

# The Comprehensive Instructional Program Review Report

1. **College:** Berkeley City College

**Discipline, Department or Program:** Social Sciences

**Date:** 11/1/2015

**Members of the Comprehensive Instructional Program Review Team:** Matthew Freeman, Thomas Kies, Katherine Kocel, Linda McAllister, Tim Rose, Theresa Rowland, Alejandro Wolbert Pérez

**Members of the Validation Team:** Program Unit Review Committee

---

## 2. Narrative Description of the Discipline, Department or Program:

**Please provide a mission statement or a brief general statement of the primary goals and objectives of the discipline, department or program. Include any unique characteristics, degrees and certificates the program or department currently offers, concerns or trends affecting the discipline, department or program, and a description of how the discipline, department or program aligns with the college mission statement.**

### **SOCIAL SCIENCES**

The mission of the Social Sciences Department at Berkeley City College is aligned with the larger College mission: to promote student success, provide educational opportunities and to transform lives. The transfer level courses within these disciplines are structured to develop the skills needed to critically read college level social science scholarship, introduce students to the methodologies of the social sciences and to understand their own and others' lives in the context of social histories. Our courses and instructional goals reflect the values of Berkeley City College as a whole: academic excellence, commitment to multiculturalism and preparation for citizenship in a diverse and complex society.

The Social Sciences Department is multidisciplinary and is comprised of thirteen disciplines: African American Studies, Anthropology, Asian American Studies, Ethnic Studies, Health Education, Health Professions/Occupations, History, Human Services, Mexican and Latin American Studies, Political Science, Psychology, Sociology, and Social Science. For the purposes of this report African American Studies, Asian American Studies and Mexican and Latin American studies will be grouped under the title of Ethnic Studies unless otherwise specified. Too, the fields of Health Education, Health Professions and Occupations will be subsumed under the title Human Services. Because Human Services including subfields are career and technical education programs, a separate review specifically for CTE programs will be completed during this review cycle. That said, we include HUSV (Human Services) within our discussion of general departmental trends as they are an integral part of our department.

The Social Sciences Department plays a critical role in students fulfilling their general education requirements, while also mentoring social sciences majors in transfer and ADT completion, and providing support for college-wide programs and learning communities. The Liberal Arts with an Emphasis in Social Behavioral Sciences Associate in Arts Degree has the highest number of completers out of all of our AA degrees at the College. Social Sciences has five AD-T degrees (Sociology, Psychology, Political Science, History and Anthropology). Sociology, Psychology and Political Science are our top departmental majors. The Social Sciences Department also houses additional Associate Degrees in Global Studies, Community and Public Services, Community Health Work and Social Services Paraprofessional as well as several certificates related to health and human services.

## **ANTHROPOLOGY**

In addition to the mission of the Social Sciences Department, the mission of the anthropology discipline at Berkeley City College is to support student success by providing students with the intellectual and methodological skill sets necessary to successfully transfer to a four-year institution and/or find employment in the applied sector. The Anthropology discipline supports academic excellence by emphasizing quality instruction and sound curriculum that will expose students to contemporary theories, research methods, and skills used by anthropologists.

The Anthropology discipline at BCC is proud to offer introductory courses in the four subfields of anthropology including: physical, archaeology, cultural, and linguistic anthropology. Having regular offerings in the four subfields of anthropology is extremely rare at the community college level. The program currently offers additional specialized coursework in Native American Cultures and Urban Anthropology. Similar to the other intra-departmental disciplines, anthropology offers many courses for students wanting to satisfy their general education requirements in the Area 4 IGETC Social and Behavioral Sciences (ANTH 2, ANTH 3, ANTH 18, and ANTH 55). Where anthropology is unique in the Department of Social Sciences is that anthropology also offers students the chance to complete credits for the IGETC 5 Physical and Biological Sciences area with our ANTH 1 and ANTH 1L series. The ANTH 1 and 1L series is extremely popular with students as are the other course offerings in the discipline.

Starting in spring 2015, BCC's Anthropology AD-T was accepted by the State of California. In addition to supporting general education students at the college, we have begun the process of building a cadre of transfer students to UC Berkeley, other UCs, and CSUs. As of writing two students have completed the AD-T. Starting in Fall 2015, anthropology majors began an anthropology club that will be active over the years to come with events, speakers, and support for transfer. During the summer 2015, University of California rolled out a new Transfer Pathways to increase seamless transfer to the UC system from the community college. Anthropology was among the initial pathways to be introduced. No changes are required for our majors to take advantage of this program. The Anthropology discipline, through its course offerings and contribution towards degree completion and transfer, supports the College Mission in promoting student success, providing our diverse community with educational opportunities and transforming lives.

## **ETHNIC STUDIES**

Ethnic Studies at Berkeley City College offers students and the community a dynamic and interdisciplinary understanding of race and ethnicity, with an emphasis on intersectional, decolonial, and comparative approaches. Our classes provide learners with a critical understanding of the historical and contemporary experiences and cultural expressions of diverse groups that can be used in the workplace, as well as a foundation for further study in the field.

At the present time the Ethnic Studies program offers courses in African American Studies, Asian American Studies, and Mexican and Latin American Studies that can be taken separately or in conjunction with Ethnic Studies. Similar to other disciplines in the social sciences, students of ethnic studies can complete coursework for IGETC general education Area 4 in the social sciences including (AFRAM 1, AFRAM 30, and ETHST 1).

Too we allow students to complete coursework for IGETC Area 3 Arts and Humanities (ASAME 30 and MLAT 30a/30b). Ethnic Studies is a relatively new area of study at Berkeley City College. In Fall 2014 Ethnic Studies hired its first full-time instructor. Starting in 2016 students will be able to take advantage of a new AA-T in Social Justice Studies. Furthermore, we are in the process of developing a certificate in Ethnic Studies that will align within the Social Justice AA-T.

The Ethnic Studies discipline, through its course offerings and contribution towards degree completion and transfer, supports the College Mission in promoting student success, providing our diverse community with educational opportunities and transforming lives.

## **HISTORY**

In addition to the mission of the Social Sciences Department, the mission of the History discipline at Berkeley City College is for students to think critically and deeply about the historical processes that have shaped the world we live in.

Through Berkeley City College history courses, we undertake a critical analysis of our selves and society, through an examination of the historical processes that have shaped our world. Our field of inquiry goes beyond the facts of history, to encompass questions of identity, knowledge, consciousness, “truth”, and meaning. At the same time, we provide students with critical thinking, reading, and writing skills that have applications well beyond the discipline.

History courses at Berkeley City College fulfill general education requirements, as well as the American Cultures requirement at UC and the United States History, Constitution, and American Ideals requirement at California State Universities. History classes meet both transfer and degree completion requirements. We have an AA-T in History and our classes are requirements in several Learning Communities, and support the AD-T degrees in Elementary Teacher Education and Political Science, as well as the AA degree in Global Studies. The BCC History program is well known for being incredibly diverse in the classes it offers and has one of the largest catalogs of History classes in the Peralta District.

The History discipline, through its course offerings and contribution towards degree completion and transfer, supports the College Mission in promoting student success, providing our diverse community with educational opportunities and transforming lives.

## **POLITICAL SCIENCE**

In addition to the mission of the Social Sciences Department, the mission of the Political Science discipline at Berkeley City College is to prepare students to transfer into the political science major. Additionally, the discipline seeks to instill a sense of civic responsibility in students, and empower them to become informed citizens and lifelong activists through a critical dialogue concerning classical and contemporary issues in national and international politics.

The Political Science discipline, through its course offerings and contribution towards degree completion and transfer, supports the College Mission in promoting student success, providing our diverse community with educational opportunities and transforming lives.

## **PSYCHOLOGY**

In addition to the mission of the Social Sciences Department, the mission of the Psychology discipline at Berkeley City College 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. Psychology students study the nature of consciousness, the development of the individual, basic processes of perception, learning, memory, cognition and motivation; the relationship of behavior to physiology and health;

and the nature of psychological disorders and how psychologists attempt to improve the quality of people's lives.

As widely noted and specifically as referenced by the American Psychology Association, psychology ranks annually in the top four of popular majors across the nation, with some sources claiming the discipline to be second in the nation in terms of chosen majors in 2014. The Psychology program at Berkeley City College supports student success in several ways. First, we serve general education students in many areas. From the very popular sections of Introduction to Psychology to Social Psychology and Lifespan studies, the Psychology discipline provides hundreds of general education students grounding in the scientific methods and empirical findings used by psychologists. We support students completing IGETC (area 4) Social and Behavioral Sciences general education courses including: PSYCH 1a, PSYCH 6, PSYCH 10, PSYCH 21, and PSYCH 30. Berkeley City College has a successful AD-T transfer program and an active Psychology club that encourages, educates and motivates mostly transfer students. Psychology courses are a part of the AD-Ts for other Social Science disciplines such as the Sociology AD-T.

The Psychology discipline, through its course offerings and contribution towards degree completion and transfer, supports the College Mission in promoting student success, providing our diverse community with educational opportunities and transforming lives.

## **SOCIOLOGY**

The mission of the sociology discipline at Berkeley City College is to support students in degree completion and transfer. By providing a course of study that examines the systematic study of human social institutions and social relationships, sociology courses provide both a general education in the social sciences as well as preparation for the sociology major. Students taking sociology courses 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.

The Sociology discipline at BCC offers courses that meet general education components for: IGETC (area 4), CSU-GE (area D), UC-TCA (social and behavioral sciences) and the Ethnic Studies requirement. We are also proud to offer course offerings (SOC. 8, SOC. 18, SOC. 6) that make our program distinctive from the other Peralta Sociology programs. BCC's Sociology AD-T was the first AD-T offered in the Peralta Colleges. It continues to be the most frequently completed AD-T at the College. Sociology is a very popular major and ranks consistently in the top five majors at Bay Area four-year colleges and universities. We have an active Sociology Club at BCC that supports our students looking to transfer.

Sociology courses support the AD-Ts for Anthropology, Communication Studies, Political Science, and Psychology. Sociology courses support the Public and Human Services degrees as either requirements or electives. Sociology courses support the Liberal Arts AA with an Emphasis in Social and Behavioral Sciences. This Liberal Arts AA degree is the most frequently completed degree at Berkeley City College.

The Sociology discipline, through its course offerings and contribution towards degree completion and transfer, supports the College Mission in promoting student success, providing our diverse community with educational opportunities and transforming lives.

## **OTHER PROGRAMS**

The Social Sciences Department also houses additional programs that are either presented in a separate program review document, please see the Human Services CTE program review, or are embedded within multiple programs at the college. Our generally labeled Social Sciences (SOCSCI 1, SOCSCI 2, SOCSCI 3) courses serve as examples of integrated courses within the department and not separate programs per se. This is the case

with Women's Studies as well. As such for the purposes of this report, these areas will not be specifically discussed in isolation, however course data from these areas will be included in departmental summaries.

### 3. Curriculum:

- **Have all of your course outlines of record been updated or deactivated in the past three years? If not, list the courses that still need updating and specify when your department will update each one, within the next three years.**

#### SOCIAL SCIENCES

The Social Sciences Department has completed a thorough review of all courses within our department and is in the process of updating our curricula accordingly. A large number of courses have been, or will be revised, to update course materials on file. This process for some courses is merely updating text materials as little has changed in terms of the objectives, outcomes, or other significant changes needed. Other courses are requiring significant changes in consultation with part-time and full-time faculty. Updates will be occurring in Fall 2015 and subsequent substantive changes coming soon thereafter. Every effort will be made to have all courses up to date by Spring 2016.

#### ANTHROPOLOGY

Course	Last Reviewed	Plan for Update	PCCD GE	IGETC	CSU GE	CID
ANTHR 001-Introduction to Physical Anthropology	4/10/13	Spring 2016	1	5B	B2	C-ID ANTH 110
ANTHR 001L-Physical Anthropology Lab	4/10/14	Spring 2017		5B	B3	C-ID ANTH 115L
ANTHR 002-Introduction to Archaeology and Prehistory	4/10/14	Spring 2017	2	4	D	C-ID ANTH 150
ANTHR 003-Introduction to Social and Cultural Anthropology	4/10/14	Spring 2017	2	4	D	C-ID ANTH 120
ANTHR 013 Urban Anthropology	4/10/13	Spring 2016	2	4	D	No
ANTHR 018-Introduction to Anthropological Linguistics	4/10/14	Spring 2017	2	4	D	C-ID ANTH 130
ANTHR 055 Native American Cultures	4/10/14	Spring 2017	2, 5	4	D	No

#### ETHNIC STUDIES

Course	Last Reviewed	Plan for Update	PCCD GE	IGETC	CSU GE	CID
AFRAM 001-Introduction to African-American Studies	9/23/10	Fall 2015	2, 5	4	D	No
AFRAM 033-The Roots of African-American Culture	9/19/07	Fall 2015	2, 5	4	D	No
ASAME 030-Asians and Asian-Americans through Films	9/19/07	Fall 2015	3, 5	3	C2	No
ETHST 001 Introduction to Ethnic Studies	6/10/14	Fall 2015	2, 5	4	D	No
M/LAT 030A-Survey of Latin-American Films	3/8/07	Fall 2015		3	C2	No
M/LAT 030B-Survey of Latin-American Films	3/8/07	Fall 2015		3	C2	No

#### HISTORY

Course	Last Reviewed	Plan for Update	PCCD GE	IGETC	CSU GE	CID
HIST 001-American Indian History and Culture	9/19/07	Fall 2015	2, 5	4	D	No

HIST 002A-History of European Civilization	1/24/13	Spring 2016	2	4	D	C-ID HIST 170
HIST 002B-History of European Civilization	9/19/07	Fall 2015	2	4	D	C-ID HIST 180
HIST 003A World History to 1500	9/13/12	Fall 2015	2	4	D	C-ID HIST 150
HIST 003B Modern World History: 1500-1750	5/14/13	Spring 2016	2	4	D	C-ID HIST 160
HIST 5-History of Mexico	3/21/13	Fall 2015				No
HIST 007A-History of the United States (to 1877)	3/21/13	Spring 2016	2	4, AI	D, AI	C-ID HIST 130
HIST 007B-History of the United States (since 1865)	3/29/12	Fall 2015	2	4, AI	D, AI	C-ID HIST 130
HIST 008B History of Latin-American Civilization	3/29/12	Fall 2015	2	4	D	No
HIST 010B History of Africa since 1750	3/29/12	Fall 2015	2	4	D	No
HIST 017 History of the Mexican-American		Fall 2015	2, 5	4	D	No
HIST 019-History of California	11/8/12	Fall 2015	2, 5	4	D	No
HIST 021-U.S. Women: A Social History	10/25/12	Fall 2015	2	4	D	No
HIST 023-Global Perspectives	9/19/07	Fall 2015	2	4	D	No
HIST 031-Contemporary Middle East: Politics of Nationalism	11/8/12	Fall 2015	2	4	D	No
HIST 032 United States Since 1945	9/27/12	Fall 2015	2	4	D	No
HIST 033-History of Native American Thought and Literature	9/19/07	Fall 2015	2, 3, 4D, 5	3	D	No
HIST 037 Developing World	9/19/07	Fall 2015	2	4	D	No
HIST 038-Current World Problems	11/8/12	Fall 2015	2	4	D	No

## POLITICAL SCIENCE

Course	Last Reviewed	Plan for Update	PCCD GE	IGETC	CSU GE	CID
POSCI 001-Government and Politics in the United States	11/8/12	Fall 15	2	4	D	C-ID POSCI 110
POSCI 002-Comparative Government	11/8/12	Fall 15	2	4	D	C-ID POSCI 130
POSCI 003-International Relations	2/11/10	Fall 15	2	4	D	C-ID POSCI 140
POSCI 004 Political Theory	12/3/12	Fall 2015	2	4	D	C-ID POSCI 120
POSCI 006-The U.S. Constitution and Criminal Due Process	11/8/12	Fall 2015	2	4	D	No
POSCI 011 Comparative Social Movements Since the 1960s	1/23/13	Spring 2016	2	4	D	No
POSCI 012 Contemporary Middle East: Politics of Nationalism	11/8/13	Fall 2016	2	4	D	No
POSCI 020-Current World Problems	11/8/12	Fall 2015	2	4	D	No
POSCI 025 Developing World	1/22/08	Fall 2015	2	4	D	No

## PSYCHOLOGY

Course	Last Reviewed	Plan for Update	PCCD GE	IGETC	CSU GE	CID
PSYCH 001A-Introduction to General Psychology	4/4/13	Fall 2015	2	4	D	C-ID PSY 110
PSYCH 006-Social Psychology	1/22/08	Fall 2015	2	4	D,E	C-ID PSY 170
PSYCH 010-Psychology and Life: Basic Principles	9/23/10	Fall 2015	2	4	D,E	No
PSYCH 021-Lifespan Human Development	1/22/08	Fall 2015	2	4	D,E	C-ID PSY 180

PSYCH 028 Introduction to Research Methods in Psychology	3/24/11	Fall 2015	2			C-ID PSY 200
--	---------	-----------	---	--	--	--------------

## SOCIOLOGY

Course	Last Reviewed	Plan for Update	PCCD GE	IGETC	CSU GE	CID
SOC 001 Intro To Sociology	3/15/12	Fall 2015	2	4	D	C-ID SOCI 110
SOC 002 Social Problems	3/24/11	Fall 2015	2	4	D	C-ID SOCI 116
SOC 005 Minority Groups	4/4/13	Spring 2016	2	4	D	C-ID SOCI 150
SOC 006 Comparative Social Movements Since the 1960s	4/23/13	Spring 2016	2	4	D	No
SOC 007-Sociology of Gender	6/10/14	Spring 2017	2	4	D	C-ID SOCI 140
SOC 008-Crime and Deviance	2/4/08	Fall 2015	2	4	D	C-ID SOCI 160
SOC 013-Sociology of the Family	6/10/14	Spring 2017	2	4	D	C-ID SOCI 130
SOC 018-Sociology of Death and Dying	2/19/15	Spring 2018	2			No
SOC 120 Introduction to Research Methods	3/24/11	Fall 2015	2	4	D	C-ID SOCI 120

## OTHER

Course	Last Reviewed	Plan for Update	PCCD GE	IGETC	CSU GE	CID
SOCSOC 001 Introduction to Women's Studies	3/19/09	Spring 2016	2	4	D	No
SOCSOC 002 Introduction to Diversity Issues	9/19/07	Fall 2015	2	4	D	No
SOCSOC 003 Comparative Social Movements Since the 1960s	4/23/13	Spring 2016	2	4	D	No
WS 001 Introduction to Women's Studies	3/19/09	Spring 2016		4	D	No
WS 035-Feminist Philosophy	1/24/13	Spring 2016		3	C	No
WS 052-Women and Cinema	5/2/13	Spring 2016		3	C	No

- **What are the discipline, department or program of study plans for curriculum improvement (i.e., courses or programs to be developed, enhanced, or deactivated)?**

## ANTHROPOLOGY

The Anthropology program underwent a major update in 2013-2014 during the process of creating an Associates Degree for Transfer (AD-T). At that time, several courses that were out of date and several courses were either updated or deactivated. At the time of writing, our course and program updates are current. To best serve our students, especially those with advanced interests and skills, we will be adding an ANTH 49 variable credit independent study to our course offerings. This will allow us to enable students with specialized interests to continue their academic journey in the discipline in specialized ways. There has also been discussion about other possible course additions including courses such as anthropology of gender, anthropology of religion, a primate life history course and/or a forensics course. In spring 2016 we will have revived all of our current courses in the catalog and we can contemplate possible additions over the next three years. The emphasis of course offerings should focus on the core of ANTH 1, ANTH 2, and ANTH 3. With our AD-T being less than a year old, no programmatic changes are planned at this time. Anthropology will be involved in the development of the Global Studies and Social Justice Studies AD-Ts in spring 2016.

