**Peralta Community College District**

## Annual Program Update Template 2014-2015

## DISTRICT-WIDE DATA by Subject/Discipline Fall Semesters

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| I. Overview |
| BI Download: | 10/24/2014 | Dept. Chair: | Linda McAllister |
| Department | Social Sciences | Dean: | Carlos Cortez |
| Campus: | BCC |
| Mission Statement | 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 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. 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 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 ADT 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. |

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| Action Plan Overview |
| While each discipline is treated separately in this APU, there are some department wide goals and action plans for Social Sciences introduced in this overview. **Curriculum:** *Social Sciences recently conducted a major review of our catalog offerings and as a result deactivated, updated and removed cross listing designations from several courses. The majority of social sciences courses have updated course outlines or are under revision and several disciplines are articulating new courses in alignment with changing major preparation expectations at our local four year schools. The Social Sciences Department is also working with the American Cultures review board at UCB in preparation of submitting several of our classes for UCB American Cultures approval. We are sending a faculty representative to the all day workshop on December 4th. Social Sciences faculty continue to consult and work with our discipline colleagues at the other Peralta colleges on course descriptors and coordinated scheduling. Social Sciences faculty are working together to articulate an Introduction to the Social Sciences course that could be offered in a large class format and serve as a means for introducing students to possible majors within the social sciences. This course would be team taught and ideal for a First Year Experience program. The Social Sciences Department is planning to articulate one new ADT degree in the next year in Child Development. The CCCCO template will be finalized in February 2015 and BCC already has all of the courses in the current vetted curriculum.***SLOs:***All of our courses have SLOs and the majority of courses have been assessed. The few courses that have not been assessed because of their scheduling rotation or because they are a new offering in Spring '15, will have completed assessments by Fall 2015. Discipline specific assessment updates are available in this APU under each discipline.* **Instruction:***Social sciences classes, and social sciences majors, continue to be very popular at BCC. Given the popularity of social sciences majors at our local four year colleges and universities, we hope the College will continue to grow the social sciences at BCC. With one exception, all of the social sciences disciplines had great productivity. The only exception to our strong productivity was in the two sections of Ethnic Studies. Fall '13 was the first time that class was offered at BCC. We are anticipating two retirements in the next three to four years (History and Psychology). In addition to these retirements, there are two disciplines that would benefit from additional full time hires (Political Science and Physical Anthropology). Instructional faculty are looking forward to the institutionalization of a faculty mentoring program at BCC and hope to see continued support and increased promotion for our ADTs. In terms of supporting instruction, requests in addition to the $1,000 annual supply money currently allocated are detailed under each discipline. As a department, we request continued support of our online and hybrid classes by managing and increasing resources such as increased computer and internet access for students on campus, providing for the technical infrastructure to meet increased need, and improved student services for distance education students that is equal to the supports available on campus. Increased evening and weekend services for all student service areas, particularly counseling, financial aid, tutoring, computer labs, and library, would help faculty meet our instructional goals.***Scheduling:***Social Sciences recognizes that thoughtful and predictable scheduling of courses is central to students meeting and completing their academic goals. Social Sciences is interested in working with the Office of Instruction to create a master schedule of core social sciences offerings that builds in enough flexibility for innovation, the ability to respond to student demand, and manages learning community enrollment. As the budget, mission direction, or need allows we would like to offer more sections of social sciences courses for our students.* |

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| Summarized Needs from all disciplines |
| Please describe and prioritize any faculty, classified, and student assistant needs.Priority: HIGH 1) *Course release (.2) for Alejandro Perez for Ethnic Studies and related disciplines program update and revision(cost based on instructor's pay scale)*2) *Student assistants in large FYE classes and labs. Cost: 5 - 10 hours per week @ $9.16 =~$780 - $1,560*3) *Full time political science instructor* . *Cost: $97,812*4) *Full time psychology instructor* . *Cost: $97,812*5) *Increased evening and weekend services for all student service areas particularly counseling, financial aid, tutoring, compluter labs, and library. (cost TBD)*Priority: MODERATE1) *Full time physical anthropology instructor* . *Cost: $97,812*2) *Full time history instructor* . *Cost: $97,812*  |
| Please describe and prioritize any equipment, material, and supply needs. Priority: HIGH1) *Continued* *materials budget for Physical Anthropology lecture and labs. Cost: $1,000*2) *Continued supplies budget for department. Cost: $1,000*3) O*ffice supplies budget for full time instructors. Cost: $100 X 7 = $700*4) *Maintain/renew TurnItIn.com licensing. Cost: ~$9,500*Priority: MODERATE1) *Digital recorders. Cost: 15@ $90 = $1350*2) *Human Brain Models: 11 @ $215 each= $2,365*3) *Alexander Street Film Archive* *subscription. Cost: variable* |
| Please describe and prioritize any facilities needs.Priority: Moderate1) *Carpeting for room 32 (room used as a dedicated ANTH 1 Lab classroom). This will protect fragile casts from being damaged if accidentally dropped. Cost: TBD*  |

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| I. Overview AFRICAN AMERICAN STUDIES |
| BI Download: | 10/24/2014 | Dept. Chair: | Linda McAllister |
| Subject/Discipline: | AFRAM | Dean: | Carlos Cortez |
| Campus: | BCC |
| Mission Statement | In addition to the mission of the Social Sciences Department, the mission of the African American Studies discipline at Berkeley City College is to provide students with a critical study of the experiences of African Americans. Following an interdisciplinary approach, students examine the histories, communities, and cultures of African Americans.  |

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| II. Enrollment |
|  | Alameda | Berkeley | Laney | Merritt | District |
| Census Enrollment F11 | 218 | 0 | 613 | 671 | 1502 |
| Census Enrollment F12 | 276 | 40 | 499 | 702 | 1517 |
| Census Enrollment F13 | 237 | 41 | 609 | 663 | 1550 |
| Sections F11 | 4 | 0 | 12 | 11 | 27 |
| Sections F12 | 5 | 1 | 10 | 13 | 29 |
| Sections F13 | 5 | 1 | 12 | 13 | 31 |
| Total FTES F11 | 21.80 | 0.00 | 61.30 | 67.10 | 150.2 |
| Total FTES F12 | 27.60 | 3.73 | 49.90 | 70.24 | 151.47 |
| Total FTES F13 | 23.70 | 4.10 | 60.90 | 66.30 | 155 |
| Total FTEF F11 | 0.80 | 0.00 | 2.60 | 2.20 | 5.6 |
| Total FTEF F12 | 1.00 | 0.20 | 2.00 | 2.61 | 5.81 |
| Total FTEF F13 | 1.00 | 0.20 | 2.40 | 2.60 | 6.2 |
| FTES/FTEF F11 | 27.25 | 0.00 | 23.58 | 30.50 | 81.33 |
| FTES/FTEF F12 | 27.60 | 18.67 | 24.95 | 26.96 | 98.18 |
| FTES/FTEF F13 | 23.70 | 20.50 | 25.38 | 25.50 | 25.0 |

Note: Attendance Method “X” classes are excluded from the calculations.

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| III. Student Success |
|  | Alameda | Berkeley | Laney | Merritt | District |
| Total Graded F11 | 208 | 0 | 579 | 641 | 1428 |
| Total Graded F12 | 267 | 40 | 485 | 687 | 1479 |
| Total Graded F13 | 237 | 41 | 609 | 677 | 1564 |
| Success F11 | 124 | 0 | 374 | 419 | 917 |
| Success F12 | 156 | 18 | 308 | 435 | 917 |
| Success F13 | 132 | 26 | 355 | 403 | 916 |
| % Success F11 | 0.60 | 0.00 | 0.65 | 0.65 | 0.64 |
| % Success F12 | 0.58 | 0.45 | 0.64 | 0.63 | 0.62 |
| % Success F13 | 0.56 | 0.63 | 0.58 | 0.60 | 0.59 |
| Withdraw F11 | 32 | 0 | 62 | 51 | 145 |
| Withdraw F12 | 65 | 10 | 80 | 116 | 271 |
| Withdraw F13 | 59 | 13 | 135 | 113 | 320 |
| % Withdraw F11 | 0.15 | 0.00 | 0.11 | 0.08 | 0.1 |
| % Withdraw F12 | 0.24 | 0.25 | 0.64 | 0.17 | 0.18 |
| % Withdraw F13 | 0.25 | 0.32 | 0.22 | 0.17 | 0.2 |

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| IV. Faculty  |
|  | Alameda | Berkeley | Laney | Merritt | District |
| Contract FTEF F11 | 0.80 | 0.00 | 0.70 | 0.87 | 2.37 |
| Contract FTEF F12 | 1.00 | 0.00 | 0.30 | 0.62 | 1.92 |
| Contract FTEF F13 | 1.00 | 0.00 | 0.30 | 1.79 | 3.09 |
| TEMP FTEF F11 | 0.00 | 0.00 | 1.60 | 1.00 | 2.6 |
| TEMP FTEF F12 | 0.00 | 0.20 | 1.40 | 1.41 | 3.01 |
| TEMP FTEF F13 | 0.00 | 0.20 | 1.80 | 0.60 | 2.6 |
| Extra Service FTEF F11 | 0.00 | 0.00 | 0.30 | 0.33 | 0.63 |
| Extra Service FTEF F12 | 0.00 | 0.00 | 0.30 | 0.58 | 0.88 |
| Extra Service FTEF F13 | 0.00 | 0.00 | 0.30 | 0.21 | 0.51 |
| Total FTEF F11 | 0.80 | 0.00 | 2.60 | 2.20 | 5.6 |
| Total FTEF F12 | 1.00 | 0.20 | 2.00 | 2.61 | 5.81 |
| Total FTEF F13 | 1.00 | 0.20 | 2.40 | 2.60 | 6.2 |
| % Contract/Total F11 | 1.00 | 0.00 | 0.27 | 0.40 | 0.4232 |
| % Contract/Total F12 | 1.00 | 0.00 | 0.15 | 0.24 | 0.3305 |
| % Contract/Total F13 | 1.00 | 0.00 | 0.13 | 0.69 | 0.4984 |

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| V. Qualitative Assessments  |
| **CTE and Vocational**: Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc.  | According to the US Department of Labor Statistics' Occupational Handbook, occupations associated with the social sciences disciplines are projected to grow at a rate faster than average between 2012 and 2022\*. \*11% growth for occupations is the projected average |
| Transfer and Basic Skills: Describe how your course offerings address transfer, basic skills, and program completion.  | The African American Studies discipline at BCC offers courses that meet general education components:IGETC (area 4)CSU-GE (area D)UC-TCA (social and behavioral sciences).These courses also meet the ethnic studies requirement for BCC.We recently hired a fulltime Ethnic Studies Instructor who will be developing a limited number of additional courses in African American Studies to support our general Ethnic Studies program. Having courses in African American Studies supports our commitment to multiculturalism and diversity and provides opportunities to our students to complete their GE and ethnic studies requirements through AFRAM classes. The direction of these courses will largely be influenced by the Ethnic Studies/ Diversity Studies ADT recommended curriculum currently being developed at the State level. |

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| VI. Course SLOs and Assessment |
|  | Fall 2014 |
| Number of active courses in your discipline |  2  |
| Number with SLOs |  2  |
| % SLOs/Active Courses |  100% |
| Number of courses with SLOs that have been assessed |  1 |
| % Assessed/SLOs |  50%  |
| Describe types of assessment methods you are using:*minute paper*  |
| Describe results of your SLO assessment progress:*will be discussed during Spring 2015* |
| Describe how assessment results and reflection on those results have led to improvements:*will be discussed during Spring 2015* |

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| VII. Program Learning Outcomes and Assessment |
|  | Fall 2014 |
| Number of degrees and certificates in your discipline |  0  |
| Number with Program Learning Outcomes |  0  |
| Number assessed |  0 |
| % Assessed |  0  |
| Describe assessment methods you are using: n/a |
| Describe results of assessment. Describe how assessment of program-level student learning outcomes led to certificate/degree program improvements. n/a |

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| VIII. Strategic Planning Goals |
| Check all that apply.X Advance Student Access, Success & Equity☐Engage our Communities & PartnersX Build Programs of Distinction☐Create a Culture of Innovation & Collaboration☐Develop Resources to Advance & Sustain Mission | Describe how goal applies to your program.Increasing certificate and degree completion and transfers to 4-year colleges/universities by inspiring and supporting students advances student access, equity and success.       |

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| IX. College Strategic Plan Relevance |
| Check all that apply X New program under developmentX Program that is integral to your college’s overall strategyX Program that is essential for transferX Program that serves a community niche☐Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc.☐Other  |

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| X. Action Plan |
| Please describe your plan for responding to the above data (quantitative, qualitative, and data specifically from course and program learning outcomes assessment). Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges. Include overall plans/goals and specific action steps.**Curriculum:** *Currently there are two courses in AFRAM: AFRAM 1 Introduction to African American Studies and AFRAM 33: The Roots of African American Culture. Both of these classes need to have their course outlines reviewed and updated. We plan to adopt/articulate one more course in AFRAM for our scheduling rotation so Ethnic Studies students can have an AFRAM focus in their studies. This will also provide more GE options in Ethnic Studies. Given we have never had an Ethnic Studies full time instructor until this year, and in light of the need to update all of our Ethnic Studies related courses to align with the upcoming Ethnic Studies/Diversity ADT, a onetime request for a class release (.2) for Fall semester 2015 for our new Ethnic Studies Instructor Alejandro Perez to do the multiple course updates in AFRAM, ASAME, MLAT and ETHST classes and the new ADT articulation is being requested.* **SLOs:***Our two courses have SLOs and both courses will be assessed by Spring '15.***Instruction:***We have no instructor requests for AFRAM at this time. AFRAM courses are taught by adjunct faculty. Instructional support for these classes is requested by maintaining our TurnItIn.com licensing, maintaining the Library budget that supports access fees for Library data bases (for example JStor) and maintaining the budget for social sciences instructional supplies. We request continued support of our online and hybrid classes by managing and increasing resources such as increased computer and internet access for students on campus, providing for the technical infrastructure to meet increased need, and improve student support for distance education students that is equal to the supports available on campus. Increased evening and weekend support for all student service areas particularly counseling, financial aid, tutoring, computer labs, and library would support meeting our instructional goals.***Scheduling:***We plan to continue to offer one section of Introduction to AFRAM every Fall semester and one section of an AFRAM "elective" every Spring semester. If budget, mission direction, or need allows we would offer more sections of AFRAM.*  |
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| XI. Needs |
| Please describe and prioritize any **faculty, classified, and student assistant** needs.Priority: HIGH 1) *Course release (.2) for Alejandro Perez (cost based on instructor's pay scale)*2) *Increased evening and weekend support for all student service areas particularly counseling, financial aid, tutoring, compluter labs, and library.* |
| Please describe and prioritize any **equipment, material, and supply** needs.Priority: HIGH1) *Maintain TurnItIn.com licensing (renewal fee ~$9,500)*2) *Preserve or improve resources needed to support online courses* 3) *Support Library budget to maintain and develop Library data bases that support social sciences classes* |
| Please describe and prioritize any **facilities** needs.  |

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| I. Overview ANTHROPOLOGY |
| BI Download: | 10/24/2014 | Dept. Chair: | Linda McAllister |
| Subject/Discipline: | ANTHR | Dean: | Carlos Cortez |
| Campus: | BCC |
| Mission Statement | 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 disicpline supports academic excellence by emphasizing quality instruction and sound curriculum that will expose students to contemporary theories, research methods, and skills used by anthropologists. |

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| II. Enrollment |
|  | Alameda | Berkeley | Laney | Merritt | District |
| Census Enrollment F11 | 388 | 569 | 327 | 249 | 1533 |
| Census Enrollment F12 | 342 | 322 | 339 | 301 | 1304 |
| Census Enrollment F13 | 383 | 310 | 383 | 314 | 1390 |
| Sections F11 | 8 | 14 | 8 | 6 | 36 |
| Sections F12 | 7 | 8 | 9 | 7 | 31 |
| Sections F13 | 9 | 8 | 10 | 8 | 35 |
| Total FTES F11 | 39.89 | 61.06 | 33.94 | 26.39 | 161.28 |
| Total FTES F12 | 35.80 | 35.03 | 36.67 | 31.55 | 139.05 |
| Total FTES F13 | 39.72 | 32.96 | 41.30 | 32.62 | 146.6 |
| Total FTEF F11 | 1.61 | 2.89 | 1.61 | 1.41 | 7.52 |
| Total FTEF F12 | 1.75 | 1.63 | 1.84 | 1.61 | 6.83 |
| Total FTEF F13 | 1.81 | 1.63 | 2.04 | 1.81 | 7.29 |
| FTES/FTEF F11 | 24.78 | 21.10 | 21.04 | 18.73 | 85.65 |
| FTES/FTEF F12 | 20.44 | 21.54 | 19.93 | 19.61 | 81.52 |
| FTES/FTEF F13 | 21.90 | 20.26 | 20.25 | 18.03 | 20.1 |

Note: Attendance Method “X” classes are excluded from the calculations.

