

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

I. Overview			
BI Download:	10/23/2013 17:41	Dept. Chair:	Linda McAllister
Department	Social Sciences	Dean:	Carlos Cortez
Campus:	Berkeley City College		
Mission Statement	<p>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 ten disciplines: African American Studies, Anthropology, Asian American Studies, Ethnic Studies, History, Mexican and Latin American Studies, Political Science, Psychology, Sociology, and Social Sciences.</p> <p>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.</p> <p>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. Social Sciences has four ADT degrees (Sociology, Psychology, Political Science and History) and will have a fifth ADT (Anthropology) by Fall 2014.</p>		
II. 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 (particularly political science, anthropology and sociology) are projected to grow at a rate faster than average between 2012 and 2022.	
Transfer and Basic Skills: Describe how your course offerings address transfer, basic skills, and program completion.		<p>The Social Sciences department at BCC offers courses that meet general education components for degree completion and transfer:</p> <p>IGETC (area 4, 3, and 5) CSU-GE (area B-2, C-2, D) UC-TCA (biological sciences, social and behavioral sciences).</p> <p>The department has a Liberal Arts with an emphasis in Social and Behavioral Sciences Associate in Arts degree and four Associate Degrees for Transfer (ADTs): Sociology, Psychology, Political Science and History. An AS-T in Anthropology is under development.</p> <p>Outside of GE requirements and the degrees listed above, courses in the Social Sciences</p>	

	<p>are embedded as requirements in the following degrees: Business Administration AA, Elementary Teacher Education AA-T, English Language/Writing AA, Global Studies AA, Liberal Arts with an Emphasis in Arts and Humanities, Community and Public Services AA, Social Services Paraprofessional AA</p> <p>Outside of GE requirements, courses in the Social Sciences are embedded as requirements in the following certificates: Community and Public Services Certificate, Social Services Paraprofessional Certificate</p> <p>From Fall 2011 to Fall 2012 we showed increased productivity across disciplines and many disciplines had higher than District average productivity. Each social sciences discipline has an update that follows this Department update.</p>
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III. Program Outcomes and Assessments: For each one, cite Institutional Learning Outcomes (Appendix I)

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

Program	Outcomes	Assessment Findings	Action Plan
Program 1: Liberal Arts with an emphasis in Social and Behavioral Sciences Associate in Arts	<p>1) Speak, read and write clearly and effectively, with audience awareness; analyze communications for meaning, purpose, effectiveness, and logic (BCC ILO: Communication)</p> <p>2) Identify problems/arguments, isolate facts related to arguments, generate multiple solutions to problems, predict consequences, and use evidence and sound reasoning to justify well-informed positions (BCC ILO: Critical Thinking)</p> <p>3) Analyze consequences of actions taken and their impact on society and self; demonstrate collaborative involvement in community interests (BCC ILO: Ethics and Personal Responsibility)</p> <p>4) Identify and explain diverse customs, beliefs and lifestyles, as well as cultural, historical and geographical issues that shape perceptions (BCC ILO: Global Awareness and Valuing Diversity)</p> <p>5) Find, evaluate, use and communicate information in all its various formats; demonstrate library literacy,</p>		

	research methodology, and technological literacy (BCC ILO: Informational Competency)		
Program 2: History Associate in Arts Degree for Transfer	<p>1) Demonstrate knowledge of the historical process within particular fields of history and effectively link historical cause and effect (BCC ILO: Critical Thinking; Informational Competency)</p> <p>2) Apply historical methodology and critical thinking in order to analyze primary and secondary sources and historical arguments (BCC ILO: Critical Thinking, Informational Competency)</p> <p>3) Interpret the diverse historical forces which have shaped the past and inform the content of the present (BCC ILO: Critical Thinking, Informational Competency, Global Awareness and Valuing Diversity)</p>		
Program 3: Psychology Associate in Arts Degree for Transfer	<p>1) Read critically and write effective essays (BCC ILO: Critical Thinking, Communication)</p> <p>2) Analyze and utilize empirical findings. (BCC ILO: Critical Thinking, Informational Competency, Computational Skills)</p> <p>3) Analyze major psychological theories and concepts. (BCC ILO: Critical Thinking, Ethics and Personal Responsibility, Communication; Global Awareness and Valuing Diversity, Self-awareness and Interpersonal Skills)</p>		
Program 4: Political Science Associate in Arts Degree for Transfer	<p>1) Define the core concepts of Political Science (government, regime, state, institutions, sovereignty, constitution, democracy, authoritarianism, and globalization)(BCC ILO: Global Awareness and Valuing Diversity)</p> <p>2) Discuss the constitutional, institutional, cultural structures that produce and maintain political, social and ethnic inequalities. (BCC ILO: Communication, Critical Thinking, Informational Competency, Global Awareness and Valuing Diversity, Self-awareness and Interpersonal Skills)</p> <p>3) Identify, compare, and contrast the major theoretical perspectives in the discipline. (BCC ILO: Critical Thinking, Informational Competency)</p>		
Program 5: Sociology Associate in Arts Degree	<p>1) Define the core concepts of sociology: social structure, culture, social stratification,</p>		

for Transfer	<p>race, ethnicity, gender, and globalization (BCC ILO: Global Awareness and Valuing Diversity, Self-awareness and Interpersonal Skills)</p> <p>2) Discuss the interpersonal, institutional, cultural and structural mechanisms that produce and maintain inequality. (BCC ILO: Communication, Critical Thinking, Informational Competency, Global Awareness and Valuing Diversity, Self-awareness and Interpersonal Skills)</p> <p>3) Identify, compare, and contrast the major theoretical perspectives in the discipline. (BCC ILO: Critical Thinking, Informational Competency)</p> <p>4) Interpret sociological research through a working knowledge of qualitative and quantitative research designs (BCC ILO: Communication, Critical Thinking, Informational Competency, Global Awareness and Valuing Diversity, Ethics and Personal Responsibility)</p>		
Any general education components: All Social Science classes are transferable and meet GE requirements			
Any basic skills components: N/A			
Describe assessment methods you are using: Program assessments to be developed in spring 2014			
Describe how assessment of program-level student learning outcomes led to certificate/degree program improvements: N/A			

IV. 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. Courses and Program Development a) Develop AS-T in Anthropology b) Begin course development in	a) Complete Anthropology course offerings update (early Spring 2014), submit TMC for AS-T in Anthropology (Fall 2014) b) Curriculum	a) AS-T Anthropology: Thomas Kies in collaboration with adjunct anthropology faculty b) Course Development AS-T Social Work: Sociology Faculty	<input type="checkbox"/> P.O. Assessment <input type="checkbox"/> Action Plans <input checked="" type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input checked="" type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other

<p>expectation of upcoming AS-T in Social Work</p> <p>c) Course development in Ethnic Studies, ASAME MLAT</p> <p>d) Continued course Development in Social Sciences</p>	<p>development in line with C-ID guidelines for AS-T in Social Work (Fall '14)</p> <p>c) Ethnic Studies/ASAME/MLAT course development (Fall '14)</p> <p>d) Social Sciences course development (Spring 14)</p>	<p>c) Course Development in Ethnic Studies (new Ethnic Studies full time faculty)</p> <p>d) Social Sciences course development by interested social sciences faculty</p>	
<p>2. Promote ADT degrees</p>	<p>ADT promotion to include brochures, website presence and College outreach (Spring 14, ongoing)</p>	<p>Lead faculty in disciplines in conjunction with Chair, Dean, Student Services/Counseling and Office of Instruction</p>	<p>_____ P.O. Assessment Action Plans</p> <p>_____ BI Data</p> <p>X _____ BCC Institutional Goals</p> <p>X _____ PCCD Institutional Goals</p> <p>_____ Other</p>
<p>3. Maintain/renew TurnItIn.com licensing before expiration</p>	<p>License expires July 2014</p>	<p>Business Office/Office of Instruction</p>	<p>_____ P.O. Assessment Action Plans</p> <p>_____ BI Data</p> <p>X _____ BCC Institutional Goals</p> <p>X _____ PCCD Institutional Goals</p> <p>_____ Other</p>
<p>4. Budget for two student workers to assist in large FYE social sciences classes (when these classes are offered)</p>	<p>Increase budget for student workers (Fall '14 and ongoing as needed)</p>	<p>Office of Instruction</p>	<p>_____ P.O. Assessment Action Plans</p> <p>_____ BI Data</p> <p>X _____ BCC Institutional Goals</p> <p>X _____ PCCD Institutional Goals</p> <p>_____ Other</p>
<p>5. Hire full time faculty in Anthropology, Political Science and Psychology</p>	<p>Propose through Department Chairs process of faculty prioritization and shared governance (Spring '14)</p>	<p>Social Sciences Department Chair, Department Chair Council, Office of Instruction</p>	<p>_____ P.O. Assessment Action Plans</p> <p>X _____ BI Data</p> <p>X _____ BCC Institutional Goals</p> <p>X _____ PCCD Institutional Goals</p> <p>_____ Other</p>
<p>6. Increase baseline supply budget for Social Sciences given the costs of Physical Anthropology teaching tools. Physical Anthropology currently uses total budget</p>	<p>Document need through list of needed purchases for lab classes, request (Fall '14)</p>	<p>Tom Kies (lead Anthropology faculty), Department Chair, Office of Instruction, Business Office</p>	<p>_____ P.O. Assessment Action Plans</p> <p>X _____ BI Data</p> <p>X _____ BCC Institutional Goals</p> <p>_____ PCCD Institutional Goals</p> <p>_____ Other</p>
<p>7. Recruit, advise and mentor students in social science programs</p>	<p>Make classroom visits, table at College events, work with counseling (Spring 14 and ongoing)</p>	<p>Full time Social Sciences faculty, counseling</p>	<p>_____ P.O. Assessment Action Plans</p> <p>X _____ BI Data</p> <p>X _____ BCC Institutional Goals</p> <p>X _____ PCCD Institutional Goals</p> <p>_____ Other</p>
<p>8. Support online and hybrid courses by managing and increasing resources such as: increased computer and internet access for students on campus, providing technical</p>	<p>Continue to advocate through participation in shared governance (ongoing)</p>	<p>College and District partners</p>	<p>P.O. Assessment Action Plans</p> <p>X _____ BI Data</p> <p>X _____ BCC Institutional Goals</p> <p>X _____ PCCD Institutional Goals</p> <p>_____ Other</p>