## ETHNIC STUDIES

Ethnic Studies and related fields will develop courses to support transfer students, continuing education, and student seeking a two-year degree, in response to the needs and demands of our students. Over the following three-year period Ethnic Studies seeks to expand course offerings in Ethnic Studies, African American Studies, Mexican/Latin American Studies, and Asian American Studies. In addition, we plan

to introduce course offerings in Native American/American Indian/Indigenous Studies. At the present time Ethnic Studies and related fields are examining the AD-T in Social Justice Studies and will be developing a certificate in Ethnic Studies. In consultation with the articulation officer our hope is to best align our students wishing to transfer to a UC or CSU institution.

## **HISTORY**

The History Department recently deactivated a number of courses that were out of date or no longer regularly offered. Although the AA-T passed through curriculum review in the past year, the History Department is in the process of revising the courses associated with the transfer degree. The revised AAT will better correspond with regular course offering and class requirements for history majors within the CSU and UC systems.

Although present budgetary concerns appear to discourage offering courses that are not the core general education offerings, the history faculty believes that the department must continue to offer a robust history program and even potentially expand its offerings; the department is currently in the process of achieving this goal. For example, in the coming semesters, the department will submit course outlines for courses in American foreign policy and American history through film. Both of these courses will be transferable to the UC and CSU systems. Berkeley City College's History Department intends on building its course offerings in order to attract students of all backgrounds, interests, and skills. The history faculty also believes that Berkeley City College will be well served in the competitive collegiate marketplace by increasing the diversity of the classes on our schedule.

Berkeley City College's History Department offers courses and curriculum that responds to the needs of the community in a number of ways. First, the courses are all transferable to four-year colleges and universities with the expectation that the vast majority of students are enrolled in history classes in order to fulfill lower-division education requirements. Second, the course curriculum is prepared so that students enrolled in History 7B receive credit for the American cultures requirement for the UC and CSU systems. Our hope is to include History 7A with this designation over the coming three years. Third, both History 7A and History 7B are structured to qualify for the "United States History, Constitution, and American Ideas" requirement as described in the California State Universities and Colleges Executive Order 405. Fourth, the material for each class is organized and presented to speak to the diverse nature of the Berkeley City College student body. Fifth, the rigor of the history program ensures that students perform to college-level academic standards.

It is also a priority of the department to build our distance-learning program. The fact that the department presently carries few online courses demonstrates a failing to keep up with the changing nature of education and technology. Considering the prevailing spatial needs of the college, more fully online courses would be a benefit to the institution and students alike.

## **POLITICAL SCIENCE**

All course outlines in POSCI have been updated or deactivated excluding POSCI 2 and POSCI 25. The Course outlines for POSCI 2 and POSCI 25 will be updated no later than Spring 2016. SLO addendum update needed for POSCI 2. The POSCI Program does not plan to deactivate any more courses. However, the POSCI program does plan to create courses in an effort to align our offerings with the Global Studies ADT (final version yet to be approved by C-ID). In addition the POSCI program is looking to develop a UC/CSU transferrable courses in California Government and area studies within International Relations.

## **PSYCHOLOGY**

All courses including PSYCH 1, PSYCH 6, PSYCH 10, PSYCH 21, AND PSYCH 28 will be updated in Fall 2015. During this process however, full and part-time instructors have completed a thorough



review of course outlines, objectives and student learning outcomes. Demand justifies expansion of offerings for transfers to the UC and CSU systems. Our goals include serving students with a wide range of career interests. In the spring of 2016 the department will submit course outlines for a Biological Psychology course to meet requirements of CSUs. Psychology faculty will work with colleagues at University of California Berkeley towards articulation Psych 28 Research Methods with the Psychology Department's lower division requirement. In addition we will investigate the new UC Pathways transfer Program for Psychology majors and possible contributions to the Gender Studies Certificate.

## **SOCIOLOGY**

Courses: Sociology faculty would like to develop a new course: Introduction to Social Work. We are also planning to adopt Laney College's Sociology of Sexualities course once the Laney course is approved by Curriculum.

Sociology faculty will consult with the Sociology Program at UCB to revise our SOC.120: Introduction to Research Methods to articulate as equivalent to their lower division major requirement SOC. 5: Evaluation of the Evidence. An Introduction to Research Methods course is part of the new UC Pathways transfer program for Sociology.

Program Work: Recent AD-T program revisions are currently with the State to include two new elective options: SOC. 6 Comparative Social Movements since the 1960s and SOC. 18: Sociology of Death and Dying. Program revision approval is expected by February 2016.

Sociology faculty will work with the Public and Human Services Program to make more intentional linkages between programs.

Sociology faculty will assist drafting the Social Justice Studies AD-T in Fall 2015 so it will be ready to bring to curriculum when the official template is available in February 2016. This TMC will include several sociology course options.

Sociology faculty will be participating in a working group Fall 2015 to create a Gender Studies Certificate. This will be an interdisciplinary certificate that will include several sociology courses as electives.

- **Please list your degrees and/or certificates. Can any of these degrees and/or certificates be completed through Distance Education (50% or more of the course online)? Which degree or certificate?**

Anthropology—Associate in Arts for Transfer (AA-T), no.  
History—Associate in Arts for Transfer (AA-T), no.  
Political Science—Associate in Arts for Transfer (AA-T), yes  
Psychology—Associate in Arts for Transfer (AA-T), no.  
Sociology—Associate in Arts for Transfer (AA-T), yes.  
Global Studies—Associate in Arts (AA), no.  
\*Human Services—Various certificates and degrees, no.

---

## **4. Assessment:**

- **How does your discipline, department or program ensure that students are aware of the learning outcomes of the courses and instructional programs in which they are enrolled? Where are your discipline, department or program course and program SLOs published? (For example: syllabi,**

**catalog, department website, etc. If they are on a website, please include a live link to the page where they can be found)**

The Social Sciences Department ensures students are aware of course learning outcomes by making sure that faculty includes SLOs on their syllabus. The Social Sciences department was proactive at the start of fall semester 2015 whereby all approved course SLOs were sent to faculty by the Department Chair prior to the start of the semester along with instructions for instructors to include this information on their syllabi. As a result of this action, it came to our attention that several courses either did not have official SLOs on file or that instructors possessed unofficial SLOs. To enable students' full awareness of the learning outcomes, all syllabi in spring 2016 will list learning outcomes towards the top of the document.

At present Sociology is the only discipline website of the social sciences listing individual course student learning outcomes: <http://www.berkeleycitycollege.edu/wp/sociology/sample-page/sociology-course-slos/>. By the end of spring 2016 all social science programs with program webpages will list the SLOs of the courses within their programs. SLOs are published on the BCC website under the Student Learning Outcomes Assessment link: <http://www.berkeleycitycollege.edu/wp/slo/student-learning-outcomes/>

The Program Learning Outcomes for our AD-Ts are published on printed AD-T materials that are posted and distributed by the College and in the BCC Catalog: [http://www.berkeleycitycollege.edu/bccdocs/BerkeleyCityCollege\\_2015\\_17Catalog.pdf](http://www.berkeleycitycollege.edu/bccdocs/BerkeleyCityCollege_2015_17Catalog.pdf). PLOs are also listed with information on the Program Learning Assessment Matrices: <http://www.berkeleycitycollege.edu/wp/slo/program-assessment-matrices/>. You can also find the PLOs on the Berkeley City College website with information on degrees and certificates:

[http://www.berkeleycitycollege.edu/wp/depts-progs/files/2015/07/BCC\\_2015\\_17\\_Anthropology\\_Major.pdf](http://www.berkeleycitycollege.edu/wp/depts-progs/files/2015/07/BCC_2015_17_Anthropology_Major.pdf)  
[http://www.berkeleycitycollege.edu/wp/depts-progs/files/2015/07/BCC\\_2015\\_17\\_History\\_Major.pdf](http://www.berkeleycitycollege.edu/wp/depts-progs/files/2015/07/BCC_2015_17_History_Major.pdf)  
[http://www.berkeleycitycollege.edu/wp/depts-progs/files/2015/07/BCC\\_2015\\_17\\_PoliticalScience\\_Major.pdf](http://www.berkeleycitycollege.edu/wp/depts-progs/files/2015/07/BCC_2015_17_PoliticalScience_Major.pdf)  
[http://www.berkeleycitycollege.edu/wp/depts-progs/files/2015/07/BCC\\_2015\\_17\\_Psychology\\_Major.pdf](http://www.berkeleycitycollege.edu/wp/depts-progs/files/2015/07/BCC_2015_17_Psychology_Major.pdf)  
[http://www.berkeleycitycollege.edu/wp/socsci/files/2013/07/BCC\\_2013\\_15\\_Sociology\\_AA-T\\_Degree.pdf](http://www.berkeleycitycollege.edu/wp/socsci/files/2013/07/BCC_2013_15_Sociology_AA-T_Degree.pdf)  
[http://www.berkeleycitycollege.edu/wp/depts-progs/files/2015/07/BCC\\_2015\\_17\\_GlobalStudies\\_Major.pdf](http://www.berkeleycitycollege.edu/wp/depts-progs/files/2015/07/BCC_2015_17_GlobalStudies_Major.pdf)

- **Briefly describe at least three of the most significant changes/improvements your discipline, department or program made in the past three years as a response to course and program assessment results.**

## **ANTHROPOLOGY**

Improvement 1.

Course: ANTH 2

Assessment Cycle: 2012 - 2015

Changes/Improvements: Assessment found that students were having difficulty with research skills. In Spring 2015 instructor initiated a class meeting centered on research methods that included inviting a research specialist to give a presentation on the resources available to students. Student work improved.

Improvement 2.

Course: ANTH 18

Assessment Cycle: 2012 - 2015

Changes/Improvements: Students had trouble mastering identifying the places and types of articulation. In Fall 2015, instead of a single day spent focused on this component alone, instructor divided the activity where students practice some of the sounds (stop consonants day 1, fricatives day 2, etc.). Student performance improved in fall-to-fall comparisons.

Improvement 3.

Course: ANTH 3

Assessment Cycle: 2012 - 2015

Changes/Improvements: The findings found that only a small percentage of students were proficient or highly proficient in applying anthropological terms and concepts. Instructors transitioned the course text selection to include an ethnographic text. Students ideally can better conceptualize the integration of theory and method. Further assessment will hopefully show improvement in this area.

## **ETHNIC STUDIES**

Improvement 1.

Course: M/LAT 30A

Assessment Cycle: 2012-2015

Changes/Improvements: Students had difficulty analyzing films. Starting in Fall 2015 the instructor began to incorporate readings and lectures on the technical aspects of cinema. Student performance has improved.

Improvement 2.

Course: M/LAT 30B

Assessment Cycle: 2012-2015

Changes/Improvements: Students expressed difficulty in analyzing films. For Spring 2016 the instructor will introduce readings and lectures on the technical aspects of cinema, to better aid students in their understanding of the visual language of film. Student performance will be assessed and hopefully demonstrate improvement in this area.

Improvement 3.

Course: M/LAT 30A

Improvements: Students indicated difficulty in comprehending readings. In Fall 2015 instructor reconfigured the syllabus and course outline in order to allow greater discussion and analysis of readings and lecture materials in class. Further success will be achieved as BCC's film holdings allow for screenings outside of class time, thereby enabling the instructor to devote more time to discussion and analysis.

## **HISTORY**

Improvement 1.

Course: HIST 3B: Modern World History: 1500-Present

Assessment Cycle: 2012 - 2015

Changes/Improvements: In 2014, students scored very well in the areas of Evidence (with 71% of the students scoring 5 or above) and Conclusions (with 71% of students scoring 5 or above). Students did not score well in the areas of Identification of Issues (with 57% of students scoring 5 or above) and Sources (with only 7% of students scoring 5 or above). Improvement plan focused on teaching better understanding of source material use and drawing out issues worthy of consideration within the course work.

Improvement 2.

Course: HIST 7A: United States to 1877

Assessment Cycle: 2012 - 2015

Changes/Improvements: Since 2012 the content of the SLOs has been reevaluated and rewritten. Clearer SLOs and objectives have allowed students to perform better on SLO assessments. See the course assessment reports for specific details.

Improvement 3.

Course: HIST 7B: United States Since 1865

Assessment Cycle: 2012 - 2015

Changes/Improvements: SLOs for HIST 7B have not been assessed since 2012. There is a plan in place to assess the SLOS for HIST 7B in spring semester 2015.

## **POLITICAL SCIENCE**

Improvement 1.

Course: POSCI 1

Assessment Cycle: 2012-2015

Changes/Improvements: Assessment efforts in POSCI 1 led to an action plan to support student learning through the establishment of more direct partnerships with the writing lab at BCC. Placing a greater degree of emphasis on the inclusion of SLOs on Course Syllabi and review of objectives with POSCI faculty and students has also improved student learning in POSCI 1.

Improvement 2.

Course: POSCI 2

Assessment Cycle: 2012-2015

Changes/Improvements: Assessment efforts in POSCI 2 led to an action plan to support student learning in the area of research and data analysis. Partnering with the Library Staff at BCC and having POSCI 2 students attend tutorials on data retrieval, analysis and proper citation has improved student learning in the area of case study research and writing.

Improvement 3.

Course: POSCI 6

Assessment Cycle: 2012-2015

Changes/Improvements: Assessment efforts in POSCI 6 led to an action plan to support student learning in the area of vocabulary and concept acquisition. The study of Constitutional Law and Criminal Due Process is an area driven by the jargon of jurisprudence. Developing a list of key concepts and definition is helping to improve student learning and achieve course SLOs.

## **PSYCHOLOGY**

Improvement 1.

Course: PSYCH 1A

Assessment Cycle: 2012 - 2015

Changes/Improvements: Assessment efforts in Psychology 1A led to an action plan to reinforce student understanding of the research methods and applications of the scientific method. Full and part-time faculty met to share activities that they use in the classroom to encourage active student learning. Future assessment will determine an increase in student learning as a result of this sharing of assignments and ideas among faculty.

Improvement 2.

Course: PSYCH 6

Assessment Cycle: 2012 - 2015

Changes/Improvements: Faculty assessment efforts in Psychology 6 Social Psychology showed a positive performance of students as compared to the rest of the college and even had two out of three categories evaluated as excellent. The language component of the assessment was the lowest of the three areas assessed. Reassess in future semesters.

Improvement 3.

Course PYSC 21

Changes/Improvements: In two areas, concessions and sources, students performed not as well as desired. Psychology professors joined a departmental conversation about the issue of concessions in Fall 2015. Contemplating the role of concession within our courses was an important dialogue about our effectiveness in the classroom and techniques for improving this area of student learning.

## SOCIOLOGY

Improvement 1.

Course: SOC. 01: Introduction to Sociology

Assessment Cycle: 2012 - 2015

Changes/Improvements: Face-to-face classes now supported by more extensive online resources including online glossaries and a video library of core concepts

Improvement 2.

Course: SOC. 08: Crime and Deviance

Assessment Cycle: 2012 - 2015

Changes/Improvements: Developed a rubric to be used in class during lectures on criminological and deviance theories. Rubric assists student note taking by identifying key components of different theories and marking the shared and contrasting assumptions of the theories

Improvement 3.

Course: SOC. 02: Social Problems

Assessment Cycle: 2012 - 2015 (as part of the Critical Thinking ILO assessment)

Changes/Improvements: The findings of the Critical Thinking ILO assessment resulted in the creation of a library of critical thinking support assignments.

- **Briefly describe three of the most significant examples of your discipline, department or program plans for course and /or program level improvement for the next three years as result of what you learned during the assessment process. Please state the course number or program name and attach the data from the “Assessment Findings and Action Plan” section for each example.**

## SOCIAL SCIENCES ASSESSMENT PLAN SUMMARY

Plan 1. Several issues emerged from our review of our assessment activities over the last three years. First social sciences have only a select number of courses that have not been recently assessed during the last assessment cycle. These courses largely are a select few, many are rarely offered or are the courses going through revision in terms of content or staffing. These will be assessed promptly with those being offered in fall 2015 to be assessed during that semester.

Plan 2. Develop a three-year cycle of course assessment. This planning measure will go far to advance the assessment efforts of the department. Having a clear schedule will help us to ensure that all courses are assessed and also contemplate the best method for improving student success.

Plan 3. Over the next 3 years increase the number of faculty directly involved with all aspects of assessment with special emphasis on the action planning, implementation, and reassessing processes.

As of Fall 2015 the Department of Social Sciences has a representative on the PIE committee after a hiatus without representation. This in and of itself is a great assistance in the process of increasing more faculty involvement in the assessment process. Through professional development funds, the department will establish several FIGs, APPLES, and DARTS as fora for discussing and analyzing the best means for assessing our courses and programs. Where professional development funds are limited in actually completing assessment activities, there is a strong need for stipends, especially for part-time instructors, to complete assessment work.

## **ANTHROPOLOGY**

Plan 1.

ANTH 3 Introduction to Cultural Anthropology

Assessment Cycle: Fall 2015 – 2018

Improvement Plan: Update SLOs to better assess student learning in the course. While the core concept of the measures will stay the same, a key focus will be to ensure student mastery of core concepts and their ability to apply these concepts to the course material.

Plan 2.

ANTH 1 Introduction to Physical Anthropology

Assessment Cycle: Fall 2015 – 2018

Update SLOs and determine standardized means to assess across sections. The results from the previous assessment illustrated positive results. One plan that is being discussed is to possibly change the course ordering to put the genetics section to the end. This might increase student success.

Plan 3.

ANTH 13

Assessment Cycle: Fall 2015 – 2018

Conduct the first assessment of this course to establish a baseline and contemplate the best means of assessing the student learning outcomes within this course and participate in mapping these findings to the ILO of that semester.

## **ETHNIC STUDIES**

Plan 1.

ETHST 1: Introduction to Ethnic Studies

Assessment Cycle: Fall 2015-2018

Based upon the assessment cycle ETHST will be assessed for self-awareness to establish a baseline and evaluate the success or applicability of self-reflective pedagogical approaches present in the course.

Plan 2.

AFRAM 1: Introduction to African American Studies

Assessment Cycle: Fall 2015-2018

Assessment identified modest difficulty thinking critically about African American Studies. Based upon projections and anticipated expansion of the program we plan on developing greater critical thinking of core tenants of the field.

Plan 3.

Assessment Cycle: Fall 2015-2018

ASAME 30—Asians and Asian-Americans through Film

SLOs for ASAME 30 will be updated . Plan is to increase holdings at BCC to allow screenings of films outside of class, thereby freeing up class time for further discussion and analysis.

## **HISTORY**

Plan 1.

HIST 3B: Modern World History: 1500-Present

Assessment Cycle: Fall 2015 – 2018

Improvement Plan: SLO assessment identified modest abilities to properly identify sources and arguments made by historical source material. Plan is to foster more critical thinking of sources used to explore and explain specific historical narratives.

Plan 2.

HIST 7A: United States to 1877

Assessment Cycle: Fall 2015 – 2018

Improvement Plan: SLO assessment identified weaknesses in understanding of vital historical concepts. Plan is to improve historical literacy through instruction.

Plan 3.

HIST 7B: United States Since 1865

Assessment Cycle: Fall 2015 – 2018

Improvement Plan: SLO assessment identified weak writing skills as a basic problem within historical essays. Plan is to strengthen written skills through additional attention by faculty to written work and continued use of many written assignments to foster proficiency.

## **POLITICAL SCIENCE**

Plan 1.

POSCI 6

Assessment Cycle: Fall 2015 – 2018

We are going to develop a glossary of terms to help students better understand vocabulary.