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| III. Student Success |
|  | Alameda | Berkeley | Laney | Merritt | District |
| Total Graded F11 | 378 | 534 | 286 | 247 | 1445 |
| Total Graded F12 | 327 | 306 | 314 | 294 | 1241 |
| Total Graded F13 | 395 | 312 | 385 | 316 | 1408 |
| Success F11 | 276 | 373 | 166 | 194 | 1009 |
| Success F12 | 243 | 232 | 179 | 231 | 885 |
| Success F13 | 284 | 246 | 265 | 217 | 1012 |
| % Success F11 | 0.73 | 0.70 | 0.58 | 0.79 | 0.7 |
| % Success F12 | 0.74 | 0.76 | 0.57 | 0.79 | 0.71 |
| % Success F13 | 0.72 | 0.79 | 0.69 | 0.69 | 0.72 |
| Withdraw F11 | 40 | 83 | 78 | 34 | 235 |
| Withdraw F12 | 13 | 32 | 71 | 40 | 156 |
| Withdraw F13 | 57 | 37 | 66 | 63 | 223 |
| % Withdraw F11 | 0.11 | 0.16 | 0.27 | 0.14 | 0.16 |
| % Withdraw F12 | 0.04 | 0.10 | 0.57 | 0.14 | 0.13 |
| % Withdraw F13 | 0.14 | 0.12 | 0.17 | 0.20 | 0.16 |

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| IV. Faculty  |
|  | Alameda | Berkeley | Laney | Merritt | District |
| Contract FTEF F11 | 0.93 | 0.00 | 0.80 | 0.80 | 2.53 |
| Contract FTEF F12 | 0.85 | 0.00 | 1.00 | 0.80 | 2.65 |
| Contract FTEF F13 | 0.60 | 1.00 | 0.90 | 0.80 | 3.3 |
| TEMP FTEF F11 | 0.40 | 2.89 | 0.81 | 0.61 | 4.71 |
| TEMP FTEF F12 | 0.74 | 1.63 | 0.84 | 0.81 | 4.02 |
| TEMP FTEF F13 | 1.21 | 0.63 | 1.03 | 1.01 | 3.88 |
| Extra Service FTEF F11 | 0.28 | 0.00 | 0.00 | 0.00 | 0.28 |
| Extra Service FTEF F12 | 0.16 | 0.00 | 0.00 | 0.00 | 0.16 |
| Extra Service FTEF F13 | 0.00 | 0.00 | 0.11 | 0.00 | 0.11 |
| Total FTEF F11 | 1.61 | 2.89 | 1.61 | 1.41 | 7.52 |
| Total FTEF F12 | 1.75 | 1.63 | 1.84 | 1.61 | 6.83 |
| Total FTEF F13 | 1.81 | 1.63 | 2.04 | 1.81 | 7.29 |
| % Contract/Total F11 | 0.58 | 0.00 | 0.50 | 0.57 | 0.3364 |
| % Contract/Total F12 | 0.49 | 0.00 | 0.54 | 0.50 | 0.388 |
| % Contract/Total F13 | 0.33 | 0.62 | 0.44 | 0.44 | 0.4527 |
| V. Qualitative Assessments  |
| **CTE and Vocational**: Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc.  | According to the US Department of Labor Statistics' Occupational Handbook, the job of anthropologist is projected to see a 19% change in employment between 2012 and 2022 (a rate faster than the average 11% projected growth for occupations).  |
| Transfer and Basic Skills: Describe how your course offerings address transfer, basic skills, and program completion.  | The Anthropology discipline at BCC offers courses that meet general education components:IGETC (area 4 and 5)CSU-GE (area B-2, B-3, D)UC-TCA (biological sciences, social and behavioral sciences). We have an ADT in Anthropology. Our classes have higher than District average productivity and student success rates. Anthropology classes at BCC represent the "Four Fields" of Anthropology: Social/cultural, archaeology, linguistics and physical anthropology. All of the classes are designed for transfer and are structured to build college level reading, writing and critical thinking skills. Anthropology classes are essential for Berkeley City College. Many students from all majors within the College take Physical Anthropology and the Physical Anthropology lab to meet their Biological Science lecture and lab transfer requirement.  |
| VI. Course SLOs and Assessment |
|  | Fall 2014 |
| Number of active courses in your discipline |  7  |
| Number with SLOs |  7  |
| % SLOs/Active Courses |  100% |
| Number of courses with SLOs that have been assessed |  5 |
| % Assessed/SLOs |  71% |
| Describe types of assessment methods you are using:*minute paper and critical thinking ILO assessment*  |
| Describe results of your SLO assessment progress:*will be discussed during Spring 2015* |
| Describe how assessment results and reflection on those results have led to improvements.*will be discussed during Spring 2015* |

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| VII. Program Learning Outcomes and Assessment |
|  | Fall 2014 |
| Number of degrees and certificates in your discipline |  1  |
| Number with Program Learning Outcomes |  1 |
| Number assessed |  0 |
| % Assessed |  0 |
| Describe assessment methods you are using: *to be decided* |
| Describe results of assessment. Describe how assessment of program-level student learning outcomes led to certificate/degree program improvements: n/a |

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| VIII. Strategic Planning Goals |
| Check all that apply.X Advance Student Access, Success & Equity☐Engage our Communities & PartnersX Build Programs of Distinction☐Create a Culture of Innovation & Collaboration☐Develop Resources to Advance & Sustain Mission | Describe how goal applies to your program.Increasing certificate and degree completion and transfers to 4-year colleges/universities by inspiring and supporting students advances student access, equity and success      |

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| IX. College Strategic Plan Relevance |
| Check all that apply ☐New program under developmentX Program that is integral to your college’s overall strategyX Program that is essential for transfer☐Program that serves a community niche☐Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc.☐Other  |
| X. Action Plan |
| Please describe your plan for responding to the above data (quantitative, qualitative, and data specifically from course and program learning outcomes assessment). Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges. Include overall plans/goals and specific action steps.**Curriculum:** *Currently there are seven courses in Anthropology: ANTH 1: Introduction to Physical Anthropology, ANTH 1L: Physical Anthropology Lab, ANTH 2: Introduction to Archaeology and Prehistory, ANTH 3: Introduction to Social and Cultural Anthropology, ANTH 13: Urban Anthropology, ANTH 18: Introduction to Anthropological Linguistics and ANTH 55: Native American Cultures. We recently reviewed our catalog offerings and deactivated several classes in Anthropology. All current courses have been recently updated and our ADT in Anthropology is now active. The Anthropology faculty is reviewing the interest in adding one more elective to our Physical Anthropology course offerings, perhaps in forensic or medical anthropology. This would provide an elective for students interested in physical anthropology as we currently only have one course in this field of anthropology.* **SLOs:***Given the rotation of classes in our schedule, two classes have yet to be assessed. These courses will be assessed by Fall '15.* **Instruction:***Given the role that Anthropology serves in meeting students' biological science and lab requirement, the College should consider hiring a second full time Anthropology Instructor with a focus in Physical Anthropology. Given the high demand for physical Anthropology classes (ten classes in ANTH 1 and ANTH 1L classes every semester, 60%+ of our total ANTH course offerings) an additional full time faculty member in Anthropology would strengthen this discipline and allow our current full time instructor, Tom Kies, to focus on the other three fields of Anthropology. ANTH 1/1L classes are offered in both the FYE and PACE Pathways Program and the FYE classes is a large size class (roughly 60 - 80 students). A funded student assistant for ten hours a week in the FYE lecture and weekly labs allow us to continue offering a large sized ANTH 1 lecture. ANTH lab classes have ongoing lab materials needs and we are requesting continued support for lab materials/collections. A request of a $1,000 budget per year for the ANTH discipline to maintain and build the teaching tools necessary for these classes. A $100 supplies budget for the current full time instructor for basic office supplies (pens, whiteboard markers, business cards, post its etc.) is also requested. Instructional support for these classes is requested by maintaining our TurnItIn.com licensing, maintaining the Library budget that supports access fees for Library data bases (for example JStor). Specifically a subscription to a film archive (The Alexander Street Archive) would support our face-to-face and online students by giving them access to 17,500 hours of documentary films spanning the four subfields of the discipline (social cultural, linguistic, archaeological, and biological). Instructors are able to stream in class any of the documentaries in the archive and also edit for clips.  All of the films are available with rolling transcript for access to all students. Cost is negotiable with the publisher and would be an acquisition that would help us to serve our students. Several Anthropology courses would benefit from the availability of small digital recorders to carry out class research. These recorders could also be of benefit in Ethnic Studies and Sociology classes that have ethnographic research projects. A starting resource of 15 recorders is being requested. The recorders run about $90 each. We request continued support of our online and hybrid classes by managing and increasing resources such as increased computer and internet access for students on campus, providing for the technical infrastructure to meet increased need, and improved student support for distance education students that is equal to the supports available on campus. Increased evening and weekend services for all student service areas particularly counseling, financial aid, tutoring, computer labs, and library would support meeting our instructional goals.***Scheduling***:**We plan to continue to offer multiple sections ANTH 1/1L and ANTH 3 each semester and rotate the remaining ANTH electives for the ADT on a four semester schedule. If budget, mission direction, or need allows we would offer more sections of ANTH.* |

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| XI. Needs |
| Please describe and prioritize any **faculty, classified, and student assistant** needs.Priority: HIGH1) *Student assistant in large FYE classes and labs. Cost: 10 hours per week @ $9.16 = ~$1,560*2) *Increased evening and weekend services for all student service areas particularly counseling, financial aid, tutuoring, computer labs, and library.*Priority: MODERATE1) *Full time physical anthropology instructor* . *Cost: $97,812*  |
| Please describe and prioritize any **equipment, material, and supply** needs.Priority: HIGH1) *Continued* m*aterials budget for Physical Anthropology lecture and labs. Cost: $1,000*2) O*ffice supplies budget for full time instructor. Cost: $100*3) *Maintain/renew TurnItIn.com licensing. Cost: ~$9,500*Priority: MODERATE1) *Digital recorders. Cost: 15@ $90 = $1350*2) *Alexander Street Film Archive* *subscription. Cost: variable* |
| Please describe and prioritize any **facilities** needs.Priority: MODERATE1) *Carpeting for room 32 (room used as a dedicated ANTH 1 Lab classroom). This will protect fragile casts from being damaged if accidentally dropped. Cost: TBD*  |

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| I. Overview: Asian American Studies |
| BI Download: | 10/24/2014 | Dept. Chair: | Linda McAllister |
| Subject/Discipline: | ASAME | Dean: | Carlos Cortez |
| Campus: | BCC |
| Mission Statement | In addition to the mission of the Social Sciences Department, the mission of the Asian American Studies discipline at Berkeley City College is to provide students with a critical study of the experiences of Asian Americans. Following an interdisciplinary approach, students examine the histories, communities, and cultures of Asian Americans.  |

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| II. Enrollment |
|  | Alameda | Berkeley | Laney | Merritt | District |
| Census Enrollment F11 | 57 | 44 | 381 | 36 | 518 |
| Census Enrollment F12 | 54 | 0 | 348 | 41 | 443 |
| Census Enrollment F13 | 0 | 0 | 491 | 34 | 525 |
| Sections F11 | 1 | 1 | 9 | 1 | 12 |
| Sections F12 | 1 | 0 | 8 | 1 | 10 |
| Sections F13 | 0 | 0 | 12 | 1 | 13 |
| Total FTES F11 | 5.70 | 4.40 | 38.10 | 3.60 | 51.8 |
| Total FTES F12 | 5.40 | 0.00 | 34.80 | 4.10 | 44.3 |
| Total FTES F13 | 0.00 | 0.00 | 48.80 | 3.40 | 52.2 |
| Total FTEF F11 | 0.20 | 0.20 | 2.14 | 0.20 | 2.74 |
| Total FTEF F12 | 0.20 | 0.00 | 1.60 | 0.20 | 2 |
| Total FTEF F13 | 0.00 | 0.00 | 2.20 | 0.20 | 2.4 |
| FTES/FTEF F11 | 28.50 | 22.00 | 17.80 | 18.00 | 86.3 |
| FTES/FTEF F12 | 27.00 | 0.00 | 21.75 | 20.50 | 69.25 |
| FTES/FTEF F13 | 0.00 | 0.00 | 22.18 | 17.00 | 39.18 |

Note: Attendance Method “X” classes are excluded from the calculations.

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| III. Student Success |
|  | Alameda | Berkeley | Laney | Merritt | District |
| Total Graded F11 | 53 | 42 | 368 | 36 | 499 |
| Total Graded F12 | 54 | 0 | 341 | 41 | 436 |
| Total Graded F13 | 0 | 0 | 491 | 34 | 525 |
| Success F11 | 42 | 37 | 299 | 24 | 402 |
| Success F12 | 42 | 0 | 291 | 29 | 362 |
| Success F13 | 0 | 0 | 380 | 24 | 404 |
| % Success F11 | 0.79 | 0.88 | 0.81 | 0.67 | 0.81 |
| % Success F12 | 0.78 | 0.00 | 0.85 | 0.71 | 0.83 |
| % Success F13 | 0.00 | 0.00 | 0.77 | 0.71 | 0.77 |
| Withdraw F11 | 3 | 2 | 32 | 9 | 46 |
| Withdraw F12 | 1 | 0 | 19 | 7 | 27 |
| Withdraw F13 | 0 | 0 | 67 | 2 | 69 |
| % Withdraw F11 | 0.06 | 0.05 | 0.09 | 0.25 | 0.09 |
| % Withdraw F12 | 0.02 | 0.00 | 0.85 | 0.17 | 0.06 |
| % Withdraw F13 | 0.00 | 0.00 | 0.14 | 0.06 | 0.13 |

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| IV. Faculty  |
|  | Alameda | Berkeley | Laney | Merritt | District |
| Contract FTEF F11 | 0.00 | 0.00 | 1.00 | 0.00 | 1 |
| Contract FTEF F12 | 0.00 | 0.00 | 0.80 | 0.00 | 0.8 |
| Contract FTEF F13 | 0.00 | 0.00 | 1.00 | 0.00 | 1 |
| TEMP FTEF F11 | 0.20 | 0.20 | 1.14 | 0.20 | 1.74 |
| TEMP FTEF F12 | 0.20 | 0.00 | 0.80 | 0.20 | 1.2 |
| TEMP FTEF F13 | 0.00 | 0.00 | 1.20 | 0.20 | 1.4 |
| Extra Service FTEF F11 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Extra Service FTEF F12 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Extra Service FTEF F13 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total FTEF F11 | 0.20 | 0.20 | 2.14 | 0.20 | 2.74 |
| Total FTEF F12 | 0.20 | 0.00 | 1.60 | 0.20 | 2 |
| Total FTEF F13 | 0.00 | 0.00 | 2.20 | 0.20 | 2.4 |
| % Contract/Total F11 | 0.00 | 0.00 | 0.47 | 0.00 | 0.365 |
| % Contract/Total F12 | 0.00 | 0.00 | 0.50 | 0.00 | 0.4 |
| % Contract/Total F13 | 0.00 | 0.00 | 0.45 | 0.00 | 0.4167 |
| V. Qualitative Assessments  |
| **CTE and Vocational**: Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc.  | According to the US Department of Labor Statistics' Occupational Handbook, occupations associated with the social sciences disciplines are projected to grow at a rate faster than average between 2012 and 2022\*. \*11% growth for occupations is the projected average |
| Transfer and Basic Skills: Describe how your course offerings address transfer, basic skills, and program completion.  | The Asian American Studies discipline at BCC offers courses that meet general education components:IGETC (area 3B)CSU-GE (area C2)UC-TCA (international studies, social and behavioral sciences).These courses also meet the ethnic studies requirement for BCC. We recently hired a fulltime Ethnic Studies Instructor who will be developing a limited number of additional courses in Asian American Studies to support our general Ethnic Studies program. Having courses in Asian American Studies supports our commitment to multiculturalism and diversity and provides opportunities to our students to complete their GE and ethnic studies requirements through ASAME classes. The direction of these courses will largely be influenced by the Ethnic Studies/Diversity Studies ADT recommended curriculum currently being developed at the State level. |

