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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 History discipline at Berkeley City College is for students to think critically and deeply about the historical processes that have shaped, and continue to shape, the world we live in.  Through Berkeley City College history courses, we undertake a critical analysis of ourselves and society through examinations of the historical forces that create change over time and define the contemporary moment.  Our field of inquiry goes beyond the facts of history, to encompass questions of identity, knowledge, consciousness, “truth”, and meaning.  At the same time, we provide students with critical thinking, reading, and writing skills that have applications well beyond the discipline.  History courses at Berkeley City College fulfill general education requirements, as well as the American Cultures requirement at UC and the United States History, Constitution, and American Ideals requirement at California State Universities.  History classes meet both transfer and degree completion requirements.  We have an AA-T in History and our courses are requirements in several Learning Communities, and support the AD-T degrees in Elementary Teacher Education and Political Science, as well as the AA degree in Global Studies. History courses may also be used for the Liberal Arts: Social and Behavioral Sciences AA. The BCC History program is well-known for being diverse in the course it offers and has the largest catalogs of History courses in the Peralta District.  The History 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. | | |
| **Name(s) of member(s) completing this APU** | **Department** | **Completion Date** |
| Tim Rose | HIST | 10/23/23 |
| **List faculty names with assignments in fall 2023.** | | |
| Full Time | Part Time | |
| Tim Rose | Richard Kim  Robert Michael Noonan  Jennifer Helton | |

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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. |
| |  | | --- | | * Move at least two classes onto the CVC-OEI platform. * Work with Guided Pathways program to build degree completion. * Collaborate with the Counseling Department to attract more history majors and guide students toward degree completion. * Maintain up-to-date curriculum in Curriqunet and consider curriculum growth as warranted. * Assess courses as schedule through the SLO and section aggregate stages of the process. * Use course assessment, instructor evaluation, and collaborative process among history faculty to ensure high quality instruction. * Create a Zero Textbook Cost degree pathway. * Publicize the fully online HIST AA-T. | |

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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?** |
| In the period 2021-2023, identified as Round 5 of assessment at BCC, the History Department did well in assessing almost all regularly offered courses up to the section aggregate stage.  Over the past three years several faculty members worked to create rubrics for assessing particular course SLOs. We will need to organize the department to do likewise for Program Outcomes. As of yet, the Department has not taken significant measures to collectively work through assessment.  Program Outcomes will be assessed in the coming cycle. |
| **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.** |
| Completed SLO Assessment Round 5 – Through Level 2 (Section Aggregate):  HIST 2A  HIST 2B  HIST 7A  HIST 7B  HIST 21  Partially Completed SLO Assessment Round 4 – Through Level 1 (SLOs):  HIST 19  Assessment Plan Fall 2021 – Fall 2023  A white and yellow table with black text  Description automatically generated |

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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 course completion rate  Description automatically generated  A table with numbers and text  Description automatically generated**A table with numbers and text  Description automatically generated**A table with numbers and text  Description automatically generated |
| **What do you see as key factors in your department that contributed to an increase in success and completion rates of these student groups?** |
| Completion rate and success and retention rates for Black students in HIST sections are roughly on par with the college rate. The success and retention rates for Hispanic/Latinos are lower by eight percentage points and ten percentage points respectively. History department instructors will concentrate efforts to improve the rates for both completion and retention for students of color who register in our classes. |
| **What are some strategies for improvements your department can make?** |
| Recent data regarding completion and retention show that students of color often perform better, as generalizations go, in history classes with either a face-to-face component (hybrid or fully in-person instruction) or synchronous online instruction. In the coming spring (24) and fall (24) terms the History Department will be increasing our in-person sections closer to the pre-pandemic numbers.  The History Department does offer a Society of Scholars (Umoja/Puente) cohort class each semester. This relationship between Umoja and the History Department has proven successful in recent years in several ways.  Beyond that, an immediate goal of the department is to move online history classes through the POCR process and receive CVC-OEI “badging.” The recognized excellence of badged classes will assist in assuring student success. As will the POCR process assist instructors in creating classes that employ universal design techniques that bolster success as well as detailing productive means of communication that tend to keep students engaged. |

