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| **Berkeley City College’s mission is to provide our diverse community with**  **educational opportunities, promote student success, and to transform lives.** |

**Introduction and Directions**

Berkeley City College (BCC), in conjunction with the Peralta community College District, has an institutional effectiveness process which consists of the following components: a District-wide Strategic Plan which is updated every six years; Comprehensive Program Reviews (CPRs) which are completed every three years; and Annual Program Updates (APUs) which are completed in non-program review years.

**TIMELINE**

The Annual Program Update (APU) for 2023-2024 marks its 3rd year in the current cycle.

The APU 2023-2024 timeline has been developed for each program and services to guide through the semester. Please review and work with your Deans, Managers, and/or Supervisors to complete this APU.

During 2022-2023, BCC has completed its Educational Master Plan 2024-2028 where we can base our APU review and analysis on the 5 strategies for success and 3 indicators of success that will lead us to achieve our goal of equitable student completion.



The APU is intended to primarily focus upon planning for the subsequent year based on the assessment of the prior year and determine where and how we can improve to support the goal of equitable student completion. It is important to be reminded that the EMP incorporated the State Chancellor's [Vision for Success](https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/101920-ccc-vision-onepager-accessible-final.pdf) as well as [Student Centered Funding Formula (SCFF)](https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Student-Centered-Funding-Formula) in our five year roadmap and our APU process. Please use these foci as your reference to prioritize your department and other goals.

**RESOURCE REQUEST**

In this process of making continuous quality improvement, there is an opportunity for each program, student services, and department to request resources that support achieving the stated goals.

The APU process directly leads to the institutional resource allocation process and budget planning facilitated by the Institutional Planning and Allocation of Resources (IPAR) Committee for the following academic year (2023-24). The process for this can be found here ([2023-24 APU Timeline](https://drive.google.com/file/d/1xiKMI84yGCETRjx-cNfQRClCAe3Cu63X/view?usp=sharing)). This is an opportunity for each department to request resources in Fund 01 (General Funds) to IPAR that will support your department goals and set outcomes that support BCC’s goal of Equitable Student Completion.

**TECHNOLOGY REQUEST**

Finally, for the resource request section, please connect with your Deans, managers, and supervisors regarding your technology needs so that you can be informed about the equipment that is already addressed in the BCC Technology Refresh Plan. If your requests are covered in the Refresh Plan, you do not need to request them in this APU.

If you have questions regarding other material in the Annual Program Update, please contact your Dean or Manager. If you have questions regarding data, please contact Dr. Phoumy Sayavong, Senior Researcher and Planning Analyst (psayavong@peralta.edu).

**Please email the completed Annual Program Update to your Dean by November 30, 2023.**

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| **College Profile** |
| [Click here to view the Berkeley City College Student Demographics Dashboard](https://app.powerbi.com/view?r=eyJrIjoiOWQ0NDc2M2YtZDUyMi00MjdkLTljZTktOWI3MzQyYzdlNDc0IiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9).  This 2-page dashboard will provide data on the demographics of our student body from the past two years such as headcount, ethnicity, enrollment status, age group, educational goals, and majors. |

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| **College Outcomes** | **2019-20** | **2020-21** | **2021-22** | **2022-23** |
| Full Time Equivalent Students (FTES) | 3,931 | 3,622 | 3,259 | 4,024 |
| Productivity (Avg. Goal = 17.5) | 13.2 | 13 | 10.9 | 13.9 |
| Success Rate (%) | 77% | 75%\* | 70%\* | 68%\* |
| Degrees + Certificates Awarded (#) | 1,109 | 1,027 | 960 | 855 |

*\*Excludes “EW” grades*

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**To view prior Program Reviews,** [**click here**](https://drive.google.com/drive/folders/1cJTL936yJGJVKo5P4OGOf2qzsMu3gEqM?usp=share_link)**. To view prior Annual Program Updates,** [**click here**](https://drive.google.com/drive/folders/1NcFLqqL0DhYtaKQ6ntaejh1z7qtGao1F?usp=sharing)**.**

