Peralta Community College District

BCC Program Review Template 2011-2012

Below please find the program review form, to be filled out by department chairs and program leaders. These will be reviewed at the college level and then forwarded to the district-wide planning and budgeting process. The information on this form is required for all resource requests – including faculty staffing requests – for the 2012-13 budget year

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|  I. Overview |
| Date Submitted: | 10/10/11 | Administrator: | **Krista Johns**     |
| BI Download: | 9/19/11 | Dept. Chair: | Linda McAllister |
| Dept./Program(s):(List departments and programs, including all associate degrees and certificates and components of general education and basic skills) | **Department**: Social Science**Disciplines**: Ethnic Studies (African American Studies and Asian American Studies), (Social and Cultural) Anthropology, History, Political Science, Psychology, Sociology, Social Sciences and Women’s Studies. **Programs**: Global Studies AA, Psychology AA-T, Sociology AA-T, Liberal Arts AA - emphasis in social and behavioral sciences**Program Support**: PACE program (AA earned by PACE students is the Liberal Arts AA behavioral and social science emphasis, program chair is social science faculty) and Public Health Community and Public Services Associate in Arts Degree and Certificate of Achievement (majority of degree electives are in sociology) |
| Campus | Berkeley City College |
| College Mission  | Berkeley City College’s mission is to promote student success, to provide our diverse community with educational opportunities, and to transform lives.*Adopted by the Peralta Board of Trustees April 12, 2005* |
| Unit/Dept/ProgramMission | The mission of the **Global Studies Program** is to challenge students to examine history, as well as the current process of globalization and socioeconomic stratification, through a program that offers an interdisciplinary, limited cohort model. The Global Studies core courses are linked to major requirements from other disciplines and the range of electives gives students a deeper understanding of how one key area of the globe impacts the rest of the world. The program aims to offer hands-on experience through service learning modules and prepare students for transfer to UC, CSU, and other four-year institutions in Global or International Studies, Peace and Conflict Studies and is a stepping stone to a variety of career options in the international arena. The mission of the **Associate in Arts in Psychology for Transfer Degree** (Psychology AA-T) is to prepare students planning to transfer into the psychology major by providing a course of study in psychology built upon the scientific study of human behavior and mental processes. Students pursuing the AA for transfer into the psychology major will study the nature of consciousness and the development of the person, basic processes of human perception, learning, cognition and motivation; the relationship of behavior to physiology; and the nature of psychological disorders and how psychologists use their knowledge to help improve the quality of people’s lives. Completion of the program (with a minimum G.P.A. of 2.0) affords students specific guarantees for transfer to the CSU system, such as admission to a CSU with junior status, priority admission to their local CSU campus, and to a program or major in psychology or similar major. The mission of the **Associate in Arts in Sociology for Transfer Degree (Sociology AA-T)** is to prepare students planning to transfer into the sociology major by providing a course of study in sociology that examines the systematic study of human social institutions and social relationships. Students pursuing the AA for transfer into the sociology major will study the role of social theory, sociological research methods, social organization and structure, social stratification and hierarchies, dynamics of social change, family structures, social deviance and control, and applications to the study of specific social groups, social institutions, and social problems. Successful completion of the program (with a minimum G.P.A. of 2.0) affords students specific guarantees for transfer to the CSU system, such as admission to a CSU with junior status, priority admission to their local CSU campus and to a program or major in sociology or similar major. The mission of the **A.A. in Liberal Arts with an emphasis in Social and Behavioral Sciences:** provides students with a broad perspective on human behavior. It is designed to stimulate appreciation for, and understanding of, values, ideas, and artifacts of culture and society. Critical thinking skills and self-understanding through these courses provide a framework for lifelong study in liberal arts. Successful completion of the curriculum in Social and Behavioral Sciences offers students a breadth of knowledge that could be focused into single discipline degrees as well as applied to an interdisciplinary degree. Successful completion of the curriculum in Social and Behavioral Sciences offers students a breadth of knowledge that could be focused into single discipline degrees as well as applied to an interdisciplinary degree. The degree is intended for students who are considering transfer but have not decided on a major or for students who are required to complete a degree for job promotion.**PACE (Program for Adult College Education**) – see PACE program review**Public and Human Services program –** see Public and Human Services program review*All of the currently offered classes in the Social Science Department are currently accepted as UC/CSU transferable and defined classes also meet specific UC/CSU requirements such as the UCB American Institutions and American Cultures requirements and the CSU History, Constitution and American Ideals requirement*  |
| 1. Goals and Outcomes

