

# **Peralta Community College District**

## **Berkeley City College**

### **Social Sciences Program Review 2012-13**

| <b>I. Overview</b>   |  |                |                  |
|--|--|----------------|------------------|
| Date Submitted:  | November 1, 2012   | Administrator: | Linda Berry      |
| BI Download:   | September 25, 2012   | Dept. Chair:   | Linda McAllister |
| <b>Dept./Program(s):</b><br>(List departments and programs, including all associate degrees and certificates and components of general education and basic skills) | <p><b>Department:</b> Social Sciences (disciplines in Social Sciences: African American Studies, Anthropology, Asian American Studies, History, Political Science, Psychology, Sociology, Women’s Studies)</p> <p><b>Programs:</b> Psychology AA-T, Sociology AA-T, History AA-T (pending – will be approved Spring 2013), Political Science AA-T (pending – will be approved Spring 2013), Liberal Arts AA- emphasis in Social and Behavioral Sciences</p> <p><b>Program Support:</b> Global Studies AA (Global Studies is “housed “ in Social Sciences and the program is Chaired by social sciences faculty) PACE Program (PACE is “housed” in social sciences, AA earned by PACE students in the Liberal Arts AA in Behavioral and Social Sciences emphasis, program director is social sciences faculty), and Public Health Community and Public Services Associate in Arts Degree and Certificate of Achievement (majority of degree electives are in sociology)</p> |                |                  |
| Campus:  | Berkeley City College  |                |                  |

|                |  |
|----------------|--|
| <p>Mission</p> | <p><b>Berkeley City College's</b> mission is to promote student success, to provide our diverse community with educational opportunities, and to transform lives.<br/><i>Adopted by the Peralta Board of Trustees April 12, 2005.</i></p> <p>The mission of the <b>Associate in Arts in Psychology for Transfer Degree</b> (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.</p> <p>The mission of the <b>Associate in Arts in Sociology for Transfer Degree (Sociology AA-T)</b> 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.</p> <p>The mission of the <b>Associate in Arts in History for Transfer Degree</b> (History AA-T) is to prepare students to complete the baccalaureate degree in History upon transferring into the CSU system. This program assists students in seamlessly transferring to a CSU in order to earn a bachelor's degree in History.</p> <p>The mission of the <b>Associate in Arts in Political Science for Transfer Degree</b> (Political Science AA-T) is to assist students planning to transfer into the Political Science major. A program in Political Science is designed to help students develop knowledge, analytical skills, and critical insights into the nature of politics, political problems, and political systems. The goal is to prepare students for active engagement in political life, whether as informed citizens or in a wide range of possible careers. The program seeks to acquaint students with issues of political life that have absorbed political thinkers and actors through the ages, as well as to equip students with the most contemporary skills for research analysis and policy making.</p> <p>The mission of the <b>A.A. in Liberal Arts with an emphasis in Social and Behavioral Sciences</b> is to provide 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.</p> <p><i>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</i></p> |
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## II. Goals and Outcomes (add lines as needed)

I: Articulate Transfer Model Curriculum (TMC) in Anthropology: this academic pathway will allow students interested in anthropology a clear pathway for transferring into this major at the CSUs and UCs

II: Pathway scheduling: Plan course offerings for all disciplines with an AA-T in a scheduled semester sequence so that students can complete program requirements in four semesters. Within each semester, set a schedule pathway (Monday/Wednesday, Tuesday/Thursday, evening/weekend/online) so that students can plan their academic schedule more easily.

III: Assess AA-T programs starting in Spring 2013

IV: Hire contract faculty in Anthropology and transfer of full time sociologist from COA

V: Maintain discipline, department and program integrity during this time of budgetary constraints. Of particular interest is evaluating the success, retention and productivity of online class offerings

VI: Build Ethnic Studies offerings and hire/transfer faculty in this discipline

VII: Explore the utility and efficacy of transforming current PACE and Global Studies AA Programs to AA-T granting programs

### II.a. Goals (for each one, cite Institutional Goal(s), Appendix II)

I: Articulate Transfer Model Curriculum (TMC) in Anthropology links to: **Institutional Goal A.1 Access**

II: Plan course offerings in a scheduled sequence so students can complete program requirements by following a set schedule pathway links to: **Institutional Goal A.1 Access and D.2 Culture of Innovation and Collaboration**

III: Assess AA-T programs by Fall 2013 links to **Institutional Goal C.1 Build Programs of Distinction**

IV: Hire contract faculty in Anthropology and transfer full time sociologist from COA 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: Build Ethnic Studies offerings and hire faculty in this discipline links to **Institutional Goal C.1 Build Programs of Distinction and E.2 Develop and Manage Resources to Advance our Mission**

VII: Evaluate the efficacy of transforming PACE and Global Studies Programs from AA granting programs to AA-T granting programs links to **Institutional Goals A.2 Success, C.2 Build Programs of Distinction, E.2 Develop and Manage Resources to Advance our Mission, D.2 Culture of Innovation and Collaboration**

