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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/Psychology |  |

[**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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| The mission of the Psychology discipline at Berkeley City College is to prepare students planning to transfer into the psychology major by providing a course of study in psychology built upon the scientific study of human behavior and mental processes. Psychology students study the nature of consciousness, the development of the individual, basic processes of perception, learning, memory, cognition and motivation; the relationship of behavior to physiology and health; and the nature of psychological disorders and how psychologists attempt to improve the quality of people’s lives. |

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

|  |  |
| --- | --- |
| Full Time | Part Time |
| Melina Bersamin | Rima Najm-BriscoChristopher GadeJennifer YuGerald WilliamsJeannine Stamatakis |

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: CurriculumCollege 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 DistinctionAction: Developing curriculum and updating for the specific needs of our students• No new classes have been introduced in the past three years, however we have deactivated Psych 10 and updated Psych 1, 6, 21, and 28. PSYCH is interested in offering a human sexuality class at BCC that would mirror that offered at other Peralta Colleges.• Some psychology classes are adopting zero cost textbook options in order to include class activities that rely on close reading of the same textbook material (rather than one student finding an article on Wikipedia and another on psychology today) and application of those studies to current events.• Psychology 28 classes are being updated to include more information on database development, cleaning, and analysis as this is a skill that supports both future success at a four year institution as well make students more employable.Status: In progress Goal 2: Assessment 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 DistinctionAction: Will conduct course and program assessment and continually evaluate findings and update our teaching• Assessment in the past three years has been very informal. We have been assigned a schedule for the next three years. For fall 2020 the PSYCH Dept will assess PSYCH 1, 6, 21.• A pre-test for psychology 28 (assessment for this semester) has been developed and will beadministered.• A focus on graduates and their experiences around preparedness for the job market and/or 4year university needs to be examined to ensure our curriculum is meeting the needs of students.Status: In progressGoal 3: InstructionCollege 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 DistinctionAction: Clicker technology supplied for students.• While we have not purchased clicker technology, advances in apps and other programs make it possible to use programs like Socrates or Kahoot to support more active student engagement in the class.Status: In progressGoal 4: Student Success and Student EquityCollege 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 SuccessAction: Connection with Psychology students who transfer specifically to the psych at UCB.• To date I have no information or contact with students who transfer to the psych program at Berkeley. Moving forward, it would be worthwhile to conduct exit interviews with students who are transferring and examine 1) success strategies, 2) preparedness in their new college, 3) resources utilized while at BCC.Status: In processGoal 5: Professional Development, Community, Institutional and Professional Engagement and PartnershipsCollege 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 CollaborationAction: Casual informal outreach to partners in the community. Work with association for group memberships to the APA.• The program lead has reached out to local community partners and regularly shares internship, research, and employment opportunities with students in her class as well as in the Psychology club.• The psychology club hosted a noontime seminar inviting professors at BCC and UC Berkeley to discuss their career trajectory.• Moving forward it would be nice to develop a web-page dedicated to this and linked to the psychology department webpage.Status: In progress. |

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

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| Psychology faculty and staff make use of classrooms (at 2050 and annex), the learning and resource center, the library and computer lab, and on-line space. With regards to classroom space, I would propose moving most psychology classes to the larger classrooms. This would allow instructors to demo psychological concepts, conduct experiments, and incorporate more group work. Small classrooms such as 53, 54 and 33 are very challenging teaching and learning environments due to the confined space, particularly for group work and/or replicating experiments, especially with classes of 40 students. The computer lab in the library is used for library research, often with a librarian facilitating the discussion.Psychology 1A has several tutors and students take advantage of the LRC space.Many students access library resources (both journals and librarian help) through the BCC website. Canvas is used in many classes that are face to face as a resource repository and as a space to turn in assignments and take quizzes. Therefore, this “on-line space” is used as well. A dedicated canvas specialist would ensure that more students are able to navigate through canvas and therefore increase their chances of success. |

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 APUs1. [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 PSYCH Department completion and retention rates were equal to the course completion rate and retention rate of the college. Since 2016-2017, the college completion and retention rates have remained relatively flat, the PSYCH Dept. has likewise remained steady, at or above college average. With both measures increasing, PSYCH 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 on par with the college average; female completion and retention rates are slightly below the college average. The male completion and retention rates are slightly above the college average. Completion and retention rates for nonbinary students are slightly below the college average. PSYCH sections continue to attract more twice as many female students as male students. The age groups 19-24 and 25-29 are the most well represented age groups in PSYCH sections – this has been a longstanding trend. Completion and retention rates across age groups are relatively even with the 16-18 age group; both are on par with the college average. Completion rate and retention rate for the 19-24 and 25-29 age groups are slightly below college-wide rate. In the age groups 30-34 and 35-54 PSYCH sections rate slightly lower the college average in completion and retention. PSYCH Dept. retention and completion rates for Black/African American students are a few percentage points below the college average. The completion rate in the academic year 2019-2020 for Hispanic/Latino student in PSYCH Dept. sections is slightly lower than college average but the retention rate is above the college average, by roughly one point for completion and three points for retention. The PSYCH Dept. will continue to bolster its attention to the particular needs of the Black/African American and Latinx communities at BCC and will strive to improve completion and retention rates for students from historical marginalized communities. Coming into the academic year 2019-2020, the PSYCH Dept. had maintained above college-average completion and retention rates. Efforts will be expended to recover this positive trend. PSYCH faculty will likewise continue to support identified student groups such as EOPS, CalWorks, Umoja, CareBCC, Veterans Affairs. |

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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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| Fall 2020 assessment schedule:PSYCH 1APSYCH 6PSYCH 21 |

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. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Resource Category | Description/Justification | Estimated Annual Salary Costs | Estimated Annual Benefits Costs | TotalEstimatedCost | OverallPriority Ranking (1=Most important) |
| **Personnel** |  |  |  |  |  |
| Classified Staff | Instructional Designer – Information Technology | $70,000 | $30,000 | $100,000 | 2 |
| Student Worker | Tutors |  |  |  | In process |
| Part Time Faculty | Tutor Coordinator | $30,000 | $10,000 | $40,000 | 3 |
| Full Time Faculty  | Psychology 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!