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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**

Berkeley City College (BCC), in conjunction with 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 (CPRs) which are completed every three years; and Annual Program Updates (APUs) which are completed in non-program review years.

**TIMELINE**

The Annual Program Update (APU) for 2023-2024 marks its 3rd year in the current cycle.

The APU 2023-2024 timeline has been developed for each program and services to guide through the semester. Please review and work with your Deans, Managers, and/or Supervisors to complete this APU.

During 2022-2023, BCC has completed its Educational Master Plan 2024-2028 where we can base our APU review and analysis on the 5 strategies for success and 3 indicators of success that will lead us to achieve our goal of equitable student completion.



The APU is intended to primarily focus upon planning for the subsequent year based on the assessment of the prior year and determine where and how we can improve to support the goal of equitable student completion. It is important to be reminded that the EMP incorporated the State Chancellor's [Vision for Success](https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/101920-ccc-vision-onepager-accessible-final.pdf) as well as [Student Centered Funding Formula (SCFF)](https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Student-Centered-Funding-Formula) in our five year roadmap and our APU process. Please use these foci as your reference to prioritize your department and other goals.

**RESOURCE REQUEST**

In this process of making continuous quality improvement, there is an opportunity for each program, student services, and department to request resources that support achieving the stated goals.

The APU process directly leads to the institutional resource allocation process and budget planning facilitated by the Institutional Planning and Allocation of Resources (IPAR) Committee for the following academic year (2023-24). The process for this can be found here ([2023-24 APU Timeline](https://drive.google.com/file/d/1xiKMI84yGCETRjx-cNfQRClCAe3Cu63X/view?usp=sharing)). This is an opportunity for each department to request resources in Fund 01 (General Funds) to IPAR that will support your department goals and set outcomes that support BCC’s goal of Equitable Student Completion.

**TECHNOLOGY REQUEST**

Finally, for the resource request section, please connect with your Deans, managers, and supervisors regarding your technology needs so that you can be informed about the equipment that is already addressed in the BCC Technology Refresh Plan. If your requests are covered in the Refresh Plan, you do not need to request them in this APU.

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

**Please email the completed Annual Program Update to your Dean by November 30, 2023.**

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| **College Profile**  |
| [Click here to view the Berkeley City College Student Demographics Dashboard](https://app.powerbi.com/view?r=eyJrIjoiOWQ0NDc2M2YtZDUyMi00MjdkLTljZTktOWI3MzQyYzdlNDc0IiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9). This 2-page dashboard will provide data on the demographics of our student body from the past two years such as headcount, ethnicity, enrollment status, age group, educational goals, and majors.  |

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| **College Outcomes** | **2019-20** | **2020-21** | **2021-22** | **2022-23** |
| Full Time Equivalent Students (FTES) | 3,931 | 3,622 | 3,259 | 4,024 |
| Productivity (Avg. Goal = 17.5) | 13.2 | 13 | 10.9 | 13.9 |
| Success Rate (%) | 77% | 75%\* | 70%\* | 68%\* |
| Degrees + Certificates Awarded (#) | 1,109 | 1,027 | 960 | 855 |

*\*Excludes “EW” grades*

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**To view prior Program Reviews,** [**click here**](https://drive.google.com/drive/folders/1cJTL936yJGJVKo5P4OGOf2qzsMu3gEqM?usp=share_link)**. To view prior Annual Program Updates,** [**click here**](https://drive.google.com/drive/folders/1NcFLqqL0DhYtaKQ6ntaejh1z7qtGao1F?usp=sharing)**.**

