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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 college mission, the focus of the Psychology discipline is threefold, to support critical thinking, analysis, and application of major psychological theories and concepts, and prepare students planning to transfer into the psychology major.  Our psychology courses engage in the scientific study of human behavior and mental processes. Psychology students study the nature of consciousness, the development of the individual, basic processes of perception, learning, memory, cognition, and motivation; the relationship of behavior to physiology and health; and the nature of psychological disorders and how psychologists attempt to improve the quality of people’s lives.  In addition, to supporting increased understanding of the human condition, our own behavior as well as that of others, our Psychology courses fulfill general education requirements in area D (social sciences) and in area E (Lifelong Learning) at California State Universities. We have an AA-T in Psychology.  Ultimately, our courses support the College Mission of promoting student success and transfer. | | |
| **Name(s) of member(s) completing this APU** | **Department** | **Completion Date** |
| Melina Bersamin  Zachary Darwish | Social Sciences | 11/20/23 |
| **List faculty names with assignments in fall 2023.** | | |
| Full Time | Part Time | |
| Melina Bersamin  Zachary Darwish | Jennifer Yu  Rima Najm-Briscoe  Chris Gade | |

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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. |
| The psychology program is prioritizing three goals for the upcoming year. First, to increase the number of students who transfer to a four-year college, second to close equity gaps, incorporate responsive teaching, and to support students understanding of the necessary steps/classes for admission to CSU and UC. |

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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?** |
| We now have two full time faculty that can work to assess a majority of classes, and engage in follow-up conversations in order to make sense of the data and identify relevant adjustments. Unfortunately, our assessments have been few and far between the last two years and plans were put on hold as we anticipating a new full time faculty. Both full-time faculty members met at the start of the semester and developed a plan for evaluating Psychology 1A. In addition, this fall we will be evaluating Psych 6 and Psych 28. Next semester we will assess the remaining courses – Psych 21 and 61. |
| **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 will be meeting over the next year to create a shared rubric and incorporate this rubric into canvas so becomes an automated process and can be easily incorporated into all courses. We hope to build a culture of assessment within the psychology department, and when possible include part-time faculty. |

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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?**  The completion rate of Latinx students in the psychology department is on par with the college as a whole (63.7% vs. 63%). The same is true for the retention rate (79% vs. 81.1%). Among Black/African American students the psychology programs completion and retention rate are much lower than the college (47.1% vs. 56.8%) and (68.6% vs. 77.9%), respectively. The first table is the college as a whole, and the second table is among Psychology students. |
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| **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 data shows that we are not effectively serving Black/African American students relative to Hispanic/LatinX students, in comparison to the BCC overall success rate. |
| **What are some strategies for improvements your department can make?** |
| 1. Perhaps all psychology faculty should enroll in Culturally Responsive Pedagogy and Practices Project and/or other similar programs/trainings 2. It may be worthwhile to ascertain when in the semester students might benefit from a brief intervention (e.g. awareness of their grade in the class, introduction to student services, connections to student groups) |