Plan 2.

POSCI 1 Government and Politics in the United States

Assessment Cycle: Fall 2015 – 2018

We are looking to staff a POSCI writing tutor to help students with research and writing of POSCI related essays. This will also help to support students in other POSCI classes as well.

Plan 3.

POSCI 2

Assessment Cycle: Fall 2015 – 2018

We are looking to expand relationship with Research Methods courses and support services offered by the BCC Library.

## **PSYCHOLOGY**

Plan 1.

PSYCH 1a Introduction to Psychology

Assessment Cycle: Fall 2015 – 2018

Improvement Plan: Given the results of the SLO assessment, continue to reinforce student understanding of the scientific method through increased emphasis on applied methods within the lecture component of the course.

Plan 2.

PSYCH 6 Social Psychology

Assessment Cycle: Fall 2015 – 2018

Improvement Plan: Given the results of the SLO assessment, on future assessments focus on other measures to expand understanding of student learning within this course.

Plan 3.

PSYCH 21 Lifespan Human Development

Assessment Cycle: Fall 2015 – 2018

Improvement Plan: Based on the results of the SLO assessment, increase exposure to students of areas in the course where concessions might be more prevalent. Expand this concept within course materials and reassess in future cycles.

## **SOCIOLOGY**

Plan 1.

SOC 6: Comparative Social Movements since the 1960s

Assessment Cycle: Fall 2015 - 2018

Improvement Plan: Given the results of the SLO assessment, a currently supplemental reading for the course (Ian Pirie's "Power and Protest - Social Movement Theory") will now be a required reading and be built into course quizzes.

Plan 2.

SOC 13: Sociology of the Family

Assessment Cycle: Fall 2015 - 2018

Improvement Plan: Based on the results of the SLO assessment, some students would benefit from the support of a textbook in conjunction to assigned articles. Instructors are vetting free, open source textbooks that could be uploaded on to the course resource page as a support for students. Additionally, sociology faculty are planning to update the course SLOs for SOC. 13.

Plan 3.

SOC 120: Introduction to Research Methods

Assessment Cycle: Fall 2015 - 2018

Improvement Plan: Based on the results from the SLO assessment this course would benefit from developing an assessment tool that is more in depth than the "Minute Paper". Given this course is organized around students creating their own original work; a rubric that assesses their final projects would be a better assessment for this course. Sociology will create a new assessment strategy for this course.

- **Describe how assessment results for Distance Education courses and/or programs compare to the results for the corresponding face-to-face classes.**  
At this point in time, the Social Sciences Department has not specifically disaggregated face-to-face and online assessments activities.
- **Describe assessment results for courses with multiple sections. Are there similar results in each section?**  
As an institution, BCC has not focused on assessment results within individual sections of courses. We have found it most useful to assess SLOs on a global level, rather than focusing on the limited data available within individual sections.
- **Describe your discipline, department or program participation in assessment of institutional level outcomes (ILOs).**  
The Social Sciences Department has participated in several ILO assessment projects during the last assessment cycle including the Critical Thinking paper assessment of 2014. The department will be



participating collectively in the upcoming ILO on Global Awareness (planning spring 2016, assessing fall 2016, and closing the loop activities spring 2017). We are planning inter and intra departmental activities to support the collection and analysis of these materials.

- **How are your course and/or program level outcomes aligned with the institutional level outcomes?**

### ANTHROPOLOGY

	Self Awareness	Computation	Global Awareness	Ethics	Communication	Critical Thinking	Information Competency
ANTHR 001						X	X
ANTHR 001L						X	X
ANTHR 002			X			X	X
ANTHR 003			X			X	
ANTHR 013			X	X		X	X
ANTHR 018			X		X	X	

### ETHNIC STUDIES

	Self Awareness	Computation	Global Awareness	Ethics	Communication	Critical Thinking	Information Competency
ETHST 001		X	X		X	X	X
AFRAM 001	X		X		X	X	
AFRAM 033	X		X		X	X	
ASAME 030			X	X		X	X
M/LAT 030A			X		X	X	
M/LAT 030B			X		X	X	

### HISTORY

	Self Awareness	Computation	Global Awareness	Ethics	Communication	Critical Thinking	Information Competency
HIST 001			X	X	X	X	X
HIST 002A			X		X	X	X
HIST 002B			X		X	X	X
HIST 003A			X		X	X	X
HIST 003B			X		X	X	X
HIST 005			X			X	X
HIST 007A			X		X	X	X
HIST			X		X	X	X

007B							
HIST 008B	X		X		X	X	X
HIST 010B			X			X	X
HIST 017			X			X	
HIST 019			X		X	X	
HIST 021			X		X	X	X
HIST 023			X	X		X	X
HIST 031					X	X	X
HIST 032					X	X	X
HIST 033			X		X	X	X
HIST 037			X		X	X	X
HIST 038			X		X	X	X

## POLITICAL SCIENCE

	Self Awareness	Computation	Global Awareness	Ethics	Communication	Critical Thinking	Information Competency
POSCI 001	X			X	X	X	X
POSCI 002	X		X	X	X	X	X
POSCI 003	X		X			X	X
POSCI 004	X		X	X	X	X	
POSCI 006					X	X	
POSCI 011			X			X	
POSCI 012			X		X	X	X
POSCI 020			X			X	X
POSCI 025			X			X	X

## PSYCHOLOGY

	Self Awareness	Computation	Global Awareness	Ethics	Communication	Critical Thinking	Information Competency
PSYCH 001A	X					X	X
PSYCH 006	X					X	X
PSYCH 010	X					X	X
PSYCH 021	X					X	X
PSYCH 028					X	X	X

## SOCIOLOGY

	Self Awareness	Computation	Global Awareness	Ethics	Communication	Critical Thinking	Information Competency
SOC 1	X		X		X	X	X
SOC 2				X		X	X
SOC 5		X	X		X	X	X
SOC 006			X			X	
SOC 007					X	X	
SOC 008		X			X	X	X
SOC 013	X	X	X		X	X	X
SOC 120	X	X		X	X	X	X

## OTHER

	Self Awareness	Computation	Global Awareness	Ethics	Communication	Critical Thinking	Information Competency
SOCSC 001	X		X	X		X	
SOCSC 002	X	X				X	
SOCSC 003			X			X	
WS 001	X		X	X		X	
WS 035					X	X	
WS 052			X		X	X	

### 5. Instruction:

- **Describe effective and innovative strategies used by faculty to involve students in the learning process.**

#### **ANTHROPOLOGY**

The anthropology program uses various strategies to create active learning in face-to-face and online classrooms. Some of the strategies in ANTH 1 and ANTH 1L focus on empirical research methods to explore scientific understanding. From working with fossil remains to documenting and analyzing primate behavior at the local zoos, students gain a solid grounding in observational analysis and the scientific method. In other courses such as ANTH 3 students learn the methods of social cultural anthropologists through ethnographic exercises requiring students to complete reports that document physical space or conduct quantitative analysis. ANTH 18 students are required to capture a living linguistic encounter and analyze their findings. In all of these examples, the anthropology program focuses on an active learning pedagogy as much as possible and this is effective for learning the core concepts of anthropology as well as useful to hone the students' skills in deductive/inductive reasoning and the broader spectrum of critical thinking.

#### **ETHNIC STUDIES**

Ethnic Studies employ a variety of strategies in involving students in the learning process. This includes small and large group discussion, peer-to-peer mentoring, and the use of conventional and non-traditional presentations in the creation of a student-centered classroom. Instructors employ the available technology to the fullest extent possible, and encourage students to make use of their resources available to them.

#### **HISTORY**

All of the history offerings presently taught at Berkeley City College are by description traditional lecture courses. The history faculty is committed to this essential pedagogical technique. For millennium, the lecture format has been a central element in the practice of history. It remains a powerful and effective teaching tool. With that in mind, as a department we constantly readjust the content of our lectures and our subsequent teaching strategies to meet the needs and will of our students. Typically, innovative strategies to involve students include reading and writing assignments as well as lecture content that speaks to the condition of students' lives. Students become more invested in the learning process as they come to understand the close relationship between history and the world that they themselves experience.

Berkeley City College's smart classroom technology has allowed easier access to historical images, data, graphics, and so on, thereby allowing regular innovation on the part of the instructor. Perhaps most specifically the use of PowerPoint slides enables images and other primary source information to

be shared in class. There are also numerous historical websites and other access points to data that students are directed to explore. History courses regularly employ film, images, video clips, and music available on the web to reinforce lecture points and to provide a broader picture of historical issues and arguments. Modern communication technologies obviously make innovation more easily realizable.

## **POLITICAL SCIENCE**

All of the POSCI offerings presently taught at Berkeley City College are by delivered using a combination lecture and discussion format. The POSCI faculty is committed to using lecture and discussion to engage student learning. Lecture and class discussion remain powerful and effective teaching tools. As a program we constantly readjust the content of our lectures and our subsequent teaching strategies to meet the needs and will of our students. Typically, innovative strategies to involve students include reading and writing assignments as well as lecture content that speaks to the condition of students' lives. Students become more invested in the learning process as they come to understand the close relationship between topics in POSCI and the world that they themselves experience.

## **PSYCHOLOGY**

Students of Psychology strengthen their understanding of course content and its applications in PSYCH 1A by organizing their thoughts on material presented in a class during a question of the day or brief response at the end of selected classes. These exercises also serve as reminders of the value of self referencing to the creation and retrieval of memories. It also allows the instructor to respond at the next class meetings to any problems or questions students have. In PSYCH 6 students work weekly in groups to work through various hands-on activities within social psychology. Some examples include social and informational conformity and other key components of the field. In PSYCH 28 students work in groups in developing research projects, where groups transition through the research paper process together. Meeting one week on hypothesis, one on methods, etcetera, the students learn together the construction and implementation of research methods. These provide just a selection of the functional and efficient way for students to learn the course material in the discipline.

## **SOCIOLOGY**

Online Resource Support: Sociology faculty utilizes the Moodle LMS to involve students in the learning process. Example from Linda McAllister: Students can complete polls on Moodle. Before a class session, students can vote on the topical example to be used for demonstrating course concepts. If the core lesson concept was "stratification," the class poll would list several topical choices: income distribution, ability tracking in schools, imprisonment rates, the digital divide, or access to healthcare. The most popular choice becomes the lesson example to teach stratification. Getting students to the course resource page allows them to see additional supports for the class. Students will feel included and invested in the lecture content and come to class sessions at minimum knowing what the discussion will be.

Online Forum Participation (Linda McAllister): Class participation through online forums "democratizes" the learning environment. In-class participation advantages confident, vocal, extroverted and sometimes privileged students. Participation structured as online forums takes some of the "heat" off of extemporaneous in-class participation. Students who need to think about their response more carefully or who would like a chance to edit their contribution can do this with online forums. Students are required to reply to other students but can also now choose who they want to respond to and craft a response with less performance pressure. More students contribute in this format than in the open format of classroom participation. Additionally, students who have written an online participation response often come to class and share that material in person because they have had a chance to vet their ideas and get a sense of how their ideas are received by others.

Student Led Study Sessions (Linda McAllister): Instructor holds two-hour study sessions before each major exam. These are *student led* sessions facilitated and attended by the instructor. Students have study session questions to prepare and at the study session the students divide up these questions and present around the table. This involves students in the learning process by creating peer-to-peer teaching opportunities.

Three-Hour Block Classes (Linda McAllister and Mark Swiencicki): This scheduling strategy is one method of involving students in the learning process. Block scheduling has been demonstrated to improve learning in many subjects and this course scheduling allows for more flexibility with classroom pedagogy. There is greater instructor-to-student interaction, less time spent on transitions like attendance and closing instructions, fewer absences, and time for break out activities and class presentations.

Practicing Ethnography (Mark Swiencicki): Instructor assigns an ethnographic field study in which students interview someone with a social problem studied in class (SOC. 02: Social Problems) or an individual from a minority group about their ethnic experiences in the US (SOC. 05) and then analyze their transcript using the theories and concepts learned in class. Students direct involvement in generating the ethnographic data for their class work creates student investment.

- **How has new technology been used by the discipline, department or program to improve student learning?**

Computer Replacement Cycle:

It is absolutely essential that the College and the District establish and fund a computer replacement policy for our faculty. With most of our work at the community college it is imperative to upgrade hardware and software accordingly. In general terms, the Department of Social Sciences is relatively inexpensive and not requiring specific technology, but the ongoing upgrades are essential for our office computers to stay current in our fields and support student success.

Classroom Technology:

We are indeed fortunate to be teaching at an institution that possesses relatively new classroom technology and has demonstrated a commitment to maintain the equipment. Social science instructors utilize the smart classroom technology immensely as well as the white boards and other classroom technologies. One recommendation would be to ensure all classroom computers are up-to-date (soft and hardware) and that the room is stocked with other teaching materials (e.g., functioning white board erasers) to best serve our students.

Moodle:

Nearly all of the Social Science instructors use a Moodle shell for each of their courses whether face-to-face, live, or hybrid. Moodle has allowed for the dissemination of material in a far more abundant and efficient manner than previously available at Berkeley City College. Moodle is used as a repository for class handouts and to embed any visual material screened in class. This improves student learning by allowing them to fill in the “what did I miss?” material if they have a class absence. It also allows this required material to be re-screened before exams. Instructors can also use Moodle for content quizzes and practice quizzes so students can assess what they are learning on a week-to-week basis. Moodle allows student access to instructors (asynchronous and synchronous) to ask questions about course material between face-to-face lectures. Moodle provides instructors with an effective messaging system to send lecture summaries, frame upcoming lectures, send class updates and deadline reminders. There is some discussion that updating the platform from Moodle to another platform would help us stay current with our online classroom platform.

### Resource Materials:

Nearly all social science faculty members adopt textbooks for courses that have an electronic version for purchase or rent. The ability for students to read required class materials on their laptops or phones increases the likelihood of students acquiring and accessing the course text. We also place text materials on reserve in the library, but increasingly publishers are decreasing or eliminating desk copy availability altogether. Additional funds should be allocated to ensure at least a single copy of all course texts is available for review in the learning resource center. For popular classes, multiple copies should be on reserve to enable student access to course materials. With changes in the publisher's policy, departmental funds are essential to cover this cost. Furthermore online databases and film archives are used within the classroom and online setting to embed course content, transition from one topic to the next and reinforce core concepts in our online and face-to-face learning environments. It is essential that we as a college increase the online film streaming capabilities of the college and other online resources in order to best serve our students.

- **How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face-to face, hybrid, and Distance Education courses?**

### **ANTHROPOLOGY**

Anthropology faculty focuses on academic integrity and consistency of academic standards across all forms of delivery. Student expectations and requirements are the same. Online fora provide a means for students to mimic what students in face-to-face classrooms complete within classroom discussions. In terms of evaluating of student learning, each instructor does this differently, however the means for evaluating student learning across the types of delivery are the same. This consistency is most evident when the same instructor is teaching face-to-face, live, and hybrid sections. Standard across all of our courses include the following: elaborate reading assignments with texts and additional readings, additional media materials from various sources (would be greatly improved with additional online streaming memberships), timed tests and quizzes, required production of reports and reviews, classroom and/or online discussions, and the use of Turnitin.com. Integrity and consistency is maintained also through meetings of part and full-time instructors each semester formally and informally to discuss issues such as texts, common assignments, etcetera. At the base level, the core objectives, outcomes, and materials are the same between all forms of delivery and methods of assessing student learning are the same.

### **ETHNIC STUDIES**

Ethnic Studies classes seek to maintain consistency across methods of delivery through the recognition of the core differences between face-to-face, hybrid and DE courses, and develop a curriculum and assessment that reflects this understanding. Instructors note that in the planning the format of courses that certain courses or dedicated courses for specific programs should take into consideration the type of format. One example would be that PERSIST courses should not be scheduled as a hybrid course but rather as a three-hour block (see further discussion in scheduling).

### **HISTORY**

The history faculty has a deep commitment to academic integrity; to the extent that the members of the history faculty believe this puts them at odds with certain institutional goals. Presently, there is a clear trend within the college to use enrollment figures as the primary indicator of educational success. Using the measure of students who receive D, F, or W grades for the course as a means of evaluating instruction "success" is, on its face, problematic. Considering the abundant evidence showing that the majority of California's community college students are working well below standard college levels in basic skills, it comes as no surprise that classes that demand college level reading and writing skills witness modest "success" rates. It is clear that a fair number of Berkeley City College's under-prepared

students either avoid or withdraw from courses that pose challenges that they choose not to meet. History is a literary field. For the department to maintain academic integrity, significant reading and writing requirements are essential to all of our courses. Also, the course outlines mandate two hours of work to be preformed by students independently for every hour of in class instruction. In order to maintain academic integrity these independent reading and writing assignments must challenge the students, demand a level of involvement, and ensure that students dedicate a specific number of hours per week to honest and attainable educational goals.

### **POLITICAL SCIENCE**

The POSCI faculty has a deep commitment to academic integrity; to the extent that the members of the POSCI faculty believe this puts them at odds with certain institutional goals. Presently, there is a clear trend within the college to use enrollment figures as the primary indicator of educational success. Using the measure of students who receive D, F, or W grades for the course as a means of evaluating instruction “success” is, on its face, problematic. Considering the abundant evidence showing that the majority of California’s community college students are working well below standard college levels in basic skills, it comes as no surprise that classes that demand college level reading and writing skills witness modest “success” rates. It is clear that a fair number of Berkeley City College’s under-prepared students either avoid or withdraw from courses that pose challenges that they choose not to meet. POSCI is a literary field. For the program to maintain academic integrity, significant reading and writing requirements are essential to all of our courses. Also, the course outlines mandate two hours of work to be preformed by students independently for every hour of in class instruction. In order to maintain academic integrity these independent reading and writing assignments must challenge the students, demand a level of involvement, and ensure that students dedicate a specific number of hours per week to honest and attainable educational goals.

### **PSYCHOLOGY**

Psychology faculty has a commitment to academic integrity and employs a variety of methods to support meaningful student education, including the regular use of Turnitin.com for all submitted written work. Students are informed of this requirement the first day of class, in the syllabus, and on Moodle. When those with English skills inadequate to support college level work find they cannot avoid this responsibility they often withdraw or disappear. The syllabus strongly recommends that students do not attempt Psychology 1A without good English skills. Students are advised to take Psychology 1A before other Psychology classes. Psychology faculty seeks to maintain consistency in the content of courses taught by many faculty members by discussing appropriate texts and methods for the assessment of learning. Most faculty members who teach online also teach face-to-face classes.

### **SOCIOLOGY**

Maintaining integrity:

Sociology faculty incorporates in their practice the extensive findings of research into classroom integrity, particularly the research focusing on online instruction.

In all modes of class delivery, Sociology faculty constructs and reviews the behaviors that constitute academic dishonesty with students. Online students are also told directly how their behavior can be monitored: the timing of their online activities (date, time, duration), the number of attempts and specific resources a student accesses. Students are also made aware that the instructor can review the LMS system functionality at a given time which can verify or dispute claims of "Moodle crashes" or "glitches". When students know this information is easily available they are less likely to take advantage.

Providing support for students and their work also reduces the pressure to cheat. A high level of instructor/student interaction in all modes of delivery discourages academic dishonesty by building

relationships between students and instructor. Thoughtful assessment and grading design like major projects that are submitted in stages or the ability to count the best performances out of a set of assessments (best two grades out of three papers) reduces academic dishonesty. Varying the content of assignments between semesters also reduces academic dishonesty.

Faculty members also work to minimize the opportunities for academic dishonesty through practices such as: using TurnItIn.com for written work and using multiple versions of in-class exams. In online classes, or when online work is required in face-to-face classes, multiple and frequent short assessments (weekly quizzes rather than one or two long form exams) has been shown to reduce academic dishonesty.