**II.b. Program Outcomes [for each one, cite ILO(s), Appendix I]**

PROGRAM OUTCOMES(Mapped to Institutional Learning Outcomes, Appendix I):

**Program Learning Outcomes for AA-T Psychology Degree**

Students completing the AA-T Degree in Psychology will be able to:

Read critically and write effective essays (BCC ILOs: **Communication; Critical Thinking**) Courses: PSYCH 1a, PSYCH 6, PSYCH 7, PSYCH 21, SOC 1

Analyze and utilize empirical findings. (BCC ILOs: **Information Competency; Critical Thinking; Computational Skills**) Courses: PSYCH 1a, PSYCH 6, PSYCH 7, PSYCH 21, PSYCH 28, SOC 1, BIO 1, BIO 10, BIO 25

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: PSYCH 1a, PSYCH 6, PSYCH 7, PSYCH 21

**Program Learning Outcomes for AA-T Sociology Degree**

Students completing the AA-T Degree in Sociology will be able to:

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: SOC 1, SOC 2, SOC 3, SOC 5, SOC 8, SOC 13

Discuss the interpersonal, institutional, cultural and structural mechanisms that produce and maintain inequality. (BCC ILOs: **Communication; Critical Thinking; Informational Competency; Global Awareness and Valuing Diversity; Self-Awareness and Interpersonal Skills**) Courses: SOC 1, SOC 2, ANTHR 3, POSCI 1, PSYCH 1A

Identify, compare, and contrast the major theoretical perspectives in the discipline. (BCC ILOs: **Critical Thinking; Informational Competency**) Courses: SOC 1, SOC 2, SOC 3, SOC 5, SOC 8, SOC 13

Interpret sociological research through a working knowledge of qualitative and quantitative research designs (BCC ILOs: **Communication; Critical Thinking; Informational Competency; Global Awareness and Valuing Diversity; Ethics and Personal Responsibility**) Courses: SOC 1, SOC 120, MATH 13

**Program Learning Outcomes for AA-T Political Science Degree**

Define the core concepts of political science (government, regime, state, institutions, sovereignty, constitution, democracy, authoritarianism, and globalization) (BCC ILOs: **Informational Competency**) Courses: POSCI 1, POSCI 2, POSCI 3, POSCI 4

Discuss the constitutional, institutional, cultural and institutional structures that produce and maintain political, social and ethnic inequalities. (BCC ILOs: **Communication; Critical Thinking; Informational Competency; Global Awareness and Valuing Diversity; Self-Awareness and Interpersonal Skills**) Courses: POSCI 1, POSCI 2, POSCI 3, POSCI 4

Identify, compare, and contrast the major theoretical perspectives in the discipline. (BCC ILOs: **Critical Thinking; Informational Competency**) Courses: POSCI 1, POSCI 2, POSCI 3, POSCI 4

Interpret political science research through a working knowledge of qualitative and quantitative research designs (BCC ILOs: **Communication; Critical Thinking; Informational Competency; Global Awareness and Valuing Diversity; Ethics and Personal Responsibility**) Courses: POSCI 2, POSCI 3, SOC 120

**Program Learning Outcomes for AA-T History Degree**

Effectively link historical cause and effect and demonstrate knowledge of the historical process within particular fields of history (BCC ILOs: **Information Competency; Communication; Critical Thinking**) Courses: History 7a, HIST 7B, HIST 3B, HIST 3C, HIST 1, HIST 2B, HIST 8B, HIST 10B, HIST 19, HIST 21, HIST 30

Apply historical methodology and critical thinking order to analyze primary and secondary sources and historical arguments (BCC ILOs: **Information Competency, Communication; Critical Thinking; Global Awareness/Valuing Diversity**) Courses: Courses: History 7a, HIST 7B, HIST 3B, HIST 3C, HIST 1, HIST 2B, HIST 8B, HIST 10B, HIST 19, HIST 21, HIST 30

Review and interpret the diverse historical forces shaped the past and inform the content of the present (BCC ILOs: **Information Competency; Communication; Critical Thinking; Global Awareness/Valuing Diversity; Self-Awareness & Interpersonal Skills**) Courses: Courses: History 7a. 7B. 3B. 3C. 1. 2B. 8B. 10B. 19. 21. 30

General Education component(s): Area4 Social and Behavioral Sciences (ILO #5 - global awareness and valuing diversity)

### III. Evidence

#### III.a. Institutional Data (see individual disciplines below)

| <b>AFRICAN AMERICAN STUDIES</b> | <b>Fall 2009</b> | <b>Fall 2010</b> | <b>Fall 2011</b> |
|---------------------------------|------------------|------------------|------------------|
| <b>Enrollment</b>               |                  |                  |                  |
| Census Enrollment (duplicated)  | 41               | 44               | 0                |
| Sections (master sections)      | 1                | 1                | 0                |
| Total FTES                      | 4.1              | 4.4              | 0                |
| Total FTEF                      | .2               | .2               | 0                |
| FTES/FTEF                       | 20.5             | 22               | 0                |
| <b>Retention</b>                |                  |                  |                  |
| Enrolled                        | 41               | 44               | 0                |
| Retained                        | 15               | 28               | 0                |
| % Retained                      | 37%              | 64%              | 0                |
| <b>Success</b>                  |                  |                  |                  |
| Total Graded                    | 29               | 33               | 0                |
| Success                         | 14               | 27               | 0                |
| % Success                       | 48%              | 82%              | 0                |