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| **1a. Department Mission**  Please verify the mission statement for your department. If your department has not created a mission statement, provide details on how your department supports and contributes to the [College’s mission](https://www.berkeleycitycollege.edu/bccpub/about-bcc/). | | |
| 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. | | |
| **Name(s) of member(s) completing this APU** | **Department** | **Completion Date** |
| Mark Swiencicki & Linda McAllister | Sociology | 11/15/23 |
| **List faculty names with assignments in fall 2023.** | | |
| Full Time | Part Time | |
| Linda McAllister  Mark Swiencicki | Darrol Hughes  Niku Sharei  Marx Gomez Liendo | |

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| **1b. Department Priorities & Goals** |
| Based on the [Educational Master Plan](https://www.berkeleycitycollege.edu/prm/educational-master-plan-2024-2028-2/), [Shared Vision](chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https:/www.cccco.edu/-/media/CCCCO-Website/Files/Communications/101920-ccc-vision-onepager-accessible-final.pdf), [SCFF](https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Student-Centered-Funding-Formula), and your department mission, what are your department’s priorities and goals for 2023-24? Look at last year’s priorities and goals, review and assess any changes you would like to make for this year. |
| |  |  | | --- | --- | | |  | | --- | | Goal 1. Curriculum:  1: Adopt Sociology of Sexualities Course (on hold until Soc faculty at other colleges can meet)  2: Support mapping project for SOC program under Guided Pathways model.  Goal 2. Assessment:  1: Complete identified assessment activities for the discipline in the Social Sciences three year assessment schedule (underway)  Goal 3. Instruction:  1: Continue to schedule sociology courses across the schedule and across delivery methods (ongoing).  2: Recruit a pool of sociology tutors for both face to face and online classes  3: Bring our asynchronous online courses through the Peer Online Course Review badging process  4: Recruit qualified faculty to teach in our High School dual enrollment program  Goal 4. Student Success:  1: Increase Student Success and Retention in face-to-face classes (ongoing), particularly for disproportionally impacted groups.  2: Increase Student Success and Retention in online and hybrid classes (ongoing), particularly for disproportionately impacted groups.  3: Increase Students completion of Sociology ADT (ongoing), particularly for disproportionately impacted groups. | | |

