Peralta Community College District
Annual Program Update Template 2013-2014

DISTRICT-WIDE DATA by Subject/Discipline Fall Semesters

I.	**Overview**			
BI Download:	10/3/2013 11:14		Dept. Chair:	Jennifer Braman &Laura Ruberto
Subject/Discipline:	HUMAN		Dean:	Antonio Barreiro
Campus:	BCC			
Mission Statement	The Department of Arts and Cultural Studies mission is to promote students' interdisciplinary perspective on culture, critical theory, and the visual and performing arts through a number of degrees, certificates, learning communities and transfer courses. The department is divided into distinct disciplines and programs all within the liberal and applied arts, including: ==Art History, Communication, Humanities (Film Studies, Religious Studies, Liberal Arts), Music, Philosophy, and Studio Art (Mural Art, Figure Drawing, Painting, etc.).== Together these programs all support BCC's overall goals, missions, and ILOs. The mission of Humanities at BCC is to expand and promote student's knowledge and awareness of thinking, being, and living in a global, transnational and interdisciplinary world by guiding student learning in a historically grounded and critically engaged approach to a variety of subjects. BCC's Humanities mission is also primarily to support transfer, (both through individual transfer-level courses and through supporting other degrees, certificates, and learning community programs at BCC, e.g., AA in Art, Biotech, Liberal Arts, PACE, Global Studies, and Women's Studies).			

II.   Enrollment

	Alameda	Berkeley	Laney	Merritt	District
Census Enrollment F10	316	471	211	56	1054
Census Enrollment F11	258	510	174	55	997
Census Enrollment F12	192	440	135	43	810
Sections F10	6	12	4	1	23
Sections F11	6	12	4	1	23
Sections F12	4	11	4	1	20
Total FTES F10	31.6	49.75	20.1	5.6	107.05
Total FTES F11	25.8	53.7	17.3	5.5	102.3
Total FTES F12	19.2	46.59	13.06	4.3	83.15
Total FTEF F10	1.2	2.33	0.8	0.2	4.53
Total FTEF F11	1.2	2.53	0.6	0.2	4.53
Total FTEF F12	0.8	3.2	0.6	0.2	4.8
FTES/FTEF F10	26.33	21.32	25.13	28	23.6313
FTES/FTEF F11	21.5	21.2	28.83	27.5	22.583
FTES/FTEF F12	24	14.56	21.77	21.5	17.323

III.   Student Success

	Alameda	Berkeley	Laney	Merritt	District
Total Graded F10	290	432	201	52	975
Total Graded F11	242	493	169	55	959
Total Graded F12	187	421	128	43	779
Success F10	172	328	141	38	679
Success F11	139	323	80	33	575
Success F12	99	279	52	30	460
% Success F10	0.59	0.76	0.7	0.73	0.7
% Success F11	0.57	0.66	0.47	0.6	0.6
% Success F12	0.53	0.66	0.41	0.7	0.59
Withdraw F10	76	54	27	6	163
Withdraw F11	58	115	43	5	221
Withdraw F12	52	67	37	7	163
% Withdraw F10	0.26	0.13	0.13	0.12	0.17
% Withdraw F11	0.24	0.23	0.25	0.09	0.23
% Withdraw F12	0.28	0.16	0.29	0.16	0.21

IV.   Faculty

	Alameda	Berkeley	Laney	Merritt	District
Contract FTEF F10	1	0.67	0.6	0	2.27
Contract FTEF F11	0	1.67	0.4	0	2.07
Contract FTEF F12	0	1.67	0.6	0	2.27
TEMP FTEF F10	0.2	1.67	0.2	0.2	2.27
TEMP FTEF F11	1.2	0.87	0.2	0.2	2.47
TEMP FTEF F12	0.8	1.53	0	0.2	2.53
Extra Service FTEF F10	0	0	0	0	0
Extra Service FTEF F11	0	0	0	0	0
Extra Service FTEF F12	0	0	0	0	0
Total FTEF F10	1.2	2.33	0.8	0.2	4.53
Total FTEF F11	1.2	2.53	0.6	0.2	4.53
Total FTEF F12	0.8	3.2	0.6	0.2	4.8
% Contract/Total F10	0.83	0.29	0.75	0	0.5011
% Contract/Total F11	0	0.66	0.67	0	0.457
% Contract/Total F12	0	0.52	1	0	0.473

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 discipline of Humanities is represented at Berkeley City College by a series of core Humanities courses structured as primarily transfer classes and as such focus not only on the major lines of inquiry within Humanities but also on strengthening general educational skills such as critical thinking, student writing, and student study skills. Humanities, inherently interdisciplinary, comprises disciplines concerned with human thought, creativity, and experience. Courses in the Humanities (e.g., Story-telling to Meditation Theory/Practice, Global Cinema, Women and Cinema, etc.) allow students to study foundations in personal and community values, cultural views, religious beliefs, and aesthetic practices and theories. **BCC's Humanities Program includes introductory courses in the field as well as courses following specific threads in Film Studies, the study of Religion and Philosophy, and Culture and Civilization** **Most Humanities courses fall under the AA in Liberal Arts with an emphasis in Arts & Humanities. Most courses are also support transfer through IGETC and/or support other BCC programs, degrees, certificates and/or learning communities.**

