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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/ History |  |

[**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 History discipline at Berkeley City College is for students to think critically and deeply about the historical processes that have shaped, and continue to shape, the world we live in.  Through Berkeley City College history courses, we undertake a critical analysis of ourselves and society through examinations of the historical forces that create change over time and define the contemporary moment. Our field of inquiry goes beyond the facts of history, to encompass questions of identity, knowledge, consciousness, “truth”, and meaning. At the same time, we provide students with critical thinking, reading, and writing skills that have applications well beyond the discipline.  History courses at Berkeley City College fulfill general education requirements, as well as the American Cultures requirement at UC and the United States History, Constitution, and American Ideals requirement at California State Universities. History classes meet both transfer and degree completion requirements. We have an AA-T in History and our classes are requirements in several Learning Communities, and support the AD-T degrees in Elementary Teacher Education and Political Science, as well as the AA degree in Global Studies. The BCC History program is well known for being incredibly diverse in the classes it offers and has one of the largest catalogs of History classes in the Peralta District.  The History 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.**

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| Full Time | Part Time |
| Tim Rose | Richard Kim  Robert Michael Noonan  Susan Khan  Jennifer Helton |

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.  District Goal: Build Programs of Distinction  Action: Maintain up-to-date curriculum: the curriculum is current and effective. All courses presently meet the standards provided in the course outlines. The history department continually updates course outlines and assesses sections offered to ensure that the program remains effective as the discipline changes and shifting student needs demand address.  Status: In progress  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.  District Goal: Strengthen Accountability, Innovation and Collaboration  Action: Assessment: continue to develop assessment efforts within the department. Work to include, through professional development opportunities and inclusionary methods, more part and full-faculty members within assessment. History faculty have been attending to, and will continue to follow, the scheduled cycle for assessment. All courses will be assessed within the period established by the assessment team. For courses that are not offered with requisite regularity and therefore complicate the process of assessing all courses in the Berkeley City College catalog, the history department will discuss the viability of the course and determine whether to either deactivate or somehow work that course into our regular academic schedule.  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.  District Goal: Advance Student Access, Equity, and Success  Action: Work as a department to improve our overall completion rates and productivity. Provide the best possible instruction using the most up-to-date materials and techniques to improve student success.  Status: In progress  Goal 4: Student Success and Equity  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: Advance Student Access, Equity, and Success  Action: Support equity within our classrooms and also actively recruit as diverse a faculty as possible in an effort to close the achievement gap. A number of HIST faculty have adopted “zero cost” textbooks in order to reduce education costs for students. Continue developing faculty advising  Status: In progress. |

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

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| Utilization of classrooms for class meetings. No associated labs. Increased faculty office space could be useful for mentoring students in the program. |

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* |
| BCC HIST Department is slightly below the college average in both the course completion rate and retention rate. Although the HIST Dept completion and retention rates from 2016-2017 to 2019-2020 trended slightly upward for course completion and retention, matching the overall college trend, the below college average in these metrics remains worthy of consideration. The completion and retention rates are typically lower for online than face-to-face sections. Online instructors, particularly Tim Rose, is presently working toward building online sections that will bolster completion and retention rates – Instructor Rose has taught at least half of all online sections in the period 2016-2020. The HIST Dept will focus on getting online sections qualified for the CVC Online Education Initiative. Retention and completion rates across gender are relatively equal. The HIST Dept. is above college average for course completion in the age group 16-18. Low completion rates for the age groups 25-29 and 30-34 could reflect the challenges faced outside of school by students within those age groups; anecdotal information supports this supposition, but no data exists to prove this to be the case. The low completion rates for these age groups is compatible with the overall college average, however. The HIST Dept. recognizes that a completion rate of 57% for Black/African American students is poor. This completion rate is roughly twelve points below the college average and the retention rate 4 points below the college averages. Faculty within the Dept. will strategize on how to improve this completion rate. Completion rate for Hispanic/Latino student in HIST Dept. sections is also low (58%), roughly nine points below college average for completion and four points below college average for retention. As is the case with the low completion rate for Black/African American students, the HIST Dept. will strategize on how best to improve the completion rate for Latino/Hispanic students enrolled in HIST courses. Clearly the COVID-19 crisis dramatically affected student completion and success. The discrepancy between fall 2019 (when few students qualified for either MW or EW) and spring 2020 (when many students qualified for either MW or EW) regarding completion is significant. |

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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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| HIST 2A will be assessed fall 2020  HIST 7A will be assessed fall 2020  HIST 7B will be assessed fall 2020  HIST 19 will be assessed fall 2020  HIST 3B will be assessed spring 2021  HIST 21 will be assessed spring 2021  HIST 31 will be assessed spring 2021  Scheduling assessment of certain courses has been uneven for the past few academic years. In the past semester, with the assistance of the assessment liaison within the Social Science Department attending to the assessment cycle has been more closely maintained. An assessment cycle has been established and history faculty are (and have been) attending to that schedule in spring 2020 and fall 2020. Having an assessment liaison in the Social Sciences has worked well in pushing assessment forward.  Program Learning Outcomes will be assessed in the coming assessment cycle.  Program assessment for the history department has stalled in previous years. The department has now more fully engaged in the assessment process and will adhere to the cycle more closely than it has in the past. HIST 2B was assessed in spring 2020.  The most important thing learned from assessment was that students are able to grasp major ideas taught across history courses. However, students still require greater assistance with analytical writing skills. This requires more attention by instructors to building writing skills, for example through shorter exercises throughout the semester, culminating in more complex assignments. Additional support in the form of writing tutors would also be ideal. |

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 | History 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!