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| **1a. Department Mission** Please verify the mission statement for your department. If your department has not created a mission statement, provide details on how your department supports and contributes to the [College’s mission](https://www.berkeleycitycollege.edu/bccpub/about-bcc/). |
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| Humanities courses at BCC explore ways of thinking, being, and living in a global, transnational and interdisciplinary perspective by guiding student learning in an historically grounded and critically engaged approach to a variety of subjects. Comprising disciplines concerned with human thought, creativity, and experience, courses in the Humanities allow students to study foundations in personal and community values, cultural views, religious beliefs, and aesthetic practices (including film and other media arts) and theories. |
| **Name(s) of member(s) completing this APU** | **Department**  | **Completion Date** |
| Dylan EretLaura Ruberto | Humanities (Arts and Cultural Studies)ts and Cultural Studies | 11/21/2023 1-30-2023 |
| **List faculty names with assignments in fall 2023.** |
| Full Time | Part Time |
| Dylan EretLaura Ruberto | Avy ValladaresShawn Doubiago |

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| **1b. Department Priorities & Goals** |
| Based on the [Educational Master Plan](https://www.berkeleycitycollege.edu/prm/educational-master-plan-2024-2028-2/), Shared Vision, [SCFF](https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Student-Centered-Funding-Formula), and your department mission, what are your department’s priorities and goals for 2023-24? Look at last year’s priorities and goals, review and assess any changes you would like to make for this year. |
| With the official launch and state approval of the Film Studies A.A. Program in Fall 2024, we are enhancing our curriculum to include a more integrated understanding of film history and aesthetic theory across all of our regularly scheduled Humanities courses. This reflects the college's commitment to fostering academic excellence, transformation, and innovation, as well as an increase in our program visibility and student enrollment. This program supports the college's mission by promoting student success through exposure to diverse perspectives and preparation for transfer opportunities in film and media-related fields in the Humanities. Our priorities for the 2023-2024 academic year are to solidify the Film Studies A.A. Program as a cornerstone of the Humanities Program. We aim to increase awareness of the program, recruit, and retain students by showcasing the transfer opportunities it provides, working closely with counselors, and continue to schedule our course offerings across different modalities to include a wider range of film studies-related content across our Humanities courses (and our department). The goal is to ensure that the Film Studies program becomes more visible in Humanities education at BCC and beyond. |

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| **2. Institutional Assessment** |
| Berkeley City College is committed to a culture of assessment to improve instruction, services, and institutional planning.  Findings from SLO, PLO, ALO 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.  Due to the critical role that course and program assessments play in our institutional planning and to be in compliance with the Accreditation requirements, assessments must be completed to qualify for the APU resource allocation requests.<[Click here to view your Round 5 Assessment Calendar](https://docs.google.com/document/d/1DgVZLRmnKQj1jCNucuCNmTB0Wp1F3vLA/edit?usp=drive_link&ouid=105861965924346219496&rtpof=true&sd=true)> |
| **2a. What action plans did your department identify upon the assessment of each SLOs and/or PLOs?  Based on your SLO assessment, what did you learn that your department is doing well and areas that you need to improve so that student success rates can be improved?** |
| The assessment of our SLOs in the past academic cycle highlighted the need for targeted improvements in our pedagogical strategies (more focused field projects, community engagement, guest lecturers, and dynamic lessons), scheduling across different modalities (in-person, hybrid, synchronous and asynchronous online courses, 8-week and 14-week courses), and incorporating more comprehensive Film Studies A.A. And interdisciplinary content into our teaching based on these program changes. |
| **2b. Describe the status of SLO and PLO completion in Rounds 5 of the Assessment Cycle. Identify the percent of completion. Briefly describe what needs to be done to reach 100% completion. Identify issues or concerns that may prevent your department from completing assessments of SLOs and/or PLOs.**  |
| We aim to achieve 100% completion of SLO and PLO assessments by fostering faculty development in film studies and aesthetics, refining assessment tools to better measure program-specific outcomes, and aligning our curriculum with the competencies required for success in transfer degree programs in Film Studies and Liberal Arts (Arts & Humanities). |

