Peralta Community College District

BCC Program Review Template 2011-2012

Below please find the program review form, to be filled out by department chairs and program leaders. These will be reviewed at the college level and then forwarded to the district-wide planning and budgeting process. The information on this form is required for all resource requests – including faculty staffing requests – for the 2012-13 budget year.

I. Overview

Date Submitted:		Administrator:	Linda Berry, VPI
BI Download:		Dept. Chair:	Nola Hadley Torres, Ph.D.
Dept./Program(s): (List departments and programs, including all associate degrees and certificates and components of general education and basic skills)	The Program for Adult College Education is a multidisciplinary learning community which offers a Liberal Arts A.A. degree with an emphasis on Social and Behavioral Sciences in five semesters in the evenings and weekends for adult students who are working full time. The program is housed under Social Sciences, and the chair is a Social Science faculty member, but courses come from the English, Communications, Biology, Computer Information Systems, Physical Science, Philosophy, Math, Political Science, Sociology, Anthropology, History and Psychology disciplines to meet the Associate of Art requirements, and the University of California and the California State University transfer requirements. The complete PACE Curriculum Sequence is listed in Appendix III; it includes: Twenty-three *transferable units* in the humanities; Eighteen *transferable units* in the social and behavioral sciences; Seven *transferable units* in the physical and biological sciences; Four *transferable units* in mathematical concepts and quantitative reasoning; and Four *transferable units* in computer literacy. The PACE curriculum also includes seventeen *non-transferrable units* (these courses count toward the completion of the Associate in Arts degree). English 101A and 101B (four total units) are integrated composition offerings that serve as a foundation courses for the transferable English composition course. Every fall roughly half of incoming PACE students enroll in the PACE English 101 course sequence. The PACE math basic skills courses (eleven total units) consist of Math 250 (arithmetic), Math 201 (elementary algebra), and Math 203 (intermediate algebra). Over ninety percent of our incoming students assess into one of these math courses. This year we have included two units of LRNRE classes as part of the Freshman Experience pilot. LRNRE 248 UQ College Success Skills and Strategies utilizes the Academy for College Excellence curriculum developed by Diego Navarro at Cabrillo College. **See Attachment III for the complete PACE curriculum sequence.**		
Campus	Berkeley City College		
College Mission	Berkeley City College's mission is to promote student success, to provide our diverse community with educational opportunities, and to transform lives. *Adopted by the Peralta Board of Trustees April 12, 2005*		
Unit/Dept/Program Mission	The Program for Adult College Education is a multidisciplinary learning community which offers a Liberal Arts A.A. degree with an emphasis on Social and Behavioral Sciences in five semesters in the evenings and weekends for adult students who are working full time.		

II. Goals and Outcomes (add lines as needed)

1. Develop PACE Program Assessment Plan.
2. **Improved student retention and success by 3%.**
3. Continue to provide an excellent learning community experience for students and faculty.

II.a. Goals (for each one, cite Institutional Goal(s), Appendix II)

1. **Develop PACE Program Assessment Plan.** PACE will develop a Portfolio Class to be used for both student and program assessment starting in Fall 2012.
    Institution Goal: Build Programs of Distinction C. 1

2. **Improved student retention and success by 3%.** The English Department Portfolio assessment last year indicated that PACE Students have far lower reading and research skills than the rest of the BCC student population. To address this gap, the PACE faculty will continue to support improvement in student research and reading skills**.** The program will also work with Student Services to provide greater access to the library, bookstore, computer labs, the Jerry Adams Center, and evening group study spaces, provide a Math tutor; train faculty in Reading Apprenticeship techniques; develop an online research class, and another LRNRE Communications class. Develop additional counseling support through TRIO/EOPS.
    *Institution Goal A.2..1. Improve persistence, retention, and success**.***
    BCC Institutional Goal: A.3 Implement changes to increase fall to fall persistence among major ethnic groups