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| **2. Institutional Assessment** |
| Berkeley City College is committed to a culture of assessment to improve instruction, services, and institutional planning.  Findings from SLO, PLO, ALO assessments, and program review data are used to direct resources for areas that are institutional priorities that are articulated in the Educational Master Plan and BCC Strategic Plan.  Due to the critical role that course and program assessments play in our institutional planning and to be in compliance with the Accreditation requirements, assessments must be completed to qualify for the APU resource allocation requests.  <[Click here to view your Round 5 Assessment Calendar](https://docs.google.com/document/d/1DgVZLRmnKQj1jCNucuCNmTB0Wp1F3vLA/edit?usp=drive_link&ouid=105861965924346219496&rtpof=true&sd=true)> |
| **2a. What action plans did your department identify upon the assessment of each SLOs and/or PLOs?  Based on your SLO assessment, what did you learn that your department is doing well and areas that you need to improve so that student success rates can be improved?** |
| **Soc 1:**  SLO 1, Action Plan 1: come up with another real world example of functionalism in the lectures to reinforce what it involves.  SLO 1, Action Plan 2: use breakout discussions on the concepts the students struggled with to have them create a real world example for each definition.  SLO 2, Action Plan: Add a section to the term paper assignment that reminds them that a paper that turns in only half of the assigned pages will get an F, and a paper with 2/3 the required pages will get a D, and specify how long each prompt in the essay should be.  **Soc 2:**  SLO 1, Action Plan: **:** give students more practice on how each of the perspectives works by adding a group assignment that makes them explain why each of 3 quotes is an example of a particular perspective.  SLO 2, Action Plan: **:** switch term paper to one that only requires them to only interview 1 subject (3 subjects was too taxing for them) using the subject’s direct quotes to support their claims.  **Soc 5:**  SLO 1, Action Plan: to raise the percentage of Zoom discussion/classes that students have to attend in our blended courses to help students master the course concepts and definitions.  SLO 2, Action Plan**:** add to paper assignment a list of interview questions that they need to ask (to prevent students from getting off topic and having insufficient material/quotes to support their claims).  SOC 7:  SLO 1 Action Plan: I will have students complete a series of short writing assignments which require them to develop and maintain strict analytic focus. I've called these assignments "Article Analysis" assignments and they should help ready students for the kind of structured analysis and writing expected of larger academic projects.  SLO 2 Action Plan: Adding this to the assignment sheet: Make sure to stick to the image itself and to its particularities. Try to avoid introducing information about the painter or photographer’s life into your essay: Analyze the content that is in front of you. Removing photo of Donald Trump and adding collage by Lynn Hershman Leeson.  SOC 8:  SOC 8 is being assessed this semester but I will update what was accomplished from the previous assessment  SLO 1 Action Plan: Will add a separate page on Canvas about the media resources and their role in the course. Update: this page was added to the course  Will add a note about the media resources being a part of the chapter quiz in the quiz instructions. Update: this note was added.  I will add a study resource related to Foucault and controlology. Update: this resource was added.  I can experiment with having the quiz unlock only after the media pages are accessed but have some concerns about the impact on students who may be locked out of taking a quiz that they otherwise could have done reasonably well on. Will connect with the Laney faculty member who teaches this course and ask them how they teach controlology. I can also connect with faculty teaching Intro to SOC and explore how much focus they are placing on theoretical paradigms outside of conflict theory/critical theory. Disciplines outside of Sociology (like Political Science) also teach Foucault so I could check in with POSCI faculty.  SLO2 Action Plan: I will look for media material that focuses on socio-economic status to include earlier in the course (we do cover this but after this assessment took place) so students can see an application beyond what is discussed in the text (which is quite theoretical). This should be something students are thinking about early in the course. I will include a focus on the micro-macro connection in my weekly announcement that describes the learning goals for the week. I can also look at how to revise an earlier discussion prompt to get students thinking about and applying the micro-macro connection before this discussion assignment. Update: all action items implemented.  SOC 13:  SLO 1 Action Plan: Rewrite paper objective to stress that students are being asked to take a position, and argue for that position, within the paper.  Uncouple this paper from a previous project to allow students who missed the earlier assignment to be able to complete this paper. Share out examples of model work  SLO2 Action Plan: Create a review resource of core concepts relevant to the paper. Revise paper assignment to include links to required resources  SOC 18  SLO 1 Action Plan: For the death myths lecture I plan to re-organize the group activity here. Students will still be assigned a myth by group and list out themes within their assigned myth but the linking of commonalities (and noting differences) across themes will be more deliberately built into the lecture that follows the activity. Update: no longer use this group activity  I need to create a check in on the at home reading beyond just class discussion. I could create a no-credit quiz for the reading study guide or make sure there is a cross-reference from sections of the text that may be more challenging with class lecture. Update: added reading summary assignment.  SLO2 Action Plan: Set a higher standard for what target “meets” success.  SOC 120:  Note: SOC 120 is now taught by a new instructor who is conducting an assessment this semester (F ’23).  SLO 1 Action Plan: I will assess this SLO at a later date in the course so that I can cover more social theory before administering the outcome question and better prepare them to discuss the nuances of the relationship between social theory and methodology.  SLO2 Action Plan: I will change the research proposal such that it can be more inclusive of qualitative research methodology. Although ethnographers use qualitative methods, this point was a little confusing to students who requested to do a qualitative instead of ethnographic research proposal. |
| **2b. Describe the status of SLO and PLO completion in Rounds 5 of the Assessment Cycle. Identify the percent of completion. Briefly describe what needs to be done to reach 100% completion. Identify issues or concerns that may prevent your department from completing assessments of SLOs and/or PLOs.** |
| Based on the link in the introduction to this section of the APU, Sociology is on track to complete the level 5 assessment cycle for Fall ’23 with the exception of SOC 13. This is due to a miscommunication about which classes were due for assessment. SOC 1, SOC 2, SOC 8, and SOC 120 will complete an SLO assessment this semester. We will conduct the SOC 13 assessment next semester (Sp 24). As for Program PLOs, we have not completed a program PLO and will reach out to our assessment liaison for more information. |

