2023-2024 Annual Program Update
INSTRUCTION

Berkeley City College's mission is to provide our diverse community with educational opportunities, promote student success, and to transform lives.
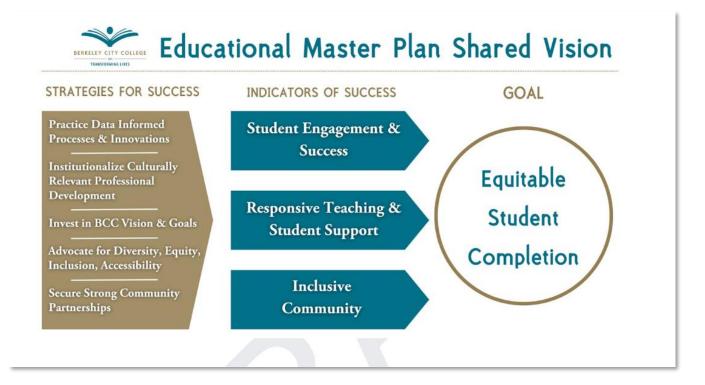
Introduction and Directions

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 as well as Student Centered Funding Formula (SCFF) 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). 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.

College Profile

[Click here to view the Berkeley City College Student Demographics Dashboard](#).

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.

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

To view prior Program Reviews, [click here](#). To view prior Annual Program Updates, [click here](#).

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.

Name(s) of member(s) completing this APU	Department	Completion Date
Alejandro Wolbert Pérez	Ethnic Studies	Nov. 2023

List faculty names with assignments in fall 2023.	
Full Time	Part Time
	Jimmy Crutison, AFRAM Erika Vivianna Céspedes, ETHST Miya Sommers, ASAME

1b. Department Priorities & Goals

Based on the [Educational Master Plan](#), [Shared Vision](#), [SCFF](#), 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.

Priorities and goals of the program in Ethnic Studies remain:
- Ensuring ETHST + classes meet Area F transfer requirements
- Expanding course offerings in ETHST +

- Increasing completion and transfer rates of students
- Building student-to-faculty mentor pipeline
- Exploring the possibility of offering a degree and/or certificate in ETHST+

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>

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?

This year's focus is on Quantitative Reasoning. There are no courses in the program that have this ILO.

The Communication ILO was the focus of last year's assessment cycle.

Of the courses in the program that have this ILO, only one was offered last year.

AFRAM 033 was scheduled but not assessed.

M/LAT 30A & M/LAT 30B were scheduled to be assessed in Fall 2022; however, neither of these classes were offered.

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.

Assessments were last completed in the 2019-2020 academic year. ETHST, ASAME, AFRAM, and MLAT course offerings will require assessment prior to the completion of the present assessment cycle.

3. Student Equity, Success, & Completion (<--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?

ETHST +

Academic Year	Ethnicity	Headcount	Census Enrollment	Completion Rate	Retention Rate		Completion Rate*	Retention Rate*
2022-2023	Black / African American	88	92	52.2%	67.4%	52.7%	67.0%	

Academic Year	Ethnicity	Headcount	Census Enrollment	Completion Rate	Retention Rate		Completion Rate*	Retention Rate*
2022-2023	Hispanic / Latino	143	155	60.0%	69.7%	60.4%	69.5%	

BCC Overall

Academic Year	Ethnicity	Headcount	Census Enrollment	Completion Rate	Retention Rate	Completion Rate*	Retention Rate*
Total		9812	21358	69.7%	83.0%	70.0%	82.9%

From the available data, we find—perhaps counterintuitively—that the completion and retention rates for Latinx students and students from the Black diaspora lag behind the percentages of BCC as a whole, even as they remain fairly consistent in-group. When we aggregate this by program, the disparities come across a much wider range, with programs in AFRAM and MLAT underperforming by approximately 25% in each area.

What do you see as key factors in your department that contributed to an increase in success and completion rates of these student groups?