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| **3.** [**Student Equity, Success, & Completion**](https://app.powerbi.com/view?r=eyJrIjoiNjk3NDJjOTItNzI5MS00MDhjLWJhN2EtZjcxNzU4OTBiZDBjIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)(<--click on the link) |
| **Using the data dashboards provided above, review and reflect upon the outcome trends for your department. Please also review overall BCC’s data linked here.** For assistance with data dashboards, contact Phoumy Sayavong at psayavong@peralta.edu |
| **We have focused on equitable completion for Latinx and African/African American students How are African/African American and Latinx students doing in success and completion in your department, compared to the BCC overall success and completion rate?**  |
| Our trends are slightly lower overall, closely resembling the completion and retention rates throughout our college over the past year (higher for online courses). |
| **What do you see as key factors in your department that contributed to an increase in success and completion rates of these student groups?** |
| From an anecdotal perspective, we have done our best to reach out to African-American and Latinx students in a compassionate way throughout each of our courses to ensure a commitment to staying on track or revising their work. We need more data on the specific reasons that students from different courses choose not to attend, fall behind, or not seek help. There are many cases of students who simply choose not to attend, reach out to instructors, or complete consecutive assignments in between census periods.  |
| **What are some strategies for improvements your department can make?**   |
| Laura and I plan to participate in several CoP (Community of Practice) events to improve student equity and create more culturally relevant pedagogies in our courses and programs by collaborating with each other and other colleagues across the college. |

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| **4.** [**Enrollment Trend and Productivity Dashboard**](https://app.powerbi.com/view?r=eyJrIjoiNWJlOWZmYTEtNTY0MC00MDhkLWE5OTAtYmJjZjIxNzJiNWViIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)(<--click on the link)\*Note that completion and retention rates are presented with the inclusion and exclusion of excused withdrawals (EW) and military withdrawals.  |
|  **The SCFF prioritized 70% of our college’s base allocation on FTES (full-time equivalent student) from enrollment. Review the enrollment trends for your program and describe the strategies you will implement to increase enrollment.** |
| There has been a trend of increasing enrollment in productivity and completion rates over the last year based on the post-pandemic shift back to offering more in-person courses. Introductory courses with multiple sections tend to do better (HUMAN 1 and HUMAN 21), and so do courses with an online modality. That said, we still intend to diversify our course offering across a wide range of flexible modalities and days of the week to support our Film Studies program. In addition, we intend to promote our courses to Instagram and websites to showcase student projects, experiential learning, and collaboration. |
| Community Colleges are funded based on the [Student Centered Funding Formula (“SCFF”)](https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Student-Centered-Funding-Formula) which is comprised of the following allocations:

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| **Student Centered Funding Formula: Focus and Priorities** |
| **% Of Allocation** | **Categories**  |
| 70%Base Allocation: FTES (Enrollment) | * Credit FTES
* NonCredit FTES
* Special Admits (Dual Enrollment, etc.)
 |
| 20%Supplemental Allocation | * Pell Grant
* AB 540
* Adult School
* Promise Grants
 |
| 10%Student Success Allocation | * Associate Degrees & Certificates (??)
* ADTs
* 9 or more CE units
* Transfer
* Transfer level Math and English in the first year (AB 1705)
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| **College Outcomes** | **2019-2020** | **2020-21** | **2021-22** | **2022-23** |
| Full Time Equivalent Students (FTES) | 3,931 | 3,622 | 3,259 | 4,024 |
| Pell Grant Recipients | 2,281 | 2,181 | 1,826 | 1,837 |
| College Promise Grant Recipients | 4,143 | 4,011 | 3,500 | 3,991 |
| AB 540 Students  | 51 | 22 | 69 | 89 |

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| **5. Dual Enrollment**  |
| **As continued decline in overall enrollment for college going population from high school to college (see Service Area Enrollment Pipeline below), it is important for us to look at who will be coming to BCC in the next 5 years. Reviewing the data provided below, what strategies would your department employ to address bringing more high school students to BCC?** |
| *Respond here:*Target specific courses for high school students within our program that include online modalities: HUMAN 1 (Introduction to the Humanities), HUMAN 15 (Popular Culture), and HUMAN 21 (Film Genres). |