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| **3.** [**Student Equity, Success, & Completion**](https://app.powerbi.com/view?r=eyJrIjoiNjk3NDJjOTItNzI5MS00MDhjLWJhN2EtZjcxNzU4OTBiZDBjIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)(<--click on the link) |
| **Using the data dashboards provided above, review and reflect upon the outcome trends for your department. Please also review overall BCC’s data linked here.**  For assistance with data dashboards, contact Phoumy Sayavong at [psayavong@peralta.edu](mailto:psayavong@peralta.edu?subject=Program%20Review%20Data%20Dashboard%20Assistance) |
| **We have focused on equitable completion for Latinx and African/African American students How are African/African American and Latinx students doing in success and completion in your department, compared to the BCC overall success and completion rate?** |
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| **What do you see as key factors in your department that contributed to an increase in success and completion rates of these student groups?** |
| We believe lower internet access and pc availability is hurting the above mentioned students taking online courses. |
| **What are some strategies for improvements your department can make?** |
| 1) The college already offers free Chromebook loans, but students still keep taking the class on their cell phones. Our instructors will keep stressing why a pc is needed rather than just a cell phone.  2) For internet access we suggest the district subsidize internet connections for low-income students.  3) for Black students, our instructors can place a link to the Umoja Program on their syllabi (and explain what it does)  4) For the 55-64 year olds, they are a tiny group, and we assume those were mostly displaced by Covid.  5) One of our faculty is considering applying for the culturally relevant pedagogy community of practice opportunity recently developed at BCC |

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| **4.** [**Enrollment Trend and Productivity Dashboard**](https://app.powerbi.com/view?r=eyJrIjoiNWJlOWZmYTEtNTY0MC00MDhkLWE5OTAtYmJjZjIxNzJiNWViIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)(<--click on the link)  \*Note that completion and retention rates are presented with the inclusion and exclusion of excused withdrawals (EW) and military withdrawals. |
| **The SCFF prioritized 70% of our college’s base allocation on FTES (full-time equivalent student) from enrollment. Review the enrollment trends for your program and describe the strategies you will implement to increase enrollment.** |
| For Period, 2018-23:  BCC enrollment trend: from 30k – 24k (-20%)  BCC Sociology enrollment trend: from 1084 to 759 (-30%)  Our decline was moderately slightly lower than that of BCC itself.  Also, since 2018, while the college completion and retention rates have remained relatively flat, the SOC Dept. has seen an increase in both measures with a particularly positive gain from 2018 to 2019-2020 in the completion rate, improving 20 points and the retention rate improving 12 points – both measure though are most likely slightly inflated for 2019-2020 due to the Military Withdrawal (MW) and Excused Withdrawal (EW) extended for the COVID crisis. With both measures increasing, and not insignificantly, SOC Dept. faculty recognize the achievement of a primary goal as outlined in the previous Program Review. Retention and completion rates across female and male students are relatively equal, both rates are even with college average. Nonbinary students show lower completion and retention. Completion and retention rates across age groups are relatively even; students in the age range of 16-29 make up the bulk of the enrollment and average around 75% in completion and around 88% in retention. Retention and completion rates for the 20 and older age group is on college average in both categories. SOC Dept. completion rate for Black/African American students is 3 points below the college average. Retention rate for Black/African American students is at the college average. The completion rate and retention rate for Hispanic/Latino student in SOC Dept. sections are both on par with the college average. Both rates show improvement for Black/African American and Hispanic/Latino completion and retention rates. The SOC Dept. concentrated on initiatives to improve completion and retention across the student body with particular attention to students from traditionally marginalized communities. The SOC Dept. will continue to strategize, develop initiatives, and pursue programs that the pay particular heed to the unique circumstances of the Black/African American and Latinx communities at BCC. SOC faculty will likewise continue to support identified student groups such as EOPS, CalWorks, Umoja, CareBCC, Veterans Affairs, etc. The completion and retention rates for special student groups, on average, run close to the college norm.  Strategies to Increase Enrollment:  1) Have instructors send emails out to past students in Intro classes encouraging them to take additional classes.  2) Experiment with different time slots to lower competition with other soc sci departments.  3) Take advantage of 14 week late start classes to maximize enrollments for classes that have more trouble filling up.  4) Reschedule classes that don’t fill up by beginning of semester as 8-week late – 2 courses. |
| Community Colleges are funded based on the [Student Centered Funding Formula (“SCFF”)](https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Student-Centered-Funding-Formula) which is comprised of the following allocations:   |  |  | | --- | --- | | **Student Centered Funding Formula: Focus and Priorities** | | | **% Of Allocation** | **Categories** | | 70%  Base Allocation: FTES (Enrollment) | * Credit FTES * NonCredit FTES * Special Admits (Dual Enrollment, etc.) | | 20%  Supplemental Allocation | * Pell Grant * AB 540 * Adult School * Promise Grants | | 10%  Student Success Allocation | * Associate Degrees & Certificates (??) * ADTs * 9 or more CE units * Transfer * Transfer level Math and English in the first year (AB 1705) | |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **College Outcomes** | **2019-2020** | **2020-21** | **2021-22** | **2022-23** | | Full Time Equivalent Students (FTES) | 3,931 | 3,622 | 3,259 | 4,024 | | Pell Grant Recipients | 2,281 | 2,181 | 1,826 | 1,837 | | College Promise Grant Recipients | 4,143 | 4,011 | 3,500 | 3,991 | | AB 540 Students | 51 | 22 | 69 | 89 | |

