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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

Review your responses from the prior year’s APU and provide updates to the progress made in your department/program. After you have completed the APU, send a copy to your dean/supervisor.

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.

[APU 2020-2021 timeline](https://drive.google.com/drive/folders/1xEDJm-YOy2lcP1cdnXnzg1M9AaWaV47B?usp=sharing) has been developed for each program and services to guide. Please review and work with your Deans, Managers, Department Chairs and/or Supervisors to complete this APU.

The APU is intended to primarily focus upon planning for the subsequent year and institutional effectiveness. The APU process directly leads to the institutional resource allocation process and budget planning for the following academic year ([PR/APU & Resource Allocation Cycle](https://drive.google.com/drive/folders/1xEDJm-YOy2lcP1cdnXnzg1M9AaWaV47B?usp=sharing)). This is an opportunity for each program, student services, and department to reflect on progress made since last year based on the goals (outcomes) set, identify areas of program improvements to achieve student success and elimination of achievement gap that are identified in the [Berkeley City College Strategic Plan 2018-2020](https://drive.google.com/drive/folders/1xEDJm-YOy2lcP1cdnXnzg1M9AaWaV47B?usp=sharing). In this process of making continuous quality improvement, there is an opportunity for each program, student services, and department to request additional resources that support achieving the stated goals.

If you have questions regarding data, please contact Phoumy Sayavong, Senior Researcher and Planning Analyst (psayavong@peralta.edu). If you have questions regarding other material in the APU, please contact your Dean or Manager.

**COLLEGE PROFILE**

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| **Student Demographics** | **2016-2017** | **2017-2018** | **2018-2019** | **2019-2020** |
| Annual Headcount | 11,195 | 11,041 | 10,903 | 10,759 |
| Total Enrollment (census) | 34,402 | 32,850 | 30,298 | 31,007 |
| **Ethnicity** |  |  |  |  |
| African-American | 18% | 15% | 16% | 15.2% |
| American Indian/Alaskan Native | 0.2% | 0.2% | 0.2% | 0.3% |
| Asian | 24% | 22% | 22% | 21.5% |
| Filipino | 3% | 2% | 2% | 2.4% |
| Hispanic | 22% | 24% | 25% | 25.9% |
| Multi-Ethnicity | 3% | 7% | 7% | 6.9% |
| Pacific Islander | 0.4% | 0.3% | 0.3% | 0.3% |
| Unknown | 5% | 4% | 3% | 5.1% |
| White Non-Hispanic | 25% | 24% | 24% | 22.5% |
| **Gender** |  |  |  |  |
| Female | 55% | 55% | 55% | 56% |
| Male | 43% | 43% | 42% | 41% |
| Unknown | 2% | 3% | 3% | 3% |
| **Age Group** |  |  |  |  |
| 19 or Less | 28% | 27% | 29% | 30% |
| 20 to 24 | 35% | 35% | 33% | 32% |
| 25 to 29 | 16% | 16% | 16% | 15% |
| 30 to 34 | 7% | 8% | 8% | 8% |
| 35 to 39 | 4% | 4% | 4% | 4% |
| 40 to 49 | 5% | 5% | 5% | 5% |
| 50 + | 5% | 5% | 5% | 6% |
| **Full-Time/Part-Time Status** | **Fall 2017** | **Fall 2018** | **Fall 2019** | **Fall 2020** |
| Full Time | 21% | 18% | 18% | 15% |
| Part Time | 79% | 82% | 82% | 86% |

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| **College Outcomes** | **2017-2018** | **2018-2019** | **2019-2020** |
| FTES (#) | 4140 | 3864 | 3696 |
| Productivity (avg faculty-student ratio) | 13.4 | 13 | 13.2 |
| Success Rate (%) | 67% | 69% | 67%\* |
| Degrees + Certificates Awarded (#) | 1,021 | 948 | 1,106 |

*\*Excludes “EW” grades*

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| --- | --- | --- |
| Name(s) of members completing this update | Department/Program | Completion Date |
| Tim Rose | Social Science Department/Anthropology |  |

[**Click here to access your program’s APU report from 2019-20.**](https://drive.google.com/drive/folders/1GqZs_K1fMm54VenIYdwufEhYA3z5SdMg?usp=sharing)

You can copy, paste, and edit your responses.

1. Please verify the mission statement for your program. If your program has not created a mission statement, provide details on how your program supports and contributes to the College’s mission.