3. **Continue to provide an excellent learning community experience for students and faculty.**
    Continue to mentor new faculty and develop staff development activities and Faculty Inquiry Groups, specifically connected to student reading and research skills, Math faculty following up on research about lessening student Math anxiety. Continue to support the sense of community through the PACE Welcome Back and Graduation events. Continue to improve and refine program recruitment efforts.
    BCC Institutional Goal: A.3 Implement changes to increase fall to fall persistence among major ethnic groups.; Institution Goal: Build Programs of Distinction C. 1

II.b. Program Outcomes [for each one, cite ILO(s), Appendix I]

PROGRAM OUTCOMES (Mapped to Institutional Learning Outcomes, Appendix I).:

PACE adopted the BCC ILOs in 2007. These were condensed to the following three Program Outcomes in 2010. They are:

1. Information Competency: *:* the ability to find, evaluate, use, and communicate information in all of its various formats; familiarity with aspects of research methods, library and technological literacy is critical; **(BCC ILO: Information Competency)**

2. Communication: the facility to speak, read, and write clearly and effectively with appropriate diction and content for the intended audience; **(BCC ILO: Communication)**

3. Critical Thinking: the ability to identify a problem/argument and use evidence and sound reasoning to justify a well-informed opinion; **(BCC ILO: Critical Thinking)**

PROGRAM 1: N/A.
PROGRAM 2 N/A:

General Education component(s):

Twenty-three *transferable units* **in the humanities:** English 1A - Reading and Composition; E*nglish 21 - Film: Art and Communication;* Communications 45 - Public Speaking; English 1B Reading and Composition; *English 20 - Introduction to Dramatic Literature;* Communications 5 - Critical Thinking; *Philosophy 31 – Ethics*

Eighteen *transferable units* **in the social and behavioral sciences:** Psychology 7 - Psychology of Childhood; *History 7A - History of the United States to 187;* Political Science 5 - American Politics and Minorities; Anthropology 3 - Cultural Anthropology; *History 7B - History of United States since 1865;* Anthropology 3 - Cultural Anthropology; Sociology 1-Introduction to Sociology

Seven *transferable units* **in the physical and biological sciences:** *Phys Science 20 - Intro to the Marine Environment;* Biology 13/13L – Principles of Ecology

Four *transferable units* **in mathematical concepts and quantitative reasoning:** Math 13 - Introduction to Statistics

Four *transferable units* **in computer literacy:** *CIS 1- Introduction to Computer Information Systems*

Please see Appendix III for a complete Course Sequence.

Basic Skills component(s):

Seventeen *non-transferrable units:* Math 250 – Basic Arithmetic; Math 201 – Elementary Algebra, Math 203 – Intermediate Algebra, English 101A and 101B, LRNRE 248UQ – College Success Skills and Strategies

III. Evidence   [To be pre-filled by District Research]

III.a. Institutional Data

Enrollment	2008-09	2009-10	2010-11
Census Enrollment (duplicated)	704	701	796
Sections (master sections)	8	9	10
Total FTES	95.79	84	100.74
Total FTEF	4.43	4.12	4.65
FTES/FTEF	21.62	20.39	21.67
Retention			
Enrolled	704	701	796
Retained	557	555	599
% Retained	79.10%	79.20%	75.30%
Success			
Total Graded	680	676	738
Success	467	488	494
% Success	68.70%	72.20%	66.90%
Withdraw	123	121	139
% Withdraw	18.10%	17.90%	18.80%

Faculty Data (ZZ assignments excluded)

	Fall 2011
Contract FTEF	0.56
Hourly FTEF	3.69
Extra Service FTEF	0
Total FTEF	4.25
% Contract/Total	.13

Faculty Data Comparables F2011 (ZZ assignments excluded)

	Alameda	**Berkeley**	**Laney**	**Merritt**
Contract FTEF	0.8	0.56	0.7	1.2
Hourly FTEF	0	3.69	1.2	1
Extra Service FTEF	0	0	0.1	0
Total FTEF	0.8	4.25	2	2.2
% Contract/Total	100	.13	35	54.54

III.b. External Evidence

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.	N/A

III.c. Program Outcome Assessments Since Last Reported (add rows as needed)	Findings	Action Plans
PROGRAM 1: Program for Adult College Education	N/A See below.	The PACE program will is just now developing a program assessment. The PACE program will be developing a portfolio class for assessment for the next year.
PROGRAM 2:		
General education component:	N/A	N/A
Basic skills component:	N/A	N/A

Program Outcome Assessments Narrative:

The PACE Program has developed a Program Assessment Plan this year. We are developing a portfolio assessment class, which should be instituted next year.

