

**Peralta Community College District
Annual Program Update Template 2013-2014
DISTRICT-WIDE DATA by Subject/Discipline Fall Semesters**

I. Overview			
BI Download:	10/3/2013 11:14	Dept. Chair:	Jennifer Braman and Laura Ruberto
Subject/Discipline:	PHIL	Dean:	Antonio Barreiro
Campus:	BCC		
Mission Statement	<p>The Department of Arts and Cultural Studies mission is to promote students' interdisciplinary perspective on culture, critical theory, and the visual and performing arts through a number of degrees, certificates, learning communities and transfer courses. The department is divided into distinct disciplines and programs all within the liberal and applied arts, including: Art History, Communication, Humanities (Film Studies, Religious Studies, Liberal Arts), Music, Philosophy, and Studio Art (Mural Art, Figure Drawing, Painting, etc.). Together these programs all support BCC's overall goals, missions, and ILOs.</p> <p>The mission of Philosophy at BCC is to expand and promote student's knowledge and awareness of the discipline primarily through the AA-T in Philosophy, through individual transfer-level courses, and through supporting other degrees, certificates, and learning community programs at BCC (e.g., AA in Liberal Arts, PACE, Global Studies, and Women's Studies)</p>		

II. Enrollment

	Alameda	Berkeley	Laney	Merritt	District
Census Enrollment F10	192	217	217	40	666
Census Enrollment F11	166	246	222	47	681
Census Enrollment F12	110	235	190	42	577
Sections F10	4	5	4	1	14
Sections F11	4	5	4	1	14
Sections F12	2	5	4	1	12
Total FTES F10	19.2	21.7	21.7	4	66.6
Total FTES F11	16.6	24.6	22.2	4.7	68.1
Total FTES F12	11	23.5	19	4.2	57.7
Total FTEF F10	0.8	1	0.8	0.2	2.8
Total FTEF F11	0.8	1	0.8	0.2	2.8
Total FTEF F12	0.4	1	0.8	0.2	2.4
FTES/FTEF F10	24	21.7	27.13	20	23.79
FTES/FTEF F11	20.75	24.6	27.75	23.5	24.32
FTES/FTEF F12	27.5	23.5	23.75	21	24.04

III. Student Success

	Alameda	Berkeley	Laney	Merritt	District
Total Graded F10	165	199	202	40	606
Total Graded F11	161	232	210	44	647
Total Graded F12	109	230	177	40	556
Success F10	100	139	151	25	415
Success F11	105	166	97	30	398
Success F12	62	152	76	22	312
% Success F10	0.61	0.7	0.75	0.63	0.68
% Success F11	0.65	0.72	0.46	0.68	0.62
% Success F12	0.57	0.66	0.43	0.55	0.56
Withdraw F10	19	33	17	7	76
Withdraw F11	21	38	35	6	100
Withdraw F12	12	33	43	9	97
% Withdraw F10	0.12	0.17	0.08	0.18	0.13
% Withdraw F11	0.13	0.16	0.17	0.14	0.15
% Withdraw F12	0.11	0.14	0.24	0.23	0.17

IV. Faculty					
	Alameda	Berkeley	Laney	Merritt	District
Contract FTEF F10	0	0	0.4	0	0.4
Contract FTEF F11	0	0	0.6	0	0.6
Contract FTEF F12	0	0	0.4	0	0.4
TEMP FTEF F10	0.8	1	0.2	0.2	2.2
TEMP FTEF F11	0.8	1	0	0.2	2
TEMP FTEF F12	0.4	1	0	0.2	1.6
Extra Service FTEF F10	0	0	0.2	0	0.2
Extra Service FTEF F11	0	0	0.2	0	0.2
Extra Service FTEF F12	0	0	0.4	0	0.4
Total FTEF F10	0.8	1	0.8	0.2	2.8
Total FTEF F11	0.8	1	0.8	0.2	2.8
Total FTEF F12	0.4	1	0.8	0.2	2.4
% Contract/Total F10	0	0	0.5	0	0.14
% Contract/Total F11	0	0	0.75	0	0.21
% Contract/Total F12	0	0	0.5	0	0.17