I: Articulate Transfer Model Curriculum (TMC) in History and Political Science for students interested in transferring into these majors at the CSUsII: Plan online course offerings in a scheduled sequence so students can complete program requirements through distance educationIII: Complete single section course assessments by Spring 2012, Program assessments starting Spring 2012 (new AA-T programs by Fall 2013)IV: Transfer/hire contract faculty in core disciplines in Social ScienceV: Maintain discipline, department and program integrity during this time of budgetary constraintsVI: Engage other department chairs in an active evaluation of College course offerings/programs with the goal of increasing interdisciplinary cooperation and increased student retention/program completion  |
| II.a. Goals (for each one, cite Institutional Goal(s), Appendix II) |
| I: Articulate Transfer Model Curriculum (TMC) in History and Political Science links to: **Institutional Goal A.1 Access**II: Plan online course offerings in a scheduled sequence so students can complete program requirements through distance education links to: **Institutional Goal A.1 Access and D.2 Culture of Innovation and Collaboration** III: Complete single section course assessments by Spring 2012, Program assessments starting Spring 2012 (new AA-T programs by Fall 2013) links to **Institutional Goal C.1 Build Programs of Distinction**IV: Transfer/hire contract faculty in core disciplines in Social Science links to **Institutional Goal E.2 Develop and Manage Resources to Advance our Mission**V: Maintain discipline, department and program integrity during this time of budgetary constraints links to **Institutional Goal E.2 Develop and Manage Resources to Advance our Mission**VI: Engage other department chairs in an active evaluation of College course offerings/programs with the goal of increasing interdisciplinary cooperation and increased student retention/program completion links to Institutional Goals links to Institutional Goals A.2 Success, C.2 Build Programs of Distinction   |
| II. Goals and Outcomes  |
| PROGRAM OUTCOMES(Mapped to Institutional Learning Outcomes, Appendix I).: |
| **Program Learning Outcomes for Global Studies AA Degree**Students completing the AA Degree in Global Studies will be able to:1) Analyze how and why the solutions to world problems demands responsibility and participation at both the local and global level (BCC ILO**: critical thinking)** Courses: English 5, Geography 1, History 3, History 7B, History 38, Philosophy 1, Political Science 202) Investigate the economic, political, social and environmental interdependency among the peoples, nations and regions of the world (BCC ILOs: **information competency, global awareness and valuing diversity )**Courses: Geography 1, History 3, History 7B, History 38, Political Science 203) Understand and explain the diverse history, traditions and practices that have led to a multiplicity of perspectives in different societies (BCC ILO: **global awareness and valuing diversity)**Courses: Art 14, English 5, History 3, History 38, Political Science 20 |
| **Program Learning Outcomes for AA-T Psychology Degree**Students completing the AA-T Degree in Psychology will be able to:1)Read critically and write effective essays (BCC ILOs: **Communication; Critical Thinking**)Courses: Psychology 1a, Psychology 6, Psychology 7, Psychology 21, Sociology 1, 2) Analyze and utilize empirical findings. (BCC ILOs: **Information Competency; Critical Thinking;****Computational Skills**)Courses: Psychology 1a, Psychology 6, Psychology 7, Psychology 21, Psych 28, Sociology 1, Biology 1, Biology 10, Biology 253) Analyze major psychological theories and concepts. (BCC ILOs: **Ethics and Personal****Responsibility; Communication; Critical Thinking; Global Awareness and Valuing****Diversity; Self-awareness and Interpersonal Skills**)Courses: Psychology 1a, Psychology 6, Psychology 7, Psychology 21 |
| **Program Learning Outcomes for AA-T Sociology Degree**Students completing the AA-T Degree in Sociology will be able to:1) Define the core concepts of sociology: social structure, culture, social stratification,race, ethnicity, gender, and globalization (BCC ILOs: **Global Awareness and Valuing Diversity; Self-Awareness and Interpersonal Skills**)Courses: Sociology 1, Sociology 2, Sociology 3, Sociology 5, Sociology 8, Sociology 132) Discuss the interpersonal, institutional, cultural and structural mechanisms that produceand maintain inequality. (BCC ILOs: **Communication; Critical Thinking; Informational Competency; Global Awareness and Valuing Diversity; Self-Awareness and Interpersonal Skills**)Courses: Sociology 1, Sociology 2, Anthropology 3, Political Science 1, Psychology 1A4) Identify, compare, and contrast the major theoretical perspectives in the discipline.(BCC ILOs: **Critical Thinking; Informational Competency**)Courses: Sociology 1, Sociology 2, Sociology 3, Sociology 5, Sociology 8, Sociology 135) Interpret sociological research through a working knowledge of qualitative andquantitative research designs (BCC ILOs: **Communication; Critical Thinking; Informational Competency; Global Awareness and Valuing Diversity; Ethics and Personal Responsibility**)Courses: Sociology 1, Sociology 120, Math 13 |
| **Program Learning Outcomes for A..A. in Liberal Arts with an emphasis in Social and Behavioral Sciences (assessed across courses in: African American Studies, Anthropology, Asian American Studies, History, Political Science, Psychology, Sociology, and Women’s Studies)****Program Outcomes as defined by the General Education Alignment Matrix:**1) Speak, read and write clearly and effectively, with audience awareness; analyze communications for meaning, purpose, effectiveness, and logic (BCC ILO: communication)2) Identify problems/arguments, isolate facts related to arguments, generate multiple solutions to problems, predict consequences, and use evidence and sound reasoning to justify well-informed positions (BCC ILO: critical thinking)3) Analyze consequences of actions taken and their impact on society and self; demonstrate collaborative involvement in community interests (BCC ILO: ethics and personal responsibility)4) Identify and explain diverse customs, beliefs and lifestyles, as well as cultural, historical and geographical issues that shape perceptions (BCC ILO: global awareness and valuing diversity)5) Find, evaluate, use and communicate information in all its various formats; demonstrate library literacy, research methodology, and technological literacy (BCC ILO: informational competency) |
| General Education component(s): Area 4/ Social and Behavioral Sciences (ILO #5 - global awareness and valuing diversity) |
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| III. Evidence  |
| III.a. Institutional Data for (see individual disciplines below) |