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

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

Program	Outcomes	Assessment	Action Plan

		Findings	
Program 1:	**PROGRAM 1: AA Degree in the Liberal Arts w/emphasis in Arts & Humanities:** Assessed across AFRAM, ART, ENGLISH, HUM, MMART, MUSIC, PHIL, WMS, courses (N.B. This program culls courses from multiple departments) 1.PO5 (from General Education Curriculum Alignment Matrix) Identify and explain the use of visual and expressive modalities as a reflection of diverse cultural and historical world views. ILO Global Awareness and valuing diversity 2. PO2 Identify problems/ arguments, isolate facts related to arguments, generate solutions to problems, predict consequences, use evidence and sound reasoning to justify well-informed positions. ILO Critical Thinking 3. PO6 Fine, evaluate, use and use communicate information in all its various formats; demonstrate library literacy, research methodology, and technological literacy. ILO Information Competency		**Given the wildly inter-departmental nature of this degree as well as the lack of a core required course work, there continues to be college-wide planning as to the most efficient way to assess this program. In the mean time, courses have been assessed individually. Department chairs are working on an <mark>assessment plan for the next 12-18 months</mark>**
Program 2:	**see other APUs for how HUM classes are assessed within other programs (i.e., ART, Biotech, PACE, Global Studies, MMART, and Women's Studies)**		
Program 3:			
Any general education	**Area 3/**		

components:	Arts/Humanities (ILO #4 - ethics & personal responsibility) Area 1C/ Oral Communication (ILO #1- communication)		
Any basic skills components:			
Describe assessment methods you are using:			
Describe how assessment of program-level student learning outcomes led to certificate/degree program improvements:			

VII. Action Plans

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

Action Item	Steps/Timeline	Person(s) Responsible	Supporting Data Source (check all that apply)
1. work to create links w/HUM courses and other programs/degrees at BCC	Review how this connects with SB 440 requirements/ On-going	Chair, faculty	_____P.O. Assessment Action Plans _____BI Data _____BCC Institutional Goals _____PCCD Institutional Goals _____Other
2.apply for grants that support interdisciplinary humanities courses/programs	Review requirements for SB 440/On-going	Chair, faculty, dean	_____P.O. Assessment Action Plans _____BI Data _____BCC Institutional Goals _____PCCD Institutional Goals _____Other
3. proper technology in classrooms and offices for all faculty. Office space and basic teaching supplies for all faculty	Fill out requests from library and office of instruction,	Chair, librarian, dean, VP	_____P.O. Assessment Action Plans _____BI Data _____BCC Institutional Goals _____PCCD Institutional Goals _____Other
4. support faculty professional development both within BCC (by service outside	On-going	Prof. development committee, Office of Instruction, Chair	_____P.O. Assessment Action Plans _____BI Data _____BCC Institutional Goals

the classroom/department) and outside BCC			_____PCCD Institutional Goals _____Other
5.<mark>discipline-specific equipment and facilities needs—voice recorders, film/video screening library</mark>	On-going, planning w/<mark>new building space</mark> and in conjunction w/other ACS dept needs	Chair, Library, Facilities Committee	P____P.O. Assessment Action Plans _____BI Data _____BCC Institutional Goals _____PCCD Institutional Goals _____Other
6			_____P.O. Assessment Action Plans _____BI Data _____BCC Institutional Goals _____PCCD Institutional Goals _____Other

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

Humanities at BCC is an integrated program that is by definition of the discipline itself interdisciplinary—noted by both the breadth of course offerings (from story telling to film studies, from religious studies to theory) and academic training of the faculty (with degrees in Folklore, Comparative Literature, Philosophy, Theater Arts, etc.). Everything that happens in a Humanities course is interdisciplinary.

At BCC this interdisciplinarity inherent in HUMANITIES makes it perfectly poised to help usher in the requirements of SB 440, which will eventually prompt us to create an Associates Degree for Transfer that corresponds to our present A.A. in Liberal Arts with an emphasis in Arts and Humanities. As a result, we will need to potentially offer more general education courses/sections in the Arts and Humanities and/or new courses that reach across several disciplines.

Humanities is the central foundation for or bridge between different disciplines at BCC (Anthropology, Music, MMART, English, Modern Languages, Art, Sociology, Philosophy, etc.), and thus highlights a core BCC vision: BCC's interest in supporting a "culture of innovation and collaboration." This will continue to shape a range of BCC programs, such as PACE or FYE, where students will be given better opportunities to make connections within and across disciplines in order to inspire them to attain larger goals such as transferring to high-level college programs or focusing on non-traditional, self-fashioned career tracks that are integrative or creative in quality.

Humanities at BCC continues to seek innovative ways to support its integrative course work and program development, something that gives students more choices and a more robust general education background to help prepare them for a variety of career and transfer-level possibilities.

