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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/Ethnic Studies |  |

[**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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| Ethnic Studies and its related strands (African American Studies, Asian American and Pacific Islander Studies, and Mexican/Latin American Studies) at Berkeley City College offers students and the community a dynamic and interdisciplinary understanding of race and ethnicity, with an emphasis on intersectional, decolonial, and relational approaches to the field. Our classes provide learners with a critical understanding of the historical and contemporary experiences and cultural expressions of diverse groups that can be used in the workplace, as well as provide a foundation for further study in the field.  At the present time the Ethnic Studies program offers courses in African American Studies, Asian American Studies, and Mexican and Latin American Studies that can be taken separately or in conjunction with Ethnic Studies. Similar to other disciplines in the social sciences, students of ethnic studies can complete coursework for IGETC general education Area 4 in the social sciences including (AFRAM 1, AFRAM 30, and ETHST 1). Furthermore, we allow students to complete coursework for IGETC Area 3 Arts and Humanities (ASAME 30 and MLAT 30a/30b).  The Ethnic Studies discipline, through its course offerings and contribution towards degree completion and transfer, supports the College Mission in promoting student success, providing our diverse community with educational opportunities and transforming lives. |

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

|  |  |
| --- | --- |
| Full Time | Part Time |
| Alejandro Wolbert Pérez | Jeffrey Ow  Abhijeet Paul  Robert McKnight  Jimmy Crutison  Jorge Gonzalez  Marisol Silva  Charity Demarto |

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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| 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.  District Goal: Build programs of distinction.  Action: Since the most recent program review, Ethnic Studies and strands updated existing courses during the previous three-year cycle. During this time we added two new courses (ASAME 11, ETHST 2) and adopted one existing course (MLAT 33).  Status: Completed. See CurriQunet or college catalog.  College Goal: Raise College Competence - Raise student skills and competencies, and expand their learning experiences, so that they can successfully complete their college program.  District Goal: Build programs of distinction.  Action: Ethnic Studies and strands have assessed all courses offered during the previous three-year cycle.  Status: In progress.  College Goal: 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.  District Goal: Advance student access, equity, and success.  Action: Ethnic Studies and strands appreciate the work of its long-term part-time instructors. As need arises we seek to staff openings with instructors representative of diverse voices. In particular we are interested in achieving at a minimum gender parity among the instructional body in the discipline. While we have made strides in approaching this particular goal our instructional staff remains disproportionately male.  Status: In progress.  College Goal: 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.  District Goal: Advance student access, equity, and success.  Action: The Ethnic Studies program lead has continued his involvement with the Undocumented Community Resource Center and Undocumented Student Task Force (formerly Dreamers Task Force).  The program lead has participated in campus-wide discussions around student equity, and continues to work in collaboration towards BCC receiving Hispanic Serving Institution designation.  The program is supportive of the UMOJA learning community, and currently offers one dedicated AFRAM class per academic year through this collaboration.  Status: In progress.  College Goal: 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.  District Goal: Strengthen accountability, innovation and collaboration.  Action: The program lead remains in communication with others in the discipline across the district. Furthermore, he has sought partnerships with those in the related strands at colleges and universities in the greater SF Bay Area, including UC Berkeley, SFSU, and SJSU. The program lead is currently serving the district as coordinator of the Faculty Diversity Internship Program.  Status: In progress. |

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

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| Social science faculty members utilize the larger classrooms at 2050 Center St. (rooms 422-424) as well as several of the rooms located in the basement of main campus. Many classrooms in 2050 Center Street do not have usable whiteboard space if the projector/screen are also in use that impacts our delivery of instruction.  In keeping with a pedagogical praxis of inclusivity, ETHST+ courses emphasize classroom discussions. An ideal classroom would have the space and/or ability to be converted into a discussion ‘in the round,’ as well as allowing for multiple breakout groups.  In collaboration colleagues in Humanities offering film classes, we collectively need updated and wider film screening facilities (devoted library room with staffing) and technology (computers with DVD players, headphones) for our film studies courses. At the minimum we recommend a dedicated classroom for courses that rely/utilize media. |

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 Ethnic Studies Department course offerings have were below the course completion rate and retention rate of the college, but both rates closed in on the college average since the academic year of 2016-2017 (41%/760%: 2016-2017; 44%/69%: 2017-2018; 56%/76%: 2018-2019; 68%/81%: 2019-2020 for ETHNST). The rate boost for completion and success in relation to the college rates has been significant, since 2016-2017, while the college completion and retention rates have remained relatively flat, the ETHNST Dept. has seen an increase in both measures with a particularly positive gain from 2016-2017 to 2019-2020 in the completion and retention rates, improving 28 points and 22 points respectively. While the Military Withdrawal (MW) and the Excused Withdrawal (EW) quite possibly made a difference in the improved rates in the spring term of 2020, the trend toward greater completion and retention was already well evident in previous academic years. With both measure increasing, and not insignificantly, ETHNST 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, both rates are below college average; female completion rate is 7 points below college average and male completion rate is 3 points below college average. Retention rate for females students is roughly on par with the college average in 2019-2020. Retention rate for male students is 2 points below the college average – a marked improvement from past review cycles. Completion and retention rates across age groups are relatively even; students in the 30-34 age group have the highest completion and retention rates; age group 35 to 54 has the lowest. But each of these age groups had headcount in relation to the 19-24 and 25-29 age groups ETHNST Dept. retention and completion rates for Black/African American students are slightly above the college average. The completion rate for Hispanic/Latino student in ETHN Dept. sections are on par with the college average. Retention rates for that same demographic are higher than the college average. The ETHNST Dept. will continue to bolster its attention to the particular needs of the Black/African American and Latinx communities at BCC and will strategize on how best to improve the completion and retention rates for these groups. ETHNST faculty will likewise continue to support identified student groups such as EOPS, CalWorks, Umoja, CareBCC, Veterans Affairs, etc. The completion and retention rates for special student groups, on average, run close to the college norm.  AFRAM had a slightly lower completion rate and slightly higher retention rate than college average for the academic year 2019-2020. Completion rate for Black/African American students was slightly below college average (64%/67%) and 4 points below for retention. Other ethnicities enrolled in AFRAM sections are too small a sample size to draw any meaningful conclusions from the data. The downward trend in both completion and retention will be considered for program changes.  ASAME likewise had higher completion and retention rates than college average in the academic year 2019-2020 (84%/91%). By far the most significantly represented ethnic group in ASAME sections is self-identified Asians. This group shows extremely high retention and completion rates (84%/94%). The retention rate trended upward, slightly, between 2016-2017 and 2019-2020; while the completion rate trended downward during the same period. Consideration for the downward trend for completion is worthy of assessment.  ETHNST faculty will strategize to create a schedule that best meets student needs/demand and accounts for general fiscal health of the college. |

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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? \_\_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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| Assessment for AFRAM 1 and AFRAM 33 are planned for fall 2020.  Assessment for ASAME 11 is planned for fall 2020  Assessment for ETHST 2 is planned for fall 2020 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| 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: |  |

|  |  |
| --- | --- |
| **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 | 1 |
| Student Worker |  |  |  |  |  |
| Part Time Faculty | Tutor Coordinator | $30,000 | $10,000 | $40,000 | 2 |
| Full Time Faculty |  |  |  |  |  |
| 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!