**African American Studies (AFRAM)**

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| II. Student Data |
| Enrollment  | Fall 2009 | Fall 2010 | Fall 2011 |
| Census Enrollment (duplicated) | 41 | 44 | No classes due to budget cuts |
| Sections (master sections) | 1 | 1 |  |
| Total FTES | 4.1 | 4.4 |  |
| Total FTEF | 0.2 | 0.2 |  |
| FTES/FTEF | 20.5 | 22 |  |
| **Retention**  |  |  |  |
| Enrolled | 41 | 44 | N/A |
| Retained | 15 | 28 | N/A |
| % Retained | 51 | 84 | N/A |
| **Success**  |  |  |  |
| Total Graded | 29 | 33 | N/A |
| Success | 14 | 27 | N/A |
| % Success | 48 | 81 | N/A |
| Withdraw | 14 | 5 | N/A |
| % Withdraw | 48 | 15 | N/A |

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| **III. Faculty Data** |
|  | **Fall 2011** |
| Contract FTEF | n/a |
| Hourly FTEF |  |
| Extra Service FTEF |  |
| Total FTEF |  |
| % Contract/Total |  |

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| IV. Faculty Data Comparables F2011 |
|  | Alameda | Berkeley | Laney | Merritt |
| Contract FTEF | 0.8 | 0 | 0.7 | 1.2 |
| Hourly FTEF | 0 | 0 | 1.2 | 1 |
| Extra Service FTEF | 0 | 0 | 0.1 | 0 |
| Total FTEF | 0.8 | 0 | 2 | 2.2 |
| % Contract/Total | 100 | 0 | 35 | 54.54 |

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| **V. Accomplishments and Goals - Course SLOs and Assessment** |
| Number of active courses in your discipline | 3 |
| Number with SLOs | 3 |
| % SLOs/Active Courses | Click here to enter text. |
| Number with SLOs that have been assessed | 0 |
| % Assessed/SLOs | Click here to enter text. |

**Anthropology (ANTHR)**

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| II. Student Data |
| Enrollment  | Fall 2009 | Fall 2010 | Fall 2011 |
| Census Enrollment (duplicated) | 523 | 523 | 587\*\*anthropology is housed aross two departments, social science and science |
| Sections (master sections) | 14 | 13 | 15 |
| Total FTES | 57.12 | 56.53 | 62.91 |
| Total FTEF | 2.84 | 2.64 | 2.68 |
| FTES/FTEF | 20.11 | 21.41 | 23.47 |
| **Retention**  |  |  |  |
| Enrolled | 523 | 523 | N/A |
| Retained | 424 | 433 | N/A |
| % Retained | 87 | 88 | N/A |
| **Success**  |  |  |  |
| Total Graded | 486 | 492 | N/A |
| Success | 342 | 378 | N/A |
| % Success | 70 | 76 | N/A |
| Withdraw | 62 | 59 | N/A |
| % Withdraw | 12 | 11 | N/A |

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| **III. Faculty Data** |
|  | **Fall 2011** |
| Contract FTEF | 0 |
| Hourly FTEF | 2.68 |
| Extra Service FTEF | 0 |
| Total FTEF | 2.68 |
| % Contract/Total | 0 |

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| IV. Faculty Data Comparables F2011 |
|  | Alameda | Berkeley | Laney | Merritt |
| Contract FTEF | 0.93 | 0 | 0 | 0.8 |
| Hourly FTEF | 0.4 | 2.68 | 1.61 | 0.81 |
| Extra Service FTEF | 0.28 | 0 | 0 | 0 |
| Total FTEF | 1.61 | 2.68 | 1.61 | 1.61 |
| % Contract/Total | 57.76 | 0 | 0 | 49.59 |

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| **V. Accomplishments and Goals - Course SLOs and Assessment** |
| Number of active courses in your discipline | 8\* \*Anthropology is housed across two departments, social science and science |
| Number with SLOs | 8 |
| % SLOs/Active Courses | Click here to enter text. |
| Number with SLOs that have been assessed | 2 |
| % Assessed/SLOs | Click here to enter text. |