The disparities in completion and retention suggest a number of factors at play. When taken across time, we note a slow but steady uptick in both. This points to the shifting perhaps beginning to settle as we move out of the pandemic-era immediacy.

What are some strategies for improvements your department can make?

Instructors in the program, including program lead, are involved in one or more Communities of Practice associated with the Changing Approaches, Transforming Lives culturally-relevant pedagogy project, and are undertaking a two-year evaluation and examination of teaching and classroom practices through this.

4. Enrollment Trend and Productivity Dashboard (<--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.

Community Colleges are funded based on the Student Centered Funding Formula ("SCFF") 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

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?

Service Area Enrollment Pipeline

% Student Population Change Relative to Grade 12 from 2021-22

Ethnicity	YR-2022 Grade 12	YR-2023 Grade 11	YR-2024 Grade 10	YR-2025 Grade 9	YR-2026 Grade 8	YR-2027 Grade 7
African American	1,000	-13%	-11%	-18%	-11%	-15%
American Indian/Native Alaskan	18	-39%	-61%	-39%	-44%	-39%
Asian	615	-12%	17%	-20%	-16%	-13%
Filipino	52	-23%	-29%	-31%	-37%	-37%
Latinx	2,088	-1%	-1%	2%	-6%	-11%
Pacific Islander	32	-19%	3%	0%	19%	13%
White	794	-13%	-15%	-12%	-14%	-22%
Two or More	293	1%	11%	10%	3%	16%
Not Reported	94	-4%	-3%	19%	-32%	7%
Total	**4,986**	**-7%**	**-7%**	**-7%**	**-10%**	**-12%**

Respond here:

Respond here:

ETHST+ has been actively exploring the development/expansion of dual-enrollment opportunities in collaboration with Berkeley High School. Through the support of the Department, Division, and partnerships, we have begun dialogue with BHS faculty towards advancing this high-school-to-college pipeline project.

Given current enrollment trends, in which African American and Latinx students comprise the majority of BHS pupils, there is a clear need for a comprehensive, culturally-relevant and inclusive pipeline project.

6. Equitable Student Completion (<--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. If you would like to view BCC's Equity Plan, click here.

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?

Course Completion and Retention Rates by Student Group or Service Area

Academic Year	Gender	Headcount	Census Enrollment	Completion Rate	Retention Rate	Completion Rate*	Retention Rate*
2022-2023	F	246	259	68.2%	75.2%	68.5%	75.1%
2022-2023	M	183	191	59.8%	72.0%	60.1%	71.8%
2022-2023	X	15	16	56.3%	75.0%	56.3%	75.0%
Total		**444**	**466**	**64.4%**	**73.9%**	**64.6%**	**73.8%**

Academic Year	Age	Headcount	Census Enrollment	Completion Rate	Retention Rate	Completion Rate*	Retention Rate*
2022-2023	16-18	72	74	59.5%	67.6%	59.5%	67.6%
2022-2023	19-24	249	262	66.0%	75.7%	66.3%	75.6%
2022-2023	25-29	52	55	58.2%	72.7%	59.3%	72.2%
2022-2023	30-34	31	33	72.7%	75.8%	72.7%	75.8%
2022-2023	35-54	35	35	68.6%	77.1%	68.6%	77.1%
Total		**437**	**459**	**64.7%**	**74.1%**	**65.0%**	**74.0%**

Academic Year	Ethnicity	Headcount	Census Enrollment	Completion Rate	Retention Rate	Completion Rate*	Retention Rate*
2022-2023	Asian	115	119	76.1%	82.1%	76.1%	82.1%
2022-2023	Black / African American	88	92	52.2%	67.4%	52.7%	67.0%
2022-2023	Hispanic / Latino	143	155	60.0%	69.7%	60.4%	69.5%
2022-2023	Two or More	41	41	63.4%	70.7%	63.4%	70.7%
2022-2023	Unknown / NR	8	9	87.5%	100.0%	87.5%	100.0%
2022-2023	White	47	48	70.8%	79.2%	70.8%	79.2%
Total		**442**	**464**	**64.4%**	**74.0%**	**64.7%**	**73.9%**

Year-to-year we find a slight decline in completion and enrollment trends across the programs in ETHST. Male students, especially men-of-color, remain underrepresented in higher education at BCC as across the nation. This has substantial and long-term implications which are not solely the providence of BCC. However, again, this category represents an area of untapped potential for recruitment and opportunity. Too, while small in number, non-gender conforming students are a population that is increasing in number and will merit increased awareness and attention.

