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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 |  |

[**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 Political Science discipline at Berkeley City College is to prepare students to transfer into a university-level political science major. Additionally, the discipline seeks to instill a sense of civic responsibility in students and empower them to become informed citizens and lifelong activists through a critical dialogue concerning classical and contemporary issues in national, international, and global politics. The Political Science 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 |
| Matthew Freeman  Charlotte Lee | Marjorie Haskell  Blake Respini |

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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| Program Goal #1: Assessment  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: Build Programs of Distinction  Action: 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. As this academic year is the second of a new 3-year assessment cycle, all courses that have not been assessed, or inadequately assessed, in the last three years will be assessed this cycle.  Status: In progress.  Program Goal #2: Curriculum  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: At present the curriculum is up-to-date and current. Introduction of further thematic coursework to better serve student needs, for example coursework in global studies.  Status: In progress.  Program Goal #3: Instruction  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: Work as a department to improve our overall completion rates and productivity. Provide the best possible instruction using the most relevant materials and techniques to  improve student success.  Status: In progress.  Program 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. Political Science faculty are adopting “zero cost” textbooks in order to reduce education costs for students. Continue developing faculty advising  Status: In progress.  Program Goal #5: Professional Development  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: Increase professional development of full and part-time faculty so that the department can best serve its students. Continue to expand our collaborations with professional organizations and colleagues at regional organizations through more active participation each year.  Status: In progress. |

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

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| We are fortunate to be teaching at an institution that possesses relatively new classroom technology and has demonstrated a commitment to maintain the equipment. Social science instructors utilize the smart classroom technology on a daily basis, including other equipment such as white boards and moveable classroom furniture. One recommendation would be to ensure all classroom computers are up-to-date (software and hardware) and that the room is stocked with other teaching materials (e.g., functioning white board erasers) to best serve our students. Some instructors continue to use older technologies in their teaching, for example DVDs, and support for these technologies is appreciated. |

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* |
| For the academic year 2019-2020, BCC POLSCI Dept’s course completion rate and retention rate matched those of the college (78% and 87% respectively). Since 2016-2017, the college completion and retention rates have remained relatively flat, the POLSCI Dept. has overall remained similarly steady. The period 2016-2017 to 2019-2020 witnessed a strong increase in completion (68% to 76%) and a modest increase in retention (85% to 87%). With both measures increasing in the period 2016-2017 to 2019-2020, POLSCI Dept. faculty recognizes the achievement of a primary goal as outlined in the previous Program Review in maintaining above college averages in overall completion and retention. Retention and completion rates across gender are relatively equal, both rates are on par with the college average (77%/86% female POSCI; 76%/87% male POSCI; 82%/86% gender nonbinary – 79%/87% female college average and 77%/87% male college average; 78%/87% gender nonbinary). POLSCI sections attract roughly 15% more female students than male students. Headcount and census enrollment figures coincide with college-wide trends across age groups. The age groups 19-24 and 25-29 are the most well represented age groups in POLSCI sections; completion and retention rates across age groups are relatively even. The 16-18 age group; both are slightly above the college average in these categories (3 points for completion and 4 points for retention). In the age groups 30-34 and 35-54 POLSCI sections rate higher than the college average in completion and match the college average in retention (both at 2 points and 5points higher for completion). POLSCI Dept. retention and completion rates for Black/African American students are presently slightly below the college average. The completion and retention rates across the period 2016-2019 for Hispanic/Latino student in POLSCI Dept. sections are even with the college-wide average. The POLSCI 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. POLSCI 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? \_\_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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| All Political Science courses are up-to-date for assessment.  The most important thing learned from assessment was that students are able to grasp major ideas taught across courses in political science and global studies. 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 | $10,000 | 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!