In online classes, student-centered personal responses allow faculty to get to know a student's writing style and this familiarity can assist in identifying concerns with longer written assessments. In online classes instructors have little ability to control a student using resources during assessments. Sociology instructors adjust for this access to resources by making it allowable but crafting the assessments (both in the rigor and the timing) to reflect this access. Unauthorized student collaboration can be minimized by having randomized and shuffled question pools for quizzes and exams, listing questions for quizzes on single pages, and limiting access to quiz questions and responses once quizzes are submitted. Lastly, sociology faculty pursues cases of academic dishonesty by reporting these instances to the Office of Student Services.

- **How do you ensure that Distance Education classes have the same level of rigor as the corresponding face-to-face classes?**

Consistency and rigor is maintained across delivery method by adhering to the official course outline and the established student learning outcomes. Consistency and rigor is enhanced when the same instructor teaches their courses in multiple formats.

Face-to-face classes and online classes can maintain consistency and rigor by utilizing the same texts and similar assessments. The same multiple choice exam questions can be used in face-to-face classes and online classes, although best practices would have online classes utilizing a face-to-face class's exam questions in smaller sets (for example weekly assessment quizzes rather than a longer exam). Essay prompts between classes are largely shared.

Small group discussion prompts from face-to-face classes are presented as forum prompts in online classes. While in class the instructor would “debrief” the small groups, after the discussion in online classes this debrief is added as a response to discussion threads and summarized in the weekly update or individual students are contacted individually about their posts during the week’s forum posts.

## **SOCIAL SCIENCES**

- **Briefly discuss the enrollment trends of your discipline, department or program. Include the following:**

**Department Total Enrollment**

	<b>2012 FALL</b>	<b>2013 SPRING</b>	<b>2013 FALL</b>	<b>2014 SPRING</b>	<b>2014 FALL</b>	<b>2015 SPRING</b>
ANTH	272	329	264	422	434	471
HIST	538	571	524	576	682	453
POLISCI	370	388	425	412	555	413
PSYCH	349	401	483	516	525	430
SOC	413	542	503	570	684	619
SOCSI	34	0	47	120	39	69



ETHST+	113	152	147	144	199	187
HUSV+	130	134	219	239	186	190
<b>Department</b>	<b>2,219</b>	<b>2,517</b>	<b>2,612</b>	<b>2,999</b>	<b>3,304</b>	<b>2,832</b>

### Department Enrollment by Ethnicity

Ethnicity	2012 Fall	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring
Native American	10	4	5	10	3	5
Asian	275	339	305	403	474	421
Black/African American	497	557	597	587	659	509
Filipino	43	66	49	60	66	53
Hispanic	352	358	427	498	585	481
Multiple	315	404	409	504	558	495
Other Non white	12	15	12	5	2	1
Pacific Islander	12	9	11	9	11	12
Unknown/Non Respondent	148	141	105	113	123	112
White Non Hispanic	561	658	692	810	823	743
<b>Grand Total</b>	<b>2,225</b>	<b>2,551</b>	<b>2,612</b>	<b>2,999</b>	<b>3,304</b>	<b>2,832</b>

### Department Enrollment By Gender

	2012 Fall	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring
Female	1,177	1,434	1,444	1,635	1,781	1,487
Male	880	936	993	1,149	1,393	1,203
Unknown	63	47	72	63	33	27
<b>Grand Total</b>	<b>2,120</b>	<b>2,417</b>	<b>2,509</b>	<b>2,847</b>	<b>3,207</b>	<b>2,717</b>

### Department Enrollment by Age

Age	2012 Fall	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring
Under 16	5		2	1	3	2
16-18	179	27	259	55	389	75
19-24	1,253	1,486	1,373	1,800	1,862	1,738
25-29	273	445	392	494	486	470
30-34	179	225	200	239	216	193
35-54	292	325	302	326	269	276
55-64	32	39	73	65	64	65
65 & Above	12	4	11	19	15	13
<b>Grand Total</b>	<b>2,225</b>	<b>2,551</b>	<b>2,612</b>	<b>2,999</b>	<b>3,304</b>	<b>2,832</b>

#### o Overall enrollment trends in the past three years

The Department of Social Sciences supports nearly all of the programs at the college through our course offerings. Over the last three years, the Department of Social Sciences has enrolled 18,304 students (including summer sessions) into our various programs and disciplines. We are incredibly productive unit and have witnessed significant growth in enrollment in the last three years. Prior to 2012, due to the economic downturn class loads in all of the disciplines of the department were reduced. We are now seeing a growth trend and have solid fill rates within our classes. In fact the department could offer additional sections, yet scheduling and space limitations cause further additional section additions to be limited.

- **An explanation of student demand (or lack thereof) for specific courses**  
The Department of Social Sciences provides a large number of general education courses and our courses appeal to a wide array of students at Berkeley City College. Student demand remains high across social science course sections. The core of each program routinely fills to above capacity. We have also introduced or reintroduced a number of more specialized classes across the department and these too fill.
- **Productivity for the discipline, department, or program compared to the college productivity rate.**

Productivity	2012 FALL	2013 SPRING	2013 FALL	2014 SPRING	2014 FALL	2015 SPRING	Average
ANTH	21.54	21.66	20.26	21.42	19.16	20.52	<b>20.76</b>
ETHST+	18.39	19.38	18.06	18.00	16.58	15.58	<b>17.66</b>
HIST	20.79	19.10	18.82	18.98	18.63	18.96	<b>19.21</b>
POLISCI	23.49	21.78	19.79	19.07	20.78	19.68	<b>20.77</b>
PSYCH	21.75	20.35	20.30	19.08	19.14	18.67	<b>19.88</b>
SOC	21.15	21.58	20.14	20.50	20.67	19.29	<b>20.56</b>
HUSV+	23.29	22.23	19.37	23.36	17.46	13.83	<b>19.92</b>

The Department of Social Sciences is incredibly productive in terms of College and/or District rates. The overall goal of the Peralta District is 17.5. The Department of Social Sciences, across all of our programs, typically meets or significantly surpasses this goal. With a college average of 17.88, all but one of our programs is above that college average.

## ANTHROPOLOGY

- **Overall enrollment trends in the past three years**  
Anthropology has grown significantly over the last three years. At our core ANTH 1 and ANTH 3 are our multi-section offerings at this time. These fill to capacity and consistently have full waitlists. Additional sections of ANTH 1 and ANTH 3 could be added to support demand. During this three-year review period, many classes were revived (ANTH 13 and ANTH 18) and are now being offered in a three-semester rotation. These classes have been popular with majors and non-majors alike.
- **An explanation of student demand (or lack thereof) for specific courses**  
Student demand for our classes is largely to fulfill a social science or natural science general education requirement. Many students enter the course without much background in the field. News of researchers finding *Homo neilandi* captures popular imagination and also fuels an increased interest in the various strands of anthropology. Many of our students enroll in additional courses in the discipline after a favorable experience in one of our course sections. While data on these students is limited it is noticeable in the classroom.
- **Productivity for the discipline, department, or program compared to the college productivity rate.**

### Anthropology Productivity Compared to College

	2012 FALL	2013 SPRING	2013 FALL	2014 SPRING	2014 FALL	2015 SPRING
BCC	18.91	18.56	18.00	17.86	17.63	17.36
ANTHROPOLOGY	21.54	21.66	20.26	21.42	19.16	20.52

Anthropology ranks consistently high in terms of our productivity performance. Illustrative, our productivity is three points above the Berkeley City College average. With the exception of Fall 2014 (19.16), our productivity rate has been always higher than 20.

- **Salient factors, if known, affecting the enrollment and productivity trends you mention above.**

One major change that occurred in Fall 2014 involved the moving of the anthropology lab to a smaller room with a capacity of 35 students and also our involvement in the PACE and First Year Experience learning communities. These events might be a partial hypothesis for the slight decrease in productivity. Anthropology, like the other programs in the Department of the Social Sciences, is incredibly productive in relation to the College and the District.

### ETHNIC STUDIES

- **Overall enrollment trends in the past three years**

In the Ethnic Studies and related classes we find that enrollment has been consistent and increasing. Overall, and with a slight dip from Spring 2012 to Spring 2013 enrollment, the department overall has seen an increase in its numbers. We expect this trend to continue in the future, bolstered in part through the addition of additional courses as well as from the stability of a full time instructor. When we examine the enrollment in Ethnic Studies classes overall we find the largest groups enrolled are African Americans and Latinos, with respondents indicating one or more ethnic groups at or close to third. Significantly, these trends for Berkeley City College do not reflect the trends for the district as a whole with regards to Ethnic Studies and related classes. We find instead the majority of students in the Ethnic Studies series in the district overall are African Americans, following by Asian Americans, with respondents indicating Hispanic and Multiracial tied. With the exception of the respondents indicating white non-Hispanic this overall trend reflects overall district enrollment. Thus it is worth noting that white students in the district overall and within Berkeley City College do not enroll in Ethnic Studies and related classes at anywhere near their proportional percentage of the overall student body.

- **An explanation of student demand (or lack thereof) for specific courses**

Ethnic Studies and related classes fill an important need for students interested in the study of race and ethnicity, as well as culturally-specific areas of focus. They offer, for many students, a “safe space” for the production and creation of knowledge and understanding. At the same time they represent viable and rigorous academic disciplines and areas of study, on par with other “traditional” or “established” fields in the social sciences and humanities. This being said, it is not surprising that the overwhelming majority of students enrolled in the AFRAM courses at BCC are African American (or multiracial), or that the majority of students in the ASAME class are Asian American (or multiracial), and so on. In fact, given the high proportion of students indicating multiracial in both specific and general Ethnic Studies classes it might be worthwhile to consider the addition of a “multiracial groups”-course AND to develop a more detailed analysis of mixed-race students’ backgrounds. This in and of itself is not a surprise, but rather in the intent and spirit of the classes themselves. Furthermore, as responses from the assessments of MLAT 30A and 30B indicate, these classes provide a valuable space towards “building community” within marginalized groups.

- **Productivity for the discipline, department, or program compared to the college productivity rate.**

#### **Ethnic Studies Productivity Compared to College**

	2012 FALL	2013 SPRING	2013 FALL	2014 SPRING	2014 FALL	2015 SPRING
<b>BCC</b>	18.91	18.56	18.00	17.86	17.63	17.36
<b>ETHNST</b>	18.39	19.38	18.06	18.00	16.58	15.58

Note the downward trend at BCC. BCC's Ethnic Studies program and related courses in comparison to BCC's college productivity rate overall are trending below the overall rate. Broken down by class we find that the two AFRAM offerings remain strong overall, while the ETHST, ASAME and MLAT courses all trend below college and subject productivity.

- **Salient factors, if known, affecting the enrollment and productivity trends you mention above.**

Unsure what impact the new full-time instructor has had in the ETHST and MLAT series. Lower enrollment numbers in Spring 2015 may account, in part, for the decline. All efforts will be made to reverse these trends and increase the productivity of the Ethnic Studies courses with special attention to courses with lower productivity rates.

## **HISTORY**

- **Overall enrollment trends in the past three years**

Overall the history department enrolls hundreds of student each year and during the period under review has enrolled 4,053 students into our courses. Overall the program is strong, with a slight decrease in enrollment associated with Spring 2015. Overall enrollment trends are strong.

- **An explanation of student demand (or lack thereof) for specific courses**

Courses fulfill different requirements and needs causing varying degrees of demand.

- **Productivity for the discipline, department, or program compared to the college productivity rate.**

#### **History Productivity Compared to College**

PRODUCTIVITY	2012 FALL	2013 SPRING	2013 FALL	2014 SPRING	2014 FALL	2015 SPRING
<b>BCC</b>	18.91	18.56	18.00	17.86	17.63	17.36
<b>HISTORY</b>	20.79	19.10	18.82	18.98	18.63	18.96

The productivity rate for the History Department is slightly higher than the whole college productivity rate: College rate = 17.45; History Department rate = 19.21.

- **Salient factors, if known, affecting the enrollment and productivity trends you mention above.**

On the whole, History Department productivity rates surpass the college standard. Enrollment in History Department course offerings likewise remains relatively strong. Over the past three years, the History Department has averaged 450 students per academic cycle. A number of classes are offered within the discipline that generally produce limited class sizes due to less robust demand than others, and therefore carry low levels of productivity. These low productivity course offerings, however, remain crucial to the History Department's mission of

providing students in particular and the community in general a fulsome and vital history program.

**POLITICAL SCIENCE**

○ **Overall enrollment trends in the past three years**

The enrollment trends suggest a solid enrollment across the POSCI program. Many students begin with POSCI 1 to fulfill their social science general requirement for the social and behavioral sciences and others seek degree, certificate, and lifelong learning. In addition to this, we have a number of more specialized courses taken by majors and others with specific interests.

○ **An explanation of student demand (or lack thereof) for specific courses**

Student demand remains high from POSCI courses at BCC. Overall our sections are filled to capacity, many with waiting lists full. Demand for additional introductory level courses in POSCI continues to grow as the enrollment of students into the POSCI AD-T improves.

○ **Productivity for the discipline, department, or program compared to the college productivity rate.**

**Political Science Productivity Compared to College**

	2012 FALL	2013 SPRING	2013 FALL	2014 SPRING	2014 FALL	2015 SPRING
<b>BCC</b>	18.91	18.56	18.00	17.86	17.63	17.36
<b>POLISCI</b>	23.49	21.78	19.79	19.07	20.78	19.68

○ **Salient factors, if known, affecting the enrollment and productivity trends you mention above.**

The productivity rate of the POSCI program is above the BCC average in every semester of this assessment cycle.

**PSYCHOLOGY**

○ **Overall enrollment trends in the past three years**

The enrollment trends suggest a solid enrollment across the discipline of psychology. Many students begin with our introductory courses to fulfill their social science general requirement for the social and behavioral sciences and others seek degree, certificate, and lifelong learning. In addition to this, we have a number of more specialized courses taken by majors and others with specific interests.

○ **An explanation of student demand (or lack thereof) for specific courses**

Student demand remains high for psychology courses at BCC. Overall our sections are filled to capacity, many with waiting lists full. Some slight decline in enrollments are noticeable within the last year, however overall, psychology continues to attract a wide array of students from a variety of different disciplines as well as supporting our transfer-level major students.

○ **Productivity for the discipline, department, or program compared to the college productivity rate.**

**Psychology Productivity Compared to College**

	2012 FALL	2013 SPRING	2013 FALL	2014 SPRING	2014 FALL	2015 SPRING
<b>BCC</b>	18.91	18.56	18.00	17.86	17.63	17.36
<b>PSYCH</b>	21.75	20.35	20.30	19.08	19.14	18.67

The productivity of Psychology courses remains consistently above the College's average productivity in all semesters under review by a significant margin. Granted a slight decline is noticeable, overall psychology is a strong program.

## SOCIOLOGY

- **Overall enrollment trends in the past three years**  
Enrollment across Sociology offerings has been relatively stable with class sizes on average between 39 and 44 students. In classes where we added an additional section/s to our previous offerings: Soc. 2 from two sections to three in Fall 13, Soc. 5 from one section to two in Fall 13 and Soc. 01 from seven sections to nine in Fall 14 on average class enrollments remained close to or above 40 even with the additional sections. In all semesters of this report the average class size exceeds Peralta's 35 student average productivity goal.
- **An explanation of student demand (or lack thereof) for specific courses**  
Soc. 120: Introduction to Research Methods is a requirement within the Sociology AD-T. The relatively lower enrollment compared to our other offerings reflects both its first time offering and its unique contribution to the Sociology AD-T. The department is committed to offering this course as a single section course once an academic year to meet the degree requirement for students pursuing the AD-T. In semesters we are offering Soc. 120 we will raise the cap in some of our courses (as we did in Fall '14) if necessary to maintain the class average across classes.
- **Productivity for the discipline, department, or program compared to the college productivity rate.**

**Sociology Productivity Compared to College**

	2012 FALL	2013 SPRING	2013 FALL	2014 SPRING	2014 FALL	2015 SPRING
<b>BCC</b>	18.91	18.56	18.00	17.86	17.63	17.36
<b>SOCIOLOGY</b>	21.15	21.58	20.14	20.50	20.67	19.29

The productivity of Sociology courses remains consistently above the College's average productivity in all semesters under review.

- **Are courses scheduled in a manner that meets student needs and demands? How do you know?**

## SOCIAL SCIENCES

Courses are scheduled so that there is as wide of offerings as possible including day, night, weekend, and online formats. The development of four-semester rotation functions so that our courses are offered to fit student demand. Topics courses are also rotated with semester and time/day offerings to allow students the full opportunity to pursue social science classes/degrees even if they are dealing with specific time and/or day limitations.

## ANTHROPOLOGY

Anthropology continues to meet student demand with especially strong interest in ANTH 1 course sections. Most semesters all ANTH 1 course sections are full months before the start of the semester. Expanding to more sections of this course is warranted. ANTH 2 has supported one night course section a year. A day section is planned for the future. The ANTH 3 offerings have expanded to include a solid three sections each semester. Student demand for ANTH 18 has supported a once a year section. There are plans to offer this course at an alternative time the next time it is offered. One scheduling concern that has arisen dealing with ANTH 1L is to revisit our physical lab space (discussed in the facilities section of this report) or consider lower class caps within these sections. In consultation with colleagues at regional institutions, many other colleges, such as Chabot College, have caps in the lab section as low

as 25 students. Anthropology could compensate for lower enrolled lab sections with higher classroom caps in other anthropology sections (such as ANTH 1). We will also experiment with a hybrid lab section over the next three-year period. Overall fill rates, full wait lists, and successfully offering of late-start classes (ANTH 1 and ANTH 3) without much advertisement illustrates the strength of anthropology. In 2015 the anthropologists at our sister colleges too began sharing schedule drafts before adoption to make sure that scheduling across the Peralta District in anthropology best served students.

## **ETHNIC STUDIES**

Concomitant with the planned increase in course offerings in the ETHST and related fields we recommend continuing to stagger and alternate the MLAT 30 series, perhaps over a two year/four semester cycle. Furthermore, it may be worth considering whether or not three sections (two face-to-face and one hybrid) of ETHST are needed. In Spring 2016 we will be offering a ETHST 1 class as entirely DE. Again, with the expected increase in course offerings there may be an increased interest in the overall selections.

## **HISTORY**

Considering the generally strong enrollment figures the History Department's balanced schedule, carrying out an array of morning, afternoon, and evening offerings appears to be meeting student needs and demands well. The History department schedules roughly two-thirds of its courses during the day, leaving one-third of the courses to be taught in the late afternoon and evening. The core history offerings (those that are taught regularly each academic year) perform quite well in terms of enrollment. All sections of HIST 2A, HIST 2B, HIST 3B, HIST 7A, HIST 7B reach the cap maximum for enrollment well before each semester commences. The History Department also takes into consideration course offerings at the other Peralta Colleges when creating semester to semester schedules and deciding on a regular rotation for classes. The History Department at BCC maintains a particularly close relationship with the History Department at Laney College when deciding what courses to offer when in order to best meet student needs and demands throughout the district. The History Department is also well inclined to offer a full roster of online courses in order to best suit student schedules and provide robust scope of coursework for the BCC distance education program. As of the fall of 2015, the History Department offers five (HIST 2A, 2B, 3B, 7A, 7B) of its core courses as distance education options.

## **POLITICAL SCIENCE**

Courses in POSCI are consistently offered in a manner that consistently meets student needs and demands. The above average enrollment, retention and completion rates in POSCI serve as quantitative evidence indicating achievement of this objective.