infrastructure to meet increased need, improve student support students for distance education students			
9. Increase evening and weekend services for students. Essential services like counseling, financial aid, tutoring, computer labs, library need weekend and dedicated evening hours	Continue to advocate for these services (ongoing)	Chair, Chairs Council, Faculty Senate, Office of Instruction, Student Services	P.O. Assessment Action Plans <input checked="" type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input checked="" type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
10. Build adjunct pool in social sciences	Request CVs submitted to District be forwarded to department, complete initial paper work of promising applicants to paperwork is ready when classes become available (Spring '14)	Department Chair, District Human Resources, Office of Instruction	<input type="checkbox"/> P.O. Assessment Action Plans <input checked="" type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input checked="" type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
11. New Building in anticipation of continued growth	Continue to advocate for a new building to provide more classrooms, office space, labs and student resources	College and District partners	<input type="checkbox"/> P.O. Assessment Action Plans <input checked="" type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input checked="" type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
12. Evaluation of the distribution of classes in classroom, many high enrollment classes are not prioritized in classrooms that can hold students	Review classroom distribution for Spring 14	Chair, Office of Instruction	P.O. Assessment Action Plans <input checked="" type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input checked="" type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
13. Program assessment (ADTs and Liberal Arts emphasis in Social Sciences)	Begin Spring '14	Chair, Department Assessment coordinator, College Assessment coordinator, Office of Instruction	P.O. Assessment Action Plans <input type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input checked="" type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other

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

See individual disciplines

VI. College Strategic Plan Relevance

Check all that apply

XNew program under development (ADTs)

XProgram that is integral to your college's overall strategy

XProgram 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

VII. Resource Needs: Please use the Excel template to estimate the cost of your needs, which will be used to support budget planning efforts.	Link to Action Plans (Refer to # of item in section VI)	Estimated Cost: Please use Excel template to estimate costs.
<p>Please describe and prioritize any faculty, classified, and student assistant needs.</p> <p>a) Full time Anthropology Instructor b) Full time Psychology Instructor c) Full time Political Science Instructor d) Two student workers for Social Sciences (5 hours a week each) e) Increase evening and weekend services for students (counseling, financial aid, tutoring, labs, library)</p>	<p>a) #5 b) #5 c) #5 d) #4 e) #9</p>	<p>a) \$97,812 b) \$97,812 c) \$97,812 d) \$3,244* e) TBD</p> <p>*annual estimate</p>
<p>Please describe and prioritize any equipment, material, and supply needs.</p> <p>a) Continued licensing for TurnItIn.com b) Materials for advertising ADT degrees c) Physical Anthropology teaching tools (skeletons, models)* d) Laser clickers for classrooms** e) Educational DVDs*** f) Resources needed to support online instruction</p> <p>*\$1,000 is currently our total supply budget for ten disciplines! **needed given design of classrooms *** this would allow one dvd purchase per year, per discipline</p>	<p>a) #3 b) #2 c) #6 d) #6 e) #6 f) #8</p>	<p>a) \$9,500* b) TBD c) \$1,000 d) \$262 e) \$1,500 f) TBD</p> <p>*last year's cost</p>
<p>Please describe and prioritize any facilities needs.</p> <p>New Building</p>	<p>#11</p>	<p>TBD</p>

ANTHROPOLOGY			
BI Download:	10/23/2013 17:41	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 discipline supports academic excellence by emphasizing quality instruction and sound curriculum that will expose students to contemporary theories, research methods, and skills used by anthropologists.		

Anthropology Enrollment					
	Alameda	Berkeley	Laney	Merritt	District
Census Enrollment F10	359	523	296	254	1432
Census Enrollment F11	388	569	327	249	1533
Census Enrollment F12	342	321	339	301	1303
Sections F10	7	13	7	6	33
Sections F11	8	14	8	6	36
Sections F12	7	8	9	7	31
Total FTES F10	37.76	56.53	30.46	26.46	151.21
Total FTES F11	39.89	61.06	33.94	26.39	161.28
Total FTES F12	35.8	34.9	36.66	31.55	138.91
Total FTEF F10	1.41	2.64	1.41	1.41	6.87
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
FTES/FTEF F10	26.72	21.41	21.55	18.75	22.0102
FTES/FTEF F11	24.78	21.1	21.04	18.73	21.4468
FTES/FTEF F12	20.44	21.46	19.92	19.6	20.3382

Anthropology Student Success					
	Alameda	Berkeley	Laney	Merritt	District
Total Graded F10	341	492	280	250	1363
Total Graded F11	378	534	286	247	1445
Total Graded F12	327	305	314	294	1240
Success F10	218	378	207	195	998
Success F11	276	373	166	194	1009
Success F12	243	231	179	230	883
% Success F10	0.64	0.77	0.74	0.78	0.73
% Success F11	0.73	0.7	0.58	0.79	0.7
% Success F12	0.74	0.76	0.57	0.78	0.71
Withdraw F10	45	59	46	36	186
Withdraw F11	40	83	78	34	235
Withdraw F12	13	32	71	40	156
% Withdraw F10	0.13	0.12	0.16	0.14	0.14
% Withdraw F11	0.11	0.16	0.27	0.14	0.16
% Withdraw F12	0.04	0.1	0.23	0.14	0.13

Anthropology Faculty					
	Alameda	Berkeley	Laney	Merritt	District
Contract FTEF F10	0.85	0	0	0.8	1.65
Contract FTEF F11	0.93	0	0.8	0.8	2.53
Contract FTEF F12	0.85	0	1	0.8	2.65
TEMP FTEF F10	0.4	2.64	1.41	0.61	5.06
TEMP FTEF F11	0.4	2.89	0.81	0.61	4.71
TEMP FTEF F12	0.74	1.63	0.84	0.81	4.02
Extra Service FTEF F10	0.16	0	0	0	0.16
Extra Service FTEF F11	0.28	0	0	0	0.28
Extra Service FTEF F12	0.16	0	0	0	0.16
Total FTEF F10	1.41	2.64	1.41	1.41	6.87
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
% Contract/Total F10	0.6	0	0	0.57	0.2402
% Contract/Total F11	0.58	0	0.5	0.57	0.3364
% Contract/Total F12	0.49	0	0.54	0.5	0.388

Anthropology Qualitative Assessments	
<p>CTE and Vocational: Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc.</p>	<p>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% growth for occupations).</p>
<p>Transfer and Basic Skills: Describe how your course offerings address transfer, basic skills, and program completion.</p>	<p>The Anthropology discipline at BCC offers courses that meet general education components: IGETC (area 4, 3, and 5) CSU-GE (area B-2, C-2, D) UC-TCA (biological sciences, social and behavioral sciences). The ADT (AS-T) in Anthropology is under-development and will be completed Fall 2014. Classes are offered both face-to-face and online. 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. We could offer double the sections we currently offer in just this one class offering. While we currently have one full time Anthropologist, the design of the discipline and student demand would allow for an additional full time faculty member. Two full time Anthropologists could manage the demand for physical anthropology classes and labs while also offering a rotation of classes in the other three fields needed to offer classes for the AS-T.</p>

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

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

Program	Outcomes	Assessment Findings	Action Plan
Program 1:	N/A		
Any general education components: All Anthropology classes are transferable and meet GE			

requirements			
Any basic skills components:	N/A		
Describe assessment methods you are using: Anthropology AS-T underdevelopment			
Describe how assessment of program-level student learning outcomes led to certificate/degree program improvements: N/A			

Anthropology 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. Develop AS-T in Anthropology	Course updates in progress, estimated date Fall '14	Tom Kies (lead faculty in Anthropology), Curriculum Committee	<input type="checkbox"/> P.O. Assessment <input checked="" type="checkbox"/> Action Plans <input checked="" type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input checked="" type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
2. Maintain/renew TurnItIn.com licensing before expiration	Renew Licensing by July 2014	Office of Instruction, Business Office	<input type="checkbox"/> P.O. Assessment <input type="checkbox"/> Action Plans <input type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input checked="" type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
3. Hire full time faculty in Anthropology	Follow faculty prioritization process	Department Chair, Chairs Council, Office of Instruction	<input type="checkbox"/> P.O. Assessment <input checked="" type="checkbox"/> Action Plans <input checked="" type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input checked="" type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
4. Build collection of Physical Anthropology teaching tools: bones, skeletons, DNA kits.	Need an increase to social sciences budget	Office of Instruction	<input type="checkbox"/> P.O. Assessment <input type="checkbox"/> Action Plans <input type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input checked="" type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
5. Build adjunct pool in Anthropology	Have CVs at District forwarded to Department Chair	Department Chair, District Human Resources	<input type="checkbox"/> P.O. Assessment <input type="checkbox"/> Action Plans <input checked="" type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input checked="" type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
6. New Building in anticipation of continued growth	Advocate for a new building to provide more classrooms, office space, labs and student resources	College and District partners	<input type="checkbox"/> P.O. Assessment <input type="checkbox"/> Action Plans <input checked="" type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other