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| In addition to the mission of the Social Sciences Department, the mission of the anthropology discipline at Berkeley City College is to support student success by providing students with the intellectual and methodological skill sets necessary to successfully transfer to a four-year institution and/or find employment in the applied sector. The Anthropology discipline supports academic excellence by emphasizing quality instruction and sound curriculum that will expose students to contemporary theories, research methods, and skills used by anthropologists. |

1. **List your faculty and/or staff with assignments in fall 2020.**

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| --- | --- |
| Full Time | Part Time |
| Thomas Kies | Mather George  Sheila Thomas  Nicole Wilson  Daniel Cusimano |

1. **The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals.**

**What is the status of the goals, and which College and District goals your program goals align to? How did you measure the achievement of these goals?**

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| Goal 1: Curriculum  College Goal: 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.  Action: At present the curriculum is up-to-date and current. Introduction of an independent study to enable advanced students specialized training was established. Introduction of further thematic coursework to better serve student needs.  Status: Completed  If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?  Evidence: Curriculum is up-to-date in CurriQunet. Independent study course has been added to curriculum.  Goal 2: Assessment  College Goal: 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.  Action: Assessment within the discipline is in need of developing more nuanced ways completing course assessment. The establishment of a three-year cycle has helped the discipline to coordinate assessment activities with increased planning and increased participation in the closing the loop.  Status: In progress.  Goal 3: Instruction  College Goal: 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.  Action: Archaeology (ANTH 2) has only been offered as a spring evening session. In order to better serve students offering this course at different times of the day will help give more students the opportunity to take this course.  Status: completed  If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?  Evidence: The expanded schedule serves student demand.  Goal 4: Student Success and Student Equity  College Goal: 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.  Action: In addition to offering the ANTH 2 as a day class section, we are in the process of gaining momentum to offer our Introduction to Archaeology and Prehistory course every semester.  This is an important course for majors and with increased marketing should become a more popular general education course as well.  Status: In progress. |

1. Describe your current utilization of facilities, including labs and other space.

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| ANTH Dept has lab space for ANTH 1L in 422. |

1. Using the data dashboards, review and reflect upon the outcome trends for your department/program. Describe any significant changes (successes and/or challenges) and discuss what the changes mean to your program and what can be done to address them. Consider whether performance gaps exist for disproportional impacted students (see [BCC’s Student Equity Plan](https://www.berkeleycitycollege.edu/wp/prm/bcc-plans/)).

Review [BCC’s Student Equity Plan](https://www.berkeleycitycollege.edu/wp/prm/bcc-plans/) and focus upon the most recent year and/or the years since your last comprehensive program review. Cite data points from the dashboard and other related Plans and goals to support your answer.

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| **Data Dashboards and Planning Documents** |
| 2020-21 Dashboards for APUs  1. [Course Completion and Retention Rates Dashboard – Instruction](https://app.powerbi.com/view?r=eyJrIjoiNjc2MDhiNTEtNTJhZi00MDM0LTk5NDItNTRiY2EzMGI1NTZiIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)  2. [Course Completion and Retention Rates Dashboard – Student Services](https://app.powerbi.com/view?r=eyJrIjoiNjk3NDJjOTItNzI5MS00MDhjLWJhN2EtZjcxNzU4OTBiZDBjIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)  3. [Enrollment Trend and Productivity Dashboard](https://app.powerbi.com/view?r=eyJrIjoiNWJlOWZmYTEtNTY0MC00MDhkLWE5OTAtYmJjZjIxNzJiNWViIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)  4. [Degrees and Certificates Dashboard](https://app.powerbi.com/view?r=eyJrIjoiZjU2M2M5MzItOTcwZi00Y2U1LWJmODUtYTc0YjlhZGI2ZDhjIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSectionde32556e136b0a8caccd)  [**Planning Documents**](https://www.berkeleycitycollege.edu/wp/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* |
| In the academic year 2019-2020, BCC ANTH Department was above or on par with the course completion rate and retention rate of the college. For 2019-2020, the ANTH completion rate (excluding MW and EW grades) was 80%, which is above the college completion rate of 67%. ANTH Dept’s retention rate stood 87%, the same as the overall college rate. Since 2016-2017, while the college completion and retention rates have remained relatively flat, the ANTH Dept. has seen an increase in both measures (68% to 80% in course completion between 2016-2020 and 81% to 87% in retention). With both measure increasing, and not insignificantly, ANTH Dept. faculty recognizes the achievement of a primary goal as outlined in the previous Program Review. Retention and completion rates across gender are relatively equal, rates are slightly higher than college average or on par with the college average: female completion rate is 3 points above college average and the same as the college rate for retention; male completion rate is 4 points higher than college rate and retention rate is 1 point above college average; gender neutral student completion rate is the same as the college rate and the retention rate is slightly higher (1 percentage point) than the college rate. Completion and retention rates across age groups are relatively even with the 16-18 age group 8 points above the college average in completion and on par with the college in retention. Completion and retention rates have improved for the 30-34 age group. This appears to be a college-wide trend. Perhaps better support services for this age group have been established at BCC in the past academic years. The utilization of the Military Withdrawal (MW) and the Excused Withdrawal (EW) may have contributed to the improved rates. ANTH Dept. retention and completion rates for Black/African American students is slightly above the college average. The completion rate and retention rate for Hispanic/Latino student in ANTH Dept. sections are slightly above or on par with the college average (74% for ANTH to 70% college in completion and 83% to 83% for retention). The ANTH Dept. will continue to bolster its attention to the particular needs of the Black/African American and Latinx communities at BCC and will maintain its ability to carry above average completion and retention rates for these groups. ANTH faculty will likewise continue to support identified student groups such as EOPS, CalWorks, Umoja, CareBCC, Veterans Affairs, etc. |