The 18-24 aged population of Black and Latinx Californians in college is disproportionately low; of those who do attend higher education, the majority are in community colleges. Our enrollment, retention, and completion rates, while respectable, do not reflect nor address the full potential of these populations. This appears to be the greatest sources of untapped potential in recruitment, retention, and completion.

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?

One question worth pursuing is around the completion and retention rates of online, hybrid, and face-to-face courses, along with the data around students who are in a learning community or similar sort of wrap-around support program. How might these interventions at various stages support student success?

One positive aspect of the shifting trends in lower enrollment has been smaller class sizes. This appears to have been a net positive, and could be part of a viable strategy towards continual improvement around completion and retention.

It is imperative that ETHST + offers sections across modalities, and that the modalities align with instructor abilities and expertise. Towards this end, the program has begun recruiting a range of potential instructors to complement our existing faculty members. At the present, should one of our PT AFRAM or ASAME instructors become unavailable (either in the case of an emergency, or, more likely, a scheduling conflict), we do not have an alternate who meets the discipline's MQs.

Finally, aligning ETHST + courses with learning communities should offer mutual support towards these goals.

Degrees and Certificates Dashboard (<--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)?

While this remains a long-term goal, ETHST+ does not currently offer a degree or certificate.

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?

Transfer Dashboard (<--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)?

Transfer rates to the UC system, and to a lesser extent to the CSU system, continue to favor white students at a disproportionate level, and in contrast to student demographics as a whole.

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?

While this is at the department level, I wish to emphasize the goal of developing a degree and/or certificate in ETHST+ as part of a comprehensive strategy to support student transfers.

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?

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.

Full and PT faculty participate in campus life, governance, and other institutional efforts. The FT ETHST Program lead is a co-coordinator of the Changing Approaches, Transforming Lives grant-funded DEI project, and the coordinator of the Ethnic Studies Seamless Transfer grant project.

Discuss how the collaborations with other support services, programs, departments, or administrative units helped your department achieve its goals?

ETHST welcomes and encourages collaboration across the department, division, college, and beyond. This has especially been beneficial in supporting our curriculum updates as we strive for Area F approval.

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.

Resource Category	Description/Justification	Estimated Cost
Personnel		
Classified Staff		
Student Worker		
Part Time Faculty	Accessible Materials Officer – Assisting in creation/conversion of accessible materials for distance ed.	
Professional Development		
Department wide PD needed	Request/encouragement for program and department to participate in Changing Approaches DEI pedagogy project.	Grant-supported; no immediate cost to department.
Personal/Individual PD needed		
Supplies		
Software (for whom or role?)		
Books, Magazines, and/or Periodicals		
Instructional Supplies		
Non-Instructional Supplies		
Technology & Equipment Description/Justification (*Before you list your technology request, click here to view the latest Technology Refresh Plan to verify whether it has already included.*)		
New		
Replacement		
Facilities		
Classrooms	Social science faculty members utilize the larger classrooms at 2050 Center St. (rooms 422-424) as well as several of the rooms located in the basement of main campus. Many classrooms in 2050 Center Street do not have usable whiteboard space if the projector/screen are also in use that impacts our delivery of instruction.	
Offices		
Labs		
Other		
Library		
Library materials (including streamline media needs)		
Library collections		
OER	Library & program lead are exploring conversion of text to support zero-cost goals.	

Other		
OTHER Description	Membership in professional ETHST-related academic organizations.	Cost varies, annual expense.

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