			X ___ PCCD Institutional Goals ___ Other
7. Recruit, advice and mentor students in Anthropology	Ongoing	Anthropology faculty, Student Services	P.O. Assessment Action Plans X ___ BI Data X ___ BCC Institutional Goals X ___ PCCD Institutional Goals ___ Other
8. Support online and hybrid courses by managing and increasing resources such as: increased computer and internet access for students on campus, providing technical infrastructure to meet increased need, improve student support students for distance education students	Continue to advocate through shared governance (ongoing)	College and District partners	P.O. Assessment Action Plans X ___ BI Data X ___ BCC Institutional Goals X ___ PCCD Institutional Goals ___ Other
9. Increase evening and weekend services for students. Essential services like counseling, financial aid, tutoring, computer labs, library need weekend and dedicated evening hours	ongoing advocacy	Chair, Chairs Council, Faculty Senate, Office of Instruction, Student Services	P.O. Assessment Action Plans X ___ BI Data X ___ BCC Institutional Goals X ___ PCCD Institutional Goals ___ Other

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

Anthropology is the required biological science class in the interdisciplinary PACE Pathways program and anthropology courses are part of the curriculum in the following programs: Global Studies AA, Community and Public Services AA, and Sociology AA-T.

Anthropology: College Strategic Plan Relevance

Check all that apply

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

VIII. 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. a) Hire full time faculty in Anthropology b) Increase evening and weekend services for students (counseling, financial aid, tutoring, labs, library)	a) #3 b) #9	a) \$97,812 b) TBD
Please describe and prioritize any equipment, material, and supply needs. a) Maintain/renew TurnItIn.com licensing before expiration b) Build collection of Physical Anthropology teaching tools: bones, skeletons, DNA kits c) Support for online teaching resources	a)#2 b)#4 c) #8	a)\$9,500* b)\$1,000 c) TBD *This was last year's cost
Please describe and prioritize any facilities needs. New Building in anticipation of continued growth	#6	TBD

Asian American Studies			
BI Download:	10/23/2013 17:41	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.		

Asian American Studies Enrollment					
	Alameda	Berkeley	Laney	Merritt	District
Census Enrollment F10	64	42	337	42	485
Census Enrollment F11	57	44	381	36	518
Census Enrollment F12	54	0	348	41	443
Sections F10	1	1	8	1	11
Sections F11	1	1	9	1	12
Sections F12	1	0	8	1	10
Total FTES F10	6.4	3.92	33.7	4.2	48.22
Total FTES F11	5.7	4.4	38.1	3.6	51.8
Total FTES F12	5.4	0	34.8	4.1	44.3
Total FTEF F10	0.2	0.2	2.23	0.2	2.83
Total FTEF F11	0.2	0.2	2.14	0.2	2.74
Total FTEF F12	0.2	0	1.6	0.2	2
FTES/FTEF F10	32	19.6	15.14	21	17.0389
FTES/FTEF F11	28.5	22	17.8	18	18.905
FTES/FTEF F12	27	0	21.75	20.5	22.15

Asian American Studies Student Success					
	Alameda	Berkeley	Laney	Merritt	District
Total Graded F10	63	41	326	39	469
Total Graded F11	53	42	368	36	499
Total Graded F12	54	0	341	41	436
Success F10	56	30	233	33	352
Success F11	42	37	299	24	402
Success F12	42	0	291	29	362
% Success F10	0.89	0.73	0.71	0.85	0.75
% Success F11	0.79	0.88	0.81	0.67	0.81
% Success F12	0.78	0	0.85	0.71	0.83
Withdraw F10	3	9	36	5	53
Withdraw F11	3	2	32	9	46
Withdraw F12	1	0	19	7	27
% Withdraw F10	0.05	0.22	0.11	0.13	0.11
% Withdraw F11	0.06	0.05	0.09	0.25	0.09
% Withdraw F12	0.02	0	0.06	0.17	0.06

Asian American Studies Faculty					
	Alameda	Berkeley	Laney	Merritt	District
Contract FTEF F10	0	0	1	0	1
Contract FTEF F11	0	0	1	0	1
Contract FTEF F12	0	0	0.8	0	0.8
TEMP FTEF F10	0.2	0.2	1.23	0	1.63
TEMP FTEF F11	0.2	0.2	1.14	0.2	1.74
TEMP FTEF F12	0.2	0	0.8	0.2	1.2
Extra Service FTEF F10	0	0	0	0.2	0.2
Extra Service FTEF F11	0	0	0	0	0
Extra Service FTEF F12	0	0	0	0	0
Total FTEF F10	0.2	0.2	2.23	0.2	2.83
Total FTEF F11	0.2	0.2	2.14	0.2	2.74
Total FTEF F12	0.2	0	1.6	0.2	2
% Contract/Total F10	0	0	0.45	0	0.35
% Contract/Total F11	0	0	0.47	0	0.36
% Contract/Total F12	0	0	0.5	0	0.4

Asian American Studies 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.

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 4, 3)
 CSU-GE (area C-2, D)
 UC-TCA (historical studies, international studies, social and behavioral sciences).
 These courses also meet the ethnic studies requirement for BCC.
 The last year we offered ASAME classes our productivity and student success was higher than the District average.
 Currently we do not have a full-time faculty member in Asian American Studies. We did not schedule any Asian American Studies last year due to budget constraints. The Social Sciences Department is undergoing a hiring in Ethnic Studies. If this hire has an area of expertise in Asian American Studies, this will be an area of growth next year. If the new hire does not have an area of expertise in Asian American Studies, the Department would like to bring back Asian American Studies in a limited way by expanding our catalog offerings and making a commitment to offer at least one class per semester in ASAME to support our College mission, reflect our diverse community and provide opportunities to our students to complete their GE and ethnic studies requirements through ASAME classes.

Asian American Studies Program Outcomes and Assessments: For each one, cite Institutional Learning Outcomes (Appendix I)

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

Program	Outcomes	Assessment Findings	Action Plan
Program 1:	N/A		
Any general education components: All Asian American Studies classes are transferable and meet GE			
Any basic skills	N/A		

components:			
Describe assessment methods you are using: N/A			
Describe how assessment of program-level student learning outcomes led to certificate/degree program improvements: N/A			

Asian American Studies 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. Maintain/renew TurnItIn.com licensing before expiration	Renew licensing before it expires	Office of Instruction, Business Office	<input type="checkbox"/> P.O. Assessment Action Plans <input type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input checked="" type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
2. Build adjunct pool in Asian American Studies	Have CVs at District forwarded to the Department Chair	Department Chair, District Human Resources	<input type="checkbox"/> P.O. Assessment Action Plans <input type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input checked="" type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
3. Increase supply budget for Social Sciences	Demonstrate need given current \$1,000 budget is used by one discipline	Office of Instruction	<input type="checkbox"/> P.O. Assessment Action Plans <input type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input checked="" type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
4. New Building in anticipation of growth	Advocate for a new building to provide more classroom, office space, labs and student resources		<input type="checkbox"/> P.O. Assessment Action Plans <input checked="" type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input checked="" type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
5. Course development in ASAME to expand catalog offerings	Begin Fall '14	New Ethnic Studies hire, Department Chair, Social Sciences faculty	<input type="checkbox"/> P.O. Assessment Action Plans <input checked="" type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input checked="" type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
6. Support online and hybrid courses by managing and increasing resources such as: increased computer and internet access for students on campus, providing technical infrastructure to meet increased need, improve	Continue to advocate through shared governance (ongoing)	College and District partners	<input type="checkbox"/> P.O. Assessment Action Plans <input checked="" type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input checked="" type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other

student support students for distance education students			
7. Increase evening and weekend services for students. Essential services like counseling, financial aid, tutoring, computer labs, library need weekend and dedicated evening hours	ongoing advocacy	Chair, Chairs Council, Faculty Senate, Office of Instruction, Student Services	P.O. Assessment Action Plans <input checked="" type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input checked="" type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other

Asian American Studies Narrative: For disciplines that support interdisciplinary programs provide additional qualitative data if appropriate.

Ethnic Studies classes by nature are interdisciplinary courses. Our ASAME 30 class meets a Humanities requirement and supports the Liberal Arts with an emphasis in Arts and Humanities AA degree.