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| VI. Course SLOs and Assessment |
|  | Fall 2014 |
| Number of active courses in your discipline |  1  |
| Number with SLOs |  1  |
| % SLOs/Active Courses |  100% |
| Number of courses with SLOs that have been assessed |  0 |
| % Assessed/SLOs |  0 |
| Describe types of assessment methods you are using: *assessment to be conducted in Spring '15* |
| Describe results of your SLO assessment progress: n/a |
| Describe how assessment results and reflection on those results have led to improvements:n/a |

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| VII. Program Learning Outcomes and Assessment |
|  | Fall 2014 |
| Number of degrees and certificates in your discipline | 0  |
| Number with Program Learning Outcomes | 0  |
| Number assessed | 0  |
| % Assessed | 0 |
| Describe assessment methods you are using:n/a  |
| Describe results of assessment. Describe how assessment of program-level student learning outcomes led to certificate/degree program improvements: n/a |

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| VIII. Strategic Planning Goals |
| Check all that apply.X Advance Student Access, Success & Equity☐Engage our Communities & PartnersX Build Programs of Distinction☐Create a Culture of Innovation & Collaboration☐Develop Resources to Advance & Sustain Mission | Describe how goal applies to your program.Increasing certificate and degree completion and transfers to 4-year colleges/universities by inspiring and supporting students advances student access, equity and success    |

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| IX. College Strategic Plan Relevance |
| Check all that apply X New program under developmentX Program that is integral to your college’s overall strategyX Program that is essential for transferX Program that serves a community niche☐Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc.☐Other |

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| X. Action Plan |
| Please describe your plan for responding to the above data (quantitative, qualitative, and data specifically from course and program learning outcomes assessment). Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges. Include overall plans/goals and specific action steps.**Curriculum:** *Currently there is one course in Asian American Studies, ASAME: 30 Asians and Asian Americans through film. This class needs to have its course outline reviewed and updated. We plan to adopt/articulate two more course in ASAME for our scheduling rotation so Ethnic Studies students can have an ASAME focus in their studies and to provide more GE options in Ethnic Studies. One of these classes will be ASAME 1: Introduction to Asian American Studies and the second will be an elective that aligns with the courses suggested by the upcoming ADT in Ethnic Studies/Diversity Studies. Given we have never had an Ethnic Studies full time instructor until this year, and in light of the need to update all of our Ethnic Studies related courses to align with the upcoming Ethnic Studies/Diversity ADT, a onetime request for a class release (.2) for Fall semester 2015 for our new Ethnic Studies Instructor Alejandro Perez to do the multiple course updates in AFRAM, ASAME, MLAT and ETHST classes and the ADT articulation is being requested.* **SLOs:***Our one course has SLOs and will be assessed in Spring '15***Instruction:***We have no instructor requests for ASAME at this time. ASAME courses are taught by adjunct faculty. Instructional support for these classes is requested by maintaining our TurnItIn.com licensing, maintaining the Library budget that supports access fees for Library data bases (for example JStor) and maintaining the budget for social sciences instructional supplies. We request continued support of our online and hybrid classes by managing and increasing resources such as increased computer and internet access for students on campus, providing for the technical infrastructure to meet increased need, and improve student support for distance education students that is equal to the supports available on campus. Increased evening and weekend support for all student service areas particularly counseling, financial aid, tutoring, computer labs, and library would support meeting our instructional goals.***Scheduling:***Once articulated, we plan to offer one section of Introduction to ASAME every Spring semester and one section of an ASAME "elective" every Fall semester. If budget, mission direction, or need allows we would offer more sections of ASAME.*  |

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| XI. Needs |
| Please describe and prioritize any **faculty, classified, and student assistant** needs.Priority: HIGH 1) *Course release (.2) for Alejandro Perez (cost based on instructor's pay scale)*2) *Increased evening and weekend services for all student service areas particularly counseling, financial aid, tutuoring, computer labs, and library.* |
| Please describe and prioritize any **equipment, material, and supply** needs. Priority: HIGH1) *Maintain TurnItIn.com licensing (renewal fee ~$9,500)*2) *Preserve or improve resources needed to support online courses* 3) *Support Library budget to maintain and develop Library data bases that support social sciences classes*   |
| Please describe and prioritize any **facilities** needs.  |

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| I. Overview: ETHNIC STUDIES |
| BI Download: | 10/24/2014 | Dept. Chair: | Linda McAllister |
| Subject/Discipline: | ETHST | Dean: | Carlos Cortez |
| Campus: | BCC |
| Mission Statement | In addition to the mission of the Social Sciences Department, the mission of the Ethnic Studies discipline is to facilitate a rigorous analysis of race and ethnicity by using a comparative and interdisciplinary approach. Students completing Ethnic Studies classes will develop insights into cultural, social, and historical dimensions of race and ethnicity.  |

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| II. Enrollment |
|  | Alameda | Berkeley | Laney | Merritt | District |
| Census Enrollment F11 | 0 | 0 | 25 | 0 | 25 |
| Census Enrollment F12 | 0 | 0 | 40 | 0 | 40 |
| Census Enrollment F13 | 0 | 68 | 129 | 0 | 197 |
| Sections F11 | 0 | 0 | 1 | 0 | 1 |
| Sections F12 | 0 | 0 | 1 | 0 | 1 |
| Sections F13 | 0 | 2 | 3 | 0 | 5 |
| Total FTES F11 | 0.00 | 0.00 | 2.50 | 0.00 | 2.5 |
| Total FTES F12 | 0.00 | 0.00 | 4.00 | 0.00 | 4 |
| Total FTES F13 | 0.00 | 6.55 | 12.90 | 0.00 | 19.45 |
| Total FTEF F11 | 0.00 | 0.00 | 0.20 | 0.00 | 0.2 |
| Total FTEF F12 | 0.00 | 0.00 | 0.20 | 0.00 | 0.2 |
| Total FTEF F13 | 0.00 | 0.40 | 0.60 | 0.00 | 1 |
| FTES/FTEF F11 | 0.00 | 0.00 | 12.50 | 0.00 | 12.5 |
| FTES/FTEF F12 | 0.00 | 0.00 | 20.00 | 0.00 | 20 |
| FTES/FTEF F13 | 0.00 | 16.37 | 21.50 | 0.00 | 19.45 |

Note: Attendance Method “X” classes are excluded from the calculations.

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| III. Student Success |
|  | Alameda | Berkeley | Laney | Merritt | District |
| Total Graded F11 | 0 | 0 | 21 | 0 | 21 |
| Total Graded F12 | 0 | 0 | 37 | 0 | 37 |
| Total Graded F13 | 0 | 64 | 129 | 0 | 193 |
| Success F11 | 0 | 0 | 18 | 0 | 18 |
| Success F12 | 0 | 0 | 24 | 0 | 24 |
| Success F13 | 0 | 33 | 68 | 0 | 101 |
| % Success F11 | 0.00 | 0.00 | 0.86 | 0.00 | 0.86 |
| % Success F12 | 0.00 | 0.00 | 0.65 | 0.00 | 0.65 |
| % Success F13 | 0.00 | 0.52 | 0.53 | 0.00 | 0.52 |
| Withdraw F11 | 0 | 0 | 3 | 0 | 3 |
| Withdraw F12 | 0 | 0 | 6 | 0 | 6 |
| Withdraw F13 | 0 | 8 | 31 | 0 | 39 |
| % Withdraw F11 | 0.00 | 0.00 | 0.14 | 0.00 | 0.14 |
| % Withdraw F12 | 0.00 | 0.00 | 0.65 | 0.00 | 0.16 |
| % Withdraw F13 | 0.00 | 0.13 | 0.24 | 0.00 | 0.2 |

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| IV. Faculty  |
|  | Alameda | Berkeley | Laney | Merritt | District |
| Contract FTEF F11 | 0.00 | 0.00 | 0.20 | 0.00 | 0.2 |
| Contract FTEF F12 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Contract FTEF F13 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| TEMP FTEF F11 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| TEMP FTEF F12 | 0.00 | 0.00 | 0.20 | 0.00 | 0.2 |
| TEMP FTEF F13 | 0.00 | 0.40 | 0.60 | 0.00 | 1 |
| Extra Service FTEF F11 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Extra Service FTEF F12 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Extra Service FTEF F13 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total FTEF F11 | 0.00 | 0.00 | 0.20 | 0.00 | 0.2 |
| Total FTEF F12 | 0.00 | 0.00 | 0.20 | 0.00 | 0.2 |
| Total FTEF F13 | 0.00 | 0.40 | 0.60 | 0.00 | 1 |
| % Contract/Total F11 | 0.00 | 0.00 | 1.00 | 0.00 | 1 |
| % Contract/Total F12 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| % Contract/Total F13 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |

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| V. Qualitative Assessments  |
| **CTE and Vocational**: Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc.  | According to the US Department of Labor Statistics' Occupational Handbook, occupations associated with the social sciences disciplines are projected to grow at a rate faster than average between 2012 and 2022\*. \*11% growth for occupations is the projected average |
| Transfer and Basic Skills: Describe how your course offerings address transfer, basic skills, and program completion.  | The Ethnic Studies discipline at BCC offers courses that meet general education components:IGETC (area 4)CSU-GE (area D)UC-TCA (social and behavioral sciences).These courses also meet the ethnic studies requirement for BCC.We recently hired a fulltime Ethnic Studies Instructor who will be developing an ethnic studies program in the next two semesters in line with our need for an interdisciplinary, comparative ethnic studies program. This program will meet our overall College mission as well as reflect our diverse community and provide opportunities to our students to complete their GE and ethnic studies requirements. The direction of these courses will largely be influenced by the Ethnic Studies/Diversity Studies ADT curriculum currently being developed at the State level.  |

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| VI. Course SLOs and Assessment |
|  | Fall 2014 |
| Number of active courses in your discipline |  1  |
| Number with SLOs |  1  |
| % SLOs/Active Courses |  100%  |
| Number of courses with SLOs that have been assessed |  1 |
| % Assessed/SLOs | 100% |
| Describe types of assessment methods you are using *communication ILO rubric* |
| Describe results of your SLO assessment progress*will be discussed during Spring 2015* |
| Describe how assessment results and reflection on those results have led to improvements.*will be discussed during Spring 2015* |

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| VII. Program Learning Outcomes and Assessment |
|  | Fall 2014 |
| Number of degrees and certificates in your discipline |  0  |
| Number with Program Learning Outcomes |  0  |
| Number assessed |  0 |
| % Assessed |  0 |
| Describe assessment methods you are using:n/a  |
| Describe results of assessment. Describe how assessment of program-level student learning outcomes led to certificate/degree program improvements. n/a |

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| VIII. Strategic Planning Goals |
| Check all that apply.X Advance Student Access, Success & Equity☐Engage our Communities & PartnersX Build Programs of Distinction☐Create a Culture of Innovation & Collaboration☐Develop Resources to Advance & Sustain Mission | Describe how goal applies to your program.Increasing certificate and degree completion and transfers to 4-year colleges/universities by inspiring and supporting students advances student access, equity and success     |

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| IX. College Strategic Plan Relevance |
| Check all that apply X New program under developmentX Program that is integral to your college’s overall strategyX Program that is essential for transferX Program that serves a community niche☐Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc.☐Other  |

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| X. Action Plan |
| Please describe your plan for responding to the above data (quantitative, qualitative, and data specifically from course and program learning outcomes assessment). Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges. Include overall plans/goals and specific action steps.**Curriculum:** *Currently there is one course in Ethnic Studies, ETHST 1: Introduction to Ethnic Studies. We recently hired a full time Ethnic Studies faculty member and our Ethnic Studies program will be developed over the next two semesters under his guidance. Several existing courses in other disciplines like History may be cross listed with ETHST at the same time we articulate new ETHST courses. New courses will be developed in alignment with the new Ethnic Studies/Diversity Studies ADT currently in development. Given all of our ETHST classes (ASAME, AFRAM, MLAT) need to be updated and a new program developed, we are asking for a one time, one semester course release in Fall '15 for Alejandro Perez to complete this work.* **SLOs***:**Our one course in ETHST has SLOs and has been assessed.* **Instruction:***We have no instructor hiring needs at this time. A $100 supplies budget for the current full time instructor for basic office supplies (pens, whiteboard markers, business cards, post its etc.) is requested. A shared request from Anthropology and Sociology for 15 small digital recorders to carry out class research projects is being requested. The recorders run about $90 each. Instructional support for Ethnic Studies classes is requested by maintaining our TurnItIn.com licensing, maintaining the Library budget that supports access fees for Library data bases (for example JStor). We request continued support of our online and hybrid classes by managing and increasing resources such as increased computer and internet access for students on campus, providing for the technical infrastructure to meet increased need, and improve student support for distance education students that is equal to the supports available on campus. Increased evening and weekend support for all student service areas particularly counseling, financial aid, tutoring, computer labs, and library would support meeting our instructional goals.***Scheduling:***We plan to continue to offer two to three sections of ETHST 1 each semester until we have a rotation of courses. If budget, mission direction, or need allows we would offer more sections of ETHST.* |

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| XI. Needs |
| Please describe and prioritize any **faculty, classified, and student assistant** needs.Priority: HIGH1) *Course release (.2) for Alejandro Perez (cost based on instructor's pay scale)*2) *Increased evening and weekend services for all student service areas particularly counseling, financial aid, tutoring, computer labs, and library.*  |
| Please describe and prioritize any **equipment, material, and supply** needs.Priority: HIGH1) O*ffice supplies budget for full time instructor. Cost: $100*2) *Maintain/renew TurnItIn.com licensing. Cost: ~$9,500*Priority: MODERATE1) *Digital recorders. Cost: 15@ $90 = $1350*  |
| Please describe and prioritize any **facilities** needs.  |

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| I. Overview: HISTORY |
| BI Download: | 10/24/2014 | Dept. Chair: | Linda McAllister |
| Subject/Discipline: | HIST | Dean: | Carlos Cortez |
| Campus: | BCC |
| Mission Statement | 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.  |

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| II. Enrollment |
|  | Alameda | Berkeley | Laney | Merritt | District |
| Census Enrollment F11 | 411 | 459 | 337 | 72 | 1279 |
| Census Enrollment F12 | 425 | 543 | 304 | 77 | 1349 |
| Census Enrollment F13 | 424 | 541 | 355 | 79 | 1399 |
| Sections F11 | 9 | 11 | 7 | 2 | 29 |
| Sections F12 | 10 | 13 | 7 | 2 | 32 |
| Sections F13 | 10 | 14 | 8 | 2 | 34 |
| Total FTES F11 | 41.10 | 42.67 | 33.70 | 7.20 | 124.67 |
| Total FTES F12 | 42.50 | 55.08 | 30.40 | 7.70 | 135.68 |
| Total FTES F13 | 42.40 | 52.67 | 35.50 | 7.90 | 138.47 |
| Total FTEF F11 | 1.80 | 2.20 | 1.40 | 0.40 | 5.8 |
| Total FTEF F12 | 2.00 | 2.60 | 1.40 | 0.40 | 6.4 |
| Total FTEF F13 | 2.00 | 2.80 | 1.60 | 0.40 | 6.8 |
| FTES/FTEF F11 | 22.83 | 19.40 | 24.07 | 18.00 | 84.3 |
| FTES/FTEF F12 | 21.25 | 21.19 | 21.71 | 19.25 | 83.4 |
| FTES/FTEF F13 | 21.20 | 18.81 | 22.19 | 19.75 | 20.36 |

Note: Attendance Method “X” classes are excluded from the calculations.