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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 screenshot of a computer  Description automatically generated  As mentioned above, an immediate goal of the department is to move online history classes through the POCR process and receive CVC-OEI “badging.” There are currently two classes in the POCR queue and another soon to be entered into the review process. The college’s recent recognition by the CVC-OEI as a “Teaching College” ought to help bolster enrollment in several ways, as well. Otherwise, the History Department will collaborate with the college’s enrollment services office and administration in any way possible to facilitate this goal.  Productivity hit 16.0 this fall term. This is a return to the productivity rate that was typical for the History Department pre-pandemic.  The History Department is leaner in terms of FTEF than it has been decades. The Department is full 1.0 FTEF less in fall 2023 than fall 2019 and 1.4 lower than spring 2019. While the decrease in FTEF has produced a higher productivity number, such substantially fewer history offerings means that students have more limited choice in courses to take. It seems reasonable that if the Department maintains productivity above 15, that a greater FTEF allocation should be meted out for history sections. |
| 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?** |
| The History Department does not have any particular plan for dual enrollment or outreach into the local high schools. Due to high school American and world history requirements, however, history sections at BCC frequently have a fair number of high school students enrolled, this is most evident in the summer sessions. High school students tend to perform well in BCC history classes. Such positive outcomes surely encourage many local high school students to attend BCC for classes upon graduation. |

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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?** | |
| **A table with numbers and text  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?** | |
| It would be helpful to know the college’s plan for addressing this data. Then the History Dept. can coordinate its approach to meet the college’s plans and goals. | |
| [**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 graph with blue lines and text  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?** |
| In the period 2018-2019 to 2022-2023, the History Department awarded a thirty-six AA-Ts.  Degrees awarded each academic year have remained relatively steady, between nine as a high and five as a low.  While thirty-six degrees awarded in four years is not much to brag about, it should be noted that BCC accounts for 65% of all History AA-Ts awarded in the Peralta District (Merritt College does not have a HIST AA-T.  CoA offers both an AA and an AA-T).  Each semester, College of Alameda offers more history sections than BCC and Laney offers roughly the same number as BCC.  So, with the same amount of exposure to students, BCC’s History Department attracts a greater number of students into the history degree pathway. |
| [**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)?** |
| A graph of numbers and lines  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 to improve these outcomes?** |
| Implementing guided pathways will be a priority. Continue to provide faculty advising for students moving toward transfer.  The History Department has focused its curriculum on transfer level courses and courses that fulfill degree requirements at transfer institutions. Curriculum in the History Department is aligned with CSU and UC degrees.  Also, see the sequencing of courses below. |

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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?** |
| For the HIST AA-T: Sequencing  Required course:  HIST 7A – fall, spring, summer  HIST 7B – fall, spring, summer  List A  HIST 2A – fall  HIST 2B – spring, summer  HIST 3A – fall  HIST 3B – spring, summer  List B  HIST 3A – fall  HIST 3B – spring, summer  HIST 21 – fall  HIST 31 – spring  List C  HIST 19 – fall  Other courses in other departments |

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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.** |
| Tim Rose:   * Department Chair – Social Sciences * Lead Faculty – History * Distance Education Committee * Academic Senate (non-voting member) * HUSV Leadership Team * Tenure committee (PSYCH) * Career Education Committee * Tutoring Stakeholders Taskforce * Faculty New-Hire Request/Prioritization (HUSV) * Culturally Responsive Practices and Pedagogy Grant Working Group   Richard Kim   * Assessment liaison |
| 1. **Discuss how the collaborations with other support services, programs, departments, or administrative units helped your department achieve its goals?** |
| Tim Rose has participated in the HUSV Advisory Board meetings. |

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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 | Accessible Materials Officer – Assisting in creation/conversion of accessible materials for distance ed. | N/A |
| Student Worker |  |  |
| Part Time Faculty |  |  |
| **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. | N/A |
| Books, Magazines, and/or Periodicals | Continue subscription to New York Times online.  Expand library’s video stream service beyond Kanopy, to include such services as Alexander Street, Films on Demand, and a subscription to PBS | N/A |
| Instructional Supplies |  |  |
| 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 | Continued refresh of full-time faculty computers at regular intervals. | N/A |
| Replacement |  |  |
| **Facilities** | | |
| Classrooms |  |  |
| Offices |  |  |
| Labs |  |  |
| Other |  |  |
| **Library** | | |
| Library materials (including streamline media needs) |  |  |
| Library collections |  |  |
| OER |  |  |
| **Other** |  |  |
| 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**