**Asian American Studies (ASAME)**

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| II. Student Data |
| Enrollment  | Fall 2009 | Fall 2010 | Fall 2011 |
| Census Enrollment (duplicated) | 27 | 42 | 43 |
| Sections (master sections) | 1 | 1 | 1 |
| Total FTES | 2.7 | 3.92 | 4.3 |
| Total FTEF | 0.2 | 0.2 | 0.2 |
| FTES/FTEF | 13.5 | 19.6 | 21.5 |
| **Retention**  |  |  |  |
| Enrolled | 27 | 42 | N/A |
| Retained | 20 | 32 | N/A |
| % Retained | 76 | 78 | N/A |
| **Success**  |  |  |  |
| Total Graded | 26 | 41 | N/A |
| Success | 16 | 30 | N/A |
| % Success | 61 | 73 | N/A |
| Withdraw | 6 | 9 | N/A |
| % Withdraw | 23 | 21 | N/A |

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| **III. Faculty Data** |
|  | **Fall 2011** |
| Contract FTEF | 0 |
| Hourly FTEF | 0.2 |
| Extra Service FTEF | 0 |
| Total FTEF | 0.2 |
| % Contract/Total | 0 |

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| IV. Faculty Data Comparables F2011 |
|  | Alameda | Berkeley | Laney | Merritt |
| Contract FTEF | 0 | 0 | 1 | 0 |
| Hourly FTEF | 0.2 | 0.2 | 0.8 | 0.2 |
| Extra Service FTEF | 0 | 0 | 0 | 0 |
| Total FTEF | 0.2 | 0.2 | 1.8 | 0.2 |
| % Contract/Total | 0 | 0 | 55.55 | 0 |

**History (HIST)**

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| II. Student Data |
| Enrollment  | Fall 2009 | Fall 2010 | Fall 2011 |
| Census Enrollment (duplicated) | 617 | 558 | 476 |
| Sections (master sections) | 16 | 14 | 11 |
| Total FTES | 63.39 | 56.08 | 44.2 |
| Total FTEF | 3.2 | 2.78 | 2.2 |
| FTES/FTEF | 19.81 | 20.15 | 20.09 |
| **Retention**  |  |  |  |
| Enrolled | 617 | 558 | N/A |
| Retained | 466 | 427 | N/A |
| % Retained | 80 | 80 | N/A |
| **Success**  |  |  |  |
| Total Graded | 580 | 530 | N/A |
| Success | 382 | 360 | N/A |
| % Success | 65 | 67 | N/A |
| Withdraw | 114 | 103 | N/A |
| % Withdraw | 19 | 19 | N/A |

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| **III. Faculty Data** |
|  | **Fall 2011** |
| Contract FTEF | 0.8 |
| Hourly FTEF | 1.4 |
| Extra Service FTEF | 0 |
| Total FTEF | 2.2 |
| % Contract/Total | 36.36 |

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| IV. Faculty Data Comparables F2011 |
|  | Alameda | Berkeley | Laney | Merritt |
| Contract FTEF | 0.9 | 0.8 | 0.68 | 0.4 |
| Hourly FTEF | 0.8 | 1.4 | 0.6 | 0 |
| Extra Service FTEF | 0.1 | 0 | 0.05 | 0 |
| Total FTEF | 1.8 | 2.2 | 1.33 | 0.4 |
| % Contract/Total | 50 | 36.36 | 51.23 | 100 |

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| **V. Accomplishments and Goals - Course SLOs and Assessment** |
| Number of active courses in your discipline | 36 |
| Number with SLOs | 36 |
| % SLOs/Active Courses | Click here to enter text. |
| Number with SLOs that have been assessed | 4 |
| % Assessed/SLOs | Click here to enter text. |

**Political Science (POSCI)**

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| II. Student Data |
| Enrollment  | Fall 2009 | Fall 2010 | Fall 2011 |
| Census Enrollment (duplicated) | 352 | 405 | 468 |
| Sections (master sections) | 8 | 10 | 10 |
| Total FTES | 42.07 | 47.13 | 54.75 |
| Total FTEF | 1.6 | 1.8 | 2 |
| FTES/FTEF | 26.29 | 26.18 | 27.38 |
| **Retention**  |  |  |  |
| Enrolled | 352 | 405 | N/A |
| Retained | 286 | 313 | N/A |
| % Retained | 84 | 82 | N/A |
| **Success**  |  |  |  |
| Total Graded | 338 | 380 | N/A |
| Success | 232 | 255 | N/A |
| % Success | 68 | 67 | N/A |
| Withdraw | 52 | 67 | N/A |
| % Withdraw | 15 | 17 | N/A |

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| **III. Faculty Data** |
|  | **Fall 2011** |
| Contract FTEF | 1.2 |
| Hourly FTEF | 0.8 |
| Extra Service FTEF | 0 |
| Total FTEF | 2 |
| % Contract/Total | 60 |

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| IV. Faculty Data Comparables F2011 |
|  | Alameda | Berkeley | Laney | Merritt |
| Contract FTEF | 0.4 | 1.2 | 0.8 | 0 |
| Hourly FTEF | 1.2 | 0.8 | 0.78 | 0.6 |
| Extra Service FTEF | 0.2 | 0 | 0 | 0 |
| Total FTEF | 1.8 | 2 | 1.58 | 0.6 |
| % Contract/Total | 22.22 | 60 | 50.53 | 0 |