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| **5. Dual Enrollment** |
| **As the continued decline in overall enrollment for college going population from high school to college (see Service Area Enrollment Pipeline below), it is important for us to look at who will be coming to BCC in the next 5 years. Reviewing the data provided below, what strategies would your department employ to address bringing more high school students to BCC?** |
| *Respond here:*  **The trends suggest the only 3 increases in student groups will be “Two or More” (TOM), Pacific Islanders, and Not Reported. However, since only tiny amounts of Pac Islanders are coming to BCC, and only slightly more Not Reported, it makes more sense to concentrate on TOM students, especially since the Census shows that this is one of the fastest growing racial groups. To attract more TOM students we would work with the counselors to find out if there are any student groups in the high schools for bi and multiracial students so we could try to directly contact the student groups to invite them to visit and enroll in BCC.** |

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| **6.** [**Equitable Student Completion**](https://app.powerbi.com/view?r=eyJrIjoiNjk3NDJjOTItNzI5MS00MDhjLWJhN2EtZjcxNzU4OTBiZDBjIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)(<--click on the link)  \*Note that completion and retention rates are presented with the inclusion and exclusion of excused withdrawals (EW) and military withdrawals.  If you need more guidance with this item, click here for additional support.[Click here for additional guidance for how to view and use equity data](https://drive.google.com/file/d/14C9cxxXt_YAzK_LJEVPSD_fJwwcWUVps/view?usp=sharing). If you would like to view BCC’s Equity Plan, [click here](https://drive.google.com/file/d/1CelN9o5mrlTVVx3ibqDDdj11PcATAjfM/view?usp=sharing). |
| **On page 3 of the “Course Completion and Retention Rates by Subject” dashboard, what are the completion and retention trends by gender, age, ethnicity in your department?** |
| **Gender:**  **Completion: F – 58%, M – 62%, X – 55%.**  **Retention: F – 72%, M – 77%, X – 71%.**  **Trend: Male privilege seems to favor men on both measures.**  **Age:**    **The trend here is that generally speaking, completion and retention is highest from 16-29, then it starts dropping off.**  **Ethnicity:**    **The trend here is that Whites and Asians have the highest completion and retention, whereas African Americans are at the bottom, and everyone else in the middle.** |
| **Describe which activities and/or strategies your program used to contribute to the gains? What support does your program need to accelerate or improve these outcomes?** |
| The data is only for one year, so there is no data to discuss the “gains”. Here are some steps to accelerate or improve these outcomes  1) The college already offers free Chromebook loans, but students still keep taking the class on their cell phones. Our instructors will keep stressing why a pc is needed rather than just a cell phone.  2) For internet access we suggest the district subsidize internet connections for low income students.  3) for Black students, our instructors can place a link to the Umoja Program on their syllabi (and explain what it does)  4) For the 55-64 year olds, they are a tiny group, and we assume those were mostly displaced by Covid. |
| [**Degrees and Certificates Dashboard**](https://app.powerbi.com/view?r=eyJrIjoiZjU2M2M5MzItOTcwZi00Y2U1LWJmODUtYTc0YjlhZGI2ZDhjIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSectionde32556e136b0a8caccd)(<--click on the link) |