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| III. Student Success |
|  | Alameda | Berkeley | Laney | Merritt | District |
| Total Graded F11 | 376 | 441 | 328 | 65 | 1210 |
| Total Graded F12 | 411 | 526 | 294 | 76 | 1307 |
| Total Graded F13 | 435 | 545 | 360 | 81 | 1421 |
| Success F11 | 264 | 287 | 161 | 41 | 753 |
| Success F12 | 276 | 311 | 157 | 58 | 802 |
| Success F13 | 274 | 330 | 176 | 59 | 839 |
| % Success F11 | 0.70 | 0.65 | 0.49 | 0.63 | 0.62 |
| % Success F12 | 0.67 | 0.59 | 0.53 | 0.76 | 0.61 |
| % Success F13 | 0.63 | 0.61 | 0.49 | 0.73 | 0.59 |
| Withdraw F11 | 43 | 80 | 100 | 24 | 247 |
| Withdraw F12 | 63 | 105 | 38 | 12 | 218 |
| Withdraw F13 | 77 | 119 | 109 | 16 | 321 |
| % Withdraw F11 | 0.11 | 0.18 | 0.30 | 0.37 | 0.2 |
| % Withdraw F12 | 0.15 | 0.20 | 0.53 | 0.16 | 0.17 |
| % Withdraw F13 | 0.18 | 0.22 | 0.30 | 0.20 | 0.23 |

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| IV. Faculty  |
|  | Alameda | Berkeley | Laney | Merritt | District |
| Contract FTEF F11 | 0.90 | 0.60 | 0.70 | 0.40 | 2.6 |
| Contract FTEF F12 | 0.80 | 1.40 | 0.00 | 0.40 | 2.6 |
| Contract FTEF F13 | 0.80 | 1.80 | 0.00 | 0.40 | 3 |
| TEMP FTEF F11 | 0.80 | 1.60 | 0.60 | 0.00 | 3 |
| TEMP FTEF F12 | 0.80 | 1.20 | 1.40 | 0.00 | 3.4 |
| TEMP FTEF F13 | 0.80 | 1.00 | 1.60 | 0.00 | 3.4 |
| Extra Service FTEF F11 | 0.10 | 0.00 | 0.10 | 0.00 | 0.2 |
| Extra Service FTEF F12 | 0.40 | 0.00 | 0.00 | 0.00 | 0.4 |
| Extra Service FTEF F13 | 0.40 | 0.00 | 0.00 | 0.00 | 0.4 |
| Total FTEF F11 | 1.80 | 2.20 | 1.40 | 0.40 | 5.8 |
| Total FTEF F12 | 2.00 | 2.60 | 1.40 | 0.40 | 6.4 |
| Total FTEF F13 | 2.00 | 2.80 | 1.60 | 0.40 | 6.8 |
| % Contract/Total F11 | 0.50 | 0.27 | 0.50 | 1.00 | 0.4483 |
| % Contract/Total F12 | 0.40 | 0.54 | 0.00 | 1.00 | 0.4063 |
| % Contract/Total F13 | 0.40 | 0.64 | 0.00 | 1.00 | 0.4412 |
| V. Qualitative Assessments  |
| **CTE and Vocational**: Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc.  | According to the US Department of Labor Statistics' Occupational Handbook, occupations associated with the social sciences disciplines are projected to grow at a rate faster than average between 2012 and 2022\*. \*11% growth for occupations is the projected average |
| Transfer and Basic Skills: Describe how your course offerings address transfer, basic skills, and program completion.  | The History discipline at BCC offers courses that meet general education components:IGETC (area 4)CSU-GE (area C-2, D)UC-TCA (historical studies, international studies, social and behavioral sciences).History classes also meet the American Cultures requirement at UC and the United States History, Constitution, and American Ideals requirement at CSU.We have an AA-T in History. History classes are essential for meeting transfer and degree completion requirements and History classes are requirements in several Learning Communities. History classes support the ADT degrees in Elementary Teacher Education and Political Science and 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 Peralta.  |

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| VI. Course SLOs and Assessment |
|  | Fall 2014 |
| Number of active courses in your discipline |  17  |
| Number with SLOs |  17  |
| % SLOs/Active Courses |  100% |
| Number of courses with SLOs that have been assessed |  11 |
| % Assessed/SLOs |  65% |
| Describe types of assessment methods you are using:*critical thinking ILO rubric and minute paper*  |
| Describe results of your SLO assessment progress:will be discussed during Spring 2015 |
| Describe how assessment results and reflection on those results have led to improvements:*will be discussed during Spring 2015* |

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| VII. Program Learning Outcomes and Assessment |
|  | Fall 2014 |
| Number of degrees and certificates in your discipline |  1  |
| Number with Program Learning Outcomes |  1  |
| Number assessed |  0 |
| % Assessed |  0 |
| Describe assessment methods you are using*to be decided*  |
| Describe results of assessment. Describe how assessment of program-level student learning outcomes led to certificate/degree program improvements. n/a |

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| VIII. Strategic Planning Goals |
| Check all that apply.X Advance Student Access, Success & Equity☐Engage our Communities & PartnersX Build Programs of Distinction☐Create a Culture of Innovation & Collaboration☐Develop Resources to Advance & Sustain Mission | Describe how goal applies to your program. Increasing certificate and degree completion and transfers to 4-year colleges/universities by inspiring and supporting students advances student access, equity and success     |

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| IX. College Strategic Plan Relevance |
| Check all that apply ☐New program under developmentX Program that is integral to your college’s overall strategyX Program that is essential for transfer☐Program that serves a community niche☐Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc.☐Other  |

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| X. Action Plan |
| Please describe your plan for responding to the above data (quantitative, qualitative, and data specifically from course and program learning outcomes assessment). Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges. Include overall plans/goals and specific action steps.**Curriculum:** *Currently there are seventeen courses in History. Two courses, HIST 7A: History of the United States to 1877 and HIST 7B: History of the United States since 1865, are offered as multiple sections every semester. These two courses support many other programs at BCC. Additionally we offer at least one section of HIST 2A or HIST 2B: History of European Civilization and HIST 3A or HIST 3B: Modern World History every semester. We recently reviewed our catalog offerings and deactivated several HIST classes and are continuing to refine our course offerings. Several previously cross-listed HIST classes are not offered solely in other disciplines. Even with these deactivations we remain with a program that has great breadth and depth for a community college History program. Several of our HIST classes meet the UCB American Cultures requirement and we are in the process of having more courses reviewed for this designation. We have an active ADT in History.* **SLOs:***All of our HIST classes have SLOs and the majority of classes have been assessed. Those classes that have not been assessed are in a wider scheduling rotation and will be assessed by Fall '15.* **Instruction:***The College is encouraged to consider hiring an additional full time Historian with a focus on World History. At one time BCC has four full time History faculty. We currently have only two full time faculty in History and both focus primarily on US History. One faculty member is expected to retire in the next four years. Two full time faculty is really the minimum number of faculty to maintain this vital discipline that serves so many other programs. A $100 supplies budget per full time instructor for basic office supplies (pens, whiteboard markers, business cards, post its etc.) is requested. Instructional support for these classes is requested by maintaining our TurnItIn.com licensing, maintaining the Library budget that supports access fees for Library data bases (for example JStor). We request continued support of our online and hybrid classes by managing and increasing resources such as increased computer and internet access for students on campus, providing for the technical infrastructure to meet increased need, and improve student support for distance education students that is equal to the supports available on campus. Increased evening and weekend services for all student support areas particularly counseling, financial aid, tutoring, computer labs, and library would support meeting our instructional goals.***Scheduling:***We plan to continue to offer multiple sections of HIST 7A and HIST 7B each semester, a European Civilization class and World History class every semester and rotate the remaining HIST electives on a four semester schedule.*  |

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| XI. Needs |
| Please describe and prioritize any **faculty, classified, and student assistant** needs. Priority: HIGH1) *Increased evening and weekend services for all student service areas particularly counseling, financial aid, tutuoring, computer labs, and library.*Priority: MODERATE1) *Full time history instructor* . *Cost: $97,812*  |
| Please describe and prioritize any **equipment, material, and supply** needs. Priority: HIGH1) O*ffice supplies budget for two full time instructors. Cost: $200*2) *Maintain/renew TurnItIn.com licensing. Cost: ~$9,500*  |
| Please describe and prioritize any **facilities** needs.  |

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| I. Overview: HEALTH EDUCATION |
| BI Download: | 10/24/2014 | Dept. Chair: | Linda McAllister |
| Subject/Discipline: | HLTED | Dean: | Carlos Cortez |
| Campus: | BCC |
| Mission Statement | In addition to the mission of the Social Sciences department, the mission of the Health Education discipline is to examine how the health of individuals and communities is determined by the complex interaction of biological, political, economic, social and cultural factors.  |
| II. Enrollment |
|  | Alameda | Berkeley | Laney | Merritt | District |
| Census Enrollment F11 | 52 | 75 | 280 | 51 | 458 |
| Census Enrollment F12 | 62 | 66 | 187 | 46 | 361 |
| Census Enrollment F13 | 42 | 60 | 159 | 144 | 405 |
| Sections F11 | 1 | 1 | 5 | 1 | 8 |
| Sections F12 | 2 | 1 | 4 | 1 | 8 |
| Sections F13 | 1 | 1 | 4 | 4 | 10 |
| Total FTES F11 | 3.47 | 7.50 | 25.40 | 5.10 | 41.47 |
| Total FTES F12 | 3.09 | 6.60 | 16.90 | 4.60 | 31.19 |
| Total FTES F13 | 2.80 | 5.97 | 14.43 | 10.24 | 33.44 |
| Total FTEF F11 | 0.13 | 0.20 | 0.87 | 0.20 | 1.4 |
| Total FTEF F12 | 0.17 | 0.20 | 0.67 | 0.20 | 1.24 |
| Total FTEF F13 | 0.13 | 0.20 | 0.67 | 0.47 | 1.47 |
| FTES/FTEF F11 | 26.01 | 37.50 | 29.31 | 25.50 | 118.32 |
| FTES/FTEF F12 | 18.46 | 33.00 | 25.35 | 23.00 | 99.81 |
| FTES/FTEF F13 | 21.01 | 29.83 | 21.65 | 21.95 | 22.7 |

Note: Attendance Method “X” classes are excluded from the calculations.

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| III. Student Success |
|  | Alameda | Berkeley | Laney | Merritt | District |
| Total Graded F11 | 49 | 73 | 265 | 51 | 438 |
| Total Graded F12 | 55 | 65 | 176 | 45 | 341 |
| Total Graded F13 | 42 | 60 | 169 | 140 | 411 |
| Success F11 | 32 | 47 | 153 | 41 | 273 |
| Success F12 | 38 | 42 | 113 | 37 | 230 |
| Success F13 | 34 | 40 | 105 | 101 | 280 |
| % Success F11 | 0.65 | 0.64 | 0.58 | 0.80 | 0.62 |
| % Success F12 | 0.69 | 0.65 | 0.64 | 0.82 | 0.67 |
| % Success F13 | 0.81 | 0.67 | 0.62 | 0.72 | 0.68 |
| Withdraw F11 | 3 | 10 | 54 | 7 | 74 |
| Withdraw F12 | 2 | 11 | 22 | 7 | 42 |
| Withdraw F13 | 3 | 11 | 47 | 26 | 87 |
| % Withdraw F11 | 0.06 | 0.14 | 0.20 | 0.14 | 0.17 |
| % Withdraw F12 | 0.04 | 0.17 | 0.64 | 0.16 | 0.12 |
| % Withdraw F13 | 0.07 | 0.18 | 0.28 | 0.19 | 0.21 |

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| IV. Faculty  |
|  | Alameda | Berkeley | Laney | Merritt | District |
| Contract FTEF F11 | 0.00 | 0.00 | 0.01 | 0.20 | 0.21 |
| Contract FTEF F12 | 0.00 | 0.00 | 0.01 | 0.20 | 0.21 |
| Contract FTEF F13 | 0.00 | 0.00 | 0.15 | 0.45 | 0.6 |
| TEMP FTEF F11 | 0.13 | 0.20 | 0.40 | 0.00 | 0.73 |
| TEMP FTEF F12 | 0.17 | 0.20 | 0.20 | 0.00 | 0.57 |
| TEMP FTEF F13 | 0.13 | 0.20 | 0.20 | 0.00 | 0.53 |
| Extra Service FTEF F11 | 0.00 | 0.00 | 0.45 | 0.00 | 0.45 |
| Extra Service FTEF F12 | 0.00 | 0.00 | 0.45 | 0.00 | 0.45 |
| Extra Service FTEF F13 | 0.00 | 0.00 | 0.32 | 0.01 | 0.33 |
| Total FTEF F11 | 0.13 | 0.20 | 0.87 | 0.20 | 1.4 |
| Total FTEF F12 | 0.17 | 0.20 | 0.67 | 0.20 | 1.24 |
| Total FTEF F13 | 0.13 | 0.20 | 0.67 | 0.47 | 1.47 |
| % Contract/Total F11 | 0.00 | 0.00 | 0.01 | 1.00 | 0.15 |
| % Contract/Total F12 | 0.00 | 0.00 | 0.02 | 1.00 | 0.1694 |
| % Contract/Total F13 | 0.00 | 0.00 | 0.22 | 0.97 | 0.4082 |

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| V. Qualitative Assessments  |
| **CTE and Vocational**: Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc.  | The Bureau of Labor Statistics projects job growth of 21% for Health Educators and Community Health workers between 2012 and 2022 \*11% growth for occupations is the projected average |
| Transfer and Basic Skills: Describe how your course offerings address transfer, basic skills, and program completion.  | The one health education class offered as part of the Public and Human Services Program meets general education component:CSU-GE (area E) |

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| VI. Course SLOs and Assessment |
|  | Fall 2014 |
| Number of active courses in your discipline |  1  |
| Number with SLOs |  1  |
| % SLOs/Active Courses |  100% |
| Number of courses with SLOs that have been assessed |  1 |
| % Assessed/SLOs |  100% |
| Describe types of assessment methods you are using *minute paper* |
| Describe results of your SLO assessment progress*will be discussed during Spring 2015*  |
| Describe how assessment results and reflection on those results have led to improvements.*will be discussed during Spring 2015* |

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| VII. Program Learning Outcomes and Assessment |
|  | Fall 2014 |
| Number of degrees and certificates in your discipline |  0  |
| Number with Program Learning Outcomes |  0  |
| Number assessed |  0 |
| % Assessed |  0 |
| Describe assessment methods you are using n/a |
| Describe results of assessment. Describe how assessment of program-level student learning outcomes led to certificate/degree program improvements.n/a  |

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| VIII. Strategic Planning Goals |
| Check all that apply.X Advance Student Access, Success & EquityX Engage our Communities & PartnersX Build Programs of DistinctionX Create a Culture of Innovation & Collaboration☐Develop Resources to Advance & Sustain Mission | Describe how goal applies to your program.Increases certificate and degree completion by inspiring and supporting students, improves career preparation progress and success rate.       |

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| IX. College Strategic Plan Relevance |
| Check all that apply ☐New program under developmentX Program that is integral to your college’s overall strategy☐Program that is essential for transferX Program that serves a community niche☐Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc.☐Other  |

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| X. Action Plan |
| Please describe your plan for responding to the above data (quantitative, qualitative, and data specifically from course and program learning outcomes assessment). Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges. Include overall plans/goals and specific action steps.*Our single class in Health Education, HLTED 1: Exploring Health Issues, is in support of the Public and Human Services Program at the College. This Program is a career pathway bridge program. Please refer to the P&HS program review for more information.*  |

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| XI. Needs |
| Please describe and prioritize any **faculty, classified, and student assistant** **needs.** n/a  |
| Please describe and prioritize any **equipment, material, and supply** needs. n/a  |
| Please describe and prioritize any **facilities** needs. n/a  |

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| I. Overview: Health Professions/Occupations |
| BI Download: | 10/24/2014 | Dept. Chair: | Linda McAllister |
| Subject/Discipline: | HLTOC | Dean: | Carlos Cortez |
| Campus: | BCC |
| Mission Statement |  The mission of the Health Occupations discipline is to provide education , skill and leadership development for students planning on entering health occupations so that they can meet the needs of the health care community.  |

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| II. Enrollment |
|  | Alameda | Berkeley | Laney | Merritt | District |
| Census Enrollment F11 | 171 | 42 | 52 | 42 | 307 |
| Census Enrollment F12 | 121 | 39 | 45 | 89 | 294 |
| Census Enrollment F13 | 98 | 43 | 51 | 67 | 259 |
| Sections F11 | 3 | 1 | 1 | 1 | 6 |
| Sections F12 | 3 | 1 | 1 | 3 | 8 |
| Sections F13 | 3 | 1 | 1 | 2 | 7 |
| Total FTES F11 | 15.13 | 2.80 | 3.47 | 2.80 | 24.2 |
| Total FTES F12 | 10.80 | 2.60 | 3.00 | 6.64 | 23.04 |
| Total FTES F13 | 8.20 | 2.87 | 3.40 | 4.47 | 18.94 |
| Total FTEF F11 | 0.49 | 0.13 | 0.13 | 0.13 | 0.88 |
| Total FTEF F12 | 0.49 | 0.13 | 0.13 | 0.27 | 1.02 |
| Total FTEF F13 | 0.49 | 0.13 | 0.13 | 0.27 | 1.02 |
| FTES/FTEF F11 | 30.68 | 21.01 | 26.01 | 21.01 | 98.71 |
| FTES/FTEF F12 | 21.89 | 19.50 | 22.51 | 24.92 | 88.82 |
| FTES/FTEF F13 | 16.62 | 21.51 | 25.51 | 16.75 | 18.56 |

Note: Attendance Method “X” classes are excluded from the calculations.