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| **V. Accomplishments and Goals - Course SLOs and Assessment** |
| Number of active courses in your discipline | 10 |
| Number with SLOs | 10 |
| % SLOs/Active Courses | Click here to enter text. |
| Number with SLOs that have been assessed | 1 |
| % Assessed/SLOs | Click here to enter text. |

**Psychology (PSYCH)**

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| II. Student Data |
| Enrollment  | Fall 2009 | Fall 2010 | Fall 2011 |
| Census Enrollment (duplicated) | 645 | 560 | 487 |
| Sections (master sections) | 15 | 14 | 11 |
| Total FTES | 66.38 | 56 | 48.4 |
| Total FTEF | 3 | 2.58 | 2.2 |
| FTES/FTEF | 22.13 | 21.71 | 22 |
| **Retention**  |  |  |  |
| Enrolled | 645 | 560 | N/A |
| Retained | 510 | 444 | N/A |
| % Retained | 83 | 85 | N/A |
| **Success**  |  |  |  |
| Total Graded | 613 | 522 | N/A |
| Success | 404 | 364 | N/A |
| % Success | 65 | 69 | N/A |
| Withdraw | 103 | 78 | N/A |
| % Withdraw | 16 | 14 | N/A |

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| **III. Faculty Data** |
|  | **Fall 2011** |
| Contract FTEF | 0.8 |
| Hourly FTEF | 1.4 |
| Extra Service FTEF | 0 |
| Total FTEF | 2.2 |
| % Contract/Total | 36.36 |

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| IV. Faculty Data Comparables F2011 |
|  | Alameda | Berkeley | Laney | Merritt |
| Contract FTEF | 1.4 | 0.8 | 1 | 1.6 |
| Hourly FTEF | 1.6 | 1.4 | 1 | 0 |
| Extra Service FTEF | 0 | 0 | 0 | 0 |
| Total FTEF | 3 | 2.2 | 2 | 1.6 |
| % Contract/Total | 46.66 | 36.36 | 50 | 100 |

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| **V. Accomplishments and Goals - Course SLOs and Assessment** |
| Number of active courses in your discipline | 8 |
| Number with SLOs | 8 |
| % SLOs/Active Courses | Click here to enter text. |
| Number with SLOs that have been assessed | 1 |
| % Assessed/SLOs | Click here to enter text. |

**Sociology (Soc)**

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| II. Student Data |
| Enrollment  | Fall 2009 | Fall 2010 | Fall 2011 |
| Census Enrollment (duplicated) | 416 | 427 | 487 |
| Sections (master sections) | 11 | 10 | 11 |
| Total FTES | 41.42 | 42.57 | 48.37 |
| Total FTEF | 2.18 | 2 | 2.2 |
| FTES/FTEF | 18.98 | 21.29 | 21.99 |
| **Retention**  |  |  |  |
| Enrolled | 416 | 427 | N/A |
| Retained | 298 | 319 | N/A |
| % Retained | 79 | 81 | N/A |
| **Success**  |  |  |  |
| Total Graded | 376 | 393 | N/A |
| Success | 255 | 264 | N/A |
| % Success | 67 | 67 | N/A |
| Withdraw | 78 | 74 | N/A |
| % Withdraw | 20 | 18 | N/A |

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| **III. Faculty Data** |
|  | **Fall 2011** |
| Contract FTEF | 0.8 |
| Hourly FTEF | 1.4 |
| Extra Service FTEF | 0 |
| Total FTEF | 2.2 |
| % Contract/Total | 36.36 |

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| IV. Faculty Data Comparables F2011 |
|  | Alameda | Berkeley | Laney | Merritt |
| Contract FTEF | 1 | 0.8 | 0 | 0 |
| Hourly FTEF | 0 | 1.4 | 1.81 | 0.4 |
| Extra Service FTEF | 0 | 0 | 0 | 0 |
| Total FTEF | 1 | 2.2 | 1.81 | 0.4 |
| % Contract/Total | 100 | 36.36 | 0 | 0 |

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| **V. Accomplishments and Goals - Course SLOs and Assessment** |
| Number of active courses in your discipline | 7 |
| Number with SLOs | 7 |
| % SLOs/Active Courses | Click here to enter text. |
| Number with SLOs that have been assessed | 3 |
| % Assessed/SLOs | Click here to enter text. |

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| III.b. External Evidence |
| **CTE and Vocational**: Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc.  | n/a |