| **Review the data on page 1 of the “Degrees and Certificate Awards Trends” Dashboard.**  **What are the award trends for your department (e.g., overall, by gender, age, and ethnicity)?** |
| From 2018 – 2020 – 2022-2023: the trends were  Gender:  F: from 25 to 41 to 12  M: from 9 to 11 to 7  X from 2 to 3 to 1.  The trend here is that women historically have gotten the most degrees, but they have had a bigger drop then men over the period.  Age:  16-18, steady increase then plateau  19-24: 22 – 38 12,  25-29 slow decline  30-34: 4 – 10 – 4  35-54: 3 - 5  55-65: 3 awarded in 2019-2020  LT 16: 1 in 21 and 22  The main trend is the only group increasing is 16-18, i.e., mostly HS students.  Ethnicity  Amer Indian 0  Asian 6 – 9 -3  Black 7 to 9  Hispanic slow drop from 12 - 9  Pac Isl 1 in 2019  2+ from 2 – 3 - 1  Unknown 1 in 2018, 20, 22  Surprisingly, all groups are dropping except for African Americans, although Hispanics have only dropped by 25%. |
| **Describe which activities and/or strategies your program used to contribute to the gains? What support does your program need to accelerate or improve these outcomes?** |
| 1. We need to work with student services to find ways to contact potential students in the groups that are dropping. 2. The college could do a survey to find out why the groups above are dropping. |
| [**Transfer Dashboard**](https://app.powerbi.com/view?r=eyJrIjoiZmJlODJiODktZjM0OC00ZWIwLWIzNDMtN2Y1Yzc3ZGFhNGRhIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9)(<--click on the link) |
| **Review the data on the “Transfer” Dashboard.**  **What are the award trends for your department (e.g., overall, by gender, age, and ethnicity)?** |
| The data in the link above does not provide data by program or department. It only contains data for BCC. Nor does it provide data on age or gender – just ethnicity. Thus I will reproduce the data on degrees and certificates awarded.  From 2018 – 2020 – 2022-2023: the trends were  Gender:  F: from 25 to 41 to 12  M: from 9 to 11 to 7  X from 2 to 3 to 1.  The trend here is that women historically have gotten the most degrees, but they have had a bigger drop then men over the period.  Age:  16-18, steady increase then plateau  19-24: 22 – 38 12,  25-29 slow decline  30-34: 4 – 10 – 4  35-54: 3 - 5  55-65: 3 awarded in 2019-2020  LT 16: 1 in 21 and 22  The main trend is the only group increasing is 16-18, i.e., mostly HS students.  Ethnicity  Amer Indian 0  Asian 6 – 9 -3  Black 7 to 9  Hispanic slow drop from 12 - 9  Pac Isl 1 in 2019  2+ from 2 – 3 - 1  Unknown 1 in 2018, 20, 22  Surprisingly, all groups are dropping except for African Americans, although Hispanics have only dropped by 25%. |
| **Describe which activities and/or strategies your program used to contribute to the gains? What support does your program need to accelerate to improve these outcomes?** |
| The SOC Dept. has concentrated on initiatives to improve completion and retention across the student body with particular attention to students from traditionally marginalized communities. The SOC Dept. will continue to strategize, develop initiatives, and pursue programs that the pay particular heed to the unique circumstances of the Black/African American and Latinx communities at BCC. SOC faculty will likewise continue to support identified student groups such as EOPS, CalWorks, Umoja, CareBCC, Veterans Affairs, etc. The completion and retention rates for special student groups, on average, run close to the college norm. SOC faculty recently revised the SOC ADT to meet the state level revisions. SOC faculty also worked on drafting and moving through the curriculum process the Law, Public Policy and Society ADT. |