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| **ASSESSMENT** |
| Berkeley City College is committed to a culture of assessment to improve instruction, services, and institutional planning.  Findings from SLO and PLO 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 2018-2020.  *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 APU resource allocation requests require the completion of assessment in order to qualify.* |

1. Describe the department/program’s progress on Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Service Area Outcomes (SAOs) since the last Program Review/APU. If your department/program offers a degree or certificate, please describe the department’s progress on Program Learning Outcomes (PLOs).

Have your assessment results been recorded in CurricuNet Meta? \_X\_Yes \_\_No

If no, what was the reasons for not having been able to assess?

⬜ Courses were planned to be offered but cancelled

⬜ COVID–19 disruption (in person to OL conversion)

⬜ Other:

When do you plan to assess these courses that you did not complete this semester? Indicate the plan in the department assessment calendar. Work with your assessment liaison, if you need assistance**.** [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)

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| ANTH 1L will assess three SLOs in fall 2020. Otherwise, all ANTH courses are up-to-date for assessment.  College goal of program assessment in spring 2021 will also enable a more holistic view of our program’s effectiveness in program learning outcomes. |

1. Describe the impact and accomplishments from previous year’s funded resource allocation request. If not funded, leave blank.

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| --- | --- | --- | --- |
| Brief description of funded request | Funding Source  (any additional award outside your base allocation) | Total  Award Amount | Outcome/Accomplishment |
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1. In the boxes below, add improvement actions and resource requests that are directly related to questions 1 thru 7. If there are no improvement actions or resource requested in this area, leave blank. *If you have more than one Improvement Plan, add more by copying and pasting the table below.*

|  |  |
| --- | --- |
| **IMPROVEMENT ACTIONS** | |
| Action Name: |  |
| Description: |  |
| To be completed by [Date]: |  |
| Responsible person: |  |

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| **IMPROVEMENT ACTIONS** | |
| Action Name: |  |
| Description: |  |
| To be completed by [Date]: |  |
| Responsible person: |  |

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| **Prioritized Resource Requests** |
| In the boxes below, add resource requests for your department/program that *have not been funded by existing sources*. Provide justifications from your request based on evidence from your responses in questions 1 through 8 above. If there are no resource requested, leave the boxes blank.  You will be required to present your request(s) to the Resource Allocation Committee in order to qualify for funding. Work with your administrator/supervisor to estimate costs. |

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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 | Instructional Designer – Information Technology | $70,000 | $30,000 | $100,000 | 2 |
| Student Worker |  |  |  |  |  |
| Part Time Faculty | Tutor Coordinator | $30,000 | $10,000 | $40,000 | 3 |
| Full Time Faculty | ANTH Instructor | $70,000 | $30,000 | $100,000 | 1 |
| Professional Development | Description/Justification |  |  | Estimated Cost |  |
| Department wide PD needed |  | | |  |  |
| Personal/Individual PD needed |  | | |  |  |
| **Supplies** | Description/Justification | | | Estimated Cost |  |
| Software |  | | |  |  |
| Books, Magazines, and/or Periodicals |  | | |  |  |
| Instructional Supplies |  | | |  |  |
| Non-Instructional Supplies |  | | |  |  |
| **Technology & Equipment** | Description/Justification | | | Estimated Cost |  |
| New |  | | |  |  |
| Replacement |  | | |  |  |
| **Facilities** | Description/Justification | | | Estimated Cost |  |
| Classrooms |  | | |  |  |
| Offices |  | | |  |  |
| Labs |  | | |  |  |
| Other |  | | |  |  |
| **Library** | Description/Justification | | | Estimated Cost |  |
| Library materials |  | | |  |  |
| Library collections |  | | |  |  |
| **Other** | Description/Justification | | | Estimated Cost |  |
| OTHER Description |  | | |  |  |

Thank you for your time and effort in completing the Annual Program Update!