## **PSYCHOLOGY**

High student demand for entry into the Psychology major and for meeting prerequisites for many other majors and career paths warrant offering more than ten sections of Psychology 1A every semester, morning, afternoon and evening, as well as Saturdays. Sections are also offered online and in once a week blocks. There is an unmet need for more sections of Psychology 21. This class is a prerequisite for many nursing and other social service programs and certificates. The limited number of class meeting times given to Psychology as a whole has limited the number of classes offered other than those explicitly needed by many students. The faculty has chosen to prioritize meeting demand for entry-level classes first. The Psychology AD-T is successful and expanding and increasing scheduling demands for majors will be taken into consideration.

## **SOCIOLOGY**

Sociology courses are full and students are completing the Sociology AD-T and Liberal Arts Emphasis in Social and Behavioral Sciences degree. Sociology offers evening and online courses and participates

in learning communities such as PACE and PERSIST. The Sociology discipline has a two-year scheduling plan that rotates classes across the schedule to meet student need. Sociology faculty can adjust this schedule based on enrollment trends. For example, Soc. 3 (now Soc. 07) was offered once a year consistently. We tried offering it in back-to-back semesters and enrollment went slightly down. We have returned to offering SOC 07 once a year. When SOC 2 Social Problems classes went from two sections to three sections in Fall 2013 - Fall 2014, average enrollments remained at 40. We expanded to four sections of SOC 2 in Spring 2015 and average enrollment dropped to 34. We responded by only scheduling three sections in Fall 2015.

Sociology faculty also meets and consults with our counterparts at the other three Colleges to coordinate scheduling and course offerings. This coordination addresses need and demand concerns across the District's Sociology disciplines. An example of this coordination was to share the scheduling of SOC. 120 Research Methods. Two of the Colleges agreed to only offer this course in Fall semesters while the other two Colleges would offer this in Spring semesters.

Sociology prioritizes having sociology classes offered around the schedule and in both once a week and twice a week scheduling blocks. We also prioritize offering our online and evening students a range of Sociology courses (not just Intro to Sociology). Sociology would like to continue to support learning communities such as PACE and PERSIST by providing classes in these LCs. We would also like to continue to participate in CTE programs such as Health and Human Services.

- **Recommendations:**

The College should pursue an overall scheduling management program where disciplines commit to an 80% fixed and published schedule with 20% of remaining class time slots reserved for the discipline but not fixed to a specific course. This 20% would allow for flexibility and creativity in course offerings and adjustments to student demand. This allows students to create a two-year SEP that includes not just courses, but also a course schedule. Counselors would have this two-year schedule to assist students with degree completion planning. This would also facilitate retaining excellent part time instructors because it reduces the risk of losing these instructors to unexpected scheduling changes and scheduling conflicts with the other institutions they serve.

The College needs to pursue, as an institution, strategies for increased retention in online classes. Online classes help students meet their academic goals but also require more support for students. Online embedded tutors would be one specific means to address these needed support for our students.

Learning communities like PACE and PERSIST would benefit from increased student and instructor interactions. PERSIST classes in particular would do better at 100% face-to-face classes rather than hybrid.

Many of our more advanced classes should have a recommended preparation note. This recommendation should be for the student to complete any introductory level social sciences course before enrolling in our more demanding classes.

The College should commit to a run date for classes so that classes would not be cancelled the week before classes start. Cancellations within a week of class start negatively impacts students and part-time instructors.

If the College is pursuing offering large lecture sections, they should consider developing a discussion section model for courses in line with the 4-year college and university model.



## 6. Student Success and Student Equity:

- Describe course completion rates (*% of students that earned a grade “C” or better or “Credit”*) in the discipline, department, or program for the past three years. Please list each course separately. How do the discipline, department, or program course completion rates compare to the college course completion standard?

### SOCIAL SCIENCES

#### Department course completion rates:

	2012 Fall	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring
<b>ANTH</b>	75.82%	67.47%	80.98%	78.06%	75.48%	70.69%
<b>HIST</b>	59.13%	62.63%	61.00%	56.35%	56.61%	53.68%
<b>POLISCI</b>	71.66%	67.52%	78.82%	71.53%	62.31%	73.26%
<b>PSYCH</b>	58.96%	57.99%	60.35%	68.55%	63.53%	60.67%
<b>SOC</b>	61.69%	53.72%	56.41%	54.37%	50.74%	49.24%
<b>ETHST+</b>	53.29%	42.41%	55.42%	40.44%	63.41%	64.73%
<b>HUSV+</b>	71.56%	71.91%	71.59%	77.11%	80.32%	67.66%
<b>BCC Average</b>	<b>66.49%</b>	<b>65.00%</b>	<b>64.37%</b>	<b>65.10%</b>	<b>64.66%</b>	<b>65.10%</b>

#### Discussion:

Overall social science completion rates vary in terms of how they compare to the Berkeley City College average of 65.12. Overall three of our programs currently exceed the college average (Anthropology 73.69, Political Science 70.47, and Human Services 72.87), whereas others average below the BCC cumulative average (Ethnic Studies 56.49, Psychology 60.64, History 58.45, Sociology 52.53). Every effort will be made by the department to support increased completion rates of all programs. One issue facing the Social Sciences generally is a lack of prerequisites on nearly all of our courses. Instructors find that many students have difficulty with basic skills and therefore the social sciences will work with initiatives to attempt to help students succeed, such as the nesting of basic skills for instance, within our courses.

### ANTHROPOLOGY

#### Discipline Course Completion Rates:

	2012 Fall	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring
<b>ANTHR 1 - INTRO TO PHYSICAL ANTHRO</b>	83.58%	69.72%	82.26%	80.92%	75.41%	67.48%
<b>ANTHR 18 - INTRO/ANTHRO LINGUISTICS</b>	NA	NA	NA	NA	84.62%	NA
<b>ANTHR 1L - PHYSICAL ANTHRO LAB</b>	91.14%	79.49%	85.53%	83.22%	84.87%	82.07%
<b>ANTHR 2 - ARCHAEOLOGY &amp; PREHISTORY</b>	NA	NA	NA	63.46%	NA	64.71%

<b>ANTHR 3 - SOCIAL/CULTURAL ANTHRO</b>	58.93%	59.13%	76.19%	74.47%	63.71%	60.00%
<b>ANTHR 55 - NATIVE AMERICAN CULTURES</b>	NA	NA	NA	NA	NA	85.00%

### Discussion:

Program average success rate of 73.66 for the review period is positive against the college average of 65.12 for this same time period. While on average higher than the College, results illustrate some declining trends. The steady decline in ANTH 1 and ANTH 1L is noticeable over the last three-year period. ANTH 1 and ANTH 1L are both involved in several learning communities FYE and PACE and might partially explain this shift. ANTH 3 is a bit more vastly shifting. Not surprisingly our two lowest course success rates are largely associated with the two courses with online sections. Positively our more specialized courses ANTH 18 and ANTH 55 have strong success rates. Notably students signing up for these courses are typically well prepared and have completed some earlier anthropology coursework.

## ETHNIC STUDIES

### Discipline Course Completion Rates:

	2012 Fall	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring
<b>AFRAM 1 - INTRO TO AFR AM STUDIES</b>	45.00%	58.54%	NA	50.00%	66.67%	NA
<b>AFRAM 33 - ROOTS OF AFRI-AM CULTURE</b>	NA	47.50%	63.41%	NA	NA	81.82%
<b>ASAME 30 - ASIANS THRU FILMS</b>	NA	NA	NA	NA	NA	51.61%
<b>ETHST 1 - INTRO TO ETHNIC STUDIES</b>	NA	NA	51.56%	34.78%	50.75%	54.32%
<b>M/LAT 30A - LATIN- AMERICAN FILMS</b>	50.00%	50.00%	50.00%	NA	69.23%	NA
<b>M/LAT 30B - LATIN- AMERICAN FILMS</b>	50.00%	50.00%	NA	40.54%	NA	67.74%

### Discussion:

Course completion rates in Ethnic Studies and related areas remain, for the most part, under college and district averages overall. We see an increase across the board for each designated group when we compare the previous academic year's averages with that of the three-year period. What stands out is the disproportionate lack of white non-Hispanic enrollment across the program and especially in the ETHST 1 class. Implications of course completion rates suggest two things. 1. A need for equity across groups (African American & Latino); the classes in Ethnic Studies and related fields are an attempt, in part, to redress this disparity. 2. The relative lack of white students in Ethnic Studies and related fields may in fact negatively impact the overall course success rates, as whites have an overall course completion rate that is roughly 10-15% greater on average than Latinos and African Americans.

# HISTORY

## Discipline Course Completion Rates:

	2012 Fall	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring
HIST 1 - AM INDIAN HISTORY/CULTURE	48.72%	NA	64.86%	NA	57.14%	NA
HIST 2A - HIST EUROPEAN CIVIL	66.67%	NA	80.95%	NA	80.95%	NA
HIST 2B - HIST EUROPEAN CIVIL	NA	56.25%	NA	71.05%	58.97%	65.85%
HIST 3 - MODERN WORLD HIST	49.44%	57.78%	56.00%	NA	NA	NA
HIST 3B - MOD WORLD HIST: 1500-PRESENT	NA	NA	NA	52.78%	35.94%	50.00%
HIST 7A - HIST/U.S. TO 1877	54.84%	55.47%	52.87%	43.75%	50.80%	40.35%
HIST 7B - HIST/U.S. SINCE 1865	72.03%	71.36%	63.71%	59.13%	53.28%	63.45%
HIST 19 - HIST OF CALIFORNIA	58.54%	64.29%	76.74%	56.76%	67.50%	56.76%
HIST 21 - U.S. WOMEN: SOC HIST	NA	58.33%	NA	63.16%	NA	NA
HIST 23 - GLOBAL PERSPECTIVES	NA	NA	72.97%	NA	77.50%	NA
HIST 31 - CONTEMP MIDDLE EAST	61.90%	NA	NA	NA	74.42%	NA
HIST 32 - U.S. SINCE 1945	NA	NA	38.24%	NA	NA	NA
HIST 33 - NAT AMER/THOUGHT&LIT	NA	59.46%	NA	55.56%	NA	NA
HIST 38 - CURRNT WRLD PROBLEMS	NA	55.26%	NA	NA	NA	NA
HIST 46C - GLOB CONFLICTS/RESRS	NA	NA	NA	86.67%	NA	NA
HIST 8B - HIST. LAT-AMER. CIV	NA	NA	NA	52.50%	NA	NA

### Discussion:

As mentioned in the above section, the History Department believes that enrollment and success in the department's offerings are profoundly influenced by both student preparation and student dedication. The requisite demands of historical study exceed the skill set and educational determination of a significant portion of the Berkeley City College student base. Quite simply, a large number of students either avoid or withdraw from courses that pose particular challenges for them. By using Moodle as a repository for course material, it is now easier than ever to track student dedication to the assigned course workload. For instance, many students opt not to even click on the link for assigned reading loaded into the Moodle site no less actually download the documents and do the reading. Without attending to all of the assigned material, a student will be less likely to succeed and remain engaged in the course. Success and completion rates could no doubt be improved by creating less demanding classes but so long as the History Department remains committed to providing college-level education, students who are not prepared to do standard college-level work will not be successful in History Department courses. The History Department encourages Berkeley City College to provide support services for students who are under-prepared for college-level work.

## POLITICAL SCIENCE

### Discipline Course Completion Rates:

	2012 Fall	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring
POSCI 1 - GOVT/POLITICS IN US	75.98%	67.72%	82.19%	75.24%	65.06%	72.43%
POSCI 2 - COMPARATIVE GOVT	70.21%	52.63%	95.35%	36.84%	85.37%	74.19%
POSCI 3 - INTERNATL RELATIONS	75.76%	81.08%	55.56%	86.96%	50.00%	93.62%
POSCI 4 - POLITICAL THEORY	NA	NA	60.00%	NA	41.18%	NA
POSCI 5 - AMER POL/MINOR GRPS	60.71%	NA	NA	NA	NA	NA
POSCI 6 - CRIMINAL DUE PROC.	74.19%	NA	69.05%	NA	51.28%	75.00%
POSCI 20 - CURRNT WRLD PROBLEMS	NA	NA	NA	52.78%	NA	52.50%

### Discussion:

POSCI on average exceeds the BCC course completion rate. Course completion rate for all POSCI courses have consistently improved during this assessment cycle. The success rate of the POSCI program in the area of course completion is the product of having well prepared faculty that understand the needs of our diverse student-body at BCC. POSCI faculty also works hard to connect curriculum of courses to the interest of students and the community.

## PSYCHOLOGY

### Discipline Course Completion Rates:

	2012 Fall	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring
PSYCH 1A - INTRO TO GEN PSYCH	44.25%	43.69%	44.05%	58.03%	59.18%	50.00%
PSYCH 6 - SOCIAL PSYCHOLOGY	NA	67.57%	80.95%	81.40%	68.29%	78.05%
PSYCH 10 - PSYCHOLOGY AND LIFE	70.83%	NA	79.73%	NA	46.15%	NA
PSYCH 21 - LIFESPAN HUMAN DEVEL	81.82%	78.91%	72.41%	79.21%	74.68%	69.72%
PSYCH 28 - INTRO/RESEARCH PSYCH	NA	55.56%	NA	80.56%	NA	68.18%
PSYCH 30 - PSYCH OF MEN & WOMEN	68.89%	NA	NA	NA	NA	NA

### Discussion:

Psychology on average across all of the courses rated a 60.64 as compared to the college average of 65.12. Psychology struggles with the difficulties that arise from trying to provide education that will support future success in the discipline while faced with many students who arrive without the basic skills they need to succeed. Explaining course requirements the first week leads many who are unwilling to work to leave, opening the door for late arrivals who are even more likely to be poorly prepared. Borrowing from History's statement—"Success and completion rates could no doubt be improved by

creating less demanding classes but as long as the (Psychology) Department remains committed to providing college level education” we will have to forego “success” as it is currently defined by some institutional practices. We often ask struggling students if they are doing the required reading. Most are not. We cannot put the interests of those who will not work over the interests of our serious students to get higher course completion rates. Our credibility and ability to support our majors’ transfer applications would soon be lost. Psychology students from BCC are currently respected at UCB.

## SOCIOLOGY

### Department/discipline course completion rates:

	2012 Fall	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring
<b>SOC 1 - INTRO TO SOCIOLOGY</b>	67.21%	53.29%	58.04%	55.02%	50.25%	49.73%
<b>SOC 120 - INTRO TO RESEARCH METHODS</b>	NA	NA	NA	NA	45.00%	NA
<b>SOC 13 - SOC OF THE FAMILY</b>	NA	71.05%	77.78%	65.71%	56.86%	51.28%
<b>SOC 2 - SOCIAL PROBLEMS</b>	55.13%	44.30%	45.54%	57.98%	47.29%	46.32%
<b>SOC 3 - SOCIOLOGY OF WOMEN</b>	NA	44.44%	NA	55.26%	54.84%	NA
<b>SOC 5 - MINORITY GROUPS</b>	38.24%	56.76%	54.79%	33.77%	48.00%	30.77%
<b>SOC 6 - SOCIAL MOVEMENTS SINCE THE 60S</b>	NA	NA	NA	NA	NA	40.00%
<b>SOC 8 - CRIME AND DEVIANCE</b>	60.87%	65.00%	55.26%	65.31%	62.79%	77.50%

### Discussion:

While the College success rate has remained relatively stable, the trend within the Sociology discipline has seen a decline in its success rates. Research establishes that certain populations of students are at greater risk in terms of their success rates: students of color, returning students, disabled students, remedial education students, first generation students, single parents, working adults, and part-time students. Most students do not just inhabit one of these populations so the constraints on their success can be amplified. In the semesters under review the sociology discipline significantly increased its online course offerings, increased its evening class offerings, and provided additional classes for learning communities. These changes increase the number of students in these "at risk" populations taking sociology classes. These students will benefit from the efforts and initiatives that come out of the College's Equity planning, and their improved success will be reflected in the success rate across disciplines. Part of the equity plan should be a more in depth analysis of student success.

- **Are there differences in the course completion rates when disaggregated by ethnicity?**

	Native American	Asian	Black/African American	Filipino	Hispanic	Non white	Pacific Islander	White Non Hispanic	Multiple
<b>PCCD</b>	64.22%	77.23%	56.53%	69.93%	64.25%	71.48%	61.13%	74.50%	63.88%
<b>BCC</b>	61.29%	74.08%	51.00%	66.06%	60.19%	66.78%	54.76%	72.45%	63.14%
<b>DEPT</b>	55.81%	70.31%	50.30%	61.19%	57.04%	64.00%	50.72%	74.48%	61.37%

When comparing departmental course success rates in terms of ethnicity, it becomes apparent that this is an area for improvement for the department. With specific concern for the African American/Black and Pacific Islander succeeding at rates of roughly 50 percent across all of our courses. Native American students average slightly better at 55.81, however work needs to be done. The Social Science Department will work with college-wide efforts to increase the success rates of all students with specific concern of African American, Hispanic, and Native American populations.

- **Describe course completion rates in the department for Distance Education courses (100% online) for the past three years. Please list each course separately. How do the department's Distance Education course completion rates compare to the college course completion standard?**

## SOCIAL SCIENCES

	2012 Fall	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring
BCC	59.20%	59.06%	55.93%	58.56%	58.90%	57.76%
SOCSCI	58.47%	56.71%	56.40%	52.22%	57.02%	57.14%

Rates across the department average 56.33 percent success rate within our online courses as compared to the college rate of 58.24 percent. In essence these are not very promising figures but do match trends across the country. The Department of Social Sciences remains strongly committed to continuing to offer online sections across the department. Online education can assist many of our students to reach their educational goals, especially those requiring more flexibility within their schedules. As an institution, we might also have students complete an orientation before enrolling in online classes. Also supporting the continued professional development is crucial such as sending two faculty members each year to the California Community Colleges Chancellor's Office Online Teaching Conference. Online teaching faculty will be strategizing over the coming three-year period on strategies to collectively improve our completion rates.

## ANTHROPOLOGY

	2012 Fall	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring
ANTHR	45.00%	37.93%	78.38%	70.21%	69.77%	58.33%
ANTHR 1	NA	NA	86.49%	67.65%	70.54%	60.42%
ANTHR 3	45.00%	37.93%	70.27%	71.67%	67.44%	55.56%

Online anthropology success rates vary significantly. With an overall success rate average of 59.94 (Berkeley City College average at 58.24), the program performs well in comparison. Given the small sample size, a single section such as ANTH 3 Spring 2013, impacts overall averages significantly. Success rates improved significantly when comparing the 2012/13 and 2013/2014 academic years. Online instructors will work to keep these rates favorable by working with other online instructors to improve the overall performance of students in our online sections.

## ETHNIC STUDIES

	2012 Fall	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring
AFRAM	NA	58.54%	NA	NA	NA	NA
AFRAM 1	NA	58.54%	NA	NA	NA	NA
ASAME	NA	NA	NA	NA	NA	51.61%
ASAME 30	NA	NA	NA	NA	NA	51.61%
M/LAT	50.00%	50.00%	50.00%	40.54%	NA	NA
M/LAT 30A	50.00%	50.00%	50.00%	NA	NA	NA
M/LAT 30B	50.00%	50.00%	NA	40.54%	NA	NA

We find course completion rates for DE courses in ETHST and related fields to be below the overall average for the college but consistent with completion rates for face-to-face classes within our discipline.