| <b>Faculty Data (ZZ assignments excluded)</b> |                  |                  |                  |
|---|------------------|------------------|------------------|
|   | <b>Fall 2009</b> | <b>Fall 2010</b> | <b>Fall 2011</b> |
| Contract FTEF                                 | .2               | .2               | 0                |
| Hourly FTEF                                   | 0                | 0                | 0                |
| Extra Service FTEF                            | 0                | 0                | 0                |
| Total FTEF                                    | .2               | .2               | 0                |
| % Contract/Total                              | 1.0              | 1.0              | 0                |

| <b>Faculty Data Comparables F2011 (ZZ assignments excluded)</b> |                |                 |              |                |
|---|----------------|-----------------|--------------|----------------|
|   | <b>Alameda</b> | <b>Berkeley</b> | <b>Laney</b> | <b>Merritt</b> |
| Contract FTEF   | .8             | 0               | .7           | .87            |
| Hourly FTEF   | .0             | 0               | 1.6          | 1.0            |
| Extra Service FTEF  | .0             | 0               | .3           | .33            |
| Total FTEF  | 21.8           | 0               | 61.3         | 67.0           |
| % Contract/Total  | 1.0            | 0               | .27          | .4             |

| <b>ASIAN AMERICAN STUDIES</b>  | <b>Fall 2009</b> | <b>Fall 2010</b> | <b>Fall 2011</b> |
|--------------------------------|------------------|------------------|------------------|
| <b>Enrollment</b>              |                  |                  |                  |
| Census Enrollment (duplicated) | 27               | 42               | 44               |
| Sections (master sections)     | 1                | 1                | 1                |
| Total FTES                     | 2.7              | 3.92             | 4.4              |
| Total FTEF                     | .2               | .2               | .2               |
| FTES/FTEF                      | 13.5             | 19.6             | 22               |
| <b>Retention</b>               |                  |                  |                  |
| Enrolled                       | 27               | 42               | 44               |
| Retained                       | 20               | 32               | 40               |
| % Retained                     | 74%              | 76%              | 91%              |
| <b>Success</b>                 |                  |                  |                  |
| Total Graded                   | 26               | 41               | 42               |
| Success                        | 16               | 30               | 37               |
| % Success                      | 62%              | 73%              | 88%              |

| <b>Faculty Data (ZZ assignments excluded)</b> |                  |                  |                  |
|---|------------------|------------------|------------------|
|   | <b>Fall 2009</b> | <b>Fall 2010</b> | <b>Fall 2011</b> |
| Contract FTEF                                 | 0                | 0                | 0                |
| Hourly FTEF                                   | .2               | .2               | .2               |
| Extra Service FTEF                            | 0                | 0                | 0                |
| Total FTEF                                    | .2               | .2               | .2               |
| % Contract/Total                              | 0                | 0                | 0                |

| <b>Faculty Data Comparables F2011 (ZZ assignments excluded)</b> |                |                 |              |                |
|---|----------------|-----------------|--------------|----------------|
|   | <b>Alameda</b> | <b>Berkeley</b> | <b>Laney</b> | <b>Merritt</b> |
| Contract FTEF   | 0              | 0               | 1.0          | 0              |
| Hourly FTEF   | .2             | .2              | 1.14         | .2             |
| Extra Service FTEF  | 0              | 0               | 0            | 0              |
| Total FTES  | 5.7            | 4.4             | 38.1         | 3.6            |
| % Contract/Total  | 0              | 0               | .47          | 0              |



| <b>ANTHROPOLOGY</b>            | <b>Fall 2009</b> | <b>Fall 2010</b> | <b>Fall 2011</b> |
|--------------------------------|------------------|------------------|------------------|
| <b>Enrollment</b>              |                  |                  |                  |
| Census Enrollment (duplicated) | 523              | 523              | 569              |
| Sections (master sections)     | 14               | 13               | 14               |
| Total FTES                     | 57.12            | 56.53            | 61.06            |
| Total FTEF                     | 2.84             | 2.64             | 2.89             |
| FTES/FTEF                      | 20.11            | 21.41            | 21.1             |
| <b>Retention</b>               |                  |                  |                  |
| Enrolled                       | 1,056            | 523              | 586              |
| Retained                       | 848              | 433              | 466              |
| % Retained                     | 80%              | 83%              | 80%              |
| <b>Success</b>                 |                  |                  |                  |
| Total Graded                   | 486              | 492              | 549              |
| Success                        | 342              | 378              | 388              |
| % Success                      | 70%              | 77%              | 71%              |