V. Qualitative Assessments

<p>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.</p>	
<p>Transfer and Basic Skills: Describe how your course offerings address transfer, basic skills, and program completion.</p>	<p>The discipline of Philosophy is represented at Berkeley City College by a series of core philosophy courses. These courses are structured as primarily transfer classes and as such focus not only on the major lines of inquiry within philosophical thought (logic, ethics, feminist thought, Greek, Asian, Modern European, etc.), but also on strengthening general educational skills such as critical thinking, student writing, and student study skills. There are both online and brick and mortar courses offered. We have a new AA- T in Philosophy (2014). The courses fulfill GE requirements but also are part of a number of degrees, certificates, and cohort programs (A.A. in Liberal Arts, Global Studies, PACE, and Women’s Studies).</p>

VI. Program Outcomes and Assessments: For each one, cite Institutional Learning Outcomes (Appendix I)

Note: If program assessment has not been completed, describe assessment plan, including date, under “Assessment Findings” and put “NA” under “Action Plan.”

Program	Outcomes	Assessment Findings	Action Plan
Program 1:			See below
Program 2:			
Program 3:			
Any general education components:			
Any basic skills components:			
Describe assessment methods you are using:			

Describe how assessment of program-level student learning outcomes led to certificate/degree program improvements:

Given the AA-T was just devised and a new (first-time hire) in the discipline is currently underway, the department's emphasis has been on securing this new position and in building the degree. Top priority for the new contract faculty will be to develop and implement an assessment plan. This said, it should be noted that individual Philosophy courses have been assessed on a rotating basis and any courses that are part of other programs would have also been assessed within those programs.

Also, see the APU of other degrees (Humanities for the Liberal Arts AA), certificates, or learning communities to see how Philosophy is assessed within those areas.

VII. Action Plans

Please describe your plan for responding based on the preceding data: BI Tool (see II., III., IV. above), program learning outcomes action plans (see VI. above), Berkeley City College (BCC) and Peralta (PCCD) institutional goals (see Appendix II), and/or external evidence (see V. above) if appropriate. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges. Include overall plans/goals and specific action steps. Please add rows as needed.

Action Item	Steps/Timeline	Person(s) Responsible	Supporting Data Source (check all that apply)
1. complete the hiring process for a new contract faculty	On-going	Chair, dean, district HR	<input type="checkbox"/> P.O. Assessment <input type="checkbox"/> Action Plans <input type="checkbox"/> BI Data <input type="checkbox"/> BCC Institutional Goals <input type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
2. develop new courses, program, and degrees; advertise new AA-T	On-going	New contract faculty, chair, curriculum committee, counseling, PIO	<input type="checkbox"/> P.O. Assessment <input type="checkbox"/> Action Plans <input type="checkbox"/> BI Data <input type="checkbox"/> BCC Institutional Goals <input type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
3. proper technology in classrooms and offices for all faculty. Office space and basic teaching supplies for all faculty	Fill out requests from library and office of instruction,	Chair, librarian, dean, VP	<input type="checkbox"/> P.O. Assessment <input type="checkbox"/> Action Plans <input type="checkbox"/> BI Data <input type="checkbox"/> BCC Institutional Goals <input type="checkbox"/> PCCD Institutional

			Goals Other
4. support faculty professional development both within BCC (by service outside the classroom/department) and outside BCC	On-going	Prof. development committee, Office of Instruction, Chair	<input type="checkbox"/> P.O. Assessment Action Plans <input type="checkbox"/> BI Data <input type="checkbox"/> BCC Institutional Goals <input type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
5. support the need for evening and weekend student services and other support (counseling, library, computer, tutoring) as well as basic skills classes offered evenings and weekends	On-going	Office of Instruction, Office of Student Services	<input type="checkbox"/> P.O. Assessment Action Plans <input type="checkbox"/> BI Data <input type="checkbox"/> BCC Institutional Goals <input type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
6			<input type="checkbox"/> P.O. Assessment Action Plans <input type="checkbox"/> BI Data <input type="checkbox"/> BCC Institutional Goals <input type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other

VIII. Narrative: For disciplines that support interdisciplinary programs provide additional qualitative data if appropriate.

