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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/). | | |
| In addition to the mission of the Social Sciences Department, the mission of the anthropology  discipline at Berkeley City College is to support student success by providing students with the  intellectual and methodological skill sets necessary to successfully transfer to a four-year institution  and/or find employment in the applied sector. The Anthropology discipline supports academic  excellence by emphasizing quality instruction and sound curriculum that will expose students to  contemporary theories, research methods, and skills used by anthropologists. | | |
| **Name(s) of member(s) completing this APU** | **Department** | **Completion Date** |
| Thomas J. Kies | Anthropology/Social Sciences | 11/21/2023 |
| **List faculty names with assignments in fall 2023.** | | |
| Full Time | Part Time | |
| Thomas J. Kies | Mather George  David Leitner | |

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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](chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https:/www.cccco.edu/-/media/CCCCO-Website/Files/Communications/101920-ccc-vision-onepager-accessible-final.pdf), [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. |
| 1. Increase enrollment across anthropology courses especially those courses meeting in person. 2. Continue to increase the total number of course sections in anthropology to better serve students. 3. Complete course assessments across the program to continue to refine our course and program needs ahead of a planned update of courses and the program in 2024. 4. Continued adoption of the OEI rubric for clarity, accessibility, and effectiveness of anthropology courses. 5. Work with guided pathways colleagues on the flow of course requirements to degree completion |

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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?** |
| Three aspects that we are questioning based on previous, current, and future SLOs to query the best ongoing improvements that we can make within our courses and our programs. Modality and course duration is one question we are exploring to best serve students. An ongoing analysis of modality and duration such as online, 100% face-to-face, hybrid, late-start, fourteen-week, eight-week sessions are some of the variables that we seek to better understand the student experience through assessment efforts. |
| **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.** |
| The anthropology program is in the process of assessing all courses offerings. Due to being a program run by a single faculty member, and said faculty being on sabbatical, assessments at the course and program level were either not collected, or data were collected but analysis have yet to be completed on the findings in earlier semesters. Plan is to submit assessments for all active classes (ANTH 1, ANTH 1L, ANTH 2, ANTH 3, ANTH 18) by the end of spring semester 2024. The program is looking at two courses ANTH 13 and ANTH 55 that have not been offered in some time to determine best path forward. Since the courses have not been offered, and not on the schedule for the spring, these will not be offered. |

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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](mailto:psayavong@peralta.edu?subject=Program%20Review%20Data%20Dashboard%20Assistance) |
| **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?** |
| A graph of different colored bars  Description automatically generated with medium confidence  Course completion and retention is quite strong within the anthropology program and while specific groupings of students are difficult to assess with the categories provided, it is a key to an area that we try to improve on within the program. Overall success rates in 2022-2023 was above the BCC average by over two percentage points in both completion as well as retention rates. |
| **What do you see as key factors in your department that contributed to an increase in success and completion rates of these student groups?** |
| College-wide efforts are varied and many. Anthropology attempts to coordinate efforts as much as possible with these broader efforts at Berkeley City College. |
| **What are some strategies for improvements your department can make?** |
| Increase expectations of our courses at the start of the class and scaffolding the skills necessary to be successful for the duration of the class. Also work to reduce the barriers to success in the classroom with increased communication to students and clarity in the required elements to successfully finish a specific course in our program. |

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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.** |
| A graph with numbers and a yellow arrow  Description automatically generated |
| Enrollment and success is interesting to note that the year in which the full-time instructor was on leave the productivity dropped significantly by nearly 3% points and started to rebound in 2002-2003. Certainly many different reasons may be at play, our productivity is on the rise and we wil watch this trend into future semesters.  One way to increase enrollment is to increase the number of sections of anthropology offered each semester. Looking at fill-rate is one method for assessing the support for increasing the number of sections in the program and the FTEF allotment.    A table with numbers and numbers  Description automatically generated |
| 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:   |  |  | | --- | --- | | **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) | |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **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:*  Dual enrollment is a growing area for the college and while other programs in the social sciences are pursuing 100% dual enrollment classes specifically targeting this population, the anthropology program contends that a more integrated approach to be a better way for supporting our dual enrolled students. |