| <b>Faculty Data (ZZ assignments excluded)</b> |                  |                  |                  |
|---|------------------|------------------|------------------|
|   | <b>Fall 2009</b> | <b>Fall 2010</b> | <b>Fall 2011</b> |
| Contract FTEF                                 | 1.0              | 0                | 0                |
| Hourly FTEF                                   | 1.84             | 2.64             | 2.89             |
| Extra Service FTEF                            | 0                | 0                | 0                |
| Total FTEF                                    | 2.84             | 2.64             | 2.89             |
| % Contract/Total                              | .35              | 0                | .0               |

| <b>Faculty Data Comparables F2011 (ZZ assignments excluded)</b> |                |                 |              |                |
|---|----------------|-----------------|--------------|----------------|
|   | <b>Alameda</b> | <b>Berkeley</b> | <b>Laney</b> | <b>Merritt</b> |
| Contract FTEF   | .93            | 0               | .8           | .8             |
| Hourly FTEF   | .4             | 2.89            | .81          | .61            |
| Extra Service FTEF  | .28            | 0               | 0            | 0              |
| Total FTES  | 40.07          | 61.06           | 33.94        | 26.29          |
| % Contract/Total  | .58            | 0               | .5           | .57            |

| <b>HISTORY</b>                 | <b>Fall 2009</b> | <b>Fall 2010</b> | <b>Fall 2011</b> |
|--------------------------------|------------------|------------------|------------------|
| <b>Enrollment</b>              |                  |                  |                  |
| Census Enrollment (duplicated) | 617              | 558              | 460              |
| Sections (master sections)     | 16               | 14               | 11               |
| Total FTES                     | 63.39            | 56.08            | 42.78            |
| Total FTEF                     | 3.2              | 2.78             | 2.2              |
| FTES/FTEF                      | 19.81            | 20.15            | 19.45            |
| <b>Retention</b>               |                  |                  |                  |
| Enrolled                       | 621              | 558              | 460              |
| Retained                       | 466              | 427              | 361              |
| % Retained                     | 75%              | 77%              | 78%              |
| <b>Success</b>                 |                  |                  |                  |
| Total Graded                   | 580              | 530              | 441              |
| Success                        | 385              | 362              | 283              |
| % Success                      | 66%              | 68%              | 64%              |

| <b>Faculty Data (ZZ assignments excluded)</b> |                  |                  |                  |
|---|------------------|------------------|------------------|
|   | <b>Fall 2009</b> | <b>Fall 2010</b> | <b>Fall 2011</b> |
| Contract FTEF                                 | 1.57             | 1.33             | .6               |
| Hourly FTEF                                   | 1.6              | 1.38             | 1.6              |
| Extra Service FTEF                            | .03              | .07              | 0                |
| Total FTEF                                    | 3.2              | 2.78             | 2.2              |
| % Contract/Total                              | .49              | .48              | .27              |

| <b>Faculty Data Comparables F2011 (ZZ assignments excluded)</b> |                |                 |              |                |
|---|----------------|-----------------|--------------|----------------|
|   | <b>Alameda</b> | <b>Berkeley</b> | <b>Laney</b> | <b>Merritt</b> |
| Contract FTEF   | .9             | .6              | .7           | .4             |
| Hourly FTEF   | .8             | 1.6             | .6           | 0              |
| Extra Service FTEF  | .1             | 0               | .1           | 0              |
| Total FTES  | 41.1           | 42.78           | 33.7         | 7.2            |
| % Contract/Total  | .5             | .27             | .5           | 1.0            |

| <b>POLITICAL SCIENCE</b>       | <b>Fall 2009</b> | <b>Fall 2010</b> | <b>Fall 2011</b> |
|--------------------------------|------------------|------------------|------------------|
| <b>Enrollment</b>              |                  |                  |                  |
| Census Enrollment (duplicated) | 352              | 405              | 445              |
| Sections (master sections)     | 8                | 10               | 10               |
| Total FTES                     | 42.07            | 47.13            | 52.25            |
| Total FTEF                     | 1.6              | 1.8              | 2                |
| FTES/FTEF                      | 26.29            | 26.18            | 26.13            |
| <b>Retention</b>               |                  |                  |                  |
| Enrolled                       | 355              | 406              | 445              |
| Retained                       | 286              | 313              | 355              |
| % Retained                     | 81%              | 77%              | 80%              |
| <b>Success</b>                 |                  |                  |                  |
| Total Graded                   | 338              | 380              | 430              |
| Success                        | 232              | 255              | 279              |
| % Success                      | 69%              | 67%              | 65%              |

| <b>Faculty Data (ZZ assignments excluded)</b> |                  |                  |                  |
|---|------------------|------------------|------------------|
|   | <b>Fall 2009</b> | <b>Fall 2010</b> | <b>Fall 2011</b> |
| Contract FTEF                                 | 1.2              | 1.2              | 1.0              |
| Hourly FTEF                                   | .4               | .6               | 1.0              |
| Extra Service FTEF                            | 0                | .0               | 0                |
| Total FTEF                                    | 1.6              | 1.8              | 2                |
| % Contract/Total                              | .75              | .67              | .5               |