Asian American Studies: College Strategic Plan Relevance

Check all that apply

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

<p>Asian American Studies Resource Needs: Please use the Excel template to estimate the cost of your needs, which will be used to support budget planning efforts.</p>	<p>Link to Action Plans (Refer to # of item in section VI)</p>	<p>Estimated Cost: Please use Excel template to estimate costs.</p>
<p>Please describe and prioritize any faculty, classified, and student assistant needs.</p> <p>Increase evening and weekend services for students (counseling, financial aid, tutoring, labs, library)</p>	<p>#7</p>	<p>TBD</p>
<p>Please describe and prioritize any equipment, material, and supply needs.</p> <p>a) Maintain/renew TurnItIn.com licensing b) Increase the Social Sciences supply budget c) Resources needed to support online courses</p>	<p>a)#1 b)#3 c) #6</p>	<p>a)\$9,500* b)\$1,000** c)TBD *last year's cost **to be shared by all disciplines</p>
<p>Please describe and prioritize any facilities needs.</p> <p>New Building in anticipation of growth</p>	<p>#4</p>	<p>TBD</p>

<p>History Overview</p>			
<p>BI Download:</p>	<p>10/23/2013 17:41</p>	<p>Dept. Chair:</p>	<p>Linda McAllister</p>
<p>Subject/Discipline:</p>	<p>HIST</p>	<p>Dean:</p>	<p>Carlos Cortez</p>
<p>Campus:</p>	<p>BCC</p>		
<p>Mission Statement</p>	<p>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.</p>		

History Enrollment					
	Alameda	Berkeley	Laney	Merritt	District
Census Enrollment F10	433	557	240	83	1313
Census Enrollment F11	411	459	337	72	1279
Census Enrollment F12	425	543	304	77	1349
Sections F10	9	14	5	2	30
Sections F11	9	11	7	2	29
Sections F12	10	13	7	2	32
Total FTES F10	43.3	55.36	24	8.3	130.96
Total FTES F11	41.1	42.68	33.7	7.2	124.68
Total FTES F12	42.5	55.08	30.4	7.7	135.68
Total FTEF F10	1.8	2.78	1	0.4	5.98
Total FTEF F11	1.8	2.2	1.4	0.4	5.8
Total FTEF F12	2	2.6	1.4	0.4	6.4
FTES/FTEF F10	24.06	19.89	24	20.75	21.8997
FTES/FTEF F11	22.83	19.4	24.07	18	21.497
FTES/FTEF F12	21.25	21.18	21.71	19.25	21.2

History Student Success					
	Alameda	Berkeley	Laney	Merritt	District
Total Graded F10	395	531	218	72	1216
Total Graded F11	376	441	328	65	1210
Total Graded F12	411	526	294	76	1307
Success F10	249	363	110	45	767
Success F11	264	287	161	41	753
Success F12	276	311	157	58	802
% Success F10	0.63	0.68	0.5	0.63	0.63
% Success F11	0.7	0.65	0.49	0.63	0.62
% Success F12	0.67	0.59	0.53	0.76	0.61
Withdraw F10	46	104	50	18	218
Withdraw F11	43	80	100	24	247
Withdraw F12	63	105	38	12	218
% Withdraw F10	0.12	0.2	0.23	0.25	0.18
% Withdraw F11	0.11	0.18	0.3	0.37	0.2
% Withdraw F12	0.15	0.2	0.13	0.16	0.17

History Faculty					
	Alameda	Berkeley	Laney	Merritt	District
Contract FTEF F10	0.8	1.33	0.8	0.4	3.33
Contract FTEF F11	0.9	0.6	0.7	0.4	2.6
Contract FTEF F12	0.8	1.4	0	0.4	2.6
TEMP FTEF F10	0.8	1.38	0.2	0	2.38
TEMP FTEF F11	0.8	1.6	0.6	0	3
TEMP FTEF F12	0.8	1.2	1.4	0	3.4
Extra Service FTEF F10	0.2	0.07	0	0	0.27
Extra Service FTEF F11	0.1	0	0.1	0	0.2
Extra Service FTEF F12	0.4	0	0	0	0.4
Total FTEF F10	1.8	2.78	1	0.4	5.98
Total FTEF F11	1.8	2.2	1.4	0.4	5.8
Total FTEF F12	2	2.6	1.4	0.4	6.4
% Contract/Total F10	0.44	0.48	0.8	1	0.5569
% Contract/Total F11	0.5	0.27	0.5	1	0.45
% Contract/Total F12	0.4	0.54	0	1	0.41

History Qualitative Assessments	
<p>CTE and Vocational: Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc.</p>	
<p>Transfer and Basic Skills: Describe how your course offerings address transfer, basic skills, and program completion.</p>	<p>The History discipline at BCC offers courses that meet general education components: IGETC (area 4, 3) 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. Productivity has increased in our History classes and we are as productive as the District average. Classes are offered face-to-face, online and as hybrids. The History discipline at BCC is essential to the College mission. More than any other social sciences discipline, History classes contribute to the overall success of College degree and transfer program completion. Two classes in particular History 7A and History 7B are embedded in numerous learning community curricula (PERSIST, FYE, Global Studies, PACE) and these classes also meet the American Cultures requirement at UC and the United States History, Constitution, and American Ideals requirement at CSU. History classes support AA-T degrees in Elementary Teacher Education and Political Science and AA degrees in Global Studies. The BCC History program is well known for being incredibly diverse in the classes it offers and has one of the largest catalogs of History classes in the Peralta District. At one time, BCC had four full time History faculty. We currently have only two full time faculty in History and this is really the minimum number of faculty to maintain this vital program.</p>

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

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

Program	Outcomes	Assessment Findings	Action Plan
Program 1: History AA-T	1) Demonstrate knowledge of		

	<p>the historical process within particular fields of history and effectively link historical cause and effect (BCC ILO: Critical Thinking; Informational Competency)</p> <p>2) Apply historical methodology and critical thinking in order to analyze primary and secondary sources and historical arguments (BCC ILO: Critical Thinking, Informational Competency)</p> <p>3) Interpret the diverse historical forces which have shaped the past and inform the content of the present (BCC ILO: Critical Thinking, Informational Competency, Global Awareness and Valuing Diversity)</p>		
Any general education components: All History classes are transferable and meet GE			
Any basic skills components:	N/A		
Describe assessment methods you are using: Program assessment to be developed in spring 2014			
Describe how assessment of program-level student learning outcomes led to certificate/degree program improvements:			

History Action Plans			
<p>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.</p>			
Action Item	Steps/Timeline	Person(s) Responsible	Supporting Data Source (check all that apply)
1. Maintain/renew TurnItIn.com licensing	Renew licensing by July 2014	Office of Instruction, Business Office	<input type="checkbox"/> P.O. Assessment <input type="checkbox"/> Action Plans <input type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input checked="" type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
2. Increase social sciences budget to support History needs, current budget is largely spent on Anthropology needs	Demonstrate need	Office of instruction	<input type="checkbox"/> P.O. Assessment <input type="checkbox"/> Action Plans <input type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input checked="" type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
3. New building in	Advocate for a new	College and District	<input type="checkbox"/> P.O. Assessment

anticipation of growth	building to provide more classrooms, office space, labs and student resources	partners	Action Plans X <input type="checkbox"/> BI Data X <input type="checkbox"/> BCC Institutional Goals X <input type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
4. Promote History ADT	Brochures, website updates, College outreach (Spring '14, ongoing)	History faculty, Chair, Office of Instruction, Business Office	P.O. Assessment Action Plans X <input type="checkbox"/> BI Data X <input type="checkbox"/> BCC Institutional Goals X <input type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
5. Recruit, advise and mentor students in History	Ongoing	History faculty, Student Services	P.O. Assessment Action Plans X <input type="checkbox"/> BI Data X <input type="checkbox"/> BCC Institutional Goals X <input type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
6. Support online and hybrid courses by managing and increasing resources such as: increased computer and internet access for students on campus, providing technical infrastructure to meet increased need, improve student support students for distance education students	Continue to advocate through shared governance (ongoing)	College and District partners	P.O. Assessment Action Plans X <input type="checkbox"/> BI Data X <input type="checkbox"/> BCC Institutional Goals X <input type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
7. AA-T Assessment	Begin Spring '14	Chair, Department assessment coordinator, College assessment coordinator, Office of Instruction	P.O. Assessment Action Plans X <input type="checkbox"/> BI Data X <input type="checkbox"/> BCC Institutional Goals X <input type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
8. Increase evening and weekend services for students. Essential services like counseling, financial aid, tutoring, computer labs, library need weekend and dedicated evening hours	ongoing advocacy	Chair, Chairs Council, Faculty Senate, Office of Instruction, Student Services	P.O. Assessment Action Plans X <input type="checkbox"/> BI Data X <input type="checkbox"/> BCC Institutional Goals X <input type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other

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

History classes are essential for the College's interdisciplinary programs. History classes can be found as requirements in several College programs: PACE, PACE Pathways, PERSIST, First Year Experience (FYE), Global Studies AA, and the Elementary Teacher Education AA-T.

History: College Strategic Plan Relevance

Check all that apply

- New program under development
- X Program that is integral to your college's overall strategy
- X 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

<p>History Resource Needs: Please use the Excel template to estimate the cost of your needs, which will be used to support budget planning efforts.</p>	<p>Link to Action Plans (Refer to # of item in section VI)</p>	<p>Estimated Cost: Please use Excel template to estimate costs.</p>
<p>Please describe and prioritize any faculty, classified, and student assistant needs.</p> <p>Increase evening and weekend services for students (counseling, financial aid, tutoring, labs, library)</p>	<p>#8</p>	<p>TBD</p>
<p>Please describe and prioritize any equipment, material, and supply needs.</p> <p>a) Maintain /Renew TurnItIn.com licensing b) Increase social sciences supply budget c) Materials to promote History AA-T d) Increase resources needed to support online instruction</p>	<p>a) #1 b) #2 c) #4 d) #6</p>	<p>a) \$9,500* b) \$1,000** c) TBD d) TBD *last year's cost **to be shared among disciplines</p>
<p>Please describe and prioritize any facilities needs.</p> <p>New building in anticipation of continued growth</p>	<p>#3</p>	<p>TBD</p>

Mexican and Latin American Studies Overview			
BI Download:	10/23/2013 17:41	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.		