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| **7. Curriculum based on Pathways for Equitable Completion** |
| Based on the curriculum mapping and planning of your program answer the following questions. |
| **What specific plans does your department have for sequencing degrees and programs to ensure students successfully complete the programs in the least amount of time?** |
| **One SOC department faculty member was until recently the Co-Coordinator for Guided Pathways and has working closely with dual enrollment for equity to identify high school on ramps, mapping the programs ADTs and reviewing curriculum for alignment with transfer pathways.** |

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| **8. Engagement** |
| **Discuss how faculty and classified staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.** |
| Swiencicki has sat on the DTC committee for the past 9 years (with 1 semester off due to a scheduling conflict), and now sits on the Curriculum Committee.  McAllister Activities for Sp 23 – F ’23: TRC Chair for Education (F ’23), FDIP mentor (SP ’23), Faculty Observations (Sp 23/F ’23), TLC Board (Sp/F ’23), In Service Instruction (TLC Presentation Sp’23, FLEX attendance), Guided Pathways Planning Group for the People, Places, Society ACC (F ’23). |
| 1. **Discuss how the collaborations with other support services, programs, departments, or administrative units helped your department achieve its goals?** |
| Collaborations with the dual enrollment team, particularly for courses connected to the teacher preparation program. This helps the department meet its goals of increased dual enrollment.  Collaborations with the office of instruction on scheduling patterns. This helps the department offer courses that meet student demand.  Collaborations with Nancy Cayton (curriculum specialist) to stay updated on curriculum policies that impact our courses and programs. This ensures that departments’ courses meet students’ transfer requirements and align with the four-year partner colleges our students most often transfer to.  Collaborations with the political science department to support students in an independent study that crosses sociology and political science. This supports our department’s commitment to interdisciplinary work and student exploration.  Collaboration with the Arts and Cultural Studies Department on expanding our Gender Studies certificate to an ADT. This supports our department by strengthening our ties to other departments, fostering collegiality, and developing additional options for ADTs.  Collaboration with Student Services around Handshake (supports our department’s interest in students getting work experience) and accessibility (supports our departments commitment to equity)  Collaboration with the psychology discipline around the creation of a gerontology certificate. This supports the department through increasing CTE programming.  Collaborations with counseling. Meetings with counseling for degree mapping which support our department in the development of clear pathways for students and improved communication of our programs. |

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| **9. Prioritized Resource Requests** |
| **In the 2022-23 APU, you have provided your resource requests which went through the IPAR process.  In this section, include resource requests from last year that are still needed and/or new resources that have emerged.  Provide justifications. If there are no resource requested, leave the boxes blank.** |

|  |  |  |
| --- | --- | --- |
| **Resource Category** | **Description/Justification** | **Estimated Cost** |
| **Personnel** |  |  |
| Classified Staff | We need a full-time accessibility specialist so that our online courses in particular are in compliance |  |
| Student Worker |  |  |
| Part Time Faculty |  |  |
| **Professional Development** | | |
| Department wide PD needed |  |  |
| Personal/Individual PD needed |  |  |
| **Supplies** | | |
| Software (for whom or role?) | Camtasia Studio License (usually BCC gets site license) |  |
| Books, Magazines, and/or Periodicals |  |  |
| Instructional Supplies |  |  |
| Non-Instructional Supplies |  |  |
| **Technology & Equipment**  Description/Justification (*Before you list your technology request,* [*click here to view the latest Technology Refresh Plan*](https://drive.google.com/file/d/14FnMslW2ebA23iZl8NlAzk_2OjjGeOu8/view?usp=sharing) *to verify whether it has already included.)* | | |
| New | Samsung T7 Shield 1TB USB 3.2 External Solid State Drive (MU-PE1T0S/AM) | $125 |
| Replacement |  |  |
| **Facilities** | | |
| Classrooms |  |  |
| Offices |  |  |
| Labs |  |  |
| Other |  |  |
| **Library** | | |
| Library materials (including streamline media needs) |  |  |
| Library collections |  |  |
| OER |  |  |
| **Other** |  |  |
| OTHER Description |  |  |

**Thank you for your time and effort in completing the Annual Program Update!**

**Please email the completed Program Review to your Dean by November 30, 2023**