences for transfer purpose.  Goal V: Continue to build and develop connections with UC Berkeley economics department and maintain connection with BCC transfer students to help encourage BCC students. | | |
| 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. | | |
| All goals align with College Goals 1 to IV. | | |
| 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)** |
| Classrooms and training support for hyflex teaching options. Funds for close captioning videos. Classrooms for recording asynchronous lectures and other materials. | Creation of hyflex teaching classrooms in multiple classrooms. Classrooms for recording asynchronous lectures and other materials. | Creation of hyflex teaching classrooms in multiple classrooms. Classrooms for recording asynchronous lectures and other materials. |
| 1. **What are the essential functions of your department, any unique characteristics or trends? Provide specific examples.** | | |
| Prepare students for transfer to 4-year university. Emphasize that a degree in economics is flexible and is not synonymous with business. Economics is a social science. Economics courses at BCC are required for degrees in multiple social science disciplines beyond business degrees. | | |
| 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.)** | | |
| Reviewing opportunities related to dual enrollment and concurrent enrollment in economics courses. Emphasizing the flexibility of an economics degree with Guided Pathways. | | |

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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).** |
| Ongoing. Next semester, will update SLOs and PLOs. Review Economics ADT and evaluate current PLOs. |
| **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. |
| **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?** |
| Placing outcomes in syllabus. Ongoing. |
| **9**E**. Besides your syllabi, where are the service area and/or program level outcomes published? If on a website, please specify the URL.** |
| Updating department webpage. Ongoing. |

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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.** |
| Chris Bernard – Peer Online Course Review Lead; Distance Education Committee Co-Chair; Curriculum Committee; Honor Council |
| **10B. Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.** |
| Working with faculty at UC Berkeley to develop Data Analysis course and 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 in the social science to work on course offerings and other areas that overlap. |

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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: | Economics |
| 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) |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 | ECON/BUS/CIS Coordinator and Web Content Developer | $60,000 | $30,000 | $90,000 | 2 |
| Student Worker | Tutors (embedded and LRC) | $15,000 |  | $15,000 | 1 |
| Part Time Faculty |  |  |  |  |  |
| **Professional Development** | Description/Justification | | | Estimated Cost |  |
| Department wide PD needed | Fund and attend trainings and conferences | | | $3,000 | 1 |
| Personal/Individual PD needed | Accessibility Document Remediation | | | $3,000 | 1 |
| **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 |
| 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 | Microphone for lecture and classroom recording. | | | $800 | 1 |
| Replacement |  | | |  |  |
| **Facilities** | Description/Justification | | | Estimated Cost |  |
| Classrooms |  | | |  |  |
| Offices |  | | |  |  |
| Labs |  | | |  |  |
| Other | Testing Center (incorporate into new building or use existing space) | | | TBD |  |
| **Library** | Description/Justification | | | Estimated Cost |  |
| Library materials (including streamline media needs) | Kanopy | | |  | 2 |
| 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.**