Mexican and Latin American Studies Enrollment					
	Alameda	Berkeley	Laney	Merritt	District
Census Enrollment F10	0	0	134	103	237
Census Enrollment F11	0	69	131	97	297
Census Enrollment F12	0	73	147	90	310
Sections F10	0	0	3	3	6
Sections F11	0	2	3	3	8
Sections F12	0	2	4	3	9
Total FTES F10	0	0	13.4	10.3	23.7
Total FTES F11	0	6.9	13.1	9.7	29.7
Total FTES F12	0	7.3	14.89	9	31.19
Total FTEF F10	0	0	0.6	0.6	1.2
Total FTEF F11	0	0.4	0.6	0.6	1.6
Total FTEF F12	0	0.4	0.8	0.6	1.8
FTES/FTEF F10	0	0	22.33	17.17	19.75
FTES/FTEF F11	0	17.25	21.83	16.17	18.56
FTES/FTEF F12	0	18.25	18.61	15	17.328

Mexican and Latin American Studies Student Success					
	Alameda	Berkeley	Laney	Merritt	District
Total Graded F10	0	0	127	78	205
Total Graded F11	0	66	126	88	280
Total Graded F12	0	70	143	84	297
Success F10	0	0	62	42	104
Success F11	0	33	56	61	150
Success F12	0	35	63	60	158
% Success F10	0	0	0.49	0.54	0.51
% Success F11	0	0.5	0.44	0.69	0.54
% Success F12	0	0.5	0.44	0.71	0.53
Withdraw F10	0	0	18	20	38
Withdraw F11	0	13	18	23	54
Withdraw F12	0	24	33	22	79
% Withdraw F10	0	0	0.14	0.26	0.19
% Withdraw F11	0	0.2	0.14	0.26	0.19
% Withdraw F12	0	0.34	0.23	0.26	0.27

Mexican and Latin American Studies Faculty					
	Alameda	Berkeley	Laney	Merritt	District
Contract FTEF F10	0	0	0	0.6	0.6
Contract FTEF F11	0	0.2	0	0.6	0.8
Contract FTEF F12	0	0	0	0.6	0.6
TEMP FTEF F10	0	0	0.6	0	0.6
TEMP FTEF F11	0	0.2	0.6	0	0.8
TEMP FTEF F12	0	0.4	0.8	0	1.2
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	0	0	0.6	0.6	1.2
Total FTEF F11	0	0.4	0.6	0.6	1.6
Total FTEF F12	0	0.4	0.8	0.6	1.8
% Contract/Total F10	0	0	0	1	0.5
% Contract/Total F11	0	0.5	0	1	0.5
% Contract/Total F12	0	0	0	1	0.33

Mexican and Latin American Studies Qualitative Assessments

<p>CTE and Vocational: Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc.</p>	
<p>Transfer and Basic Skills: Describe how your course offerings address transfer, basic skills, and program completion.</p>	<p>The Mexican and Latin American Studies discipline at BCC offers courses that meet general education components: IGETC (area 3) CSU-GE (area C-2) UC-TCA (arts and literature). These courses also meet the ethnic studies requirement for BCC. Our MLAT classes have increased in productivity and have higher than District average productivity. Currently we do not have a full-time faculty member in Mexican and Latin American Studies. We currently offer only two online classes in MLAT. The Social Sciences Department is undergoing a hiring in Ethnic Studies. If this hire has an area of expertise in Mexican and Latin American Studies, this will be an area of growth next year. If the new hire does not have an area of expertise in MLAT, the Department would like to move forward on articulating a broader range of social science focused MLAT classes to expand our currently limited catalog offerings and make a commitment to offer at least one class per semester in MLAT to support our College mission, reflect our diverse community and provide opportunities to our students to complete their GE and ethnic studies requirements through MLAT classes.</p>

Mexican and Latin American Studies Program Outcomes and Assessments: For each one, cite Institutional Learning Outcomes (Appendix I)

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

Program	Outcomes	Assessment Findings	Action Plan
Program 1: N/A			
Any general education components: <i>All MLAT classes are transferable and meet GE</i>			
Any basic skills components:	N/A		
Describe assessment methods you are using: N/A			
Describe how assessment of program-level student learning outcomes led to certificate/degree program improvements:			

Mexican and Latin American Studies 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. Renew TurnItIn.com license	Renew licensing by July 2014	Office of Instruction, Business Office	<input type="checkbox"/> P.O. Assessment Action Plans <input checked="" type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
2. Increase Social Sciences budget	Document need, make supply request	Office of Instruction	<input type="checkbox"/> P.O. Assessment Action Plans <input type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input checked="" type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
3. New Building in anticipation of continued growth	Advocate for new building to provide more classrooms, office space, labs and student resources	College and District partners	<input type="checkbox"/> P.O. Assessment Action Plans <input checked="" type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input checked="" type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
4. Build adjunct pool	Have CVs at District forwarded to Department Chair	Department Chair, District Human Resources	<input type="checkbox"/> P.O. Assessment Action Plans <input checked="" type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input checked="" type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
5. Course development in MLAT to expand catalog offerings	Fall '14	New Ethnic Studies hire, Chair, social sciences faculty	<input type="checkbox"/> P.O. Assessment Action Plans <input checked="" type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input checked="" type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
6. Support online and hybrid courses by managing and increasing resources such as: increased computer and internet access for students on campus, providing technical infrastructure to meet increased need, improve student support students for distance education	Continue to advocate through shared governance (ongoing)	College and District partners	<input type="checkbox"/> P.O. Assessment Action Plans <input checked="" type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input checked="" type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other

students			
7. Increase evening and weekend services for students. Essential services like counseling, financial aid, tutoring, computer labs, library need weekend and dedicated evening hours	ongoing advocacy	Chair, Chairs Council, Faculty Senate, Office of Instruction, Student Services	P.O. Assessment Action Plans <input checked="" type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input checked="" type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other

Mexican and Latin American Studies Narrative: For disciplines that support interdisciplinary programs provide additional qualitative data if appropriate.

Ethnic Studies classes by nature are interdisciplinary courses. Our current MLAT classes (30A/30B) meet a Humanities requirement and support the Liberal Arts with an emphasis in Arts and Humanities AA degree.

Mexican and Latin American Studies College Strategic Plan Relevance

Check all that apply

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

<p>Mexican and Latin American Studies Resource Needs: Please use the Excel template to estimate the cost of your needs, which will be used to support budget planning efforts.</p>	<p>Link to Action Plans (Refer to # of item in section VI)</p>	<p>Estimated Cost: Please use Excel template to estimate costs.</p>
<p>Please describe and prioritize any faculty, classified, and student assistant needs.</p> <p>Increase evening and weekend services for students (counseling, financial aid, tutoring, labs, library)</p>	<p>#7</p>	<p>TBD</p>
<p>Please describe and prioritize any equipment, material, and supply needs.</p> <p>a) TurnItIn.com renewal b) Increase Social Sciences supply budget c) Increase resources to support online instruction</p>	<p>a) #1 b) #2 c) #6</p>	<p>a) \$9,500* b) \$1,000 c) TBD *last year's cost **to be shared among disciplines</p>
<p>Please describe and prioritize any facilities needs.</p> <p>New Building</p>	<p>#3</p>	<p>TBD</p>

Political Science Overview			
BI Download:	10/23/2013 17:41	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.		

Political Science Enrollment					
	Alameda	Berkeley	Laney	Merritt	District
Census Enrollment F10	343	403	444	121	1311
Census Enrollment F11	442	443	340	120	1345
Census Enrollment F12	388	383	352	197	1320
Sections F10	5	10	10	3	28
Sections F11	8	10	8	3	29
Sections F12	9	8	9	5	31
Total FTES F10	34.3	38.69	44.4	12.1	129.49
Total FTES F11	44.2	52.05	34	12	142.25
Total FTES F12	38.4	37.58	35.3	19.7	130.98
Total FTEF F10	1	1.8	2	0.6	5.4
Total FTEF F11	1.6	2	1.58	0.6	5.78
Total FTEF F12	1.66	1.6	1.89	1	6.15
FTES/FTEF F10	34.3	21.49	22.2	20.17	23.98
FTES/FTEF F11	27.63	26.03	21.48	20	24.6107
FTES/FTEF F12	23.18	23.49	18.67	19.7	21.2976

Political Science Student Success					
	Alameda	Berkeley	Laney	Merritt	District
Total Graded F10	320	380	417	115	1232
Total Graded F11	422	430	313	114	1279
Total Graded F12	374	374	343	187	1278
Success F10	225	255	246	74	800
Success F11	302	279	182	68	831
Success F12	257	268	179	134	838
% Success F10	0.7	0.67	0.59	0.64	0.65
% Success F11	0.72	0.65	0.58	0.6	0.65
% Success F12	0.69	0.72	0.52	0.72	0.66
Withdraw F10	45	67	79	27	218
Withdraw F11	61	75	62	14	212
Withdraw F12	76	62	72	45	255
% Withdraw F10	0.14	0.18	0.19	0.23	0.18
% Withdraw F11	0.14	0.17	0.2	0.12	0.17
% Withdraw F12	0.2	0.17	0.21	0.24	0.2

Political Science Faculty					
	Alameda	Berkeley	Laney	Merritt	District
Contract FTEF F10	0.6	1.2	0.6	0	2.4
Contract FTEF F11	0.4	1	0.8	0	2.2
Contract FTEF F12	0.6	1	0.1	0.8	2.5
TEMP FTEF F10	0.4	0.6	1.4	0.6	3
TEMP FTEF F11	1	1	0.78	0.6	3.38
TEMP FTEF F12	1.06	0.6	1.29	0.2	3.15
Extra Service FTEF F10	0	0	0	0	0
Extra Service FTEF F11	0.2	0	0	0	0.2
Extra Service FTEF F12	0	0	0.5	0	0.5
Total FTEF F10	1	1.8	2	0.6	5.4
Total FTEF F11	1.6	2	1.58	0.6	5.78
Total FTEF F12	1.66	1.6	1.89	1	6.15
% Contract/Total F10	0.6	0.67	0.3	0	0.44
% Contract/Total F11	0.25	0.5	0.51	0	0.381
% Contract/Total F12	0.36	0.63	0.05	0.8	0.407