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| III. Student Success |
|  | Alameda | Berkeley | Laney | Merritt | District |
| Total Graded F11 | 157 | 41 | 46 | 39 | 283 |
| Total Graded F12 | 119 | 39 | 43 | 88 | 289 |
| Total Graded F13 | 98 | 43 | 53 | 68 | 262 |
| Success F11 | 130 | 29 | 34 | 27 | 220 |
| Success F12 | 97 | 32 | 32 | 54 | 215 |
| Success F13 | 90 | 31 | 35 | 46 | 202 |
| % Success F11 | 0.83 | 0.71 | 0.74 | 0.69 | 0.78 |
| % Success F12 | 0.82 | 0.82 | 0.74 | 0.61 | 0.74 |
| % Success F13 | 0.92 | 0.72 | 0.66 | 0.68 | 0.77 |
| Withdraw F11 | 27 | 4 | 10 | 6 | 47 |
| Withdraw F12 | 22 | 4 | 9 | 23 | 58 |
| Withdraw F13 | 8 | 12 | 16 | 16 | 52 |
| % Withdraw F11 | 0.17 | 0.10 | 0.22 | 0.15 | 0.17 |
| % Withdraw F12 | 0.18 | 0.10 | 0.74 | 0.26 | 0.2 |
| % Withdraw F13 | 0.08 | 0.28 | 0.30 | 0.24 | 0.2 |

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| IV. Faculty  |
|  | Alameda | Berkeley | Laney | Merritt | District |
| Contract FTEF F11 | 0.00 | 0.00 | 0.00 | 0.13 | 0.13 |
| Contract FTEF F12 | 0.00 | 0.00 | 0.00 | 0.13 | 0.13 |
| Contract FTEF F13 | 0.00 | 0.00 | 0.00 | 0.27 | 0.27 |
| TEMP FTEF F11 | 0.49 | 0.13 | 0.13 | 0.00 | 0.75 |
| TEMP FTEF F12 | 0.49 | 0.13 | 0.13 | 0.13 | 0.88 |
| TEMP FTEF F13 | 0.49 | 0.13 | 0.13 | 0.00 | 0.75 |
| Extra Service FTEF F11 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Extra Service FTEF F12 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Extra Service FTEF F13 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total FTEF F11 | 0.49 | 0.13 | 0.13 | 0.13 | 0.88 |
| Total FTEF F12 | 0.49 | 0.13 | 0.13 | 0.27 | 1.02 |
| Total FTEF F13 | 0.49 | 0.13 | 0.13 | 0.27 | 1.02 |
| % Contract/Total F11 | 0.00 | 0.00 | 0.00 | 1.00 | 0.1477 |
| % Contract/Total F12 | 0.00 | 0.00 | 0.00 | 0.50 | 0.1275 |
| % Contract/Total F13 | 0.00 | 0.00 | 0.00 | 1.00 | 0.2647 |

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| V. Qualitative Assessments  |
| **CTE and Vocational**: Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc.  | The Bureau of Labor Statistics projects job growth of 21% for Health Educators and Community Health workers between 2012 and 2022.\*11% growth for occupations is the projected average |
| Transfer and Basic Skills: Describe how your course offerings address transfer, basic skills, and program completion.  | These two classes in the health occupation discipline are part of the Spanish Medical Interpreting certificate program. |

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| VI. Course SLOs and Assessment |
|  | Fall 2014 |
| Number of active courses in your discipline |  2  |
| Number with SLOs |  2  |
| % SLOs/Active Courses |  100%  |
| Number of courses with SLOs that have been assessed |  1 |
| % Assessed/SLOs |  50% |
| Describe types of assessment methods you are using*minute paper*  |
| Describe results of your SLO assessment progress*will be discussed during Spring 2015*  |
| Describe how assessment results and reflection on those results have led to improvements.*will be discussed during Spring 2015* |

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| VII. Program Learning Outcomes and Assessment |
|  | Fall 2014 |
| Number of degrees and certificates in your discipline |  0  |
| Number with Program Learning Outcomes |  0  |
| Number assessed |  0  |
| % Assessed |  0  |
| Describe assessment methods you are using n/a |
| Describe results of assessment. Describe how assessment of program-level student learning outcomes led to certificate/degree program improvements.n/a  |

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| VIII. Strategic Planning Goals |
| Check all that apply.X Advance Student Access, Success & EquityX Engage our Communities & PartnersX Build Programs of DistinctionX Create a Culture of Innovation & Collaboration☐Develop Resources to Advance & Sustain Mission | Describe how goal applies to your program.Increases certificate and degree completion by inspiring and supporting students, improves career preparation progress and success rate  |

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| IX. College Strategic Plan Relevance |
| Check all that apply ☐New program under developmentX Program that is integral to your college’s overall strategy☐Program that is essential for transferX Program that serves a community niche☐Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc.☐Other  |

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| X. Action Plan |
| Please describe your plan for responding to the above data (quantitative, qualitative, and data specifically from course and program learning outcomes assessment). Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges. Include overall plans/goals and specific action steps.*Our two classes in Health Professions/Occupations , HLTOC 210: Medical Terminology 1 and HLTOC 202: Medical Terminology 11, is in support of the Spanish Medical Interpreting Program at the College. This Program is a career pathway bridge program. Please refer to the SMI program review for more information.*   |

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| XI. Needs |
| Please describe and prioritize any **faculty, classified, and student assistant** needs. n/a  |
| Please describe and prioritize any **equipment, material, and supply** needs. n/a  |
| Please describe and prioritize any **facilities** needs. n/a  |

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| I. Overview: HUMAN SERVICES |
| BI Download: | 10/24/2014 | Dept. Chair: | Linda McAllister |
| Subject/Discipline: | HUSV | Dean: | Carlos Cortez |
| Campus: | BCC |
| Mission Statement | In addition to the Social Sciences mission, classes in Human Services focus on building knowledge and skills necessary for the range of professions in Human Services.  |

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| II. Enrollment |
|  | Alameda | Berkeley | Laney | Merritt | District |
| Census Enrollment F11 | 0 | 176 | 0 | 0 | 176 |
| Census Enrollment F12 | 26 | 25 | 0 | 0 | 51 |
| Census Enrollment F13 | 0 | 175 | 0 | 0 | 175 |
| Sections F11 | 0 | 5 | 0 | 0 | 5 |
| Sections F12 | 1 | 1 | 0 | 0 | 2 |
| Sections F13 | 0 | 5 | 0 | 0 | 5 |
| Total FTES F11 | 0.00 | 14.67 | 0.00 | 0.00 | 14.67 |
| Total FTES F12 | 3.47 | 1.67 | 0.00 | 0.00 | 5.14 |
| Total FTES F13 | 0.00 | 14.41 | 0.00 | 0.00 | 14.41 |
| Total FTEF F11 | 0.00 | 0.87 | 0.00 | 0.00 | 0.87 |
| Total FTEF F12 | 0.27 | 0.13 | 0.00 | 0.00 | 0.4 |
| Total FTEF F13 | 0.00 | 0.87 | 0.00 | 0.00 | 0.87 |
| FTES/FTEF F11 | 0.00 | 16.93 | 0.00 | 0.00 | 16.93 |
| FTES/FTEF F12 | 13.00 | 12.50 | 0.00 | 0.00 | 25.5 |
| FTES/FTEF F13 | 0.00 | 16.63 | 0.00 | 0.00 | 16.63 |

Note: Attendance Method “X” classes are excluded from the calculations.

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| III. Student Success |
|  | Alameda | Berkeley | Laney | Merritt | District |
| Total Graded F11 | 0 | 171 | 0 | 0 | 171 |
| Total Graded F12 | 25 | 25 | 0 | 0 | 50 |
| Total Graded F13 | 0 | 176 | 0 | 0 | 176 |
| Success F11 | 0 | 117 | 0 | 0 | 117 |
| Success F12 | 11 | 17 | 0 | 0 | 28 |
| Success F13 | 0 | 132 | 0 | 0 | 132 |
| % Success F11 | 0.00 | 0.68 | 0.00 | 0.00 | 0.68 |
| % Success F12 | 0.44 | 0.68 | 0.00 | 0.00 | 0.56 |
| % Success F13 | 0.00 | 0.75 | 0.00 | 0.00 | 0.75 |
| Withdraw F11 | 0 | 25 | 0 | 0 | 25 |
| Withdraw F12 | 6 | 7 | 0 | 0 | 13 |
| Withdraw F13 | 0 | 29 | 0 | 0 | 29 |
| % Withdraw F11 | 0.00 | 0.15 | 0.00 | 0.00 | 0.15 |
| % Withdraw F12 | 0.24 | 0.28 | 0.00 | 0.00 | 0.26 |
| % Withdraw F13 | 0.00 | 0.16 | 0.00 | 0.00 | 0.16 |

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| IV. Faculty  |
|  | Alameda | Berkeley | Laney | Merritt | District |
| Contract FTEF F11 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Contract FTEF F12 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Contract FTEF F13 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| TEMP FTEF F11 | 0.00 | 0.87 | 0.00 | 0.00 | 0.87 |
| TEMP FTEF F12 | 0.27 | 0.13 | 0.00 | 0.00 | 0.4 |
| TEMP FTEF F13 | 0.00 | 0.87 | 0.00 | 0.00 | 0.87 |
| Extra Service FTEF F11 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Extra Service FTEF F12 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Extra Service FTEF F13 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total FTEF F11 | 0.00 | 0.87 | 0.00 | 0.00 | 0.87 |
| Total FTEF F12 | 0.27 | 0.13 | 0.00 | 0.00 | 0.4 |
| Total FTEF F13 | 0.00 | 0.87 | 0.00 | 0.00 | 0.87 |
| % Contract/Total F11 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| % Contract/Total F12 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| % Contract/Total F13 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |

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| V. Qualitative Assessments  |
| **CTE and Vocational**: Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc.  | According to the US Department of Labor Statistics' Occupational Handbook, occupations associated with human services are projected to grow at a rate of 22% between 2012 and 2022 which is faster than the projected average of 11% for occupational growth overall  |
| Transfer and Basic Skills: Describe how your course offerings address transfer, basic skills, and program completion.  | Most classes in Human Services are acccepted for credit at the CSUs. |

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| VI. Course SLOs and Assessment |
|  | Fall 2014 |
| Number of active courses in your discipline |  11  |
| Number with SLOs |  11  |
| % SLOs/Active Courses |  100% |
| Number of courses with SLOs that have been assessed |  5 |
| % Assessed/SLOs |  45% |
| Describe types of assessment methods you are using*minute paper*  |
| Describe results of your SLO assessment progress*will be discussed during Spring 2015*  |
| Describe how assessment results and reflection on those results have led to improvements.*will be discussed during Spring 2015* |

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| VII. Program Learning Outcomes and Assessment |
|  | Fall 2014 |
| Number of degrees and certificates in your discipline |  0  |
| Number with Program Learning Outcomes |  0  |
| Number assessed |  0 |
| % Assessed |  0  |
| Describe assessment methods you are using n/a |
| Describe results of assessment. Describe how assessment of program-level student learning outcomes led to certificate/degree program improvements.n/a  |

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| VIII. Strategic Planning Goals |
| Check all that apply.X Advance Student Access, Success & EquityX Engage our Communities & PartnersX Build Programs of Distinction☐Create a Culture of Innovation & Collaboration☐Develop Resources to Advance & Sustain Mission | Describe how goal applies to your program.Increases certificate and degree completion by inspiring and supporting students, improves career preparation progress and success rate.  |

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| IX. College Strategic Plan Relevance |
| Check all that apply ☐New program under developmentX Program that is integral to your college’s overall strategy☐Program that is essential for transferX Program that serves a community niche☐Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc.☐Other  |

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| --- |
| X. Action Plan |
| Please describe your plan for responding to the above data (quantitative, qualitative, and data specifically from course and program learning outcomes assessment). Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges. Include overall plans/goals and specific action steps. *Our Human Services classes support the Public and Human Services Program at the College. This Program is a career pathway bridge program. Please refer to the P&HS program review for more information.*   |

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| XI. Needs |
| Please describe and prioritize any **faculty, classified, and student assistant** needs. n/a  |
| Please describe and prioritize any **equipment, material, and supply** needs. n/a  |
| Please describe and prioritize any **facilities** needs. n/a  |

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| I. Overview: MEXICAN and LATIN AMERICAN STUDIES |
| BI Download: | 10/24/2014 | Dept. Chair: | Linda McAllister |
| Subject/Discipline: | MLAT | Dean: | Carlos Cortez |
| Campus: | BCC |
| Mission Statement | In addition to the mission of the Social Sciences Department, the mission of the Mexican and Latin American Studies discipline at Berkeley City College is to provide a critical interdisciplinary examination of historical and contemporary issues of Latina/o communities.  |

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| II. Enrollment |
|  | Alameda | Berkeley | Laney | Merritt | District |
| Census Enrollment F11 | 0 | 69 | 131 | 97 | 297 |
| Census Enrollment F12 | 0 | 73 | 147 | 90 | 310 |
| Census Enrollment F13 | 0 | 38 | 119 | 98 | 255 |
| Sections F11 | 0 | 2 | 3 | 3 | 8 |
| Sections F12 | 0 | 2 | 4 | 3 | 9 |
| Sections F13 | 0 | 1 | 4 | 3 | 8 |
| Total FTES F11 | 0.00 | 6.90 | 13.10 | 9.70 | 29.7 |
| Total FTES F12 | 0.00 | 7.30 | 14.89 | 9.00 | 31.19 |
| Total FTES F13 | 0.00 | 3.80 | 11.90 | 9.80 | 25.5 |
| Total FTEF F11 | 0.00 | 0.40 | 0.60 | 0.60 | 1.6 |
| Total FTEF F12 | 0.00 | 0.40 | 0.80 | 0.60 | 1.8 |
| Total FTEF F13 | 0.00 | 0.20 | 0.80 | 0.60 | 1.6 |
| FTES/FTEF F11 | 0.00 | 17.25 | 21.83 | 16.17 | 55.25 |
| FTES/FTEF F12 | 0.00 | 18.25 | 18.61 | 15.00 | 51.86 |
| FTES/FTEF F13 | 0.00 | 19.00 | 14.88 | 16.33 | 15.93 |

Note: Attendance Method “X” classes are excluded from the calculations.