## HISTORY

	2012 Fall	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring
<b>HIST</b>	<b>66.67%</b>	<b>53.85%</b>	<b>52.24%</b>	<b>52.42%</b>	<b>36.47%</b>	<b>50.67%</b>
HIST 2A	66.67%	NA	NA	NA	NA	NA
HIST 2B	NA	NA	NA	NA	NA	NA
HIST 3	NA	NA	NA	NA	NA	NA
HIST 3B	NA	NA	NA	NA	16.67%	NA
HIST 7A	NA	NA	50.00%	46.94%	54.84%	NA
HIST 7B	NA	53.85%	53.66%	56.00%	33.33%	50.67%

The History Department is presently reviewing completion rates for its distance-education classes and will work toward revising teaching approaches to bring course completion more in line with the college standard. The use of embedded student teaching assistants will be employed beginning in Spring 2016.

## POLITICAL SCIENCE

	2012 Fall	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring
<b>POSCI</b>	<b>64.38%</b>	<b>68.99%</b>	<b>76.11%</b>	<b>65.38%</b>	<b>65.03%</b>	<b>81.43%</b>
POSCI 1	55.00%	75.82%	82.56%	92.50%	69.84%	87.18%
POSCI 2	NA	52.63%	NA	36.84%	NA	74.19%
POSCI 3	75.76%	NA	55.56%	NA	48.65%	NA

POSCI has a success retention rate in online course offering. POSCI faculty that teach Distant Education course meet regularly to discuss best practices and share resources for improved student learning. POSCI Distant Education course retention averages are above BCC and PCCD average.

## PSYCHOLOGY

	2012 Fall	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring
<b>PSYCH</b>	<b>60.00%</b>	<b>79.49%</b>	<b>68.18%</b>	<b>80.00%</b>	<b>65.22%</b>	<b>90.32%</b>
PSYCH 1A	NA	NA	59.09%	NA	63.64%	NA
PSYCH 10	60.00%	NA	NA	NA	46.15%	NA
PSYCH 21	NA	79.49%	77.27%	80.00%	90.32%	90.32%

Psychology has a high online success rate of 73.87 when averaging all of the sections within the review period as compared to a college average of 58.24. Overall the rates are due to a limited number of courses offered online and the positive completion rates associated with PSYCH 21 Lifespan and Human Development especially in the 2014/15 academic year. PSYCH 1A averages more similar to College levels of success.

## SOCIOLOGY

	2012 Fall	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring
<b>SOC</b>	<b>64.20%</b>	<b>58.04%</b>	<b>48.55%</b>	<b>44.92%</b>	<b>51.34%</b>	<b>53.28%</b>
SOC 1	64.20%	58.49%	53.68%	54.47%	56.00%	63.83%
SOC 2	NA	NA	38.89%	36.11%	37.78%	63.89%

SOC 5	NA	56.76%	45.24%	33.77%	54.76%	30.77%
-------	----	--------	--------	--------	--------	--------

The College success rate in DE courses has declined in the semesters under review and on average so has the success rates of Sociology DE courses. Soc. 01 online courses have stayed close to or at times exceeded the College success rates and have been improving since Fall 2013. Soc. 2 improved its success rates from Fall 2014 to Spring 2015.

- **Describe course completion rates in the department for Hybrid courses for the past three years. Please list each course separately. How do the department's Hybrid course completion rates compare to the college course completion standard?**

### Department Hybrid Completion Rates

	2012 Fall	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring
<b>BCC</b>	64.85%	68.58%	57.58%	61.81%	59.33%	58.14%
<b>Department</b>	67.61%	56.56%	65.32%	59.97%	43.33%	50.16%

### Discipline Hybrid Completion

	2012 Fall	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring
<b>ANTHR</b>	NA	NA	NA	NA	NA	<b>53.85%</b>
ANTHR 3	NA	NA	NA	NA	NA	53.85%
<b>ETHST</b>	NA	NA	NA	NA	<b>41.86%</b>	<b>62.50%</b>
ETHST 1 -	NA	NA	NA	NA	41.86%	62.50%
<b>HIST</b>	<b>67.61%</b>	<b>65.12%</b>	<b>55.96%</b>	<b>55.56%</b>	<b>49.12%</b>	<b>28.57%</b>
HIST 3A	NA	NA	NA	NA	NA	28.57%
HIST 7A	67.61%	65.12%	50.75%	NA	37.84%	NA
HIST 7B	NA	NA	64.29%	55.56%	54.55%	NA
<b>POSCI</b>	NA	<b>48.00%</b>	<b>74.68%</b>	<b>64.38%</b>	<b>47.06%</b>	<b>70.89%</b>
POSCI 1	NA	48.00%	74.68%	64.38%	47.06%	70.89%
<b>SOC</b>	NA	NA	NA	NA	<b>35.29%</b>	<b>35.00%</b>
SOC 1	NA	NA	NA	NA	35.29%	30.95%
SOC 2	NA	NA	NA	NA	NA	39.47%
<b>DEPARTMENT AVERAGE</b>	<b>67.61%</b>	<b>56.56%</b>	<b>65.32%</b>	<b>59.97%</b>	<b>43.33%</b>	<b>50.16%</b>

### Discussion:

There are several factors involved with an analysis of the performance of social science courses in the hybrid delivery format. Departmental hybrid course average of 57.16 percent is close in comparison to the Berkeley City College average of 61.71 percent. Certain outliers, such as HIST 3A deserve consideration, however as a department the findings of hybrid courses are due to many factors.

First, the number of course sections under consideration remains small. Thus far, the Department of Social Sciences has offered only a limited number of hybrid courses and would need a better sample of these courses in order to assess the general strengths and weaknesses of the hybrid model. Perhaps more experience for faculty members teaching within the hybrid format would improve the overall success rate with faculty learning the best ways to teach students in this format.

Second, a large majority of hybrid courses across the department have been associated with learning communities such as SOC 1 for PACE and SOC 2 for PERSIST and ETHST 1 for PERSIST. The hybrid



courses for PERSIST were scheduled against the department's recommendation for this community of students.

Third, hybrid courses are often used to backfill semester scheduling efforts. Oftentimes these sections only open for registration after the start of the semester with many scheduled at odd times/days or proportions 1/3 online 2/3 face to face. When late start courses are decided upon, it is essential that all effort be made by the College to advertise these sections and perhaps provide additional supports for these students such as discipline-specific tutors.

Fourth, similar to online courses, perhaps all students signing up for these courses could be required to go through an online orientation as to the College's expectations. The first piloted hybrid in anthropology in Spring 2014 had a low success rate of 53.85%, yet many students failed to complete the online component of the class. Students understanding of course format is essential.

There are significant hurdles, but give the limitation of space at BCC, hybrid courses have been, and will continue to be, one solution to serve our students and our ability to be effective with this medium is essential.

- **Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department or program deal with this situation? How do you assess the overall effectiveness of Distance Education/hybrid course?**

Yes, there are differences in course completion rates between face-to-face and DE/Hybrid classes. DE and hybrid courses may not be appropriate for some programs. DE classes may also not capitalize on the teaching strengths of all faculty. The Social Sciences department will re-evaluate both program fit and instructor fit for DE classes as a department.

In Fall 2015 Sociology piloted having an embedded tutor in its online Introduction to Sociology class. Student feedback is very favorable seven weeks into the pilot program. The sociology discipline would like the College to support embedded online tutors in all of its online courses as support to students and instructors. The expansion of this program to include other disciplines in the Social Sciences Department is recommended.

- **Describe the discipline, department, or program retention rates (After the first census, the percent of students earning any grade but a “W” in a course or series of courses). for the past three years. How does the discipline, department, or program retention rate compare to the college retention standard?**

**Retention Rates District, College, and Discipline**

	2012 Fall	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring
PCCD	83.09%	78.80%	80.24%	79.32%	80.89%	80.56%
BCC	80.51%	76.19%	77.03%	76.28%	78.36%	77.42%
Department Average	80.00%	75.35%	80.18%	77.09%	78.63%	76.09%

**Department Retention Rates**

	2012 Fall	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring
ANTH	89.54%	80.91%	90.16%	85.05%	82.32%	81.03%
ETHN+	69.09%	63.87%	75.52%	67.36%	74.37%	70.05%
HIST	80.04%	76.77%	78.74%	75.59%	80.81%	74.03%
POLSCI	83.42%	78.77%	83.60%	79.40%	75.39%	83.26%

PSYCH	76.59%	75.43%	79.08%	79.47%	79.51%	80.00%
SOC	78.36%	67.38%	72.47%	70.18%	74.70%	69.05%
HUSV+	82.95%	84.33%	81.65%	82.59%	83.33%	75.21%

## SOCIAL SCIENCES

The Department of Social Sciences has a retention rate overall of 77.89, while the BCC average is slightly lower at 77.63. Our retention as a department dips slightly in the 2014/15 academic year. Overall across the department, the highest average retentions are associated with Anthropology 84.84, Human Services 81.68, and Political Science 80.64. In contrast, Ethnic Studies 70.05 and Sociology 72.02 average lower than the retention average of the College. Over the next three years efforts will be made to continue high retention rates in those sections at or above the college rate and to work with those course sections at or below the College rate to improve student retention.

## ANTHROPOLOGY

	2012 Fall	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring
ANTHR 1	91.04%	80.99%	92.74%	86.13%	85.25%	80.89%
ANTHR 1L	93.67%	83.33%	86.84%	86.58%	86.55%	87.59%
ANTHR 2	NA	NA	NA	84.62%	NA	88.24%
ANTHR 3	83.93%	78.26%	89.52%	82.27%	70.97%	67.83%
ANTHR 18	NA	NA	NA	NA	87.18%	NA
ANTHR 55	NA	NA	NA	NA	NA	90.00%

Anthropology retention ranks on average 4.36% points above the PCCD average and 7.21 percentage points above the average retention at BCC. That said, retention rates are declining across all anthropology courses with most significant drops in ANTH 3 and ANTH 1. While anthropology as a program is strong in terms of retention, faculty effort will be centered on reversing declining trends.

## ETHNIC STUDIES

	2012 Fall	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring
AFRAM 1	75.00%	73.17%	NA	78.95%	71.79%	NA
AFRAM 33	NA	60.00%	68.29%	NA	NA	84.09%
ASAME 30	NA	NA	NA	NA	NA	58.06%
ETHST 1	NA	NA	87.50%	71.01%	73.13%	66.67%
M/LAT 30A	64.71%	60.00%	63.16%	NA	84.62%	NA
M/LAT 30B	66.67%	61.76%	NA	48.65%	NA	70.97%

Here we find that our overall course retention rates are lower than the college averages. However, when we compare the rates semester to semester we find that the retention rates are either stable or trending upward. While the numbers themselves are lower than that of the college overall this is consistent with the courses offered through ETHST and related fields and trends are either stable or upward across our course offerings.

## HISTORY

	2012 Fall	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring
HIST 1	89.74%	NA	81.08%	NA	80.00%	NA
HIST 2A	85.71%	NA	88.10%	NA	90.48%	NA

HIST 2B	NA	81.25%	NA	81.58%	74.36%	80.49%
HIST 3	73.03%	66.67%	68.00%	NA	NA	NA
HIST 3A	NA	NA	NA	NA	NA	77.14%
HIST 3B	NA	NA	NA	77.78%	71.88%	71.05%
HIST 7A	83.23%	72.66%	79.89%	71.09%	79.14%	66.67%
HIST 7B	79.66%	82.27%	76.61%	74.35%	79.04%	75.63%
HIST 8B	NA	NA	NA	72.50%	NA	NA
HIST 19	70.73%	71.43%	83.72%	75.68%	85.00%	81.08%
HIST 21	NA	69.44%	NA	86.84%	NA	NA
HIST 23	NA	NA	75.68%	NA	97.50%	NA
HIST 31	78.57%	NA	NA	NA	88.37%	NA
HIST 32	NA	NA	79.41%	NA	NA	NA
HIST 33	NA	81.08%	NA	75.00%	NA	NA
HIST 38	NA	73.68%	NA	NA	NA	NA
HIST 46C	NA	NA	NA	93.33%	NA	NA

Retention rates for the History Department coincide with the college average.

## POLITICAL SCIENCE

	2012 Fall	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring
POSCI 1	86.59%	79.43%	83.56%	81.43%	77.97%	83.09%
POSCI 2	78.72%	65.79%	95.35%	60.53%	92.68%	87.10%
POSCI 3	75.76%	86.49%	77.78%	91.30%	66.67%	93.62%
POSCI 4	NA	NA	80.00%	NA	47.06%	NA
POSCI 5	85.71%	NA	NA	NA	NA	NA
POSCI 6	74.19%	NA	78.57%	NA	71.79%	80.00%
POSCI 20	NA	NA	NA	63.89%	NA	72.50%

Retention rates for POSCI courses meet or exceed BCC and PCCD average.

## PSYCHOLOGY

	2012 Fall	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring
PSYCH 1A	64.37%	70.39%	70.04%	73.36%	78.23%	75.23%
PSYCH 6	NA	78.38%	90.48%	88.37%	80.49%	92.68%
PSYCH 10	87.50%	NA	100.00%	NA	56.41%	NA
PSYCH 21	89.09%	84.38%	79.31%	84.27%	87.34%	82.39%
PSYCH 28	NA	69.44%	NA	91.67%	NA	84.09%
PSYCH 30	91.11%	NA	NA	NA	NA	NA

Psychology has a cumulative average of 78.35 percent. In comparison to BCC and the PCCD district averages, the findings of the program show solid retention trends. Overall an improvement of PSYCH 1A is noticeable as is the increase in retention rates of PSYCH 28. Overall retention within Psychology is strong across course sections.

## SOCIOLOGY

	2012 Fall	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring
SOC 1	80.74%	65.57%	74.51%	68.86%	76.63%	70.16%

SOC 2	82.05%	60.76%	58.04%	74.79%	78.29%	69.12%
SOC 3	NA	69.44%	NA	78.95%	64.52%	NA
SOC 5	55.88%	64.86%	72.60%	53.25%	66.67%	56.41%
SOC 6	NA	NA	NA	NA	NA	53.33%
SOC 8	76.09%	80.00%	76.32%	77.55%	79.07%	85.00%
SOC 13	NA	84.21%	93.33%	82.86%	68.63%	66.67%
SOC 120	NA	NA	NA	NA	65.00%	NA

The sociology discipline retention rate is lower than the College average. The retention rate is impacted by similar factors to the success/completion rate but also uniquely impacted by the discipline's instructors' utilization of the "W" grade. Some instructors/disciplines assign absent students a failing letter grade (impacting the course success rate but not the retention rate). Sociology faculty routinely assigns consistently absent students a "W", lowering retention rates. Instructors also actively reach out to failing students before attendance verification, likely increasing the number of students that drop the course, resulting in a "W". The feedback from many sociology students is that they would prefer a "W" rather than an "F" on their transcript. Given some variation in retention rates among course sections, the sociology discipline faculty will examine the rates of "W" grades between sections, instructors and course delivery. As with the completion rates, student retention rate in the Sociology discipline will benefit from the efforts and objectives of the College's Equity Plan.

- **Are there differences in the retention completion rates when disaggregated by age, gender, ethnicity or special population (current or former foster youth, students with disabilities, low income students, Veterans)? If so, please describe.**

#### College Retention By Age

	2012 Fall	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring
<b>Under 16</b>	100.00%	90.48%	95.65%	88.89%	81.48%	95.65%
<b>16-18</b>	83.71%	76.73%	80.87%	81.28%	83.39%	80.57%
<b>19-24</b>	79.06%	74.61%	75.78%	75.14%	78.15%	77.04%
<b>25-29</b>	82.30%	78.51%	75.99%	77.88%	77.12%	79.28%
<b>30-34</b>	80.32%	78.15%	77.63%	77.47%	77.46%	75.72%
<b>35-54</b>	81.84%	78.42%	79.34%	75.47%	76.92%	75.90%
<b>55-64</b>	78.48%	71.37%	75.71%	77.55%	76.05%	74.00%
<b>65 &amp; Above</b>	86.34%	77.13%	81.95%	79.22%	81.82%	80.57%

#### College Retention By Ethnicity

	2012 Fall	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring
<b>American Indian/Alaskan Native</b>	75.00%	70.00%	75.68%	70.27%	72.50%	63.64%
<b>Asian</b>	85.83%	82.95%	83.69%	82.75%	82.66%	83.73%
<b>Black/African American</b>	74.53%	67.94%	68.25%	68.04%	70.74%	67.37%
<b>Filipino</b>	78.02%	78.12%	78.52%	77.99%	76.38%	80.43%
<b>Hispanic</b>	80.00%	74.76%	76.24%	75.40%	76.29%	76.59%
<b>Multiple</b>	80.06%	76.25%	75.30%	74.41%	77.38%	76.44%
<b>Other Non white</b>	89.06%	77.14%	71.43%	68.09%	67.57%	72.73%
<b>Pacific Islander</b>	74.07%	70.59%	71.79%	57.58%	85.42%	73.91%
<b>Unknown/Non Respondent</b>	78.48%	76.77%	77.06%	74.05%	81.77%	74.68%

White Non Hispanic	82.84%	78.39%	80.90%	79.65%	82.31%	80.55%
--------------------	--------	--------	--------	--------	--------	--------

The Department of Social Sciences strongly supports efforts to increase student success of foster youth, Veterans, individuals with special needs, etc. However at this time no data is available to track these designations at the departmental and/or course level. See above for discipline/program level discussion of ethnicity in our classes within course completion. In general terms the Department of Social Sciences supports diverse students in age, gender, and ethnicity and will work over the coming semester to support students success across all categories.

- **What is planned to improve course completion and retention rates for the next three years?**

The retention rate is impacted by similar factors to the success/completion rate but also uniquely impacted by the discipline's instructors' utilization of the "W" grade. Some instructors/disciplines assign absent students a failing letter grade (impacting the course success rate but not the retention rate). Social science faculty routinely assigns consistently absent students a "W", lowering retention rates. Instructors also actively reach out to failing students before attendance verification, likely increasing the number of students that drop the course, resulting in a "W". The feedback from the students is that they would prefer a "W" rather than an "F" on their transcript. Given some variation in retention rates among course sections, the faculty will examine the rates of "W" grades between sections, instructors and course delivery.

Given that all courses and programs have an interest in improving retention, success, and transfer rates, we propose a Cross-College Thematic General Education Curriculum. This curricular theme would change semester-to-semester, creating and reinforcing an academic community with shared interests and experiences. Social science faculty will participate in these interdisciplinary collaborations over the next three years. Assessing the impacts of these interdisciplinary attempts will occur within courses and programs that participate.

- **Which has the discipline, department, or program done to improve the number of degrees and certificates awarded? Include the number of degrees and certificates awarded by year, for the past three years. What is planned for the next three years?**

**Department Degrees Awarded**

	2012-2013	2013-2014	2014-2015	Total
<b>ANTH</b>	0	0	2	2
<b>HIST</b>	0	0	3	3
<b>HUSV+</b>	26	27	24	77
<b>GLOBAL</b>	0	1	0	1
<b>POLISCI</b>	0	5	18	23
<b>PSYCH</b>	7	10	18	35
<b>SOC</b>	11	13	24	48
<b>Social Science Total</b>	44	56	87	189

## **ANTHROPOLOGY**

The Anthropology AD-T was just initiated in the spring of 2014. At present, two students have already graduated with the degree. Every effort is being made to let students in our anthropology sections know about the AD-T by visiting anthropology classes to inform them of this degree. The newly formed anthropology club will also be a means to access students with an interest in the discipline. In the next three years our goal is to have a ten students complete the degree annually.

## **HISTORY**

The History AA-T is relatively new. During the academic year 2014-2015, the college awarded three History AA-Ts the first History AATs ever awarded by the college. History faculty and Berkeley City College counselors must raise awareness of the degree and market the positives of the discipline to prospective history majors. History Department faculty will take part in information sessions during established events each semester and will distribute the AAT information in each history class.