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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?** | |
| In the previous program review we explored the declining success rates across the board for anthropology. We look forward to considering the trends with the return to the classroom and the hopeful return to pre-pandemic enrollment of students into the anthropology program. | |
| **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?** | |
| Explore connections with college partners working on diversity and enrollment. One example is the program coordinator attending flex day sessions offered the culturally responsive pedagogy and practices working group during fall 2023. | |
| [**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)?** |
| A screenshot of a graph  Description automatically generated |
| **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?** |
| We hypothesize that the declining graduates may be a result of the fact that the full-time anthropologist was on sabbatical in 2021 and 2023 and it is our intention to monitor the situation is coming semesters. Our hope is that we will see a rebounding of graduates with increased recruitment of majors and increased student advising/mentorship by anthropology faculty members. |
| [**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)?** |
| College-wide efforts are varied and many. Anthropology attempts to coordinate efforts as much as possible with these broader efforts at Berkeley City College. |
| **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?** |
| Anthropology graduates have successfully transferred to a number of UCs (UC Berkeley, UC Davis, UCLA, UC Santa Cruz, etc.). BCC Anthro graduates too have successfully transferred to CSUs (CSU East Bay, SF State, Humboldt State University, etc.) and other private institutions in California and to out-of-state colleges and universities. Increased tracking of transfers is an ongoing goal for the anthropology program however this really should be a focus of the college to enable more consistent effort of understanding how to best serve our students more generally. Goals include:   * Connect students to transfer-oriented services at the college (transfer center, transfer-oriented events, etc.). * Discuss in our classes the anthropology ADT major as part of course orientation at the start of each semester. * Provide direct faculty advising for students seeking to transfer after completing our program BCC |

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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?** |
| Review of the curriculum is ongoing with a program revision planned for fall semester 2024. Work with guided pathway colleagues to further develop the program mapping project to increase the clarity of the anthropology program for interested majors. |

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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.** |
| Anthropology full-time faculty have been involved in many aspects of committee work at the college level over the years. Currently serving as a chair of a tenure review committee and also completing a number of faculty evaluations during the first semester back to full-time service. |
| 1. **Discuss how the collaborations with other support services, programs, departments, or administrative units helped your department achieve its goals?** |
| At present there is much work within the anthropology program (assessment, curriculum, program planning, guided pathways, program website, common-course numbering, etc.). While we look forward to increased representation of anthropology faculty on committees, for the foreseeable future (spring 2024) we will be focused on collaborating with committees by bringing action items to these committees to update our program to best serve our students now and into the future. |

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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.**  Estimated costs were established with the last PUR and will be updated in the upcoming program unit review. For this report though,these the estimated costs will be left blank though should funding be available for a specific item an estimated cost will be provided. |

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| **Resource Category** | **Description/Justification** | **Estimated Cost** |
| **Personnel** |  |  |
| Classified Staff |  |  |
| Student Worker |  |  |
| Part Time Faculty | Additional FTEF allocated to anthropology as we attempt to reach pre-pandemic staffing levels. |  |
| **Professional Development** | | |
| Department wide PD needed |  |  |
| Personal/Individual PD needed |  |  |
| **Supplies** | | |
| Software (for whom or role?) | Continued licensing of Snagit and Camtasia to enable hybrid and online course video lectures.  Continued support for Canvas Studio for closed caption services and the archiving of multimedia material.  Continued subscription to other software such as Turnitin and other LTIs commonly used by faculty. |  |
| Books, Magazines, and/or Periodicals | Continued subscription to the New York Times for faculty and students. |  |
| Instructional Supplies | Continued financial support for the anthropology teaching laboratory. As we move back to face-to-face instruction our lab and tactile teaching methods will need continued support. |  |
| 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 | Continued refresh of full-time faculty computers at regular intervals. |  |
| **Facilities** | | |
| Classrooms |  |  |
| Offices |  |  |
| Labs | Requesting an ANTH lab space in the new BCC West building. |  |
| Other |  |  |
| **Library** | | |
| Library materials (including streamline media needs) | New York Times subscription for faculty and students is integral to anthropology instruction.  Kanopy streaming is an essential multimedia platform for our instructional needs. |  |
| Library collections |  |  |
| OER | Continued stipends for faculty to transition to OER texts |  |
| **Other** |  |  |
| OTHER Description | Support for POCR (Peer Online Course) reviewers and those having their courses reviewed. |  |

**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**