| <b>Faculty Data Comparables F2011 (ZZ assignments excluded)</b> |                |                 |              |                |
|---|----------------|-----------------|--------------|----------------|
|   | <b>Alameda</b> | <b>Berkeley</b> | <b>Laney</b> | <b>Merritt</b> |
| Contract FTEF   | .4             | 1.0             | .8           | 0              |
| Hourly FTEF   | 1.0            | 1.0             | .78          | .6             |
| Extra Service FTEF  | .2             | 0               | 0            | 0              |
| Total FTES  | 44.2           | 52.25           | 34           | 12             |
| % Contract/Total  | .25            | .5              | .51          | 0              |

| <b>PSYCHOLOGY</b>              | <b>Fall 2009</b> | <b>Fall 2010</b> | <b>Fall 2011</b> |
|--------------------------------|------------------|------------------|------------------|
| <b>Enrollment</b>              |                  |                  |                  |
| Census Enrollment (duplicated) | 645              | 560              | 466              |
| Sections (master sections)     | 15               | 14               | 11               |
| Total FTES                     | 66.38            | 56               | 46.32            |
| Total FTEF                     | 3.0              | 2.58             | 2.2              |
| FTES/FTEF                      | 22.13            | 21.71            | 21.05            |
| <b>Retention</b>               |                  |                  |                  |
| Enrolled                       | 650              | 562              | 467              |
| Retained                       | 510              | 444              | 340              |
| % Retained                     | 78%              | 79%              | 73%              |
| <b>Success</b>                 |                  |                  |                  |
| Total Graded                   | 613              | 522              | 448              |
| Success                        | 404              | 365              | 284              |
| % Success                      | 66%              | 70%              | 63%              |

| <b>Faculty Data (ZZ assignments excluded)</b> |                  |                  |                  |
|---|------------------|------------------|------------------|
|   | <b>Fall 2009</b> | <b>Fall 2010</b> | <b>Fall 2011</b> |
| Contract FTEF                                 | 1.0              | 1.0              | .8               |
| Hourly FTEF                                   | 2.0              | 1.4              | 1.4              |
| Extra Service FTEF                            | 0                | .18              | 0                |
| Total FTEF                                    | 3.0              | 2.58             | 2.2              |
| % Contract/Total                              | .33              | .39              | .36              |

| <b>Faculty Data Comparables F2011 (ZZ assignments excluded)</b> |                |                 |              |                |
|---|----------------|-----------------|--------------|----------------|
|   | <b>Alameda</b> | <b>Berkeley</b> | <b>Laney</b> | <b>Merritt</b> |
| Contract FTEF   | 1.4            | .8              | 1.0          | 1.6            |
| Hourly FTEF   | 1.6            | 1.4             | 1.11         | 0              |
| Extra Service FTEF  | 0              | 0               | 0            | 0              |
| Total FTES  | 76.94          | 46.32           | 47.5         | 36.6           |
| % Contract/Total  | .47            | .36             | .47          | 1.0            |

| <b>SOCIOLOGY</b>               | <b>Fall 2009</b> | <b>Fall 2010</b> | <b>Fall 2011</b> |
|--------------------------------|------------------|------------------|------------------|
| <b>Enrollment</b>              |                  |                  |                  |
| Census Enrollment (duplicated) | 416              | 427              | 441              |
| Sections (master sections)     | 11               | 10               | 11               |
| Total FTES                     | 41.42            | 42.57            | 43.84            |
| Total FTEF                     | 2.18             | 2.0              | 2.2              |
| FTES/FTEF                      | 18.98            | 21.29            | 19.93            |
| <b>Retention</b>               |                  |                  |                  |
| Enrolled                       | 420              | 434              | 441              |
| Retained                       | 298              | 319              | 323              |
| % Retained                     | 71%              | 74%              | 73%              |
| <b>Success</b>                 |                  |                  |                  |
| Total Graded                   | 376              | 393              | 410              |
| Success                        | 255              | 264              | 245              |
| % Success                      | 68%              | 67%              | 60%              |

| <b>Faculty Data (ZZ assignments excluded)</b> |                  |                  |                  |
|---|------------------|------------------|------------------|
|   | <b>Fall 2009</b> | <b>Fall 2010</b> | <b>Fall 2011</b> |
| Contract FTEF                                 | .59              | .57              | .4               |
| Hourly FTEF                                   | 1.38             | 1.4              | 1.4              |
| Extra Service FTEF                            | .21              | .03              | .4               |
| Total FTEF                                    | 2.18             | 2.0              | 2.2              |
| % Contract/Total                              | .27              | .29              | .18              |

| <b>Faculty Data Comparables F2011 (ZZ assignments excluded)</b> |                |                 |              |                |
|---|----------------|-----------------|--------------|----------------|
|   | <b>Alameda</b> | <b>Berkeley</b> | <b>Laney</b> | <b>Merritt</b> |
| Contract FTEF   | 1.0            | .4              | 0            | 0              |
| Hourly FTEF   | 0              | 1.4             | 1.81         | .4             |
| Extra Service FTEF  | 0              | .4              | 0            | 0              |
| Total FTES  | 20.90          | 43.84           | 40.34        | 12.9           |
| % Contract/Total  | 1.0            | .18             | 0            | 0              |