## **POLITICAL SCIENCE**

The POSCI AD-T is relatively new. During the academic year 2014-2015, the college awarded 21 POSCI AAT degrees. POSCI faculty and Berkeley City College counselors continue to work together in raising awareness of the degree and marketing the positives of the discipline to prospective POSCI majors. POSCI faculty will take part in information sessions during established events each semester and will distribute the AA-T information in each POSCI class.

## **PSYCHOLOGY**

Psychology AD-Ts remain consistently strong. With student interest in the discipline, awareness of the AD-T options for students is presented to all of our classes with special emphasis on our more specialized courses, such as research methods, to inform students of the benefit of pursuing and completing the degree.

## **SOCIOLOGY**

Of the total number of AA-Ts awarded at the College, 34% of these were Sociology AA-Ts. The Sociology AA-T was the most frequently awarded AA-T in 2015. Sociology faculty will continue to promote the AD-T to students, on our website and at College events. Sociology faculty will continue to advise students about petition deadlines. Sociology will pursue a Sociology certificate to capture students wanting to pursue a "minor" in Sociology. The College should support funding and staffing a more direct degree completion campaign. For example: second year students who have declared Sociology as their major could be called in the weeks before petition deadline and asked if they plan on petitioning and provided assistance or encouragement to petition.

---

## **7. Human, Technological, and Physical Resources (including equipment and facilities):**

- **Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.**

## **ANTHROPOLOGY**

Full-time faculty headcount: 1 (Spring 2015)  
Part-time faculty headcount: 4 (Spring 2015)  
Total FTEF faculty for the discipline: 3.05 (Spring 2015)  
Productivity: 20.76 (2012-2015)  
Full-time/part-time faculty ratio: 1/4 (Spring 2015)  
Classified staff headcount: 0 (as of Spring 2015)

## **ETHNIC STUDIES**

Full-time faculty headcount: 1 (Spring 2015)  
Part-time faculty headcount: 2 (Spring 2015)  
Productivity 2012-2015: 17.66 (2012-2015)  
Total FTEF faculty for the discipline: .8 (Spring 2015)  
Full-time/part-time faculty ratio 1/2 (Spring 2015)  
Classified staff headcount: 0 (as of Spring 2015)

## HISTORY

Full-time faculty headcount: 2 (Spring 2015)  
Part-time faculty headcount: 7 (Spring 2015)  
Total FTEF faculty for the discipline: 2.4 (Spring 2015)  
Productivity: 19.21 (2012-2015)  
Full-time/part-time faculty ratio: 2/7 (Spring 2015)  
Classified staff headcount: 0 (as of Spring 2015)

## POLITICAL SCIENCE

Full-time faculty headcount: 2 (Fall 2015)  
Part-time faculty headcount: 5 (Spring 2015)  
Total FTEF faculty for the discipline 2.2 (Spring 2015)  
Productivity: 20.77 (2012-2015)  
Full-time/part-time faculty ratio 2/7 (Fall 2015)  
Classified staff headcount: 0 (as of Spring 2015)

## PSYCHOLOGY

Full-time faculty headcount: 1 (Spring 2015)  
Part-time faculty headcount: 5 (Spring 2015)  
Total FTEF faculty for the discipline 2.4 (Spring 2015)  
Productivity: 20.56 (2012-2015)  
Full-time/part-time faculty ratio 1/5 (Spring 2015)  
Classified staff headcount: 0 (as of Spring 2015)

## SOCIOLOGY

Full-time faculty headcount: 2 (Spring 2015)  
Part-time faculty headcount: 3 (Spring 2015)  
Total FTEF faculty for the discipline 3.4 (Spring 2015)  
Full-time/part-time faculty ratio 2/3 (Spring 2015)  
Classified staff headcount: 0 (as of Spring 2015)

- **Describe your current utilization of facilities and equipment.**

Social science faculty members utilize the larger classrooms at 2050 Center St. (rooms 422-424) as well as several of the rooms located in the basement of main campus. The only specifically designated classroom is the anthropology lab space in room 032. We rely on having working computers in our classrooms with fast and reliable Internet connections. Classrooms with working projectors are a necessity. Many classrooms in 2050 Center Street do not have usable whiteboard space if the projector/screen are also in use that impacts our delivery of instruction.

Some concern has arisen with the anthropology lab. With full class sections it is difficult for all students to complete the lab activities with many students crowding around a single lab station, let alone a student in a wheelchair would have supreme difficulties. So too the associated lab storage is concerning without an accessible light switch could cause harm to an instructor. An evaluation of the lab space is warranted.

Social science faculty meets frequently with students in small groups and need a space to hold these meetings. This space is extremely limited at 2050 Center Street.

Office space for part-time instructors is constrained by the number of instructors who share a single workspace.

- **What are your key staffing needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.**

## **ANTHROPOLOGY**

Anthropology is a robust and growing discipline within the social sciences. Our numbers in terms of FTEF and productivity illustrate our ability to be immensely contributive to the Department. One issue has been the recruitment of part-time faculty to teach physical anthropology. We will work to build the part-time instructor pool to be able to fill existing staffing vacancies. An additional full-time faculty is warranted with our current staffing level of a single full-time faculty, FTEF of 3.05 and productivity of 20.76.

## **ETHNIC STUDIES**

In addition to the present employment of one full-time instructor and two part-time instructors the college will need to hire at least one more part-time instructor in Native American Studies. Furthermore, as the Ethnic Studies and related programs increase their offerings to the ideal/anticipated schedule of four classes per academic year (two per semester) there will be a greater need for part time instructors to increase their teaching load, as the program will effectively double in size over the next three years. Along with the increase in instructional staffing the program recommends formalizing a dedicated Ethnic Studies or Social Science tutor.

## **HISTORY**

The History Department would be immensely strengthened by the addition of another full-time instructor. Since the last program review in 2010, the History Department has lost two fulltime instructors through retirement and one left the college. An inter-district transfer filled one of those open positions within the department but that still leaves the department with two less full-time faculty than served the Berkeley City College students five years ago. The college would be well served in adding a full-time historian with a strong background in non-Western scholarship. As of now, the department seeks to provide a robust non-Western curriculum but struggles to maintain adjunct faculty who are regularly available to teach those courses. History faculty that teaches outside of Western history has been difficult to maintain as adjuncts. A full-time instructor would greatly relieve this problem and help us to better serve students.

## **POLITICAL SCIENCE**

Given the success of program completion for POSCI we would like to explore different models of support for our classes. The POSCI program would like to fund online tutors for our online offerings. POSCI would like to work with other Social Science programs to pilot an internship program where students who showed significant success in a previous class can come back and serve an internship within that class supporting other students. While this would be an unpaid internship, a series of three working meetings (planning, mid-semester check in, and debrief) where we could serve lunch to the interns would be planned.

## **PSYCHOLOGY**

Psychology has had no full time faculty member for the last two full years. The only full time faculty member was on sabbatical in the fall 2014 and has been on reduced load for two of the four semesters. This has limited the amount of outreach to students that has been done and certainly limited the number of AD-Ts completed. The Psychology Club provided some support and encouragement for prospective majors but much more is needed. Peer advice and models are great but not enough. Psychology still produced 35 department degrees, third in the social sciences.



## SOCIOLOGY

With two full time faculty and largely consistent part time instructors, the Sociology discipline is covered in terms of instruction.

The current instructional assistant also attends the face-to-face section of Introduction to Sociology and has been a tremendous resource to students. Sociology would like to pilot an internship program where students who showed significant success in a previous class can come back and serve an internship within that class supporting other students. While this would be an unpaid internship, a series of three working meetings (planning, mid-semester check in, and debrief) where we could serve lunch to the interns would be planned.

- **What are your key technological needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.**

Being current with our hardware is essential for the department faculty. We are relatively low cost in terms of our technology needs. That said, the college should establish and adhere to a replacement cycle for all full-time faculty to ensure that they have the computer technologies that they need to be able to support student success.

Subscriptions and technical resources for Moodle and TurnItIn.com are essential for instruction. Subscription to online video streaming databases, such as Alexander Street Archive would essential help deliver course content as well, all of this material is available in a running transcription for ADA compliance.

- **What are your key facilities needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, and/or other factors.**

We would like to continue to have classrooms assigned to us where we can seat 40- 45 students. In the configuring of these classrooms, concern has been raised during this review on the lack of usable white board space. Perhaps placing the screen on an angle in the corner would alleviate this issue in most classrooms and would be a low cost solution.

The faculty of our department uses a variety of methods described earlier in this report. Many use small student breakout sessions and have found being scheduled in a lab classroom with stationary tables to be difficult. Perhaps a room scheduling system could be developed to better match instructor needs with room availability so that the specific needs of instructors can be addressed.

The Department requests a reevaluation of the anthropology lab space in 032. Many concerns have emerged from our move to this space in Fall 2014.

In collaboration colleagues in Humanities offering film classes, we collectively need updated and wider film screening facilities (devoted library room with staffing) and technology (computers with DVD players, headphones) for our film studies courses.

---

## 8. Community, Institutional, and Professional Engagement and Partnerships:

- **Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.**

### **Matthew Freeman**

TRC Committees

Academic Senate

Assessment Committee

Curriculum Committee

Peralta Federation of Teacher College Rep.

Title 3 Committee

Faculty Advising/Degree Completion Committee

DARTs, FIGs

College Roundtable, Advisors to Student Government/Clubs and BCC Leadership Council.

### **Nola Hadley**

Professional Development Committee

Ethnic Studies Tenure Review Committee

Persist Faculty Participant

Faculty Advisor to the Indigenous Student Alliance

FIG and DART Participant

Writing Across the Curriculum Task Force

### **Charlotte Lee**

Faculty Orientation Group

### **Thomas Kies:**

Co-Chair Social Science

Curriculum Committee

Hiring committees: Political Science and Music

AD-T Completion Task Force

Learning Communities Task Force

Part-time and full-time teaching evaluating

### **Katherine Kocel**

Faculty Senate

District Faculty Senate

Public Arts Committee

Part-time faculty teaching evaluations

Monthly Department retreats.

District hiring committees

Review course outlines, objectives and SLOs.

Curriculum Committee

### **Linda McAllister:**

College Roundtable, Chairs Council and Milvia Building User group.

Hiring committees: Political Science, Communications, Ethnic Studies, Sociology (COA) and Vice President of Instruction.

Tenure Review Committees: Anthropology (Chair), Ethnic Studies (Chair), Political Science (Chair) and Sociology (Laney).

Classified Staff Hiring Prioritization Rubric Committee

Faculty Advising/Degree Completion Committee

Accreditation Visiting Team Panels

TLC activities: Presentation on public speaking anxiety

Professional Development Presentations: Social Sciences students and degree completion presentation, Students Voices panel organizer

Campus Outreach Events (various): tabling for Social Sciences

Part time and Full time faculty evaluations

Monthly Department retreats

### **Tim Rose**

Tenure Review Coordinator

Social Sciences Academic Senator

Hiring committees: History (Laney); Political Science (Laney); History (Laney); Art History (BCC)

Tenure Review Committees: History (Johnson, Laney); History (Bolick, Laney)

Part time and fulltime faculty observations/evaluations

BCC Accreditation Report Committee (researcher and composer of Standard IIIB)

Professional Development Presentation: assignments to improve writing for ILOs

Phi Theta Kappa Advisor

Lead History Faculty: responsible for curriculum and SLO updates, creation of History AA-T

FDIP mentor

Monthly Department retreats

### **Mark Swiencicki**

Appointed to a special Senate subcommittee to revise the Faculty Prioritization Rubric

Maintains Sociology discipline website

Part time and Full time faculty evaluations

Monthly Department retreats

### **Alejandro Wolbert Pérez**

Curriculum Committee

Department Tabling for Recruitment Days

- **Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.**

### **Matthew Freeman**

Faculty Advisor to the Civic Engagement Club

Faculty Advisor to the Political Science Student Association

Mentor for the Teaching Mentee program with POSCI graduate student

Chair, Committee On Political Education

### **Nola Hadley**

Peace and Social Justice Council, Berkeley and Native American Groups

Advisory Board, Cherokee Bay Area Satellite Community

Organizer International Native American Workshop, 2013

Facilitator Monthly Native American Support Group, Oakland

Sabbatical research on Indigenous Language Instruction

Developed Native American Studies Curriculum for DQ University

**Thomas Kies**

PACE Co-coordinator

Faculty advisor for the Anthropology Club

Mentor for the Teaching Mentee program with a CIIS graduate student

**Katherine Kocel**

Participant in the MSRI lecture

UC Berkeley Psychology Outreach

UCB course in the Science of Happiness for the Greater Good Center

Institute for the Study of Social Issues Seminar Participant

Faulty Advisor Psychology Club

Tabling for Recruitment

MSRI lectures and Social Events

UC Berkeley course in Biological Psychology

**Linda McAllister**

PACE coordinator

Work on inter-departmental FIGs

Faculty advisor to the BCC Sociology Club

Transfer Center volunteer reading student personal statements

Work with counterparts at the other three Colleges on issues of programming, course offerings, tenure review, hiring and scheduling.

Co- Advisor for Social Sciences teaching intern pilot which launched Fall '15 connecting local graduate students to BCC through a teaching mentorship

Mentee for BCC peer-to-peer mentoring program

Attendee Student Success Conference

Sponsored Donor Network West presentation (organ donation organization)

**Tim Rose**

Ongoing participation in American Cultures Center at UC Berkeley

Acting faculty advisor for Phi Theta Kappa

Mentee for BCC peer-to-peer mentoring program

Regular collaboration with BCC Transfer Center

**Mark Swiencicki**

Faculty sponsor of the student club BCC BOAA (the Animal Rights Organization) which linked with the Berkeley Organization for Animal Advocacy

Inter-departmental collaboration on Gender Studies certificate

Work with counterparts at the other three Colleges on issues of programming, course offerings, and scheduling.

**Alejandro Wolbert Pérez**

Undocumented Students Task Force Member

Mentee for BCC Social Sciences Mentorship Program

Participant in the POP program

- **Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.**

Part-time faculty when first hired are given an orientation, provided with materials such as course outlines and sample syllabi, and given a walking tour of the building. Part-time faculty participates in assessment, department meetings and course development. Adjunct faculty is included in all major decisions, discussions, and available professional development opportunities. Over the last two years the department has initiated mini-retreats during the semester attended by many part-time faculty. Every effort is made, such as in the creation of this document, to include part-time voices within the ongoing activities of the department.

---

## 9. Professional Development:

- **Please describe the professional development needs of your discipline or department. Include specifics such as training in the use of classroom technology, use of online resources, instructional methods, cultural sensitivity, faculty mentoring, etc.**

The College should fund the professional association memberships for our full-time instructors.

The faculty that teaches online should be funded to attend a national online learning conference. These are held multiple times each year.

A rotating number of Social Science faculty should be funded to attend the Northern California Strengthening Student Success conference each year.

Because travel to academic conferences is so important to the ongoing improvement of our teaching, the College should devote \$300 per full-time faculty to attend a conference in their field each year. This money would be funded through the department and independent of other professional development opportunities. In many cases, the money will not even cover the cost of registration, however it will compensate our faculty who want to stay current in the field.

- **How do you train new instructors in the use of Distance Education platforms? Is this sufficient?**

The Department of Social Sciences, relies on the District training in terms of new instructors, except for those who have completed training at another institution. Online faculty observations were first piloted in the department and we continue a robust review of our online class instructors. In Spring 2016, we are planning a departmental professional development event to assess our current online courses and contemplate how to improve collectively and individually with our distance education courses.

---

## 10. Discipline, Department or Program Goals and Activities:

- **Briefly describe and discuss the discipline, department or program goals and activities for the next three years, including the rationale for setting these goals. NOTE: Progress in attaining these goals will be assessed in subsequent years through annual program updates (APUs).**

Work to update curriculum of existing programs and also initiate several new programs (Social Justice AD-T, Global Studies AD-T, Ethnic Studies and Gender Studies Certificates). The Human Services degrees and certificates will be revised.

Continue to develop assessment efforts of the department. Work to include, through professional development opportunities and inclusionary methods, more faculty within assessment.

Recruit faculty both full and part-time for various positions to best serve students.

Support existing faculty in developing up-to-date teaching strategies and knowledge

- **Then fill out the goal setting template included in Appendix B. which aligns your discipline, department or program goals to the college mission statement and goals and the PCCD strategic goals and institutional objectives.**

## **ANTHROPOLOGY**

- **Goal 1. Curriculum:**

### **Activities and Rationale:**

At present the curriculum is up-to-date and current. Introduction of an independent study to enable advance students specialized training. Introduction of further thematic coursework to better serve student needs. Assess the potential for summer field school opportunities. Take a number of course through the curriculum committee and work with the Peralta International Education office.

- **Goal 2. Assessment:**

### **Activities and Rationale:**

Assessment within the discipline is in need of developing more nuanced ways completing assessment. The establishment of a course assessment three year cycle will help the discipline to coordinate assessment activities with increased planning and increased participation in the closing the loop strategies. Also as part of the college, we will be looking at online versus face-to-face assessment and how to best assess student learning in various formats.

- **Goal 3. Instruction:**

### **Activities and Rationale:**

Focusing on our required core. In Physical Anthropology (ANTH 1) there is a will to attempt a flipped version of the course where the history of science and genetics will be taught after primatology and evolution. This pilot will attempt to increase student success rates. Archaeology (ANTH 2) has only been offered as a spring evening session. In order to better serve students offering this course at different times of the day will help give more students the opportunity to take this course. Cultural Anthropology (ANTH 3) there has been a movement to include more ethnographies into the course as reading materials. This movement will increase student success by making the discipline more relevant to students.

- **Goal 4. Student Success and Student Equity:**

### **Activities and Rationale:**

As part of larger efforts to support students in underrepresented groups and those lacking sufficient skills, instructors will increase scaffolding of basic skills within course content.

- **Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships:**

### **Activities and Rationale:**

Each year the full-time instructor attends the California Association of Anthropology Instructors conference held each January. Support for faculty, full and part-time, would help the development of

our teaching by collaborating and discussing pedagogy with other anthropology instructors from throughout California.

## **ETHNIC STUDIES**

- **Goal 1. Curriculum:**

**Activities and Rationale:**

Ethnic Studies and related areas plans to assess each of its classes over the following three years in order to bring the SLOs up to date and remain current. We also plan to ensure the courses offered have updated SLOs, or, in the case where there are none, provide SLOs that fit the course.

Courses that have been assessed will receive an action plan for implementing further changes.

Ethnic Studies also plans to embark upon a process of proposing and adding new courses to the curriculum that support our students' interests, needs, and learning objectives.

Over the following three-year period we hope to see across-the-board increases in recruitment, retention, and completion as we aim for parity with the college and district as a whole. We plan on proposing/introducing new courses in Ethnic Studies and related areas.

- **Goal 2. Assessment:**

**Activities and Rationale:**

For the 2015-2016 academic year we will assess ETHST classes on the basis of self-awareness and interpersonal skills. We seek to incorporate assessment following the ILO assessment cycle for the following three years.

- **Goal 3. Instruction:**

**Activities and Rationale:**

We plan to continue our involvement with the Social Science mentoring program as well as participate in the Faculty Diversity Internship program to develop our part-time instructional staff and ensure consistency between semesters.

Through programs such as these we wish to see instructional staff at Berkeley City College as a whole closer reflect the composition of the student body and surrounding area.