Political Science Qualitative Assessments	
<p>CTE and Vocational: Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc.</p>	<p>According to the US Department of Labor Statistics' Occupational Handbook, the job of Political Scientist is projected to see a 19% change in employment between 2012 and 2022 (a rate faster than the average 11% growth for occupations).</p>
<p>Transfer and Basic Skills: Describe how your course offerings address transfer, basic skills, and program completion.</p>	<p>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. BCC Political Science classes have the highest productivity in the District. Our classes are offered online, face-to-face and as hybrids. We have an AA-T in Political Science. Political Science classes are required courses in the following programs: Global Studies AA, Elementary Teacher Education AA-T Political Science classes also consistently include a Service Learning component as part of their curriculum. 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. We offer seven to ten section of POSCI 1 every semester and these classes consistently fill. Given the high demand and popularity of this major at the Colleges our students transfer to, we should hire a second full time faculty member.</p>

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

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

Program	Outcomes	Assessment Findings	Action Plan
<p>Program 1: Political Science AA-T</p>	<p>1) Define the core concepts of Political Science (government, regime, state, institutions, sovereignty, constitution, democracy, authoritarianism, and globalization)(BCC ILO: Global Awareness and Valuing Diversity) 2) Discuss the constitutional, institutional, cultural structures that produce and maintain</p>		

	political, social and ethnic inequalities. (BCC ILO: Communication, Critical Thinking, Informational Competency, Global Awareness and Valuing Diversity, Self-awareness and Interpersonal Skills) 3) Identify, compare, and contrast the major theoretical perspectives in the discipline. (BCC ILO: Critical Thinking, Informational Competency)		
Any general education components: All Political Science classes are transferable and meet GE requirements			
Any basic skills components: N/A			
Describe assessment methods you are using: Program assessments to be developed in spring 2014			
Describe how assessment of program-level student learning outcomes led to certificate/degree program improvements: N/A			

Political Science 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. Hire new Full time faculty in Political Science	Follow faculty prioritization process	Department Chair, Chairs Council, Office of Instruction	<input type="checkbox"/> P.O. Assessment <input type="checkbox"/> Action Plans <input checked="" type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input checked="" type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
2. Renew/maintain TurnItIn.com licensing	Renew licensing by July 2014	Office of Instruction, Business Office	<input type="checkbox"/> P.O. Assessment <input type="checkbox"/> Action Plans <input type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input checked="" type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
3. Increase Social Sciences supply budget	Document need and request increase	Office of Instruction	<input type="checkbox"/> P.O. Assessment <input type="checkbox"/> Action Plans <input checked="" type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input checked="" type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
4. New Building in	Advocate for a new	College and District	<input type="checkbox"/> P.O. Assessment <input type="checkbox"/> Action Plans

anticipation of continued growth	building to provide more classrooms, office space, labs and student resources	partners	X <input type="checkbox"/> BI Data X <input type="checkbox"/> BCC Institutional Goals X <input type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
5. Promote ADT in Political Sciences	Brochures, website presence, College outreach (Spring '14 and ongoing)	Political Science faculty, Chair, Office of Instruction, Business Office, Student Services	P.O. Assessment Action Plans X <input type="checkbox"/> BI Data X <input type="checkbox"/> BCC Institutional Goals X <input type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
6. Recruit, advise and mentor students in Political Science	Ongoing	Political Science faculty, Student Services	P.O. Assessment Action Plans X <input type="checkbox"/> BI Data X <input type="checkbox"/> BCC Institutional Goals X <input type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
7. Support online and hybrid courses by managing and increasing resources such as: increased computer and internet access for students on campus, providing technical infrastructure to meet increased need, improve student support students for distance education students	Continue to advocate through shared governance (ongoing)	College and District partners	P.O. Assessment Action Plans X <input type="checkbox"/> BI Data X <input type="checkbox"/> BCC Institutional Goals X <input type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
8. AA-T Assessment	Begin Fall '14	Chair, Department assessment coordinator, College assessment coordinator, Office of Instruction	P.O. Assessment Action Plans X <input type="checkbox"/> BI Data X <input type="checkbox"/> BCC Institutional Goals X <input type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
9. Increase evening and weekend services for students. Essential services like counseling, financial aid, tutoring, computer labs, library need weekend and dedicated evening hours	ongoing advocacy	Chair, Chairs Council, Faculty Senate, Office of Instruction, Student Services	P.O. Assessment Action Plans X <input type="checkbox"/> BI Data X <input type="checkbox"/> BCC Institutional Goals X <input type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other

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

Political Science classes are essential for the College's interdisciplinary programs. Political Science classes can be found as requirements in several College programs: PACE, PACE Pathways, PERSIST, First Year Experience (FYE), Global Studies AA, and the Elementary Teacher Education AA-T.

Political Science: College Strategic Plan Relevance

Check all that apply

- New program under development
- X Program that is integral to your college's overall strategy
- X 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

Political Science 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. a) New full time faculty b) Increase evening and weekend services for students (counseling, financial aid, tutoring, labs, library)	a) #1 b) #9	a)\$97,812 b) TBD
Please describe and prioritize any equipment, material, and supply needs. a)Renew TurnItIn.com licensing b)Increase Social Sciences budget c) Increase support for online teaching resources d) Promotional material for ADT	a)#2 b)#3 c)#7 d) #5	a)\$9,500* b)\$1,000** c)TBD d) TBD *last year's cost **to be shared among disciplines
Please describe and prioritize any facilities needs. New building	#4	TBD

Psychology Overview			
BI Download:	10/3/2013 11:14	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		

Psychology Enrollment					
	Alameda	Berkeley	Laney	Merritt	District
Census Enrollment F10	700	555	622	351	2228
Census Enrollment F11	771	464	475	366	2076
Census Enrollment F12	654	353	483	436	1926
Sections F10	13	14	12	7	46
Sections F11	15	11	10	8	44
Sections F12	13	8	11	10	42
Total FTES F10	70	55.4	62.2	35.1	222.7
Total FTES F11	76.65	46.12	47.5	36.6	206.87
Total FTES F12	65.4	34.81	48.3	43.6	192.11
Total FTEF F10	2.8	2.58	2.4	1.4	9.18
Total FTEF F11	3	2.2	2.11	1.6	8.91
Total FTEF F12	2.6	1.6	2.2	2	8.4
FTES/FTEF F10	25	21.47	25.92	25.07	24.259
FTES/FTEF F11	25.55	20.96	22.53	22.88	23.2177
FTES/FTEF F12	25.15	21.76	21.95	21.8	22.87

Psychology Student Success					
	Alameda	Berkeley	Laney	Merritt	District
Total Graded F10	654	522	535	329	2040
Total Graded F11	736	448	443	349	1976
Total Graded F12	640	346	469	414	1869
Success F10	448	366	309	225	1348
Success F11	494	284	238	213	1229
Success F12	464	204	332	248	1248
% Success F10	0.69	0.7	0.58	0.68	0.66
% Success F11	0.67	0.63	0.54	0.61	0.62
% Success F12	0.73	0.59	0.71	0.6	0.67
Withdraw F10	100	78	81	50	309
Withdraw F11	139	108	82	81	410
Withdraw F12	86	81	56	61	284
% Withdraw F10	0.15	0.15	0.15	0.15	0.15
% Withdraw F11	0.19	0.24	0.19	0.23	0.21
% Withdraw F12	0.13	0.23	0.12	0.15	0.15

Psychology Faculty					
	Alameda	Berkeley	Laney	Merritt	District
Contract FTEF F10	1.2	1	1	0.8	4
Contract FTEF F11	1.4	0.8	1	1.6	4.8
Contract FTEF F12	1.2	0.8	1	1.8	4.8
TEMP FTEF F10	1.4	1.4	1.2	0.6	4.6
TEMP FTEF F11	1.6	1.4	1.11	0	4.11
TEMP FTEF F12	1.2	0.8	1.2	0.2	3.4
Extra Service FTEF F10	0.2	0.18	0.2	0	0.58
Extra Service FTEF F11	0	0	0	0	0
Extra Service FTEF F12	0.2	0	0	0	0.2
Total FTEF F10	2.8	2.58	2.4	1.4	9.18
Total FTEF F11	3	2.2	2.11	1.6	8.91
Total FTEF F12	2.6	1.6	2.2	2	8.4
% Contract/Total F10	0.43	0.39	0.42	0.57	0.44
% Contract/Total F11	0.47	0.36	0.47	1	0.539
% Contract/Total F12	0.46	0.5	0.45	0.9	0.57

Psychology 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.	
Transfer and Basic Skills: Describe how your course offerings address transfer, basic skills, and program completion.	<p>The Psychology discipline at BCC offers courses that meet general education components:</p> <p>IGETC (area 4) CSU-GE (D, E) UC-TCA (social and behavioral sciences). We have an AA-T in Psychology. Psychology classes at BCC have increased in productivity. We offer classes online and face-to-face. We offer the only Psychology research methods course in the District, a requirement for the AA-T in Psychology. Psychology a top declared social sciences major at BCC. It also makes up the highest number of completed AA-T degrees. This reflects the national trend, after Business Psychology is next most widely declared college major. Our current full time faculty member is on reduced load and will retire in the near future and we absolutely need to hire a full time faculty member to lead this core discipline in the Social Science department.</p>