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| III.c. Program Outcome Assessments Since Last Reported (add rows as needed) |  Findings | Action Plans |
| PROGRAM 1: **Global Studies AA Degree** | n/a | To be assessed by Fall 2012 |
| PROGRAM 2: **Associate in Arts in Psychology for Transfer Degree** | n/a | Program begins Spring 2012 – first assessment by Spring 2013 |
| Program 3: **Associate in Arts in Sociology for Transfer Degree** | n/a | Program begins Spring 2012 – first assessment by Spring 2013 |
| Program 4: **A.A. in Liberal Arts with an emphasis in Social and Behavioral Sciences** | n/a | To be assessed by Fall 2012 |
| Program 5: **PACE** | See PACE program review | See PACE program review |
| General education component: | n/a | To be assessed by Fall 2012 |
| Program Outcome Assessments Narrative:Currently there are no completed program assessments for the programs listed above. Three of the program assessments are in progress (Global Studies AA, AA in Liberal Arts with an emphasis in Social and Behavioral Sciences, and the GE component). Our two new AA-T programs will start in the Spring of 2012 and we will begin program assessment after the first year of the program. |
| III.d. Institutional Goals -- Narrative of Unit/Dept/Program activities in support of institutional goals [Please refer to Appendix II for full description of goals/objectives.] |
| Discuss all that apply.Advance Student Access, Success & EquityIncrease Transfer and Program Completion RatesEngage our Communities & PartnersBuild Programs of DistinctionCreate a Culture of Innovation & CollaborationDevelop Resources to Advance & Sustain Mission | Advance Student Access, Success & Equity and Increase Transfer and Program Completion Rates:The Social Science Department at Berkeley City College was the first College to articulate the AA-T for transfer degrees in the District. We are moving forward with an AA-T in Political Science and in History in Spring 2012. These AA-T degree programs provide our students with a direct pipeline to transfer to the CSUs in their declared majors. It also streamlines our course offerings and helps students to define their academic pathway towards transfer. The AA-T programs also allow us to identify students at our College for advising and mentoring which will in turn aid persistence, retention and ultimately transfer rates. The Liberal Arts and Sciences AA with an emphasis in Social and Behavioral Sciences completion rates are larger driven by PACE program graduates. This program is currently undertaking major program revisions to maintain, and increase, completion rates.The social sciences courses are already doing an excellent job retaining students (83% retention rate average across our seven disciplines for which there was data in Fall 2010, up 6% from Fall 2009). Our FTES/FTEF (productivity) among the six disciplines offering classes in Fall 2011 was 22.7 In all disciplines the retention rate has stayed steady or increased – in African American Studies the an increase in retention from Fall 2010 to Spring 2011 of 33%. Our success rates remain steady or are improving with fewer students withdrawing from classes. Social Science faculty actively dialogue about course and program assessment, review course offerings and course sequences/scheduling and are committed to offering classes that recognize and respond to the diversity of students on campus. With recent faculty retiring or taking positions at other Colleges, the Social Science Department is impacted by a decrease in full time faculty. Much of the work that is needed to ensure access, success and equity requires contact faculty. As we look forward, a social science needs to add contact faculty to our programs in sociology, psychology and political science. We would also like to see a shared position between social and cultural anthropology and ethnic studies (two disciplines which currently have no contract faculty).Engage our Communities & PartnersSocial Science Faculty are committed to developing relationships between our department/disciplines and the larger community. Berkeley City College’s Institute for Civic and Community Engagement (ICCE), under the direction of Political Science Instructor Matt Freeman, and UC Berkeley’s Cal Corps Public Service Center were awarded a $7,000 Chancellor’s Community Partnership grant to enable BCC and UCB students to collaborate in programs which place emphasis on students serving students. BCC Service Community, a special project of ICCE, is made up of BCC and UCB volunteers who work together to better serve BCC students’ needs. Build Programs of DistinctionThe work that the social science department has put into developing our AA-T for transfer degrees places us in an excellent position to be the first College in the District to support this direct pathway to transfer into the core social science majors at the CSUs. We are committed to offering unique classes in all of our disciplines that sets us apart from the offerings at the other Colleges and defines us as a forward-thinking and dynamic department. Create a Culture of Innovation & CollaborationThe Social Science Department was an early adopter of online education and all of our core courses have online offerings. We are planning to create a sequence of online courses that would allow students to complete all of their social science requirements online, including the courses for the AA-T programs, as distance education. This enables access to educational opportunities to a wider range of students who need the flexibility that online courses allow. The Department of Social Sciences and The Arts and Cultural Studies Department has started the process of creating a program for Interdisciplinary Studies. Out of a careful evaluation of College course offerings, and in recognition that wider collaboration between departments allows for both creativity and consolidation of resources, our two departments see a tremendous opportunity to promote students’ learning and success at a time when financial constraints limit the course offerings possible within our individual departments.  |

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| IV. Action Plans |
| Please describe your plan for responding to the above data. Consider program learning outcomes, institutional goals, external evidence, and BI data. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges. Include overall plans/goals and specific action steps. Add rows as needed.  |
| Action Item | Steps/Timeline | Person(s) Responsible | Supporting Data Source(check all that apply) |
| Develop AA-T in Political Science | All College level course articulation steps have taken place. Waiting for final TMC approval in Spring 2012. New course offering required by degree to begin Fall 2012 | Matt Freeman | \_\_Assessment Findings\_\_BI DataX\_\_Institutional GoalsX\_\_Other – statewide implementation |
| Develop AA-T in History | All College level course articulation steps have taken place. Waiting for final TMC approval in Spring 2012.  | Tim Rose | \_\_Assessment Findings\_\_BI Data\_X\_Institutional GoalsX\_Other – statewide implementation |
| Recruit and advise students in social science programs | Coordinate advertising of programs (Spring 2012), hold semester info session on social science programs (Fall 2012), begin organized faculty advising of students in program (Fall 2012) | PACE: Nola Hadley TorresAA-T Sociology: Linda McAllisterAA-T Psychology: Katherine KocelAA-T Political Science: Matthew FreemanGlobal Studies: Joan Berezin | \_\_Assessment Findings\_\_BI Data\_X\_Institutional Goals\_\_Other |