The Program will also be assessing outcomes for the three existing Program Learning Outcomes.

III.d. Institutional Goals -- Narrative of Unit/Dept/Program activities in support of institutional goals

Build Programs of Distinction

The PACE program is a learning community, the oldest in Peralta at this time, which has been in existence since 1989.   We still have some of the highest success rates in the district. Last year PACE students were 30% of the BCC graduates, including the class salutatorian, despite being far less than 10% of the college population. In Fall 2012, our retention rates remain more than 75%; and our success rates are almost 70%.

Create a Culture of Innovation & Collaboration

PACE faculty work collaboratively to develop effective teaching strategies, maintain academic integrity, and increase student retention. PACE faculty meet several times during the semester for curriculum and development conferences. While these meetings are mandatory, PACE instructors do not view them as an imposition, but rather as an opportunity to share pedagogical approaches, discuss classroom management, and identify students who are struggling in their respective classes.

PACE instructors also provide educational support in each other's classes. The English instructors, for example, help students in the Critical Thinking and History courses with their writing skills. The goal is to provide a seamless educational experience, allowing the students to synthesize what they learn across the various disciplines. The coordination between the biology and physical science instructors is another of example of this interdisciplinary approach. In this case the latter instructor assists in the field study carried out by the former.

School year 2010-2011 brought many changes. The program director, David Johnson, counselor, Lilia Chavez, and Math tutor, Kenneth Lewis left the program. A former director, Nola Hadley Torres ,stepped in to leading the program and a new counselor , Bobby Nakamoto, started at a slightly reduced load, giving PACE program less than ½ time .counseling .There is currently almost no case management available to the 341 students in the program; Our current counselor must spend most of his time with SEP and students who are filing for graduation. In addition, two of the contract faculty in the program retired. There are now only two contract faculty teaching in the program (the program having lost 4 contract faculty over the past 5 years) and due to the multidisciplinary nature of this program, none teach a full load in the program. In the fall with staffing changes, the director will be the only contract faculty in the program. We have challenges staffing the Saturday classes.

Advance Student Access, Success & Equity

In the fall of 20112, our student demographics are 38% African American, 14% Hispanic; 15% White non- Hispanic, 11% Asian, Pacific Islander, and Filipino; 10% multiple ethnicities; 13% other non-White or not declared students. About 58% of our students are female. While 50% of our students are over the age of 30, the majority of our students are in two very different age groups: 19-24 years of age (32%) or 35-54 years of age (31%). This picture is significantly different than 7 years ago when the majority of our students were in the 35-54 age group and roughly 60% were African American. Part of this reflects the fact that we have allowed non PACE students into our classes as we had openings so that we could better serve the BCC student population. It also reflects the impact of the economy on these ethnicities. Although we haven't done any surveys, many of our students are working more hours, and are increasingly economically at risk.

This year the goal has been supporting program stability, mentoring new faculty, updating marketing materials, gathering student demographic data, re-invigorating the cohort structure, assessing program needs, registering 120 new students in the program, and continuing to develop students services support for college evening students despite the dwindling college resources to provide such support. In addition, the Math faculty have completed a Math Faculty Inquiry Group about lessening Math anxiety and looking at student success issues in the math sequence. Another PACE FIG examined the stress levels of our students utilizing the Life Stress Questionnaire discovered more than 35% of our student body is at extremely high risk. English portfolio research in the Spring of 2011, proved PACE students are extremely weak in photo I.D., services and computer labs over the past 4 years. The PACE student book loan program served 62 students with a total 142 books in the Spring of 2012 alone. The Counseling Department assisted PACE by setting up a Saturday date when 44 students were able to acquire their Student IDs.