IX. College Strategic Plan Relevance

Check all that apply

- New program under development
- Program that is integral to your college's overall strategy
- Program that is essential for transfer
- Program that serves a community niche
- Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc.
- Other

X. Resource Needs: Please use the Excel template to estimate the cost of your needs, which will be used to support budget planning efforts.	Link to Action Plans (Refer to # of item in section VI)	Estimated Cost: Please use Excel template to estimate costs.
<p>Please describe and prioritize any faculty, classified, and student assistant needs.</p> <ul style="list-style-type: none"> - Given the new faculty member is pending, much of the resources are unknown at this time - Instructors should be encouraged to stay active in their fields and take advantage of any available funding (staff development) to attend discipline-specific conferences or enroll in disciplinary professional associations, etc - student support services and basic skills classes offered/available nights and weekends - college-wide support services for program assessment 	<p>#s 1-5</p>	<p>New faculty – circa 90K</p> <p>Other needs: variable costs</p>
<p>Please describe and prioritize any equipment, material, and supply needs.</p> <ul style="list-style-type: none"> - Support the new proposal of incoming contract faculty for possible any philosophy-related equipment - college-wide subscriptions that benefit philosophy students (JSTOR and turnitin.com) - All full and part-time faculty need to have access to new computers in the classrooms and offices, have access to phones, adequate office space, and basic office and teaching supplies (markers, paper, etc.) (campus computing, instructional technology, network infrastructure, and technology support) 	<p>#3</p>	<p>Yearly instructional supplies - \$1500</p> <p>Other needs: variable costs</p>
<p>Please describe and prioritize any facilities needs.</p> <p>Support the new proposal of incoming contract faculty for possible philosophy-related facilities</p> <p>All courses should be offered in classrooms with easily-accessible current technology</p>	<p>#s 1-5</p>	<p>Other needs: variable costs</p>

Appendix I: BCC Institutional Learning Outcomes (ILOs)

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 (Quantitative Reasoning*)

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 (Intercultural Competency*)

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.*

*Proposed changes as of November 2013

Appendix II: Goals

Berkeley City College Institutional Goals 2013 - 2014

1. Increase certificate/degree completion and transfers to 4-year colleges or universities by inspiring and supporting students
2. Improve career and college preparation progress and success rate (successfully transition from basic skills to college-level, CTE to career)
3. Ensure BCC programs and services reach sustainable, continuous improvement level
4. Collaborate to ensure Fiscal Stability
5. Meet BCC resident FTES target (3,691) by preserving and nourishing resources

Peralta Community College District Strategic Goals 2013 - 2014

- A. Advance Student Access, Equity, and Success
- B. Engage and Leverage Partners
- C. Build Programs of Distinction
- D. Create a Culture of Innovation and Collaboration
- E. Develop and Manage Resources to Advance Our Mission

BCC Goals	Alignment with PCCD Goals Below
1. Increase certificate/degree completion and transfers to 4-year colleges or universities by inspiring and supporting students	A. Advance Student Access, Equity, and Success B. Engage and Leverage Partners C. Build Programs of Distinction
2. Improve career and college preparation progress and success rate (successfully transition from basic skills to college-level, CTE to career)	A. Advance Student Access, Equity, and Success C. Build Programs of Distinction
3. Ensure BCC programs and services reach sustainable, continuous improvement level	B. Engage and Leverage Partners C. Build Programs of Distinction D. Create a Culture of Innovation and Collaboration
4. Collaborate to ensure Fiscal Stability	D. Create a Culture of Innovation and Collaboration E. Develop and Manage Resources to Advance Our Mission
5. Meet BCC resident FTES target (3,691) by preserving and nourishing resources	E. Develop and Manage Resources to Advance Our Mission