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| III. Student Success |
|  | Alameda | Berkeley | Laney | Merritt | District |
| Total Graded F11 | 0 | 66 | 126 | 88 | 280 |
| Total Graded F12 | 0 | 70 | 143 | 84 | 297 |
| Total Graded F13 | 0 | 38 | 119 | 102 | 259 |
| Success F11 | 0 | 33 | 56 | 61 | 150 |
| Success F12 | 0 | 35 | 63 | 60 | 158 |
| Success F13 | 0 | 19 | 46 | 53 | 118 |
| % Success F11 | 0.00 | 0.50 | 0.44 | 0.69 | 0.54 |
| % Success F12 | 0.00 | 0.50 | 0.44 | 0.71 | 0.53 |
| % Success F13 | 0.00 | 0.50 | 0.39 | 0.52 | 0.46 |
| Withdraw F11 | 0 | 13 | 18 | 23 | 54 |
| Withdraw F12 | 0 | 24 | 33 | 22 | 79 |
| Withdraw F13 | 0 | 14 | 41 | 47 | 102 |
| % Withdraw F11 | 0.00 | 0.20 | 0.14 | 0.26 | 0.19 |
| % Withdraw F12 | 0.00 | 0.34 | 0.44 | 0.26 | 0.27 |
| % Withdraw F13 | 0.00 | 0.37 | 0.34 | 0.46 | 0.39 |

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| IV. Faculty  |
|  | Alameda | Berkeley | Laney | Merritt | District |
| Contract FTEF F11 | 0.00 | 0.20 | 0.00 | 0.60 | 0.8 |
| Contract FTEF F12 | 0.00 | 0.00 | 0.00 | 0.60 | 0.6 |
| Contract FTEF F13 | 0.00 | 0.00 | 0.80 | 0.60 | 1.4 |
| TEMP FTEF F11 | 0.00 | 0.20 | 0.60 | 0.00 | 0.8 |
| TEMP FTEF F12 | 0.00 | 0.40 | 0.80 | 0.00 | 1.2 |
| TEMP FTEF F13 | 0.00 | 0.20 | 0.00 | 0.00 | 0.2 |
| Extra Service FTEF F11 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Extra Service FTEF F12 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Extra Service FTEF F13 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total FTEF F11 | 0.00 | 0.40 | 0.60 | 0.60 | 1.6 |
| Total FTEF F12 | 0.00 | 0.40 | 0.80 | 0.60 | 1.8 |
| Total FTEF F13 | 0.00 | 0.20 | 0.80 | 0.60 | 1.6 |
| % Contract/Total F11 | 0.00 | 0.50 | 0.00 | 1.00 | 0.5 |
| % Contract/Total F12 | 0.00 | 0.00 | 0.00 | 1.00 | 0.3333 |
| % Contract/Total F13 | 0.00 | 0.00 | 1.00 | 1.00 | 0.875 |

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| V. Qualitative Assessments  |
| **CTE and Vocational**: Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc.  | According to the US Department of Labor Statistics' Occupational Handbook, occupations associated with the social sciences disciplines are projected to grow at a rate faster than average between 2012 and 2022\*. \*11% growth for occupations is the projected average |
| Transfer and Basic Skills: Describe how your course offerings address transfer, basic skills, and program completion.  | The Mexican and Latin American Studies discipline at BCC offers courses that meet general education components:IGETC (area 3)CSU-GE (area C2)UC-TCA (arts and literature)These courses also meet the ethnic studies requirement for BCC.We recently hired a fulltime Ethnic Studies Instructor who will be adopting/developing a limited number of additional courses in MLAT to support our general Ethnic Studies program. Having courses in MLAT supports our value of a commitment to multiculturalism and diversity and provides opportunities to our students to complete their GE and ethnic studies requirements through MLAT classes. The direction of these courses will largely be influenced by the Ethnic Studies/Diversity Studies ADT recommended curriculum currently being developed at the State level. |

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| VI. Course SLOs and Assessment |
|  | Fall 2014 |
| Number of active courses in your discipline |  2  |
| Number with SLOs |  2  |
| % SLOs/Active Courses |  100% |
| Number of courses with SLOs that have been assessed |  1 |
| % Assessed/SLOs |  50% |
| Describe types of assessment methods you are using:*minute paper*  |
| Describe results of your SLO assessment progress*will be discussed during Spring 2015* |
| Describe how assessment results and reflection on those results have led to improvements.*will be discussed during Spring 2015* |

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| VII. Program Learning Outcomes and Assessment |
|  | Fall 2014 |
| Number of degrees and certificates in your discipline |  0  |
| Number with Program Learning Outcomes |  0  |
| Number assessed |  0 |
| % Assessed |  0 |
| Describe assessment methods you are using n/a |
| Describe results of assessment. Describe how assessment of program-level student learning outcomes led to certificate/degree program improvements.n/a  |

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| VIII. Strategic Planning Goals |
| Check all that apply.X Advance Student Access, Success & Equity☐Engage our Communities & PartnersX Build Programs of Distinction☐Create a Culture of Innovation & Collaboration☐Develop Resources to Advance & Sustain Mission | Describe how goal applies to your program.Increasing certificate and degree completion and transfers to 4-year colleges/universities by inspiring and supporting students advances student access, equity and success.     |

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| IX. College Strategic Plan Relevance |
| Check all that apply X New program under developmentX Program that is integral to your college’s overall strategyX Program that is essential for transferX Program that serves a community niche☐Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc.☐Other  |

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| X. Action Plan |
| Please describe your plan for responding to the above data (quantitative, qualitative, and data specifically from course and program learning outcomes assessment). Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges. Include overall plans/goals and specific action steps. **Curriculum:** *Currently there are two courses in Mexican and Latin American Studies; MLAT 30A and MLAT 30B: Survey of Latin American Films. Both of these classes need to have their course outlines reviewed and updated. We plan to adopt/articulate at least two more course in MLAT for our scheduling rotation so Ethnic Studies students could have an MLAT focus in their studies and to provide more GE options in Ethnic Studies. Given we have never had an Ethnic Studies full time instructor until this year, and in light of the need to update all of our Ethnic Studies related courses to align with the upcoming Ethnic Studies/Diversity ADT, a onetime request for a class release (.2) for Fall semester 2015 for our new Ethnic Studies Instructor Alejandro Perez to do the multiple course updates in AFRAM, ASAME, MLAT and ETHST classes and the ADT articulation is being requested.* **SLOs:***Our two courses have SLOs and both courses will be assessed by Spring '15***Instruction:***MLAT courses are currently taught by our full time Ethnic Studies Instructor as MLAT is one of his faculty service areas. Instructional support for these classes is requested by maintaining our TurnItIn.com licensing, maintaining the Library budget that supports access fees for Library data bases (for example JStor) and maintaining the budget for social sciences instructional supplies. We request continued support of our online and hybrid classes by managing and increasing resources such as increased computer and internet access for students on campus, providing for the technical infrastructure to meet increased need, and improve student support for distance education students that is equal to the supports available on campus. Increased evening and weekend services for all student service areas particularly counseling, financial aid, tutoring, computer labs, and library would support meeting our instructional goals.***Scheduling:***Once new courses are adopted/articulated we plan to offer one class a semester in MLAT on a rotation. If budget, mission direction, or need allows we would offer more sections of MLAT.*  |

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| XI. Needs |
| Please describe and prioritize any **faculty, classified, and student assistant** needs.Priority: HIGH 1) *Course release (.2) for Alejandro Perez (cost based on instructor's pay scale)*2) *Increased evening and weekend services for all student service areas particularly counseling, financial aid, tutoring, computer labs, and library.* |
| Please describe and prioritize any **equipment, material, and supply** needs.Priority: HIGH1) *Maintain TurnItIn.com licensing (renewal fee ~$9,500)*2) *Preserve or improve resources needed to support online courses* 3) *Support Library budget to maintain and develop Library data bases that support social science classes* |
| Please describe and prioritize any **facilities** needs.  |

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| I. Overview: POLITICAL SCIENCE |
| BI Download: | 10/24/2014 | Dept. Chair: | Linda McAllister |
| Subject/Discipline: | POSCI | Dean: | Carlos Cortez |
| Campus: | BCC |
| Mission Statement | 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.  |

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| II. Enrollment |
|  | Alameda | Berkeley | Laney | Merritt | District |
| Census Enrollment F11 | 442 | 443 | 340 | 120 | 1345 |
| Census Enrollment F12 | 388 | 383 | 352 | 197 | 1320 |
| Census Enrollment F13 | 295 | 439 | 380 | 184 | 1298 |
| Sections F11 | 8 | 10 | 8 | 3 | 29 |
| Sections F12 | 9 | 8 | 9 | 5 | 31 |
| Sections F13 | 7 | 11 | 9 | 5 | 32 |
| Total FTES F11 | 44.20 | 52.05 | 34.00 | 12.00 | 142.25 |
| Total FTES F12 | 38.40 | 37.58 | 35.31 | 19.70 | 130.99 |
| Total FTES F13 | 29.50 | 43.55 | 38.00 | 18.59 | 129.64 |
| Total FTEF F11 | 1.60 | 2.00 | 1.58 | 0.60 | 5.78 |
| Total FTEF F12 | 1.66 | 1.60 | 1.89 | 1.00 | 6.15 |
| Total FTEF F13 | 1.40 | 2.20 | 1.80 | 1.00 | 6.4 |
| FTES/FTEF F11 | 27.63 | 26.02 | 21.48 | 20.00 | 95.13 |
| FTES/FTEF F12 | 23.18 | 23.49 | 18.68 | 19.70 | 85.05 |
| FTES/FTEF F13 | 21.07 | 19.79 | 21.11 | 18.59 | 20.25 |

Note: Attendance Method “X” classes are excluded from the calculations.

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| III. Student Success |
|  | Alameda | Berkeley | Laney | Merritt | District |
| Total Graded F11 | 422 | 431 | 313 | 114 | 1280 |
| Total Graded F12 | 374 | 374 | 343 | 187 | 1278 |
| Total Graded F13 | 305 | 456 | 384 | 179 | 1324 |
| Success F11 | 302 | 279 | 182 | 68 | 831 |
| Success F12 | 257 | 268 | 180 | 134 | 839 |
| Success F13 | 200 | 346 | 140 | 96 | 782 |
| % Success F11 | 0.72 | 0.65 | 0.58 | 0.60 | 0.65 |
| % Success F12 | 0.69 | 0.72 | 0.52 | 0.72 | 0.66 |
| % Success F13 | 0.66 | 0.76 | 0.36 | 0.54 | 0.59 |
| Withdraw F11 | 61 | 75 | 62 | 14 | 212 |
| Withdraw F12 | 76 | 62 | 72 | 45 | 255 |
| Withdraw F13 | 68 | 88 | 95 | 47 | 298 |
| % Withdraw F11 | 0.14 | 0.17 | 0.20 | 0.12 | 0.17 |
| % Withdraw F12 | 0.20 | 0.17 | 0.52 | 0.24 | 0.2 |
| % Withdraw F13 | 0.22 | 0.19 | 0.25 | 0.26 | 0.23 |

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| IV. Faculty  |
|  | Alameda | Berkeley | Laney | Merritt | District |
| Contract FTEF F11 | 0.40 | 1.00 | 0.80 | 0.00 | 2.2 |
| Contract FTEF F12 | 0.60 | 1.00 | 0.10 | 0.80 | 2.5 |
| Contract FTEF F13 | 0.40 | 1.00 | 0.00 | 1.00 | 2.4 |
| TEMP FTEF F11 | 1.00 | 1.00 | 0.78 | 0.60 | 3.38 |
| TEMP FTEF F12 | 1.06 | 0.60 | 1.29 | 0.20 | 3.15 |
| TEMP FTEF F13 | 1.00 | 1.00 | 1.80 | 0.00 | 3.8 |
| Extra Service FTEF F11 | 0.20 | 0.00 | 0.00 | 0.00 | 0.2 |
| Extra Service FTEF F12 | 0.00 | 0.00 | 0.50 | 0.00 | 0.5 |
| Extra Service FTEF F13 | 0.00 | 0.20 | 0.00 | 0.00 | 0.2 |
| Total FTEF F11 | 1.60 | 2.00 | 1.58 | 0.60 | 5.78 |
| Total FTEF F12 | 1.66 | 1.60 | 1.89 | 1.00 | 6.15 |
| Total FTEF F13 | 1.40 | 2.20 | 1.80 | 1.00 | 6.4 |
| % Contract/Total F11 | 0.25 | 0.50 | 0.51 | 0.00 | 0.3806 |
| % Contract/Total F12 | 0.36 | 0.63 | 0.05 | 0.80 | 0.4065 |
| % Contract/Total F13 | 0.29 | 0.45 | 0.00 | 1.00 | 0.375 |

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| V. Qualitative Assessments  |
| **CTE and Vocational**: Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc.  | According to the US Department of Labor Statistics' Occupational Handbook, occupations associated with political science are projected to grow at a rate of 21% between 2012 and 2022 which is faster than the projected average of 11% for occupational growth overall  |
| Transfer and Basic Skills: Describe how your course offerings address transfer, basic skills, and program completion.  | The Political Science discipline at BCC offers courses that meet general education components:IGETC (area 4)CSU-GE (area D)UC-TCA (historical studies, international studies, social and behavioral sciences).Political Science classes also meet the United States History, Constitution, and American Ideals requirement at CSU. We have an ADT in Political Science. Political Science classes are required courses in the following degree programs: Global Studies AA, Elementary Teacher Education ADT. Several Learning Communities also require Political Science classes in their programs. Political Science classes also consistently include a Service Learning component as part of their curriulum. The Political Science discipline at BCC is one of our most popular majors. Students hoping to transfer to UCB, where Political Science is the top ranking Social Sciences major, are well served by the classes we offer.  |

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| VI. Course SLOs and Assessment |
|  | Fall 2014 |
| Number of active courses in your discipline |  8  |
| Number with SLOs |  8  |
| % SLOs/Active Courses |  100% |
| Number of courses with SLOs that have been assessed |  7 |
| % Assessed/SLOs |  86% |
| Describe types of assessment methods you are using *minute paper and critical thinking ILO rubric* |
| Describe results of your SLO assessment progress*will be discussed during Spring 2015* |
| Describe how assessment results and reflection on those results have led to improvements.*will be discussed during Spring 2015* |

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| VII. Program Learning Outcomes and Assessment |
|  | Fall 2014 |
| Number of degrees and certificates in your discipline |  1  |
| Number with Program Learning Outcomes |  1  |
| Number assessed |  0 |
| % Assessed |  0 |
| Describe assessment methods you are using *to be decided* |
| Describe results of assessment. Describe how assessment of program-level student learning outcomes led to certificate/degree program improvements.n/a |

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| VIII. Strategic Planning Goals |
| Check all that apply.X Advance Student Access, Success & Equity☐Engage our Communities & PartnersX Build Programs of Distinction☐Create a Culture of Innovation & Collaboration☐Develop Resources to Advance & Sustain Mission | Describe how goal applies to your program.Increasing certificate and degree completion and transfers to 4-year colleges/universities by inspiring and supporting students advances student access, equity and success        |

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| IX. College Strategic Plan Relevance |
| Check all that apply ☐New program under developmentX Program that is integral to your college’s overall strategyX Program that is essential for transfer☐Program that serves a community niche☐Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc.☐Other  |