| <b>III.b. External Evidence</b>  |                        |
|--|------------------------|
| <p><b>CTE and Vocational:</b> 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.</p> | n/a, transfer programs |

| III.c. Program Outcome Assessments (add rows as needed)  | Findings |
|--|----------|
| PROGRAM 1: Associate in Arts in Psychology for Transfer Degree   | n/a      |
| PROGRAM 2: Associate in Arts in Sociology for Transfer Degree  | n/a      |
| PROGRAM 3: Associate in Arts in History for Transfer Degree  | n/a      |
| PROGRAM 4: Associate in Arts in Political Science for Transfer Degree  | n/a      |
| General education component:   | n/a      |
| <p><b>Program Outcome Assessments Narrative:</b><br/> Currently there are no completed program assessments for the programs listed above. The AA-T in Sociology and Psychology began in Spring 2012 and we will start to assess them in Spring 2013. Our Two pending AA-T degrees in Political Science and History will begin in Spring 2013 and will be assessed for the first time in Spring 2014.</p> |          |
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### **III.d. PCCD Institutional Goals -- Narrative**

#### **Advance Student Access, Success & Equity and Increase Transfer and Program Completion Rates:**

The Social Science Department at Berkeley City College was the first of the Peralta Colleges to articulate the AA-T for transfer degrees in the District in Sociology and Psychology. We have now completed the documentation for our AA-T in Political Science and in History to begin in Spring 2013. 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 maintaining good retention rates (79% retention rate average across our six disciplines for which there was data in Fall 2011) and FTES/FTEF (productivity) among the six disciplines offering classes in Fall 2011 was 21.6 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. Recent voluntary transfers in History and Sociology will play a major role to ensure access, success and equity. We are in process to hire a contract anthropologist and need a full time ethnic studies faculty member to complete our faculty.

#### **Build Programs of Distinction**

The work that the social sciences department has put in to developing our AA-T for transfer degrees places us in an excellent position to have clear, direct pathways to transfer into the core social sciences majors at the CSUs and UCs. 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. We are committed to the consideration of scheduling for our students and carefully plan our courses across a schedule matrix to ensure access to courses for our students.

#### **Create a Culture of Innovation & Collaboration**

The Social Sciences 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 their AA-T requirements through a combination of evening/weekend/online courses, including the courses for the AA-T programs. This enables access to educational opportunities to a wider range of students who need the flexibility that this pathway of courses allows. The social sciences department houses two of the Colleges cohort, interdisciplinary programs (PACE and Global Studies) and the success of these programs requires a commitment to innovation and collaboration.

#### 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)  |
|--|--|---|--|
| Articulate Transfer Model Curriculum (TMC) in Anthropology   | The TMC has been finalized by CI-D and BCC already offers the courses needs for this TMC. College level articulation will begin Spring 2012  | New Contract Anthropology hire  | <input type="checkbox"/> Assessment Findings<br><input type="checkbox"/> BI Data<br><input checked="" type="checkbox"/> Institutional Goals<br><input checked="" type="checkbox"/> Other –statewide implementation |
| Pathway scheduling: Plan course offerings for all disciplines with an AA-T in a scheduled semester sequence so that students can complete program requirements in four semesters. Within each semester, set a schedule pathway | This has already been completed for the Sociology and Psychology AA-T Pathways. Fall 2013 schedule will have this for all of the AA-T degrees  | Contract Social Science Faculty: Linda McAllister, Tim Rose, Matthew Freeman, Nola Hadley Torres, Katherine Kocel | <input type="checkbox"/> Assessment Findings<br><input type="checkbox"/> BI Data<br><input checked="" type="checkbox"/> Institutional Goals<br><input type="checkbox"/> Other                                      |
| Assess AA-T programs starting in Spring 2013   | Spring 2013: meet to plan assessment strategy, decide what data is needed/available  | Linda McAllister (Sociology), Katherine Kocel (Psychology)  | <input checked="" type="checkbox"/> Assessment Findings<br><input type="checkbox"/> BI Data<br><input checked="" type="checkbox"/> Institutional Goals<br><input type="checkbox"/> Other                           |
| Hire contract faculty in Anthropology and transfer of full time sociologist from COA. Support political science and psychology programs with new full time faculty   | For Anthropology and Sociology this is in progress, should be completed by Spring 2013 political science and psychology position to be vetted through faculty prioritization process Spring 2013   | Linda McAllister  | <input type="checkbox"/> Assessment Findings<br><input type="checkbox"/> BI Data<br><input checked="" type="checkbox"/> Institutional Goals<br><input type="checkbox"/> Other                                      |
| Build Ethnic Studies and Gender Studies offerings and hire/transfer faculty in these disciplines   | Move MLAT classes back to Social Sciences from Modern Languages for Fall 2012, add two ASAME classes for Fall 2013 (this will provide 6 total sections in ethnic studies: 2 MLAT, 2 Afram and 2 Asame each semester) Redesign current WS offerings to a Gender Studies Program | Linda McAllister  | <input type="checkbox"/> Assessment Findings<br><input type="checkbox"/> BI Data<br><input checked="" type="checkbox"/> Institutional Goals<br><input type="checkbox"/> Other                                      |