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

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

Program	Outcomes	Assessment Findings	Action Plan
Program 1: AA-T in Psychology	1) Read critically and write effective essays (BCC ILO: Critical Thinking, Communication) 2) Analyze and utilize empirical findings. (BCC ILO: Critical Thinking, Informational Competency, Computational Skills) 3) Analyze major psychological theories and concepts. (BCC ILO: Critical Thinking, Ethics and Personal Responsibility, Communication; Global Awareness and Valuing Diversity, Self-awareness and Interpersonal Skills)		
Any general education components: All Psychology classes			

are transferable and meet GE requirements			
Any basic skills components: N/A			
Describe assessment methods you are using: Program assessment to be developed in spring 2014			
Describe how assessment of program-level student learning outcomes led to certificate/degree program improvements:			

Psychology 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. Hire new full time faculty in Psychology	Follow faculty prioritization process	Department Chair, Chairs Council, Office of Instruction	<input type="checkbox"/> P.O. Assessment <input type="checkbox"/> Action Plans <input checked="" type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input checked="" type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
2. Maintain/renew licensing for TurnItIn.com	renew license by July 2014	Office of Instruction, Business Office	<input type="checkbox"/> P.O. Assessment <input type="checkbox"/> Action Plans <input type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input checked="" type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
3. Increase the baseline Social Sciences supply budget	Demonstrate need, make request	Office of Instruction	<input type="checkbox"/> P.O. Assessment <input type="checkbox"/> Action Plans <input checked="" type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input checked="" type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
4. Increase the adjunct pool for Psychology	Request CVs at District be forwarded to the Department Chair	Department Chair, District Human Resources	<input type="checkbox"/> P.O. Assessment <input type="checkbox"/> Action Plans <input checked="" type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input checked="" type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
5. New building for BCC	Advocate for new building to provide more classrooms, office space, labs and student resources	College and District partners	<input type="checkbox"/> P.O. Assessment <input type="checkbox"/> Action Plans <input checked="" type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input checked="" type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
6. Promote ADT in	Brochures, web presence,	Psychology faculty,	P.O. Assessment

Psychology	outreach to College	Chair, Office of Instruction, Business Office, Student Services	Action Plans X <input type="checkbox"/> BI Data X <input type="checkbox"/> BCC Institutional Goals X <input type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
7. Recruit, mentor and advise students in Psychology	Ongoing	Psychology faculty, Student Services	P.O. Assessment Action Plans X <input type="checkbox"/> BI Data X <input type="checkbox"/> BCC Institutional Goals X <input type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
8. Support online and hybrid courses by managing and increasing resources such as: increased computer and internet access for students on campus, providing technical infrastructure to meet increased need, improve student support students for distance education students	Continue to advocate through shared governance (ongoing)	College and District Partners	P.O. Assessment Action Plans X <input type="checkbox"/> BI Data X <input type="checkbox"/> BCC Institutional Goals X <input type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
9. AA-T Assessment	Begin Spring 14	Chair, Department assessment coordinator, College assessment coordinator, Office of Instruction	P.O. Assessment Action Plans X <input type="checkbox"/> BI Data X <input type="checkbox"/> BCC Institutional Goals X <input type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
10. Increase evening and weekend services for students. Essential services like counseling, financial aid, tutoring, computer labs, library need weekend and dedicated evening hours	ongoing advocacy	Chair, Chairs Council, Faculty Senate, Office of Instruction, Student Services	P.O. Assessment Action Plans X <input type="checkbox"/> BI Data X <input type="checkbox"/> BCC Institutional Goals X <input type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other

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

Psychology: College Strategic Plan Relevance

Check all that apply

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

<p>Psychology Resource Needs: Please use the Excel template to estimate the cost of your needs, which will be used to support budget planning efforts.</p>	<p>Link to Action Plans (Refer to # of item in section VI)</p>	<p>Estimated Cost: Please use Excel template to estimate costs.</p>
<p>Please describe and prioritize any faculty, classified, and student assistant needs.</p> <p>a) New Full time Psychology faculty b) Increase evening and weekend services for students (counseling, financial aid, tutoring, labs, library)</p>	<p>a)#1 b)#10</p>	<p>a)\$97,812 b) TBD</p>
<p>Please describe and prioritize any equipment, material, and supply needs.</p> <p>a) TurnItIn.com renewal b) Increased Social Sciences budget c) ADT promotion d) Increased support for resources to support online learning</p>	<p>a)#2 b)#3 c) #6 d)#8</p>	<p>a) \$9,500* b) \$1,000** c) TBD d) TBD *last year's cost **to be shared among disciplines</p>
<p>Please describe and prioritize any facilities needs.</p> <p>New building</p>	<p>#5</p>	<p>TBD</p>

Sociology Overview

BI Download:	10/23/2013 17:41	Dept. Chair:	Linda McAllister
Subject/Discipline:	SOC	Dean:	Carlos Cortez
Campus:	BCC		
Mission Statement	<p>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 pursuing the sociology major 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.</p>		

Sociology Enrollment

	Alameda	Berkeley	Laney	Merritt	District
Census Enrollment F10	254	434	538	113	1339
Census Enrollment F11	209	440	431	129	1209
Census Enrollment F12	113	423	389	155	1080
Sections F10	5	10	11	2	28
Sections F11	5	11	10	2	28
Sections F12	3	10	8	3	24
Total FTES F10	25.4	42.58	50.76	11.3	130.04
Total FTES F11	20.9	43.74	40.21	12.9	117.75
Total FTES F12	11.3	42.3	38.9	15.5	108
Total FTEF F10	1	2	2	0.4	5.4
Total FTEF F11	1	2.2	1.81	0.4	5.41
Total FTEF F12	0.6	2	1.6	0.6	4.8
FTES/FTEF F10	25.4	21.29	25.38	28.25	24.081
FTES/FTEF F11	20.9	19.88	22.18	32.25	21.7652
FTES/FTEF F12	18.83	21.15	24.31	25.83	22.5

Sociology Student Success

	Alameda	Berkeley	Laney	Merritt	District
Total Graded F10	233	393	506	110	1242
Total Graded F11	197	409	403	125	1134
Total Graded F12	106	402	376	150	1034
Success F10	108	264	342	83	797
Success F11	74	246	272	102	694
Success F12	40	248	275	111	674
% Success F10	0.46	0.67	0.68	0.75	0.64

% Success F11	0.38	0.6	0.67	0.82	0.61
% Success F12	0.38	0.62	0.73	0.74	0.65
Withdraw F10	66	74	98	4	242
Withdraw F11	85	87	82	19	273
Withdraw F12	46	87	51	13	197
% Withdraw F10	0.28	0.19	0.19	0.04	0.19
% Withdraw F11	0.43	0.21	0.2	0.15	0.24
% Withdraw F12	0.43	0.22	0.14	0.09	0.19

Sociology Faculty

	Alameda	Berkeley	Laney	Merritt	District
Contract FTEF F10	1	0.57	0	0	1.57
Contract FTEF F11	1	0.4	0	0	1.4
Contract FTEF F12	0.6	0.8	0	0	1.4
TEMP FTEF F10	0	1.4	2	0.4	3.8
TEMP FTEF F11	0	1.4	1.81	0.4	3.61
TEMP FTEF F12	0	0.8	1.6	0.6	3
Extra Service FTEF F10	0	0.03	0	0	0.03
Extra Service FTEF F11	0	0.4	0	0	0.4
Extra Service FTEF F12	0	0.4	0	0	0.4
Total FTEF F10	1	2	2	0.4	5.4
Total FTEF F11	1	2.2	1.81	0.4	5.41
Total FTEF F12	0.6	2	1.6	0.6	4.8
% Contract/Total F10	1	0.29	0	0	0.291
% Contract/Total F11	1	0.18	0	0	0.259
% Contract/Total F12	1	0.4	0	0	0.29

Sociology Qualitative Assessments

<p>CTE and Vocational: Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc.</p>	<p>According to the US Department of Labor Statistics' Occupational Handbook, the job of Sociologist is projected to see a 15% change in employment between 2012 and 2022 (a rate faster than the average 11% growth for occupations).</p>
<p>Transfer and Basic Skills: Describe how your course offerings address transfer, basic skills, and program completion.</p>	<p>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 an Ethnic Studies requirement. Our Sociology AA-T was the first completed</p>

AA-T in the District.
Sociology has increased in productivity. We offer classes online, face-to-face and as hybrid courses. Sociology is a very popular major and ranks consistently in the top five majors at Bay Area four year Colleges and Universities. We offer the only social sciences research methods class in the District and this class is in both the TMC for the Sociology and Political Sciences AA-T degrees. We also have the most diverse catalog of offerings in the District.