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| Resequence PACE course offerings\* | \*PACE is submitting an independent program review | Nola Hadley Torres | \_\_Assessment Findings\_\_BI Data\_\_Institutional Goals\_\_Other |
| Create four semester department “master schedule” among the disciplines\*, use this schedule to plan course and program assessment\*this includes the “online college” in social sciences | Individual disciplines creating four semester schedule (Fall 2011), master department schedule to be complete in Spring 2012 for Fall 2012 implementation  | Lead faculty: Linda McAllister, Joan Berezin, Tim Rose, Nola Hadley Torres, Matthew Freeman, Katherine Kocel | \_X\_Assessment Findings\_X\_BI Data\_X\_Institutional Goals\_\_Other |
| Interdisciplinary Studies collaboration with Arts and Cultural Studies Department | Evaluation of programs in Bay Area, consultation with articulation and curriculum faculty (Fall 2011). Program to first be offered in Spring 2013 | Linda McAllisterLaura Ruberto | \_\_Assessment Findings\_\_BI DataX\_\_Institutional Goals\_\_Other |

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| V. Resource Needs  | Link to Action Plans (Section IV) |
| Please describe and prioritize any **faculty, classified, and student assistant** needs.a) Hire/transfer faculty in sociology, political science, psychology, anthropology and ethnic studiesb) Release time for global studies coordinationc) Social science tutoringd) Continued/increased support staff for distance educatione) Instructional Dean | a) In order to implement all of the plans for the social science department programs listed above we need full time faculty. We are immediately requesting a hire/transfer in sociology to support the transfer program in sociology and are looking to add in the next year a political science instructor and a half time anthropology instructor and half time ethnic studies instructor (with a specialization in AFRAM). b) Some release time for global studies coordination would increase the success of this program and allow for greater recruitment, orientation and advising. c) Tutoring services that are tailored to the skills needed for social science research and writing. d) “Online college” in social sciences is dependent on sufficient support staff being available to the distance ed program |
| Please describe and prioritize any **equipment, material, and supply** needs.a) Any material or equipment support continued or increased for distance education.b) Institutional access to JStor.  | A and b) “Online college” in social sciences is dependent on sufficient equipment and material being available to the distance ed programb) This subscription would support the Interdisciplinary Studies collaboration with Arts and Cultural Studies Department |
| Please describe and prioritize any **facilities** needs. |  |

Appendix I

**Berkeley City College Institutional Learning Outcomes**

Berkeley City College’s Institutional Learning Outcomes, as described below, are the skills and knowledge that students are expected to attain as a result of completing an instructional program at BCC. Students completing an A.A. or A.S. at BCC will be able to demonstrate all of the BCC Institutional Learning Outcomes. All BCC courses and certificates are designed to teach some or all of the ILO’s. In addition, students achieve these ILO’s throughout their experiences at BCC, for example, with student services and student clubs.

Communication

Students show that they communicate well when they

* *Critically read, write, and communicate interpersonally, with audience awareness; and*
* *analyze communications for meaning, purpose, effectiveness, and logic.*

Critical Thinking

Students demonstrate critical thinking skills when they

* *identify problems or arguments and isolate facts related to arguments;*
* *use evidence and sound reasoning to justify well-informed positions; and*
* *generate multiple solutions to problems and predict consequences.*

Computational Skills

Students demonstrate computational skills when they

* *master computational concepts and apply them to concrete problems; and*
* *demonstrate algorithmic competence.*

Ethics and Personal Responsibility

Students show the ability to behave ethically and assume personal responsibility when they

* *analyze the consequences of their actions and the impact of these actions on society and the self; and*
* *demonstrate collaborative involvement in community interests.*

Global Awareness & Valuing Diversity

Students demonstrate global awareness and show that they value diversity when they

* *identify and explain diverse customs, beliefs, and lifestyles; and*
* *analyze how cultural, historical, and geographical issues shape perceptions.*

Information Competency

Students demonstrate information competency when they

* *find, evaluate, use, and communicate information in all its various formats;*
* *use library and online resources and research methodology effectively; and*
* *use technology effectively.*

Self-Awareness & Interpersonal Skills

Students demonstrate self-awareness and interpersonal skills when they

* *analyze their own actions and the perspectives of other persons; and*
* *work effectively with others in groups.*

Appendix II

**Institutional Goals**

**NOTE: The short term goals for Peralta District and for BCC are derivative from the long term goals within the district strategic plan. The Peralta Strategic Plan can be found on the Peralta District website:** [**http://eperalta.org/wp/pbi/**](http://eperalta.org/wp/pbi/)**.**

1. **ADVANCE STUDENT ACCESS, EQUITY, AND SUCCESS**

**Peralta District Short Term Goals, 2011-2012**

**A.1 Access:** Focus access on programs and course offerings in the essential areas of basic skills, CTE, and transfer, and stay within range of the state-funded allocation by managing enrollment to 18,500 FTES (variable based upon funding variations). In addition, enable access to educational opportunities by increased contract education, fee-based instruction, distance learning, and international and out-of-state enrollments.