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| X. Action Plan |
| Please describe your plan for responding to the above data (quantitative, qualitative, and data specifically from course and program learning outcomes assessment). Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges. Include overall plans/goals and specific action steps. **Curriculum***:* *Currently there are four discrete classes in Political Science; POSCI 1: Government and Politics in the United States, POSCI 2: Comparative Government, POSCI 3: International Relations, , POSCI 4: Political Theory, and POSCI 6: US Constitution and Criminal Due Process. There are three cross listed POSCI classes: POSCI 11: Comparative Social Movements, POSCI 12: Contemporary Middle East, and POSCI 20: Current World Problems. We recently reviewed our catalog offerings and deactivated some classes in Political Science and removed some cross listings on others. All current courses have been recently updated and our ADT in Political Science is active and has had multiple completers.* **SLOs:***Given the rotation of classes, one class remains without assessment. This course will be assessed by Fall '15.* **Instruction:***While we have one full time instructor in Political Science, we should hire a second instructor. We offer seven to ten section of just POSCI 1 alone every semester and these classes are consistently the first classes to fill. Given the high demand and popularity of this major at the Colleges our students transfer to, and the fact that Political Science is the most popular social sciences major at UCB, we should strengthen our program with a second full time faculty member. A $100 supplies budget for the current full time instructor for basic office supplies (pens, whiteboard markers, business cards, post its etc.) is requested. Instructional support for these classes is requested by maintaining our TurnItIn.com licensing, maintaining the Library budget that supports access fees for Library data bases (for example JStor). We request continued support of our online and hybrid classes by managing and increasing resources such as increased computer and internet access for students on campus, providing for the technical infrastructure to meet increased need, and improve student support for distance education students that is equal to the supports available on campus. Increased evening and weekend services for all student service areas particularly counseling, financial aid, tutoring, computer labs, and library would support meeting our instructional goals.***Scheduling:***We plan to continue to offer a minimum of seven sections of POSCI 1 each semester and rotate the remaining POSCI ADT required courses on a two semester schedule. If budget, mission direction, or need allows we would offer more sections of the POSCI electives.* |

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| XI. Needs |
| Please describe and prioritize any **faculty, classified, and student assistant** needs.Priority: HIGH1) *Full time political science instructor* . *Cost: $97,812*2) *Increased evening and weekend services for all student service areas particularly counseling, financial aid, tutoring, computer labs, and library.* |
| Please describe and prioritize any **equipment, material, and supply** needs.Priority: HIGH1) O*ffice supplies budget for full time instructor. Cost: $100*2) *Maintain/renew TurnItIn.com licensing. Cost: ~$9,500* |
| Please describe and prioritize any **facilities** needs.  |

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| I. Overview PSYCHOLOGY |
| BI Download: | 10/24/2014 | Dept. Chair: | Linda McAllister |
| Subject/Discipline: | PSYCH | Dean: | Carlos Cortez |
| Campus: | BCC |
| Mission Statement | 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 and the development of the person, basic processes of human perception, learning, cognition and motivation; the relationship of behavior to physiology; and the nature of psychological disorders and how psychologists use their knowledge to help improve the quality of people’s lives  |
| II. Enrollment |
|  | Alameda | Berkeley | Laney | Merritt | District |
| Census Enrollment F11 | 771 | 464 | 475 | 366 | 2076 |
| Census Enrollment F12 | 654 | 353 | 482 | 436 | 1925 |
| Census Enrollment F13 | 725 | 485 | 531 | 402 | 2143 |
| Sections F11 | 15 | 11 | 10 | 8 | 44 |
| Sections F12 | 13 | 8 | 11 | 10 | 42 |
| Sections F13 | 16 | 12 | 11 | 9 | 48 |
| Total FTES F11 | 76.66 | 46.13 | 47.50 | 36.60 | 206.89 |
| Total FTES F12 | 65.40 | 34.81 | 48.20 | 43.60 | 192.01 |
| Total FTES F13 | 72.42 | 48.71 | 53.10 | 40.20 | 214.43 |
| Total FTEF F11 | 3.00 | 2.20 | 2.11 | 1.60 | 8.91 |
| Total FTEF F12 | 2.60 | 1.60 | 2.20 | 2.00 | 8.4 |
| Total FTEF F13 | 3.20 | 2.40 | 2.40 | 1.80 | 9.8 |
| FTES/FTEF F11 | 25.55 | 20.97 | 22.53 | 22.88 | 91.93 |
| FTES/FTEF F12 | 25.15 | 21.75 | 21.91 | 21.80 | 90.61 |
| FTES/FTEF F13 | 22.63 | 20.30 | 22.13 | 22.33 | 21.88 |

Note: Attendance Method “X” classes are excluded from the calculations.

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| III. Student Success |
|  | Alameda | Berkeley | Laney | Merritt | District |
| Total Graded F11 | 736 | 448 | 443 | 349 | 1976 |
| Total Graded F12 | 640 | 346 | 469 | 414 | 1869 |
| Total Graded F13 | 732 | 460 | 550 | 403 | 2145 |
| Success F11 | 494 | 284 | 238 | 213 | 1229 |
| Success F12 | 465 | 204 | 332 | 248 | 1249 |
| Success F13 | 473 | 277 | 317 | 211 | 1278 |
| % Success F11 | 0.67 | 0.63 | 0.54 | 0.61 | 0.62 |
| % Success F12 | 0.73 | 0.59 | 0.71 | 0.60 | 0.67 |
| % Success F13 | 0.65 | 0.60 | 0.58 | 0.52 | 0.6 |
| Withdraw F11 | 139 | 108 | 82 | 81 | 410 |
| Withdraw F12 | 86 | 81 | 56 | 61 | 284 |
| Withdraw F13 | 126 | 97 | 149 | 82 | 454 |
| % Withdraw F11 | 0.19 | 0.24 | 0.19 | 0.23 | 0.21 |
| % Withdraw F12 | 0.13 | 0.23 | 0.71 | 0.15 | 0.15 |
| % Withdraw F13 | 0.17 | 0.21 | 0.27 | 0.20 | 0.21 |

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| IV. Faculty  |
|  | Alameda | Berkeley | Laney | Merritt | District |
| Contract FTEF F11 | 1.40 | 0.80 | 1.00 | 1.60 | 4.8 |
| Contract FTEF F12 | 1.20 | 0.80 | 1.00 | 1.80 | 4.8 |
| Contract FTEF F13 | 1.25 | 0.80 | 1.08 | 1.80 | 4.93 |
| TEMP FTEF F11 | 1.60 | 1.40 | 1.11 | 0.00 | 4.11 |
| TEMP FTEF F12 | 1.20 | 0.80 | 1.20 | 0.20 | 3.4 |
| TEMP FTEF F13 | 1.80 | 1.60 | 1.00 | 0.00 | 4.4 |
| Extra Service FTEF F11 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Extra Service FTEF F12 | 0.20 | 0.00 | 0.00 | 0.00 | 0.2 |
| Extra Service FTEF F13 | 0.15 | 0.00 | 0.32 | 0.00 | 0.47 |
| Total FTEF F11 | 3.00 | 2.20 | 2.11 | 1.60 | 8.91 |
| Total FTEF F12 | 2.60 | 1.60 | 2.20 | 2.00 | 8.4 |
| Total FTEF F13 | 3.20 | 2.40 | 2.40 | 1.80 | 9.8 |
| % Contract/Total F11 | 0.47 | 0.36 | 0.47 | 1.00 | 0.5387 |
| % Contract/Total F12 | 0.46 | 0.50 | 0.45 | 0.90 | 0.5714 |
| % Contract/Total F13 | 0.39 | 0.33 | 0.45 | 1.00 | 0.5031 |

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| V. Qualitative Assessments  |
| **CTE and Vocational**: Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc.  |  According to the US Department of Labor Statistics' Occupational Handbook, occupations associated with the social sciences disciplines are projected to grow at a rate faster than average between 2012 and 2022\*. Industrial-organizational psychology is projected to be the fastest growth occupation for this time period.\*11% growth for occupations is the projected average  |
| Transfer and Basic Skills: Describe how your course offerings address transfer, basic skills, and program completion.  | The Psychology discipline at BCC offers courses that meet general education components:IGETC (area 4)CSU-GE (D, E)UC-TCA (social and behavioral sciences).We have an ADT in Psychology and have had dozens of completers. We offer the only Psychology research methods course in the District, a requirement for the ADT in Psychology. Psychology is the top declared social sciences major at BCC. This reflects the national trend of Psychology, after Business, being the most widely declared college major.  |

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| VI. Course SLOs and Assessment |
|  | Fall 2014 |
| Number of active courses in your discipline |  5  |
| Number with SLOs |  5  |
| % SLOs/Active Courses |  100% |
| Number of courses with SLOs that have been assessed |  4 |
| % Assessed/SLOs |  80% |
| Describe types of assessment methods you are using *Critical thinking ILO rubric, Communication ILO rubric and minute paper* |
| Describe results of your SLO assessment progress *will be discussed during Spring 2015* |
| Describe how assessment results and reflection on those results have led to improvements.*will be discussed during Spring 2015* |

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| VII. Program Learning Outcomes and Assessment |
|  | Fall 2014 |
| Number of degrees and certificates in your discipline | 1  |
| Number with Program Learning Outcomes |  1 |
| Number assessed |  0 |
| % Assessed |  0 |
| Describe assessment methods you are using*to be decided*   |
| Describe results of assessment. Describe how assessment of program-level student learning outcomes led to certificate/degree program improvements. n/a |

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| VIII. Strategic Planning Goals |
| Check all that apply.X Advance Student Access, Success & Equity☐Engage our Communities & PartnersX Build Programs of Distinction☐Create a Culture of Innovation & Collaboration☐Develop Resources to Advance & Sustain Mission | Describe how goal applies to your program.Increasing certificate and degree completion and transfers to 4-year colleges/universities by inspiring and supporting students advances student access, equity and success    |

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| IX. College Strategic Plan Relevance |
| Check all that apply ☐New program under developmentX Program that is integral to your college’s overall strategyX Program that is essential for transfer☐Program that serves a community niche☐Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc.☐Other  |

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| X. Action Plan |
| Please describe your plan for responding to the above data (quantitative, qualitative, and data specifically from course and program learning outcomes assessment). Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges. Include overall plans/goals and specific action steps. **Curriculum:** *Currently there are five courses in Psychology; PSYCH 1: Introduction to General Psychology, PSYCH 6: Social Psychology, PSYCH 10: Psychology and Life, PSYCH 21: Lifespan Human Development, and PSYCH 28: Research Methods in Psychology. We recently reviewed our catalog offerings and deactivated several classes in Psychology. All current courses are updated and our ADT in Psychology is very popular and has had many completers. The Psychology discipline lead, Katherine Kocel, will be articulating a course in Biological Psychology when she returns from her sabbatical. This course will be the first in the District and will bring our Psychology offerings in line with four year Colleges' major preparation for the discipline.* **SLOs:***While all of the current PSYCH classes have been assessed, one set of assessment results were misplaced by the assessment team. This course will be assessed again in Spring '15.* **Instruction***:**Our current full time faculty member has announced that she will be retiring when she fulfills her teaching obligations post-sabbatical. Given the popularity of the major at BCC and beyond we should not wait until this retirement to hire another full time instructor. A $100 supplies budget for the current full time instructor for basic office supplies (pens, whiteboard markers, business cards, post its etc.) is requested. The new Bio Psych class will need models of the human brain and we should order these models in anticipation of the class being offered by Spring '16. If four students work in small groups, 10 models plus one for the instructor should be sufficient. The models are $215 each. Instructional support for Psychology classes is requested by maintaining our TurnItIn.com licensing, maintaining the Library budget that supports access fees for Library data bases (for example JStor). We request continued support of our online and hybrid classes by managing and increasing resources such as increased computer and internet access for students on campus, providing for the technical infrastructure to meet increased need, and improve student support for distance education students that is equal to the supports available on campus. Increased evening and weekend services for all student service areas particularly counseling, financial aid, tutoring, computer labs, and library would support meeting our instructional goals.***Scheduling:***We plan to continue to offer multiple sections PSYCH 1 and PSYCH 21 each semester and rotate the remaining PSYCH electives for the ADT on a two semester schedule. Given the popularity of the PSYCH ADT, and the fact that we are the only school in the District that offers the methods course, we should consider offering PSYCH 28 each semester. If the budget, mission direction, or need allows we would offer more sections of PSYCH.*  |

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| XI. Needs |
| Please describe and prioritize any **faculty, classified, and student assistant** needs.Priority: HIGH1) *Full time psychology instructor* . *Cost: $97,812*2) *Increased evening and weekend services for all student service areas particularly counseling, financial aid, tutoring, computer labs, and library.* |
| Please describe and prioritize any **equipment, material, and supply** needs.Priority: HIGH1) O*ffice supplies budget for full time instructor. Cost: $100*2) *Maintain/renew TurnItIn.com licensing. Cost: ~$9,500*Priority: MODERATE1) *Human Brain Models: 11 @ $215 each= $2,365* |
| Please describe and prioritize any **facilities** needs.  |

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| I. Overview SOCIOLOGY |
| BI Download: | 10/24/2014 | Dept. Chair: | Linda McAllister |
| Subject/Discipline: | SOC | Dean: | Carlos Cortez |
| Campus: | BCC |
| Mission Statement | In addition to the mission of the Social Sciences department, the mission of the Sociology discipline at Berkeley City College is to prepare students planning to transfer into the sociology major by providing a course of study in sociology that examines the systematic study of human social institutions and social relationships. Students 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.  |
| II. Enrollment |
|  | Alameda | Berkeley | Laney | Merritt | District |
| Census Enrollment F11 | 209 | 440 | 431 | 129 | 1209 |
| Census Enrollment F12 | 113 | 423 | 389 | 155 | 1080 |
| Census Enrollment F13 | 241 | 531 | 346 | 199 | 1317 |
| Sections F11 | 5 | 11 | 10 | 2 | 28 |
| Sections F12 | 3 | 10 | 8 | 3 | 24 |
| Sections F13 | 5 | 13 | 8 | 5 | 31 |
| Total FTES F11 | 20.90 | 43.74 | 40.20 | 12.90 | 117.74 |
| Total FTES F12 | 11.30 | 42.30 | 38.90 | 15.50 | 108 |
| Total FTES F13 | 24.10 | 52.36 | 34.60 | 19.90 | 130.96 |
| Total FTEF F11 | 1.00 | 2.20 | 1.81 | 0.40 | 5.41 |
| Total FTEF F12 | 0.60 | 2.00 | 1.60 | 0.60 | 4.8 |
| Total FTEF F13 | 1.00 | 2.60 | 1.60 | 1.00 | 6.2 |
| FTES/FTEF F11 | 20.90 | 19.88 | 22.17 | 32.25 | 95.2 |
| FTES/FTEF F12 | 18.83 | 21.15 | 24.31 | 25.83 | 90.12 |
| FTES/FTEF F13 | 24.10 | 20.14 | 21.63 | 19.90 | 21.1 |

Note: Attendance Method “X” classes are excluded from the calculations.