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

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

Program	Outcomes	Assessment Findings	Action Plan
Program 1: <i>AA-T in Sociology</i>	1) Define the core concepts of sociology: social structure, culture, social stratification, race, ethnicity, gender, and globalization (BCC ILO: Global Awareness and Valuing Diversity, Self-awareness and Interpersonal Skills) 2) Discuss the interpersonal, institutional, cultural and structural mechanisms that produce and maintain inequality. (BCC ILO: Communication, Critical Thinking, Informational Competency, Global Awareness and Valuing Diversity, Self-awareness and Interpersonal Skills) 3) Identify, compare, and contrast the major theoretical perspectives in the discipline. (BCC ILO: Critical Thinking, Informational Competency) 4) Interpret sociological research through a working knowledge of qualitative and quantitative research designs (BCC ILO: Communication, Critical Thinking, Informational Competency, Global Awareness and Valuing Diversity, Ethics and Personal Responsibility)		
Any general education components: All Sociology classes are transferable and meet GE requirements			
Any basic skills components: N/A			
Describe assessment methods you are using: Program assessment to be developed in spring 2014			

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

Sociology 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. Renew TurnItIn.com licensing	Renew license by July 2014	Office of Instruction, Business Office	<input type="checkbox"/> P.O. Assessment Action Plans <input type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input checked="" type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
2. Increase adjunct pool in Sociology	Request CVs at District be forwarded to Department Chair	Department Chair, District Human Resources	<input type="checkbox"/> P.O. Assessment Action Plans <input checked="" type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input checked="" type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
3. Increase Social Sciences supply budget	Document need, make request	Office of Instruction	<input type="checkbox"/> P.O. Assessment Action Plans <input checked="" type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input checked="" type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
4. New building in anticipation of expected growth	Advocate for new building to provide more classrooms, office space, labs and student resources	College and District partners	<input type="checkbox"/> P.O. Assessment Action Plans <input checked="" type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input checked="" type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
5. Begin course development in expectation of upcoming AS-T in Social Work	Curriculum development in line with C-ID guidelines for AS-T in Social Work (Fall '14)	Sociology faculty	<input type="checkbox"/> P.O. Assessment Action Plans <input checked="" type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input checked="" type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
6. Promote ADT in Sociology	Brochures, web presence, outreach to College (Spring '14 and ongoing)	Sociology faculty, Office of Instruction, Business Office, Student Services	<input type="checkbox"/> P.O. Assessment Action Plans <input checked="" type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input checked="" type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
7. Recruit, mentor and	Ongoing	Sociology faculty,	<input type="checkbox"/> P.O. Assessment Action

advise students in Sociology		Student Services	Plans <input checked="" type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input checked="" type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
8. Support online and hybrid courses by managing and increasing resources such as: increased computer and internet access for students on campus, providing technical infrastructure to meet increased need, improve student support students for distance education students	Continue to advocate through shared governance (ongoing)	College and District Partners	P.O. Assessment Action Plans <input checked="" type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input checked="" type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
9. AA-T Assessment	Begin Spring '14	Chair, Department Assessment Coordinator, College Assessment coordinator, Office of Instruction	P.O. Assessment Action Plans <input checked="" type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input checked="" type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
10. Increase evening and weekend services for students. Essential services like counseling, financial aid, tutoring, computer labs, library need weekend and dedicated evening hours	Ongoing advocacy	Chair, Chairs Council, Faculty Senate, Office of Instruction, Student Services	P.O. Assessment Action Plans <input checked="" type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input checked="" type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other

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

Sociology classes are required classes in interdisciplinary programs at BCC (PACE, PACE Pathways)

Sociology: College Strategic Plan Relevance

Check all that apply

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

<p>Sociology Resource Needs: Please use the Excel template to estimate the cost of your needs, which will be used to support budget planning efforts.</p>	<p>Link to Action Plans (Refer to # of item in section VI)</p>	<p>Estimated Cost: Please use Excel template to estimate costs.</p>
<p>Please describe and prioritize any faculty, classified, and student assistant needs.</p> <p>Increase evening and weekend services for students (counseling, financial aid, tutoring, labs, library)</p>	<p>#10</p>	<p>TBD</p>
<p>Please describe and prioritize any equipment, material, and supply needs.</p> <p>a) TurnItIn.com renewal b) Increased Social Sciences budget c) Increased support for resources needed for online instruction d) Materials to promote ADT</p>	<p>a)#1 b)#3 c) #8 d)#6</p>	<p>a)\$9,500* b)\$1,000** c) TBD d) TBD *last year's cost **to be shared among disciplines</p>
<p>Please describe and prioritize any facilities needs.</p> <p>New building</p>	<p>#4</p>	<p>TBD</p>

Social Sciences (discipline) Overview			
BI Download:	10/3/2013 11:14	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.		

Social Sciences (discipline) Enrollment:					
	Alameda	Berkeley	Laney	Merritt	District
Census Enrollment F10	0	46	0	0	46
Census Enrollment F11	0	37	0	0	37
Census Enrollment F12	0	40	0	0	40
Sections F10	0	1	0	0	1
Sections F11	0	1	0	0	1
Sections F12	0	1	0	0	1
Total FTES F10	0	4.6	0	0	4.6

Total FTES F11	0	3.7	0	0	3.7
Total FTES F12	0	4	0	0	4
Total FTEF F10	0	0.2	0	0	0.2
Total FTEF F11	0	0.2	0	0	0.2
Total FTEF F12	0	0.2	0	0	0.2
FTES/FTEF F10	0	23	0	0	23
FTES/FTEF F11	0	18.5	0	0	18.5
FTES/FTEF F12	0	20	0	0	20

Social Sciences (discipline) Student Success					
	Alameda	Berkeley	Laney	Merritt	District
Total Graded F10	0	45	0	0	45
Total Graded F11	0	37	0	0	37
Total Graded F12	0	39	0	0	39
Success F10	0	24	0	0	24
Success F11	0	22	0	0	22
Success F12	0	29	0	0	29
% Success F10	0	0.53	0	0	0.53
% Success F11	0	0.59	0	0	0.59
% Success F12	0	0.74	0	0	0.74
Withdraw F10	0	2	0	0	2
Withdraw F11	0	4	0	0	4
Withdraw F12	0	8	0	0	8
% Withdraw F10	0	0.04	0	0	0.04
% Withdraw F11	0	0.11	0	0	0.11
% Withdraw F12	0	0.21	0	0	0.21
Social Sciences (discipline) Faculty					
	Alameda	Berkeley	Laney	Merritt	District
Contract FTEF F10	0	0	0	0	0
Contract FTEF F11	0	0	0	0	0
Contract FTEF F12	0	0	0	0	0
TEMP FTEF F10	0	0.2	0	0	0.2
TEMP FTEF F11	0	0.2	0	0	0.2
TEMP FTEF F12	0	0.2	0	0	0.2
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	0	0.2	0	0	0.2
Total FTEF F11	0	0.2	0	0	0.2
Total FTEF F12	0	0.2	0	0	0.2
% Contract/Total F10	0	0	0	0	0.0
% Contract/Total F11	0	0	0	0	0.0
% Contract/Total F12	0	0	0	0	0.0

Social Sciences (discipline) 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.

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.

Social Sciences (discipline) Program Outcomes and Assessments: For each one, cite Institutional Learning Outcomes (Appendix I)

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

Program	Outcomes	Assessment Findings	Action Plan
Program 1: N/A			
Any general education components: All Sociology classes are transferable and meet GE requirements			
Any basic skills components: N/A			
Describe assessment methods you are using:			
Describe how assessment of program-level student learning outcomes led to certificate/degree program improvements:			

Social Sciences (discipline) 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. Renew TurnItIn.com license	Renew license by July 2014	Business Office/Office of Instruction	<input type="checkbox"/> P.O. Assessment Action Plans <input type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input checked="" type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
2. Two student workers for large FYE Social	Increase budget for Student workers (Fall '14)	Office of Instruction	<input type="checkbox"/> P.O. Assessment Action Plans

Sciences class	and ongoing)		<input type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input checked="" type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
3. New Building	Continue to advocate for a new building to provide more classrooms, office space, labs and student resources	College and District partners	<input type="checkbox"/> P.O. Assessment Action Plans <input checked="" type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input checked="" type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
4. Have Social Sciences faculty update their service areas to include the Social Sciences FSA	Spring '14 and ongoing	Social Sciences faculty	<input type="checkbox"/> P.O. Assessment Action Plans <input checked="" type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input checked="" type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
5. Develop catalog in Social Sciences in line with American Cultures offerings at UCB	Spring '14 and ongoing	Social Sciences faculty	<input type="checkbox"/> P.O. Assessment Action Plans <input checked="" type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input checked="" type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
6. Increase evening and weekend services for students. Essential services like counseling, financial aid, tutoring, computer labs, library need weekend and dedicated evening hours	Ongoing advocacy	Chair, Chairs Council, Faculty Senate, Office of Instruction, Student Services	<input type="checkbox"/> P.O. Assessment Action Plans <input checked="" type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input checked="" type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other

Social Sciences (discipline) Narrative: For disciplines that support interdisciplinary programs provide additional qualitative data if appropriate.

Social Sciences offers SOCSCI 2 in the First Year Experience (FYE) program at BCC. This large class also carries out a service learning requirement.

Social Sciences (discipline): College Strategic Plan Relevance		
Check all that apply <input checked="" type="checkbox"/> New program under development <input checked="" type="checkbox"/> Program that is integral to your college's overall strategy <input checked="" type="checkbox"/> Program that is essential for transfer <input type="checkbox"/> Program that serves a community niche <input type="checkbox"/> Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc. <input type="checkbox"/> Other		
Social Sciences (discipline) 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. a) Two student workers for large Social Sciences FYE class b) Increase evening and weekend services for students (counseling, financial aid, tutoring, labs, library)	a) #2 b) #6	a)\$3,244* b)TBD *annual estimate
Please describe and prioritize any equipment, material, and supply needs. TurnItIn.com renewal	#1	\$9,500* *last year's cost
Please describe and prioritize any facilities needs. New Building	#3	TBD

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