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|---|---|---|--|
| <p>Explore the utility and efficacy of transforming current PACE and Global Studies AA Programs to AA-T granting programs</p> | <p>In discussion, curriculum review for Spring 2013</p> | <p>Linda McAllister, Nola Hadley Torres (PACE), Joan Berezin (Global Studies)</p> | <p> <input type="checkbox"/> Assessment Findings<br/> <input type="checkbox"/> BI Data<br/> <input checked="" type="checkbox"/> Institutional Goals<br/> <input type="checkbox"/> Other         </p> |
|---|---|---|--|

| V. Resource Needs  | Link to Action Plans (Section)   |
|--|--|
| <p>Please describe and prioritize any <b>faculty, classified, and student assistant</b> needs.</p> <ul style="list-style-type: none"> <li>a) Hire a full time anthropologist</li> <li>b) Hire/transfer a full time ethnic studies faculty person</li> <li>c) Hire/transfer full time political science instructor</li> <li>d) Hire/transfer full time psychology instructor</li> <li>e) Hire a full time gender studies instructor</li> <li>f) Release time for faculty developing or revising programs</li> <li>g) Increase counselors or train counselors for AA-T degrees</li> <li>h) Social Science tutoring: tutors familiar with the writing and research expectations of social science classes are needed</li> <li>i) Teaching assistants for larger classes</li> <li>j) Increased support staff for online classes</li> <li>k) Instructional dean</li> <li>l) Increase release time for curriculum chair</li> <li>m) Return of Staff Development</li> </ul> | <ul style="list-style-type: none"> <li>a) Hiring a full time anthropologist would allow us to Articulate Transfer Model Curriculum (TMC) in Anthropology. This person will also help with assessment.</li> <li>b) Hiring a full time faculty person in ethnic studies would allow s to develop this underserved area of our program. This faculty person would also help with assessment</li> <li>c) Hiring/transferring a new full time political science teacher would support one of our most popular programs and allow for a greater development of a service learning program</li> <li>d) Hiring/transferring a full time psychology instructor would support this popular major. Current full time faculty member expects to retire in the next few years</li> <li>e) Hire a full time gender studies instructor would serve this underdeveloped area of our curriculum</li> <li>f) This would allow for program assessment and curriculum updates for degree programs</li> <li>g) Counselors trained in the AA-Ts would assist students in completing their transfer pathways more effectively</li> <li>h) Social science tutors will allow students to complete their transfer courses on time</li> <li>i) This would allow larger sections of classes to be offered to meet demand</li> <li>j) Increased support for online classes will allow us to grow and support this important learning modality for students and increase pathways</li> <li>k) An Instructional Dean is essential to developing and implementing successful AA-T pathways semester, set a schedule pathway, and advise on interdisciplinary cohort programs like PACE and Global Studies</li> <li>l) This will assist with new course and degree program creation</li> <li>m) The return of Staff Development would allow for support of professional development including: professional membership dues being paid and sabbaticals</li> </ul> |

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|--|--|
| <p>Please describe and prioritize any <b>equipment, material, and supply</b> needs.</p> <ul style="list-style-type: none"> <li>a) We must provide basic communication devices such as phones and computers for new full time faculty</li> <li>b) Any material or equipment support for online teaching must be increased. Continued support for TurnItIn.com</li> <li>c) Social sciences budget must be increased to support physical anthropology lab needs: particularly skeletons and basic lab materials.</li> </ul> | <ul style="list-style-type: none"> <li>a) New hires in Anthropology and our voluntary transfer in sociology need at minimum a dedicated phone and computer to carry out basic communication with students.</li> <li>b) Our scheduling pathways are dependent on having full support for online instruction</li> <li>c) Physical anthropology labs have equipment needs that are unique in the social sciences and we need a budget for these supplies. What is most needed are basic skeletons.</li> </ul>   |
| <p>Please describe and prioritize any <b>facilities</b> needs.</p> <ul style="list-style-type: none"> <li>a) BCC needs to expand into a new building.</li> <li>b) Extended Library hours and additional data bases</li> <li>c) Dedicated Physical Anthropology classroom with locking supply closet</li> </ul>   | <ul style="list-style-type: none"> <li>a) We have outgrown our current building and the space limitation is making it a challenge to serve students and provide the classes we need to transfer students. Acquiring a second building with all smart classrooms is essential.</li> <li>b) Student needs, particularly weekend, evening and PACE students need access to the Library. Social Sciences students and faculty would benefit from a subscription to JSTOR</li> <li>c) Student success requires instructors to have direct access to course materials</li> </ul> |

ADDITIONAL NARRATIVE:

Social Sciences has been very responsive to the focus on pathways for students to transfer. We created the first two AA-T for transfer degrees at the College (Sociology and Psychology) and will have three more (Political Science, History, and Anthropology) in place by Spring 2013. These AA-T degrees represent the core mission of our department: to prepare students for transfer, to offer courses in a rotation that allows students to transfer within two years, and to provide them with the skills needed to successfully complete their educational goals when they do transfer. What is unique about the Social Sciences department is that we have been able to meet the basic course needs of our main disciplines while maintaining a range of unique courses not available at other Colleges in the District. Social Sciences disciplines are strongly represented in the top transfer majors at our local CSUs, UCs and private colleges and

students completing their first two years at BCC are leaving well prepared for their continued study.