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| **6.** [**Equitable Student Completion**](https://app.powerbi.com/view?r=eyJrIjoiNjk3NDJjOTItNzI5MS00MDhjLWJhN2EtZjcxNzU4OTBiZDBjIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)(<--click on the link)\*Note that completion and retention rates are presented with the inclusion and exclusion of excused withdrawals (EW) and military withdrawals. If you need more guidance with this item, click here for additional support.[Click here for additional guidance for how to view and use equity data](https://drive.google.com/file/d/14C9cxxXt_YAzK_LJEVPSD_fJwwcWUVps/view?usp=sharing). If you would like to view BCC’s Equity Plan, [click here](https://drive.google.com/file/d/1CelN9o5mrlTVVx3ibqDDdj11PcATAjfM/view?usp=sharing). |
| **On page 3 of the “Course Completion and Retention Rates by Subject” dashboard, what are the completion and retention trends by gender, age, ethnicity in your department?**  |
| I have observed the same trends for other categories (by age and gender). |
| **Describe which activities and/or strategies your program used to contribute to the gains? What support does your program need to accelerate or improve these outcomes?** |
| See above. |
| [**Degrees and Certificates Dashboard**](https://app.powerbi.com/view?r=eyJrIjoiZjU2M2M5MzItOTcwZi00Y2U1LWJmODUtYTc0YjlhZGI2ZDhjIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSectionde32556e136b0a8caccd)(<--click on the link) |
| **Review the data on page 1 of the “Degrees and Certificate Awards Trends” Dashboard.****What are the award trends for your department (e.g., overall, by gender, age, and ethnicity)?**  |
| N/A |
| **Describe which activities and/or strategies your program used to contribute to the gains? What support does your program need to accelerate or improve these outcomes?** |
| N/A |
| [**Transfer Dashboard**](https://app.powerbi.com/view?r=eyJrIjoiZmJlODJiODktZjM0OC00ZWIwLWIzNDMtN2Y1Yzc3ZGFhNGRhIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9)(<--click on the link) |
| **Review the data on the “Transfer” Dashboard.****What are the award trends for your department (e.g., overall, by gender, age, and ethnicity)?**  |
| We awarded 21 Liberal Arts / Arts & Humanities A.A. degrees overall for the 2022-2023 year. We expected to see new students awarded with a Film Studies A.A. degree or transfer to related programs in the coming years as we roll out this program. |
| **Describe which activities and/or strategies your program used to contribute to the gains? What support does your program need to accelerate to improve these outcomes?** |
| N/A |

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| **7. Curriculum based on Pathways for Equitable Completion**  |
| Based on the curriculum mapping and planning of your program answer the following questions.  |
| **What specific plans does your department have for sequencing degrees and programs to ensure students successfully complete the programs in the least amount of time?** |
| We plan to create clear degree maps and pathways for students to follow, reducing confusion and supporting timely graduation. In addition, we will create recruitment materials and flyers for key courses and program maps for faculty, student, and counselors that showcase the diversity and inclusivity of BCC. |