- **Goal 4. Student Success and Student Equity:**

**Activities and Rationale:**

The Ethnic Studies instructor is a member of the Dreamers Task Force and has been a supporter of undocumented students at BCC and in the greater community. In the ETHST 1 and M/LAT 30A & B classes students have a "cultural event" or "external film" assignment that seeks to encourage participation in the greater BCC and Bay Area community. The Ethnic Studies instructor has networked with colleagues from UC Berkeley, UC Davis, San Jose State University and the Peralta District, and has hosted one guest speaker during the previous academic year. As Berkeley City College is 25% Hispanic we are in a position to qualify for federal recognition as a Hispanic Serving Institution. If we pursue this we will be the first of the Peralta colleges to do so. This will also allow us membership with HACU, the Hispanic Association of Colleges and Universities.

- **Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships:**

**Activities and Rationale:**

Ethnic Studies instructors plan on working within the district and through area colleges and universities to ensure our course of study best fits the needs and interests of the students. We plan on exploring the possibility of achieving federal recognition as a Hispanic Serving Institution.

## **HISTORY**

- **Goal 1. Curriculum:**

**Activities and Rationale:**

Apply to for UCs American Cultures Requirement certification for HIST 7A and HIST 32. Both courses already meet the demands of the American Cultures requirement but neither has gone through the application process. By fulfilling the AC requirement, BCC students will be better served in transferring to the UCs having already met an important requirement for graduation. Course popularity and success rates could be improved by providing the positive link to the UC system. Create courses that more closely coincide with trends in historiography and course popularity. For example, a course “American History Through Film” will be submitted for curriculum review this academic year. Course could draw the “digital generation” in historical study by utilizing a familiar and popular format. Courses with strong orientations toward film and media arts have shown substantial popularity throughout the district. The History AA-T will be revised to better suit the goals of the History Department and history majors. The revised AA-T will offer greater breadth of options within the Social Sciences and Humanities to broaden the academic scope available for history majors, encouraging cross-disciplinary learning while still allowing them to stay on pace for the degree and update course outlines. As noted above, a number of course outlines warrant updating.

- **Goal 2. Assessment:**

**Activities and Rationale:**

Follow established plan for assessments. For the coming academic year planning is in place to assess HIST 7B in the spring semester 2016 and HIST 7A in the fall semester 2016. Continue the standard assessment cycle and practices established by the institution and regularly conducted by faculty in the discipline. Participate in the Global Awareness ILO measurement planned for 2016. Participation in the ILO facilitates meeting Department's assessment schedule

- **Goal 3. Instruction:**

**Activities and Rationale:**

Continue to offer a robust history schedule semester to semester. History courses provide an integral component of college academics. Presently the course offerings appear to match student demand and college requirements. Provide more non-Western history courses. Presently, the History Department does not regularly offer a fair number of courses focusing on specifically non-Western historiography. Likewise, throughout the Peralta District, few non-Western history classes are offered each year. Bolster online course offerings. As of Fall 2015, only HIST 7A and 7B are offered online during the regular semester. HIST 3B is offered only in the summer semester. The History Department could expand online instruction to include 2A and 2B as well as 3A. History 21 would also be a good fit for online instruction. Such additions to the online catalog would allow students to fulfill AA-T requirements more readily. Online courses also possess the potential of boosting productivity rates while putting little stress upon the physical institution of BCC. Participate in the embedded online teaching assistant/tutor program. The History Department intends to take part in the embedded teaching assistant/tutor program in Spring 2016. Overall, the goal is to provide better support for online students.

- **Goal 4. Student Success and Student Equity:**

**Activities and Rationale:**

Increase student success and retention in face-to-face classes. Support college goals and improve overall student experience. Increase Student Success and Retention in online and hybrid classes. Support college goals and improve overall student experience. Increase Students completion of History AA-T. Support college goals and improve overall student experience.

- **Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships:**

**Activities and Rationale:**

Faculty within the History Department participate in professional development, community, institutional and professional engagement and partnerships in the following ways: affiliated scholar at the California Studies Center at UCB; steering committee of the California. All activities demonstrate the History Department's dedication to community collaboration and strong pedagogical support.



Studies Association; present talks on Berkeley history at the Berkeley Public Library; publish articles in periodicals; run a mentorship for graduate students; attend EDT course offered by Merritt on using Moodle; Serve on the Peace and Social Justice Council, Berkeley and Native American Groups Advisory Board; work with the Cherokee Bay Area Satellite Community; Organized the International Native American Workshop, 2013; act as facilitator for monthly Native American Support Group, Oakland; work in concert with Campus Pride Q Research Institute for Higher Education to establish the Campus Pride Index at BCC.

## **POLITICAL SCIENCE**

- **Goal 1. Curriculum:**

**Activities and Rationale:**

Create new area studies coursework to align with both the Global Studies AA-T program and area studies majors in the UC/CSU systems.

Create 200-level courses in traditional political science subfields that explore in greater depth central questions within and across subfields. These can include comparative democratic development, international organizations, political behavior, comparative development, and political culture.

- **Goal 2. Assessment:**

**Activities and Rationale:**

- increase transfer rates to political science departments in the UC and CSU systems
- increase traditionally underrepresented student populations to the political science major
- track alumni placement in professional and academic graduate programs
- track alumni placement in political science-related career fields such as law, public administration, public policy, and advocacy

- **Goal 3. Instruction:**

**Activities and Rationale:**

- Maintain number of course offerings
- Continue to utilize Moodle as a student success tool
- Continue to organize student led study sessions
- Continue to schedule POSCI courses across the schedule and across delivery methods
- Have embedded instructional assistants in online courses
- Pilot student instructional intern program

- **Goal 4. Student Success and Student Equity:**

**Activities and Rationale:**

- Increase Student Success and Retention in face-to-face classes
- Increase Student Success and Retention in online and hybrid classes
- Increase Students completion of POSCI ADT
- Evaluate role of sociology classes in Learning Communities

- **Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships:**

**Activities and Rationale:**

- Professional development: support for faculty participation in the American Political Science Association – teaching and learning conference, national conference, and committee-related activities
- Community engagement: Creation of a Berkeley City and/or Alameda County summer fellows program
- Institutional engagement: support for partnerships with UC and CSU research centers to place BCC students in summer internships and research projects; support for partnerships with UC and CSU

political science, public policy, and global and area studies departments to place BCC students in internships and research projects

## PSYCHOLOGY

- **Goal 1. Curriculum:**  
**Activities and Rationale:**  
Developing curriculum and updating for the specific needs of our students
- **Goal 2. Assessment:**  
**Activities and Rationale:**  
Will conduct course and program assessment and continually evaluate findings and update our teaching
- **Goal 3. Instruction:**  
**Activities and Rationale:**  
Clicker technology supplied for students  
Student essay continuation
- **Goal 4. Student Success and Student Equity:**  
**Activities and Rationale:**  
Connection with Psychology students who transfer specifically to the psych at UCB.
- **Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships:**  
**Activities and Rationale:**  
Casual informal outreach to partners in the community. Work with association for group memberships to the APA.

## SOCIOLOGY

- **Goal 1. Curriculum:**  
**Activities and Rationale:**
  - 1: Create Introduction to Social Work course  
Rationale: Corresponds to student career goals, links Sociology and HUSV programming
  - 2: Adopt Sociology of Sexualities Course  
Rationale: Standard course in a sociology program, supports new gender studies certificate, supports LGBTQ students
  - 3: Work on transfer agreement for Soc. 120 or revise course to align more closely with UCB's Soc. 05 Evaluation of the Evidence  
Rationale: Aligns our program more specifically with the UC Pathways Program
  - 4: Create Certificate of Achievement in Sociology  
Rationale: Recognizes student achievement, increases awarded certificates for the College
  - 5: Collaborate with inter-disciplinary faculty to create a Gender Studies Certificate  
Rationale: Supports students' academic interests, increases awarded certificates for the College
  - 6: Bring Social Justice Studies TMC through the Curriculum Process  
Rationale: ADT of interest to many Sociology students, students completing a certificate in Sociology can leverage the certificates credits towards this AA-T's requirements
  - 7: Update Course Outlines  
Rationale: Several courses are past due or near due for course outline updates, course listings should state recommended preparation
- **Goal 2. Assessment:**  
**Activities and Rationale:**
  - 1: Complete identified activities for the discipline in the Social Sciences three year assessment schedule  
Rationale: Meeting assessment goals benefits instruction and serves to improve courses
  - 2: Participate in the Global Awareness ILO measurement planned for 2016

Rationale: Participation in the ILO facilitates meeting Department's assessment schedule

- **Goal 3. Instruction:**

**Activities and Rationale:**

1: Maintain number of course offerings

Rationale: Current number of courses meets students' need, sociology courses contribute positively to College productivity

2: Continue to utilize Moodle as a student success tool

Rationale: Supports student involvement in face-to-face classes, reduces environmental footprint

3: Continue to organize student led study sessions

Rationale: Supports student success

4: Continue to schedule sociology courses across the schedule and across delivery methods

Rationale: Supports students meeting academic goals

5: Have embedded instructional assistants in online courses

Rationale: Success and retention data suggest providing additional supports to these students

6: Pilot student instructional intern program

Rationale: Provides in-house internship opportunities to students, supports student learning

- **Goal 4. Student Success:**

**Activities and Rationale:**

1: Increase Student Success and Retention in face-to-face classes

Rationale: Supports College goals

2: Increase Student Success and Retention in online and hybrid classes

Rationale: Supports College goals

3: Increase Students completion of Sociology ADT

Rationale: Supports College goals

4: Evaluate role of sociology classes in Learning Communities

Rationale: Supports improvement of instruction

- **Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships:**

**Activities and Rationale:**

1: Renew Professional Memberships

Rationale: Allows faculty to stay current in their discipline

2: Attend DE Learning Conferences

Rationale: Facilitates improvement in DE teaching

3: Attend Strengthening Student Success Conference

Rationale: Facilitates student success and retention

# Appendix A

## Comprehensive Instructional Program Review Prioritized Resource Requests Summary for Additional (New) Resources

**College: Berkeley City College**

**Discipline, Department or Program: Social Sciences**

**Contact Person: Thomas Kies**

**Date: 11/1/15**

Resource Category	Description	Priority Ranking (1 – 5, etc.)	Estimated Cost	Justification (page # in the program review narrative report)
<b>Human Resources: Faculty</b>	1) Psychology Full-Time Instructor	5+	\$97,812	29, 48
	2) History Full-Time Instructor	5+	\$97,812	28, 48
	3) Anthropology Full-Time Instructor	4	\$97,812	26, 48
<b>Human Resources: Classified</b>	Designated Administrative Assistant for the Social Sciences	4	\$97,812	Various
<b>Human Resources: Student Workers</b>	1) Online Tutors (6) One per major discipline 10 hours weekly	5	\$720-\$900 weekly	8, 22, 32, 39, 41
	2) Social science tutors in the Learning Center (4) 10 hours weekly each	5	\$480-\$600 weekly	41, 49
	3) Anthropology lab assistance (15 hours a week)	5	\$180-\$225 <small>*Note: Student labor estimated at between \$12-15 hour</small>	2, 19
<b>Technology</b>	1) Computer Refresh— Establish a cycle whereby an instructor’s computer is refreshed at least once every 5 years.	5	(5) = \$7,000 <small>*Note: Estimate based off of cost for a Macbook Pro in 2015.</small>	21, 49
	2) Clicker technology for classrooms		\$399	58
<b>Equipment</b>	Voice Recorders for Various Classes for use by multiple	5	\$1050 <small>*Note: Estimate based off of individual pricing for</small>	19, 20, 21

	classes (ANTH, SOC, PSYCH, ETHNST) for field methods courses		Sony ICD PX333	
	DVD Film Stations in Library (3)	4	\$537 *Note: Estimate based off of individual combo of \$179	49, 11
<b>Supplies</b>	1) Social Sciences Department Supply Budget	5	\$1,000	Various
	2) Continued support of anthropology lab	5	\$2,000	2, 19
	3) Maintain/Renew Turnitin.com	5	\$9,500	49
	4) Maintain/Renew Online Resource Databases (e.g., JSTOR)	5	Various	22,
	5) Alexander Street Online Anthropology Archive	5	Various	1, 22
	6) Additional Reserve Book Purchase	5	\$1500	22,
<b>Facilities</b>	Reevaluation of the 032 Anthropology lab	5	\$0	2, 19, 30
	Analysis of classroom types preferred by instructors	5	\$0	47
	Reconfiguration of classroom space, when applicable to enable use of white boards	5	\$0	21, 47
<b>Professional Development</b>	1) Professional Organization Membership (\$280 average)	5	\$2,520	53, 59
	2) Departmental Conference Support for Full-Time Instructors	5	\$2,700	53
	3) Two faculty annually to the California Community Colleges Online Teaching Conference. Estimated cost (\$794 each)	5	\$1,584 a year  *Note estimate based off of 2016 San Diego rates including flight, registration, hotel, and per diem.	8, 38,
	4) Five faculty to the 2017 Strengthening Student Success Conference	5	\$2,000	8

	5) Three faculty a year to the California Anthropology Teacher's Conference	5	\$480	54
	6) Continued Support of the Faculty Mentorship Program	5	\$1500	55

# Appendix B

## PCCD Program Review

### Alignment of Goals Template

**College:** Berkeley City College  
**Discipline, Department or Program:** Social Sciences  
**Contact Person:** Thomas J. Kies  
**Date:** 11/1/15

<b>Discipline, Department or Program Goal</b>	<b>College Goal</b>	<b>PCCD Goal and Institutional Objective</b>
<p>Improve course and program success in learning communities and across our programs within the department.</p> <p>Increased professional development of full and part-time faculty so that the department can best serve our diverse students.</p> <p>Schedule classes to include varying times of day and formats to help continue and improve student access.</p> <p>Support equity within our classrooms and also actively recruit as diverse a faculty as possible in an effort to close the achievement gap.</p>	<p><b>BCC Goal 1. Increase Equitable Access</b></p> <p><b>BCC Goal 2. Improve Equitable Success</b></p>	<p>Strategic Goals  <b>A: Advance Student Access, Equity, and Success</b>            2015-2016 Institutional Objectives</p> <p><b>A.1 Student Access:</b>            Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 20, 609 RES FTES.</p> <p><b>A.2 Student Success:</b> Using the total 2014-2015 data as a baseline, increase students' participation in SSSP eligible activities by at least 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans.</p> <p><b>A.3 Student Success:</b> Fully implement an Early Alert process for all students.</p> <p><b>A.4 Student Equity:</b> Address the achievement gap through fully implementing the student success and equity plans at each campus.</p> <p><b>A.5 Student Success:</b> Using 2014-2015 data as a baseline, increase student engagement in</p>

		<p>activities such as student governance, student life activities, student leadership development, service learning programs, learning communities and student employment.</p>
<p>2.</p> <p>Continue to expand our collaborations with professional organizations and colleagues at regional and national institutions through more active participation within organizations and conferences each year.</p>	<p><b>BCC Goal 3. Increase the number of new partners and enhance and leverage resources with existing partners.</b></p>	<p>Strategic Goals:  <b>B: Engage and Leverage Partners</b>  2015-2016 Institutional Objectives:</p> <p><b>B.1 Partnerships:</b> Develop a District-wide database that represents our current strategic partnerships and relationships, both locally and abroad. Identify the individual responsible for this objective by October 1, 2015.</p> <p><b>B.2. Partnerships:</b> Expand and document domestic and international partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.</p>
<p>3.</p> <p>Provide solid academically rigorous programs of study and work to support the success of our students (faculty advising, online and face-to-face tutoring, etc.).</p> <p>Also work to enhance basic skills advancement by nesting basic skills components (e.g., research skills) into our courses.</p>	<p><b>BCC Goal 4. Reduce education and achievement gap through building and implementing programs of distinction through SSSP, Equity, BSI and other college-wide plans.</b></p>	<p>Strategic Goals:  <b>C: Build Programs of Distinction</b>  2015-2016 Institutional Objectives:</p> <p><b>C.1 Student Success:</b>  Develop a District-wide first year experience/student success program (such as Peralta Scholars).</p> <p><b>C.2 Student Success:</b>  Develop and fully implement an innovative student success program at each college that</p>



		<p>feeds into the District-wide first year experience/student success program.</p>
<p>4. Increased involvement of the faculty in shared governance and other activities at the College. Support professional development and the empowering of part and full-time faculty for additional service.</p>	<p><b>BCC Goal 5. Resolve the 2 ACCJC Recommendations and BCC's self-identified Actionable Improvement Plans</b></p>	<p>Strategic Goals: <b>D: Strengthen Accountability, Innovation and Collaboration</b> 2015-2016 Institutional Objectives:</p> <p><b>D.1 Service Leadership:</b> Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues and community partners.</p> <p><b>D.2 Institutional Leadership and Governance:</b> Evaluate and update policies and administrative procedures, the overall PCCD organizational structure, and functional responsibilities within the District.</p> <p><b>D.3. Institutional Effectiveness:</b> Evaluate and update the PBIM participatory governance structure and the Budget Allocation Model (BAM).</p> <p><b>D.4. Global Planning:</b> Develop a Total Cost of Ownership (TCO) plan that includes agreed upon standards, estimates costs for facilities operations and maintenance, costs for technology acquisition, repair and replacement cycles, custodial and stationary engineering services for</p>

		all existing buildings and potential new facilities.
<p>5. Work as a department to improve our overall completion rates and productivity. Develop a staffing plan in each area to foresee future needs of the department. Provide the best possible instruction using the most up-to-date materials and techniques to improve student success.</p>	<p><b>BCC Goal 6. Increase BCC additional and alternative funding sources through materializing BAM, funding raising, non-RES tuition, grants, etc.</b></p>	<p>Strategic Goals:  <b>E: Develop and Manage Resources to Advance Our Mission</b>  2015-2016 Institutional Objectives:</p> <p><b>E.1 FTES/FTEF Target:</b> Achieve the District target FTES/FTEF within budget.</p> <p><b>E.2 Budget to Improve Student Success:</b> Increase alternative funding sources including, but not limited to, the Peralta Colleges Foundation, non-RES tuition (with a particular focus on recruiting international students), grants, etc.</p> <p><b>E.3 Fiscal Oversight:</b> Prudently manage all fiscal resources; general fund, bonds, benefits, OPEB), other long-term liabilities; Resolve all outstanding audit findings.</p> <p><b>E.4 Support Quality Instruction:</b> Increase investments in materials, equipment, and teaching and learning resources to enhance student learning outcomes.</p>

# Appendix C

## Program Review Validation Form and Signature Page

**College:** Berkeley City College

**Discipline, Department or Program:** Social Sciences

### Part I. Overall Assessment of the Program Review Report

Review Criteria	Comments: Explanation if the box is not checked
<p><input type="checkbox"/></p> <p>1. The narrative information is complete and all elements of the program review are addressed.</p> <p><input type="checkbox"/></p> <p>2. The analysis of data is thorough.</p> <p><input type="checkbox"/></p> <p>3. Conclusions and recommendations are well-substantiated and relate to the analysis of the data.</p> <p><input type="checkbox"/></p> <p>4. Discipline, department or program planning goals are articulated in the report. The goals address noted areas of concern.</p> <p><input type="checkbox"/></p> <p>5. The resource requests are connected to the discipline, department or program planning goals and are aligned to the college goals.</p>	

**Part II. Choose one of the Ratings Below and Follow the Instructions.**

Rating	Instructions
<input type="checkbox"/> 1. Accepted.	1. Complete the signatures below and submit to the Vice President of Instruction.
<input type="checkbox"/> 2. Conditionally Accepted.	2. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with a timeline for resubmission to the validation chair.
<input type="checkbox"/> 3. Not Accepted.	3. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with instructions to revise. Notify the Dean and Vice President of Instruction of the non-accepted status.

**Part III. Signatures**

**Validation Team Chair**

\_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

**Discipline, Department or Program Chair**

\_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

**Received by Vice President of Instruction**

\_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_