Contract Humanities faculty are in close communication with the four-year public and private universities within our service area. Our students frequently transfer as, for instance, Film Studies or Rhetoric Majors at UC Berkeley or Humanities or Philosophy Majors at San Francisco State. Contract faculty remain in ==contact with these and other programs to keep course curriculum consistent and articulated==. The Humanities Program co-sponsors a number of ==lectures and film series== that work with both internal and exteral organizations (e.g., Oakland Public Library, UC Berkeley, BCC's Library). For example, a Graduate Lecture series in Humanities (Film Studies) in conjunction with local doctoral programs; a book reading at a local book store, etc. We are always looking for new and innovative ways to bring the greater community into BCC and vice-a-versa.

Since the majority of our instructors teach part-time at other colleges and universities, they bring those experiencing to BCC as well.

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

X. Resource Needs: Please use the Excel template to estimate the cost of your needs, which will be used to support budget planning efforts**.**	**Link to Action Plans (Refer to # of item in section VI)**	**Estimated Cost:** Please use Excel template to estimate costs.
Please describe and prioritize any **faculty, classified, and student assistant** needs. - ==Release time== and other support to the development of an innovative, core Humanistic program as required by SB 440 - Instructors should be encouraged to stay active in their fields and take advantage of any available funding (==staff development, sabbaticals) to attend discipline-specific conferences or enroll in disciplinary professional associations, etc.== - ==student support services and basic skills classes offered/available nights and weekends== - ==college-wide support services for program assessment==	# 1, 2, and 4	==release time for SB 440 development of .2 per semester for one year, for circa $20K== other needs: variable costs
Please describe and prioritize any **equipment, material, and supply** needs. - ==voice recorders for students to check-out (instructional technology)== - ==film and video technology for new film/video library (see below)== - college-wide subscriptions that benefit Humanities students (==JSTOR and turnitin.com==) - ==All full and part-time faculty need to have access to new computers in the classrooms and offices, have access to phones, adequate office space, and basic office and teaching supplies (markers, paper, etc.) (i.e., (campus computing, instructional technology, network infrastructure, and technology support)==	#3 an #5	Voice recorders: circa $2K Film/video library tech: circa $10K Yearly instructional supply budget of $1500 Other needs: variable costs
Please describe and prioritize any **facilities** needs. All courses should be offered in 2050 Center Street unless offsite locations have current technology easily accessible in the	#3 an #5	Cost of a room in a

		new building - unknown
classroom. A proper film and video library and ==screening space for small group screening== is needed—chair and librarians have continued to experiment w/options given limited space at 2050 Center Street BUT with a new building this need should be outlined in the new space		

Appendix I: BCC Institutional Learning Outcomes (ILOs)

Berkeley City College Institutional Learning Outcomes

Berkeley City College's Institutional Learning Outcomes, as described below, are the skills and knowledge that students are expected to attain as a result of completing an instructional program at BCC. Students completing an A.A. or A.S. at BCC will be able to demonstrate all of the BCC Institutional Learning Outcomes. All BCC courses and certificates are designed to teach some or all of the ILO's. In addition, students achieve these ILO's throughout their experiences at BCC, for example, with student services and student clubs.

Communication
Students show that they communicate well when they
- *Critically read, write, and communicate interpersonally, with audience awareness; and*
- *analyze communications for meaning, purpose, effectiveness, and logic.*

Critical Thinking
Students demonstrate critical thinking skills when they
- *identify problems or arguments and isolate facts related to arguments;*
- *use evidence and sound reasoning to justify well-informed positions; and*
- *generate multiple solutions to problems and predict consequences.*

Computational Skills (Quantitative Reasoning*)
Students demonstrate computational skills when they
- *master computational concepts and apply them to concrete problems; and*
- *demonstrate algorithmic competence.*

Ethics and Personal Responsibility
Students show the ability to behave ethically and assume personal responsibility when they
- *analyze the consequences of their actions and the impact of these actions on society and the self; and*
- *demonstrate collaborative involvement in community interests.*

Global Awareness & Valuing Diversity (Intercultural Competency*)
Students demonstrate global awareness and show that they value diversity when they
- *identify and explain diverse customs, beliefs, and lifestyles; and*
- *analyze how cultural, historical, and geographical issues shape perceptions.*

Information Competency
Students demonstrate information competency when they
- *find, evaluate, use, and communicate information in all its various formats;*
- *use library and online resources and research methodology effectively; and*
- *use technology effectively.*

Self-Awareness & Interpersonal Skills
Students demonstrate self-awareness and interpersonal skills when they
- *analyze their own actions and the perspectives of other persons; and*
- *work effectively with others in groups.*

*Proposed changes as of November 2013

Appendix II: Goals

Berkeley City College
Institutional Goals 2013 - 2014

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

Peralta Community College District
Strategic Goals 2013 - 2014

A. Advance Student Access, Equity, and Success

B. Engage and Leverage Partners

C. Build Programs of Distinction

D. Create a Culture of Innovation and Collaboration

E. Develop and Manage Resources to Advance Our Mission

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