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| **8. Engagement** |
| **Discuss how faculty and classified staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.** |
| Both Dylan Eret and Laura Ruberto regularly participate in Arts and Cultural Studies Department meetings and related work. They are participating with ACC GP teams to promote programs and courses. Laura has joined the recent CoP (Community of Practice) grant teams (Dylan will join select events) to improve student equity across our courses and programs; Laura is also on the Curriculum Committee. Dylan is looking to join the Facilities Committee, creating an AI Committee (ad hoc) that focuses on Inquiry-Based, Curriculum and Open Textbook Design using AI and library databases. Dylan is also working on a “Music Across the Curriculum (MAC)” project and “Beginner’s Ear: Learning through Jamming” Club for faculty and students as a TLC or sabbatical project for 2024. |
| 1. **Discuss how the collaborations with other support services, programs, departments, or administrative units helped your department achieve its goals?**
 |
| By establishing relationships with local arts organizations, unique performance, queer history, walking tours (Sylvester: The Mighty Real), museums (The Magnes), and cultural institutions, we have been able to facilitate experiential learning opportunities. Such collaborations have allowed students to apply their classroom knowledge to real-world settings, enhancing their educational experience. We have successfully negotiated discounts and, in some cases, free admissions for students, thereby removing financial barriers to cultural enrichment and fostering a stronger connection between our students and the local arts community.We have been involved in comprehensive curriculum development efforts, ensuring that the course content remains relevant and reflective of current academic standards. We have been proactive in involving faculty in the assessment process and in revising teaching methodologies to better suit student needs, as evidenced by departmental meetings and consistent communication through various platforms, including Zoom and getting some of our courses “badged” through the POCR program for the CVC.With the collective effort of full-time and adjunct faculty, we have built new degree programs, such as the A.A. in Film Studies. This program has been structured to offer clear pathways to students for transfer, addressing the interests and demands of our students. We have focused on streamlining courses and educational pathways that facilitate student success and completion. This effort has been guided by data from program reviews, ongoing faculty conversations, and by aligning with the broader institutional goals laid out in the Educational Master Plan.We have leveraged the creative content of our interdisciplinary curriculum to engage students in innovative ways. By experimenting with new pedagogical approaches and adapting to various teaching modalities, we have catered to a wide range of learning preferences and situations. Recognizing the shift toward online learning, we have worked to integrate online and in-person learning experiences, providing flexibility and support for students regardless of their preferred learning environment. |

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| **9. Prioritized Resource Requests** |
| **In the 2022-23 APU, you have provided your resource requests which went through the IPAR process.  In this section, include resource requests from last year that are still needed and/or new resources that have emerged.  Provide justifications. If there are no resource requested, leave the boxes blank.** |

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| **Resource Category** | **Description/Justification** | **Estimated Cost** |
| **Personnel** |  |  |
| Classified Staff | Accessibility expert for section 508 compliance, Marketing expert | $1000 |
| Student Worker |  |  |
| Part Time Faculty |  |  |
| **Professional Development** |
| Department wide PD needed | Increased funding for association memberships and conference travel; sabbaticals | $2000 |
| Personal/Individual PD needed | Funds to support faculty attendance or facilitation of music workshops aimed at integrating music into the Humanities curriculum; Purchase of instruments, sound systems, or licensing software for music production and teaching (perhaps with MMART) | $2000 |
| **Supplies** |
| Software (for whom or role?) | Budget for media and streaming services for classroom materials | $3000 |
| Books, Magazines, and/or Periodicals | Continual need for updated teaching materials | $500 |
| Instructional Supplies | Ongoing office and classroom supplies | $500 |
| Non-Instructional Supplies |  |  |
| **Technology & Equipment**Description/Justification (*Before you list your technology request,* [*click here to view the latest Technology Refresh Plan*](https://drive.google.com/file/d/14FnMslW2ebA23iZl8NlAzk_2OjjGeOu8/view?usp=sharing) *to verify whether it has already included.)* |
| New |  |  |
| Replacement | Frequent refresh of faculty computers, laptops for part-time faculty |  |
| **Facilities** |
| Classrooms | Upgrades to existing classroom technology, sound systems, dedicated Humanities or Music space for events with instruments (keyboard, drums, etc.) |  |
| Offices | Quiet and private office space for faculty |  |
| Labs |  |  |
| Other |  |  |
| **Library** |
| Library materials (including streamline media needs) | Subscription to high-quality video streaming services |  |
| Library collections | Purchase of textbooks and Humanities-focused books | $500 |
| OER |  |  |
| **Other** | Funding to support guest speakers and field trips | $2000 |
| OTHER Description |  |  |

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

**Please email the completed Program Review to your Dean by November 30, 2023**