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| III. Student Success |
|  | Alameda | Berkeley | Laney | Merritt | District |
| Total Graded F11 | 197 | 409 | 403 | 125 | 1134 |
| Total Graded F12 | 106 | 402 | 376 | 150 | 1034 |
| Total Graded F13 | 246 | 536 | 346 | 202 | 1330 |
| Success F11 | 74 | 246 | 272 | 102 | 694 |
| Success F12 | 40 | 248 | 275 | 111 | 674 |
| Success F13 | 166 | 295 | 213 | 126 | 800 |
| % Success F11 | 0.38 | 0.60 | 0.67 | 0.82 | 0.61 |
| % Success F12 | 0.38 | 0.62 | 0.73 | 0.74 | 0.65 |
| % Success F13 | 0.67 | 0.55 | 0.62 | 0.62 | 0.6 |
| Withdraw F11 | 85 | 87 | 82 | 19 | 273 |
| Withdraw F12 | 46 | 87 | 51 | 13 | 197 |
| Withdraw F13 | 55 | 157 | 71 | 48 | 331 |
| % Withdraw F11 | 0.43 | 0.21 | 0.20 | 0.15 | 0.24 |
| % Withdraw F12 | 0.43 | 0.22 | 0.73 | 0.09 | 0.19 |
| % Withdraw F13 | 0.22 | 0.29 | 0.21 | 0.24 | 0.25 |

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| IV. Faculty  |
|  | Alameda | Berkeley | Laney | Merritt | District |
| Contract FTEF F11 | 1.00 | 0.40 | 0.00 | 0.00 | 1.4 |
| Contract FTEF F12 | 0.60 | 0.80 | 0.00 | 0.00 | 1.4 |
| Contract FTEF F13 | 1.00 | 1.40 | 0.00 | 0.00 | 2.4 |
| TEMP FTEF F11 | 0.00 | 1.40 | 1.81 | 0.40 | 3.61 |
| TEMP FTEF F12 | 0.00 | 0.80 | 1.60 | 0.60 | 3 |
| TEMP FTEF F13 | 0.00 | 1.00 | 1.60 | 1.00 | 3.6 |
| Extra Service FTEF F11 | 0.00 | 0.40 | 0.00 | 0.00 | 0.4 |
| Extra Service FTEF F12 | 0.00 | 0.40 | 0.00 | 0.00 | 0.4 |
| Extra Service FTEF F13 | 0.00 | 0.20 | 0.00 | 0.00 | 0.2 |
| Total FTEF F11 | 1.00 | 2.20 | 1.81 | 0.40 | 5.41 |
| Total FTEF F12 | 0.60 | 2.00 | 1.60 | 0.60 | 4.8 |
| Total FTEF F13 | 1.00 | 2.60 | 1.60 | 1.00 | 6.2 |
| % Contract/Total F11 | 1.00 | 0.18 | 0.00 | 0.00 | 0.2588 |
| % Contract/Total F12 | 1.00 | 0.40 | 0.00 | 0.00 | 0.2917 |
| % Contract/Total F13 | 1.00 | 0.54 | 0.00 | 0.00 | 0.3871 |

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| V. Qualitative Assessments  |
| **CTE and Vocational**: Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc.  |  According to the US Department of Labor Statistics' Occupational Handbook, occupations associated with the sociology discipline are projected to grow at a rate faster than average between 2012 and 2022\*. \*11% growth for occupations is the projected average  |
| Transfer and Basic Skills: Describe how your course offerings address transfer, basic skills, and program completion.  | The Sociology discipline at BCC offers courses that meet general education components:IGETC (area 4)CSU-GE (area D)UC-TCA (social and behavioral sciences).Sociology 5 also meets the Ethnic Studies requirement. Our Sociology ADT was the first completed ADT in the District. It continues to be one of the most completed ADTs 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. At this time we offer the only social sciences research methods class in the District and this class is in the TMC for the Sociology, Political Science, and Anthropology ADT degrees. We also have the most diverse catalog of offerings in the District.  |

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| VI. Course SLOs and Assessment |
|  | Fall 2014 |
| Number of active courses in your discipline |  8  |
| Number with SLOs |  8  |
| % SLOs/Active Courses |  100% |
| Number of courses with SLOs that have been assessed |  6  |
| % Assessed/SLOs |  75%  |
| Describe types of assessment methods you are using minute papers and critical thinking ILO rubric |
| Describe results of your SLO assessment progress*will be discussed during Spring 2015*  |
| Describe how assessment results and reflection on those results have led to improvements.*will be discussed during Spring 2015* |

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| VII. Program Learning Outcomes and Assessment |
|  | Fall 2014 |
| Number of degrees and certificates in your discipline |  1  |
| Number with Program Learning Outcomes |  1 |
| Number assessed |  0 |
| % Assessed |  0 |
| Describe assessment methods you are using: *to be decided* |
| Describe results of assessment. Describe how assessment of program-level student learning outcomes led to certificate/degree program improvements. n/a |

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| VIII. Strategic Planning Goals |
| Check all that apply.X Advance Student Access, Success & Equity☐Engage our Communities & PartnersX Build Programs of Distinction☐Create a Culture of Innovation & Collaboration☐Develop Resources to Advance & Sustain Mission | Describe how goal applies to your program.Increasing certificate and degree completion and transfers to 4-year colleges/universities by inspiring and supporting students advances student access, equity and success    |

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| IX. College Strategic Plan Relevance |
| Check all that apply ☐New program under developmentX Program that is integral to your college’s overall strategyX Program that is essential for transfer☐Program that serves a community niche☐Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc.☐Other  |

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| X. Action Plan |
| Please describe your plan for responding to the above data (quantitative, qualitative, and data specifically from course and program learning outcomes assessment). Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges. Include overall plans/goals and specific action steps.**Curriculum:** *Currently there are eight courses in Sociology; SOC 1: Introduction to Sociology, SOC 2: Social Problems, SOC 5: Minority Groups, SOC 6: Comparative Social Movements, SOC 7: Sociology of Gender, SOC 8: Crime and Deviance, SOC 13: Sociology of the Family and SOC 120: Introduction to Research Methods. The two full time instructors in Sociology at BCC recently met with their colleagues at the other Peralta Colleges to review course outlines, plan for new courses, and discuss scheduling rotations. Out of this discussion it was decided that we would articulate one new course this coming year, The Sociology Health, Illness and Medicine. The Sociology ADT is very popular at BCC and has had many completers.* **SLOs:***There are two classes that have not been assessed. One class is being offered for the first time in Spring '15 (SOC. 6) and the other is being offered for the first time in Fall '15 (SOC. 07). These courses will be assessed the semester they are offered.* **Instruction:***There are two full time instructors in Sociology at BCC and we are able to cover our classes between these two instructors and a few long term adjuncts. A $100 supplies budget for the current full time instructors for basic office supplies (pens, whiteboard markers, business cards, post its etc.) is requested. Instructional support for sociology classes is requested by maintaining our TurnItIn.com licensing, maintaining the Library budget that supports access fees for Library data bases (for example JStor). Several sociology courses, in conjunction with courses in Ethnic Studies and Anthropology, would benefit from the availability of small digital recorders to carry out class research. These recorders would be of tremendous benefit to our Research Methods students. A starting resource of 15 recorders is being requested. The recorders run about $90 each. We request continued support of our online and hybrid classes by managing and increasing resources such as increased computer and internet access for students on campus, providing for the technical infrastructure to meet increased need, and improve student support for distance education students that is equal to the supports available on campus. Increased evening and weekend services for all student service areas particularly counseling, financial aid, tutoring, computer labs, and library would support meeting our instructional goals.***Scheduling***:**We plan to continue to offer multiple sections SOC 1 and SOC 2 (requirements for the ADT) and rotate the remaining SOC electives for the ADT on a two semester schedule. Given our discussion with our colleagues at the other Colleges, BCC has committed to offering the Research Methods course each Fall to serve ADT students. If budget, mission direction, or need allows we would offer more sections of SOC.*  |

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| XI. Needs |
| Please describe and prioritize any **faculty, classified, and student assistant** needs.Priority: HIGH1)*Increased evening and weekend services for all student service areas particularly counseling, financial aid, tutoring, computer labs, and library.* |
| Please describe and prioritize any **equipment, material, and supply** needs.Priority: HIGH1) O*ffice supplies budget for two full time instructors. Cost: $200*2) *Maintain/renew TurnItIn.com licensing. Cost: ~$9,500*Priority: MODERATE1) *Digital recorders. Cost: 15@ $90 = $1350* |
| Please describe and prioritize any **facilities** needs.  |

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| I. Overview SOCIAL SCIENCE |
| BI Download: | 10/24/2014 | Dept. Chair: | Linda McAllister |
| Subject/Discipline: | SOCSC | Dean: | Carlos Cortez |
| Campus: | BCC |
| Mission Statement | In addition to the mission of the Social Sciences Department, the mission of the Social Sciences discipline at Berkeley City College is to provide students with a broad perspective on human behavior and stimulate an appreciation for, and understanding of, values, ideas, and artifacts of culture and society.  |

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| II. Enrollment |
|  | Alameda | Berkeley | Laney | Merritt | District |
| Census Enrollment F11 | 0 | 37 | 0 | 0 | 37 |
| Census Enrollment F12 | 0 | 40 | 0 | 0 | 40 |
| Census Enrollment F13 | 0 | 47 | 0 | 0 | 47 |
| Sections F11 | 0 | 1 | 0 | 0 | 1 |
| Sections F12 | 0 | 1 | 0 | 0 | 1 |
| Sections F13 | 0 | 1 | 0 | 0 | 1 |
| Total FTES F11 | 0.00 | 3.70 | 0.00 | 0.00 | 3.7 |
| Total FTES F12 | 0.00 | 4.00 | 0.00 | 0.00 | 4 |
| Total FTES F13 | 0.00 | 4.70 | 0.00 | 0.00 | 4.7 |
| Total FTEF F11 | 0.00 | 0.20 | 0.00 | 0.00 | 0.2 |
| Total FTEF F12 | 0.00 | 0.20 | 0.00 | 0.00 | 0.2 |
| Total FTEF F13 | 0.00 | 0.20 | 0.00 | 0.00 | 0.2 |
| FTES/FTEF F11 | 0.00 | 18.50 | 0.00 | 0.00 | 18.5 |
| FTES/FTEF F12 | 0.00 | 20.00 | 0.00 | 0.00 | 20 |
| FTES/FTEF F13 | 0.00 | 23.50 | 0.00 | 0.00 | 23.5 |

Note: Attendance Method “X” classes are excluded from the calculations.

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| III. Student Success |
|  | Alameda | Berkeley | Laney | Merritt | District |
| Total Graded F11 | 0 | 37 | 0 | 0 | 37 |
| Total Graded F12 | 0 | 39 | 0 | 0 | 39 |
| Total Graded F13 | 0 | 47 | 0 | 0 | 47 |
| Success F11 | 0 | 22 | 0 | 0 | 22 |
| Success F12 | 0 | 29 | 0 | 0 | 29 |
| Success F13 | 0 | 32 | 0 | 0 | 32 |
| % Success F11 | 0.00 | 0.59 | 0.00 | 0.00 | 0.59 |
| % Success F12 | 0.00 | 0.74 | 0.00 | 0.00 | 0.74 |
| % Success F13 | 0.00 | 0.68 | 0.00 | 0.00 | 0.68 |
| Withdraw F11 | 0 | 4 | 0 | 0 | 4 |
| Withdraw F12 | 0 | 8 | 0 | 0 | 8 |
| Withdraw F13 | 0 | 11 | 0 | 0 | 11 |
| % Withdraw F11 | 0.00 | 0.11 | 0.00 | 0.00 | 0.11 |
| % Withdraw F12 | 0.00 | 0.21 | 0.00 | 0.00 | 0.21 |
| % Withdraw F13 | 0.00 | 0.23 | 0.00 | 0.00 | 0.23 |

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| IV. Faculty  |
|  | Alameda | Berkeley | Laney | Merritt | District |
| Contract FTEF F11 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Contract FTEF F12 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Contract FTEF F13 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| TEMP FTEF F11 | 0.00 | 0.20 | 0.00 | 0.00 | 0.2 |
| TEMP FTEF F12 | 0.00 | 0.20 | 0.00 | 0.00 | 0.2 |
| TEMP FTEF F13 | 0.00 | 0.20 | 0.00 | 0.00 | 0.2 |
| Extra Service FTEF F11 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Extra Service FTEF F12 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Extra Service FTEF F13 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total FTEF F11 | 0.00 | 0.20 | 0.00 | 0.00 | 0.2 |
| Total FTEF F12 | 0.00 | 0.20 | 0.00 | 0.00 | 0.2 |
| Total FTEF F13 | 0.00 | 0.20 | 0.00 | 0.00 | 0.2 |
| % Contract/Total F11 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| % Contract/Total F12 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| % Contract/Total F13 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |

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| V. Qualitative Assessments  |
| **CTE and Vocational**: Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc.  | According to the US Department of Labor Statistics' Occupational Handbook, occupations associated with the social sciences are projected to grow at a rate faster than average between 2012 and 2022\*. \*11% growth for occupations is the projected average  |
| Transfer and Basic Skills: Describe how your course offerings address transfer, basic skills, and program completion.  |  The Social Sciences discipline at BCC offers courses that meet general education components:IGETC (area 4)CSU-GE (area D)UC-TCA (social and behavioral sciences).We are currently building our catalog in Social Sciences classes to model the American Cultures classes at UCB.  |

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| VI. Course SLOs and Assessment |
|  | Fall 2014 |
| Number of active courses in your discipline |  2  |
| Number with SLOs |  2  |
| % SLOs/Active Courses |  100% |
| Number of courses with SLOs that have been assessed |  1 |
| % Assessed/SLOs |  50% |
| Describe types of assessment methods you are using *Critical thinking and Communication ILO rubric*  |
| Describe results of your SLO assessment progress*will be discussed during Spring 2015*  |
| Describe how assessment results and reflection on those results have led to improvements.*will be discussed during Spring 2015* |

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| VII. Program Learning Outcomes and Assessment |
|  | Fall 2014 |
| Number of degrees and certificates in your discipline | 0 |
| Number with Program Learning Outcomes | 0  |
| Number assessed |  0  |
| % Assessed |  0 |
| Describe assessment methods you are using n/a |
| Describe results of assessment. Describe how assessment of program-level student learning outcomes led to certificate/degree program improvements. n/a |

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| VIII. Strategic Planning Goals |
| Check all that apply.X Advance Student Access, Success & Equity☐Engage our Communities & PartnersX Build Programs of Distinction☐Create a Culture of Innovation & Collaboration☐Develop Resources to Advance & Sustain Mission | Describe how goal applies to your program.Increasing certificate and degree completion and transfers to 4-year colleges/universities by inspiring and supporting students advances student access, equity and success    |

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| IX. College Strategic Plan Relevance |
| Check all that apply ☐New program under developmentX Program that is integral to your college’s overall strategyX Program that is essential for transfer☐Program that serves a community niche☐Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc.☐Other  |

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| X. Action Plan |
| Please describe your plan for responding to the above data (quantitative, qualitative, and data specifically from course and program learning outcomes assessment). Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges. Include overall plans/goals and specific action steps.**Curriculum:** *Currently there are two courses in Social Science; SOCSCI 2: Introduction to Diversity Issues and SOCSCI 3: Comparative Social Movements (which is also cross listed with other disciplines). Both classes have current course outlines. We plan to adopt/articulate several more SOCSCI courses in line with American Cultures classes at UCB. We would like to create an Introduction to the Social Sciences course that could be team taught by Social Sciences faculty in a large lecture format as an introduction to the various disciplines within the social sciences.* **SLOs***:**Our two courses have SLOs. SOCSCI 2 has been assessed and SOCSCI 3 will be assessed in Spring '15***Instruction:***SOCSCI courses are currently taught by various social sciences faculty. Most faculty with designated specific social science discipline FSAs also have a general FSA in social sciences. Instructional support for these classes is requested by maintaining our TurnItIn.com licensing, maintaining the Library budget that supports access fees for Library data bases (for example JStor) and maintaining the budget for social sciences instructional supplies. We request continued support of our online and hybrid classes by managing and increasing resources such as increased computer and internet access for students on campus, providing for the technical infrastructure to meet increased need, and improve student support for distance education students that is equal to the supports available on campus. Increased evening and weekend services for all student service areas particularly counseling, financial aid, tutoring, computer labs, and library would support meeting our instructional goals.***Scheduling***:**Once new courses are adopted/articulated we plan to offer Introduction to Social Sciences once a semester and additional SOCSCI classes on a rotation. If budget, mission direction, or need allows we would offer more sections of SOCSCI.*  |

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| XI. Needs |
| Please describe and prioritize any **faculty, classified, and student assistant** needs.Priority: HIGH1)*Increased evening and weekend services for all student service areas particularly counseling, financial aid, tutoring, computer labs, and library.* |
| Please describe and prioritize any **equipment, material, and supply** needs.Priority: HIGH1) *Maintain/renew TurnItIn.com licensing. Cost: ~$9,500* |
| Please describe and prioritize any **facilities** needs.  |