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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.** |
| For the most part, all of the courses within the psychology degree follow the same pattern, with a significant decline in productivity from 2019/2020 and a slight increase in productivity in 2022/23. However, looking within each course, there is an outlier which is Psychology 21 or Lifespan (see graph below). This is a traditionally popular and well-enrolled class due to requirements in education, psychology, and nursing. The decline in 2022-23 is surprising and warrants additional investigation. Strategies to increase enrollment include revising the idea of embedded counselors to attend classes as soon as the class schedule comes out and then again towards the end of the semester. Increased marketing of the psychology pathway map. Host school wide events that highlight the program, transfer and career opportunities. |
| 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:*  The following strategies might serve to increase high school enrollment.   1. **College in 3 years**: This plan highlights how dual enrollment can prepare you for a 4 year college and save a year of tuition. Create a three-year plan where beginning in sophomore year, high school students take one course per semester including summer school. This would add up to 27 units -almost a full year. Students would not specialize, rather focus on getting GE courses completed. This plan focuses on all students and would not target students by ethnicity. 2. **Marketing**: Work with PTAs and student groups to advertise the benefits of dual enrollment. Include dual enrollment alumni in the presentations. 3. The decline in enrollment among various minority groups could be interpreted in numerous ways. We decline to speculate. Hiring staff that enjoy working with high school students might increase the number of dual enrollment classes available to offer. Provide professional development or stipends to faculty to identify how to work effectively with high school 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?** | |
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| **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?** | |
| The gains, if present, were minimal from the 2021/22 to 22/23 school year. For example, completion and retention rates were down for females and up minimally for males. Across age groups the changes were similarly varied, but also minimal. The biggest effect was a decline in retention rate among Black students from 76.7% to 68.8%. The program would benefit from further opportunities and trainings around equity minded practices and pedagogy (such as the one led by Alejandro and Scott), developing an early intervention program that is able to identify students in danger of failing as well as teams that can provide supports for these students. | |
| [**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)?** |
| As noted in the graph above, the number of degrees awarded from 21/22 to 22/23 has declined. This general pattern exists for males and females, all age groups except 16-18 and 35-54, and all ethnic groups except unknown where there were 2 graduated each year. |
| **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?** |
| I expect the numbers to increase in the upcoming years as students are finishing up classes that they perhaps put off during the pandemic. To improve these outcomes I would recommend:   1. Identify staff who can reach out to students who are close to graduating to remind them of paperwork that needs to be filed or provide support if there are obstacles to the final stages of graduation. 2. Provide faculty with lists of students who are 15 units from graduation so faculty can send out emails reminding students of key dates, resources, and FAQs. 3. Provide counselors with lists of students who are 30 units from graduating the fall to make appointments with counselors to discuss TAG options and ensure they are on track with SEPs. |
| [**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)?** |
| I am not seeing that this data exists at the department level. |
| **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?** |
| At the macro level: Create a culture by which there are daily events on campus that link students to career interests (panels with different industry leaders, alumni to talk about career and transfer, UCB and CSU professors sharing out what they teach, workshops on transfer, etc). I would suggest that every department is responsible for 5 days of college hour programming a semester.  At the micro level: It would be useful to know who in your class is on track to graduate that semester within your program. This would help with developing an alumni network, but also providing these students with additional support if they meet any challenges on their path to transfer. In other words, as faculty you might be able to engage in an early intervention that would significantly impact transfer. |

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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 have worked closely with counseling to ensure students are able to complete the program in the least amount of time. Additionally, only two classes have a pre-requisite. We have also added a Biological Psychology class that ensures students can transfer to UCB without having to take Bio1A and the two associated pre-requisites. |

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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.** |
| Melina Bersamin: Faculty Senate, Guided Pathways  Zachary Darwish: Teaching and Learning Center Presentations, Culturally Responsive Pedagogy and Practices Project, ABCD course |
| 1. **Discuss how the collaborations with other support services, programs, departments, or administrative units helped your department achieve its goals?** |
| 1. Having conversations with library faculty is supporting a movement toward all psych classes having at least one ZCT offering. 2. Working with Cora and Chris is supporting a move towards offering our classes on the CVC exchange. 3. Through the guided pathways model, I think it would be beneficial to host cross-program events that focus on career, transfer, or even general lectures on how to approach a current event using lenses from different disciplines. What is needed to make this happen? Like student clubs, perhaps faculty could apply for funds to host these events. These funds could be used to a) pay for food (incentives for students to attend), and b) adjunct faculty participation. |

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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 |  |  |
| Student Worker |  |  |
| Part Time Faculty | In order to engage adjunct faculty in the assessment process it is necessary to build in PD that supports the process of assessment, implementation and re-evaluation. More importantly, adjunct faculty need to be paid for their time.  Training on making courses accessible.  Stipends to participate in activities that build interest in the psychology program at BCC | $8000.00 |
| **Professional Development** | | |
| Department wide PD needed |  |  |
| Personal/Individual PD needed |  |  |
| **Supplies** | | |
| Software (for whom or role?) | Respondus to reduce on-line cheating  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 access to NYT |  |
| 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 |  |  |
| Replacement |  |  |
| **Facilities** | | |
| Classrooms |  |  |
| Offices |  |  |
| Labs |  |  |
| Other |  |  |
| **Library** | | |
| Library materials (including streamline media needs) |  |  |
| Library collections | NYT |  |
| OER |  |  |
| **Other** |  |  |
| OTHER Description | Money to pay outside speakers. For example, through various connections a faculty member knows someone who participated in the Stanford Prison Experiment, a seminal study in the field of psychology. To bring in researchers, clinicians, policy makers who have a connection to psychology would inspire students. |  |

**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**