**A.2 Success:** Implement identified institutional, instructional, and student support changes to improve by 10 percentage points student movement through basic skills/foundation course sequences by 2014-2015.

**A.3 Equity:** Plan, design and implement structural changes to increase fall to fall persistence among major ethnic groups and bring all groups to within 2 percentage points of the highest group by 2014-15.

**BCC Short Term Goals, 2011-2012**

**A.2 Improve persistence, retention, and success by 3 percentage points.**

 A.2.1 Implement best practices in basic skills and other pedagogy to improve student persistence, retention and transfer rates.

 A.2.2 Implement acceleration models to improve course completion, particularly in basic skills.

 A.2.3 Improve student retention in the PACE program.

 A.2.4 Attain proficiency in the assessment of learning outcomes by spring 2012.

**A.3 Implement changes to increase fall to fall persistence among major ethnic groups.**

 A.3.1 Pilot innovative programs designed to increase student persistence among major ethnic groups.

1. **ENGAGE AND LEVERAGE PARTNERS**

**Peralta District Short Term Goals, 2011-2012**

**B.1 Partnerships:** Leverage, align, and expand external (i.e., community, business) partnerships to improve student learning and success in core educational functions.

**BCC Short Term Goals, 2011-2012**

**B.1 Strengthen community partnerships to enhance career pathways.**

B.1.1 Activate CTE Advisory Committees to meet at least once a school year in order to maintain currency.

B.1.2 Host a spring semester event that highlights the career pathways related to instructional programs (this will include support and involvement of community partners.)

1. **BUILD PROGRAMS OF DISTINCTION**

**Peralta District Short Term Goals, 2011-2012**

**C.1 Assess SLO’s and SAO’s and ensure their analysis, adjustments and priorities are incorporated in Program Reviews and Annual Program Updates:** Close the assessment loop by using program reviews and annual program updates in instruction and student services to improve student learning and student success.

**C.2 Create Alternatively Designed Programs:** Continue to create or expand programs exemplifying alternative and innovative designs with promise for substantially improving student success.

**BCC Short Term Goals, 2011-2012**

**C.1 Incorporate learning outcomes assessment into program review and budget allocation processes and plans.**

1. **CREATE A CULTURE OF INNOVATION AND COLLABORATION**

**Peralta District Short Term Goals, 2011-2012**

**D.1 District-Wide Collaboration and Innovation:** 1. Implement ways to make connections and build bridges across the district and colleges that would promote an ethic of care and create a welcoming environment that permeates the colleges and the district; and 2. Improve the Planning-Budgeting Integration Model in order to a) improve coordination and communication between PBI committees and between district planning and budget integration with that at the colleges and b) ensure PBI committees set and achieve key milestones/goals.

**D.2 Use Technology in Redesign of Educational Experiences:** Enable more efficient and deeper student learning and student success through the creative use of technology.

**BCC Short Term Goals, 2011-2012**

**D.1 District-Wide Collaboration and Innovation**

 D.1.1 Select a BCC representative from each PBIM committee to serve as communication liaison with a monthly report at Roundtable.

 D.1.2 Promote a focus on student learning and success in all committee activities.

1. **DEVELOP AND MANAGE RESOURCES TO ADVANCE OUR MISSION**

**Peralta District Short Term Goals, 2011-2012**

**E.1 FTES Target**: Achieve FTES target within the state allocation for the district of 18,500 FTES (variable depending on funding variations) and attain a productivity level of at least 17.5 FTES/FTEF.

**E.2 Focus Budgeting on Improving Student Success through Support for Structural Changes:** Respond to projected state deficits and budget cuts by designing budgets in keeping with the district Budget Allocation Model that a) are based on program review and strategic directions; b) improve student success through support for structural change; c) create efficiencies by sharing of positions, facilities and other resources within and across the colleges; d) consider the total cost of programs and support activities; e) shift resources to core educational functions; and f) continue to increase alternative funding sources.

**E.3 Fiscal Stability:** Continue comprehensive improvements to the financial management systems of the district and make budget and finance information transparent and accessible to internal stakeholders. Ensure expenditures for all cost centers stay within the established budget to maintain a balanced budget.

**BCC Short Term Goals, 2011-2012**

**E.1 FTES Target**

E.1.1 Achieve enrollment target and productivity.

**E.2 Focus Budgeting on Improving Student Success through support for structural changes:**

E.2.1 Advance resource parity for BCC including the transfers of funds or faculty and classified positions as a necessary means of fiscal stability.

 E.2.2 Generate general fund savings and leverage funding from other resources.

 E.2.3 Monitor annual program budgets to ensure timely expenditures.