Social Sciences faculty have made a massive effort to update the course content and curriculum in preparation for the AA-T degrees. With the exception of ethnic studies and anthropology (disciplines where there is no current full time faculty), we are up to date on all course outlines (and despite the lack of full time faculty, textbooks are current, distance ed. addendums are in place and SLOs are up to date in these disciplines). We have de-activated most courses that are not relevant to the AA-T pathway with the exception of courses that support other College programs.

All of our courses have course level SLOs and despite the lack of faculty in anthropology, course SLOs have been assessed in this discipline. The course level SLOs completed in sociology two years ago led to a review of the assigned text in our introductory classes. All AA-T degrees in social sciences were mapped to College ILOs and assessment on our first AA-Ts (Sociology and Psychology) will start in Spring 2013. Social Sciences has an assessment liaison and has provided assessment materials for previous ILO assessment. The assessment material contributed by our History and PACE program for the last ILO assessment of communication measured the highest of all assessments. This assessment supported that these classes are meeting College expectations.

Social Sciences faculty have been College leaders in developing online courses and consistently map out course offerings on a scheduled rotation not only from semester to semester but also within each semester. Students can find essential Social Sciences courses being offered on a Monday/Wednesday, Tuesday/Thursday or evening/weekend/online schedule. Most social sciences classes are using the LMS Moodle and TurnItIn.com to support their face-to-face classes. We do experience a high demand to offer our basic introductory courses to support programs and CTE/vocational tracks and this has been a challenge during times of course reductions. We have managed this demand by extending the rotation of “elective” courses and courses for majors to meet this demand.

Our teaching faculty are excellent at what they do and consistently demonstrate a high level of academic standards. We meet regularly as a department to discuss issues of academic integrity, student retention, and student success. Our faculty has strong collegial relationships with teaching faculty at local four year colleges and universities and has relied on these relationships to develop our AA-T degrees. We are current with our instructor evaluations and our faculty rate very high on these evaluations. Social Sciences faculty are well represented on College committees and this participation in shared governance represents the commitment of our faculty to the success of the College and our students. Social Sciences has good retention, productivity and student success rates. The hiring of a full time anthropologist and full time ethnic studies and gender studies faculty would complete our department’s faculty needs and provide a more general support of College goals. In looking ahead, we should hire an additional full time faculty member in both the political science and psychology disciplines.

To continue to be successful, the department recommends the following: continued support and growth of transfer focused programs that have an AA-T, hiring/transfer of full time faculty, increased support for counseling and a prioritization of counselors' knowledge of the AA-Ts. The College should prioritize publishing and advertising our excellent transfer rates and make the transfer pathways a prominent part of its advertising/student resources. One basic requirement for this would be an overhaul of the College's website which is not user friendly nor professional looking. Lastly, the instructional budget for social sciences needs to be increased to acknowledge that we have lab classes (physical anthropology) that routinely need updated equipment and supplies and at minimum needs the purchase of three new skeletons.

Like all areas of the College, Social Sciences has had to make some difficult choices during this recent period of reduced budgets. We have approached this challenge by reviewing our curriculum and deactivating courses that did not support multiple college programs, by focusing our course offerings and schedule on clear pathways (primarily re-organizing around the AA-T degrees), and by increasing our online offerings. While Social Sciences is certainly smaller in terms of the number of sections offered than it was four years ago, the direction of the department as a transfer focused department has resulted in a more clearly structured and balanced department. Developing the AA-Ts has served to define clear pathways for students within our disciplines, led to greater coordination among the disciplines in terms of offerings and scheduling and clarified our role in the larger mission of the College. We have several transfer programs at the College that are not currently AA-T programs that require support from Social Sciences. Social Sciences would support converting these AA programs to AA-T programs.

While ultimately Social Sciences would like to expand, particularly we would like to offer a full rotation of classes (minimum five sections) in ethnic studies and gender studies, the impending hiring of a full time anthropologist and transfer of a full time sociologist from COA will allow us to offer our AA-T degrees across the schedule and maintain our reputation for excellent instruction. One continued strain on social sciences is the extensive requests to provide support for classes to programs outside of our transfer program (programs within the College as well as high school and international programs). While there is ongoing dialogue about finding ways alleviate this strain, the department feels strongly that the College should maintain its focus and direct its resources towards basic skills, CTE and transfer. To maintain quality educational programs and services the Social Sciences department recommends the College prioritize in particular transfer programs, use institutional data to inform decision making, hire or allocate support for AA-T petition filing, hire an instructional dean to focus exclusively on transfer and continue to push for the budget reallocation model particularly in areas of faculty hiring and counseling hires.