Increase Transfer and Program Completion Rates

As program resources have dwindled, we have added curriculum, LRNRE 1248UQ, as part of the Title III Freshman Experience Initiative, to support the case management needs of our students. Diego Navarro, from the Academy for College Excellence has developed curriculum and we have trained faculty in the Academy for College Excellence model. We have also moved to a condensed schedule for the first two semesters of the program. In 2011, PACE incorporated "hybrid courses" into the curriculum. Now History 7A and 7B (History of the U.S. until 1877 and History of the U.S. after 1877), , Philosophy 31 (Ethics), English 20 (Introduction to Dramatic Literature), English 21 (Film: Art and Philosophy 31 (Ethics), English 20 (Introduction to Dramatic Literature), English 21 (Film: Art and Communication), and Physical Science 20 (Introduction to the Marine Environment) are "hybrid courses" (classes that meet on campus but also have an online component as well).

Discuss all that apply.	**Goals are as follows:**
Advance Student Access, Success & Equity Increase Transfer and Program Completion Rates Engage our Communities & Partners Build Programs of Distinction Create a Culture of Innovation & Collaboration Develop Resources to Advance & Sustain Mission	1. **Develop PACE Program Assessment Plan:** • Develop and implement a portfolio class. *(Build Programs of Distinction)* 2. **Improve PACE Student Retention and Success by 3%.** Develop and implement a 1 unit online class on developing research skills; explore the use of LRNRE 221 an academic self management/counseling class to support student case management; along with a new LRNRE class on communication; develop additional counseling support through TRIO.; train faculty in Reading Apprenticeship skills and complete a PACE FIG on this topic.; establish evening group study spaces, library, bookstore, computer lab access. and the Jerry Adams Center.; explore funding a new math tutor through Title III. *Advance Student Access, Success & Equity* *Increase Transfer and Program Completion Rates* 3. **Continue to provide an excellent learning community experience for students and faculty.** Continue to mentor new faculty and develop staff development activities and Faculty Inquiry Groups, specifically connected to student reading and research skills, Math faculty following up on research about lessening student Math anxiety . Continue to support the sense of community through the PACE Welcome Back and Graduation events. *Build Programs of Distinction* *Create a Culture of Innovation & Collaboration* *Develop Resources to Advance & Sustain Mission*

IV. Action Plans

Please describe your plan for responding to the above data. Consider program learning outcomes, institutional goals, external evidence, and BI data. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges.

Include overall plans/goals and specific action steps. Add rows as needed.

Action Item	Steps/Timeline	Person(s) Responsible	Supporting Data Source (check all that apply)
1). Develop and implement a portfolio class.	Summer/Fall 2012 Implement Fall 2012	Jenny Lowood Nola Hadley Torres Sandy Niemann	_X_Assessment Findings __BI Data _X_Institutional Goals _X_Other: English Department Portfolio
2). Develop and implement a 1 unit online class on developing research skills.	Spring 2012	Jenny Lowood	X_Assessment Findings __BI Data _X_Institutional Goals _X_Other: English Department Portfolio

3). Develop additional counseling support through TRIO/EOPS. Explore the use of LRNRE 221, an academic self-management/ counseling class to support student case management	Spring/Summer/Fall 2012	Nola Hadley Torres Bobby Nakamoto Brenda Johnson	__**Assessment Findings** __**BI Data** _X_**Institutional Goals** _X_**Other** **TLC PACE FIG**
4). Train faculty in Reading Apprenticeship skills and complete a PACE FIG on this topic.	Fall 2012	Scott Hoshida or other TLC faculty	_X_**Assessment Findings** __**BI Data** _X_**Institutional Goals** _X_**Other English Department Portfolio**
5). Explore funding a new math tutor through Title III.	Spring 2012 for implementation in Fall 2012	Denise Jennings, Mary Jennings, Kelly Pernell, Cleavon Smith	_**Assessment Findings** __**BI Data** _X_**Insitutional Goals** __**Other**
6). Summer recruitment funding	Summer 2012	Nola Hadley Torres	__**Assessment Findings** _X_**BI Data** _X_**Insitutional Goals** __**Other**
7). Continue PACE Graduation and Welcome Back Gatherings	Fall 2012and Spring 2013	Nola Hadley Torres Bobby Nakamoto Marilyn Clausen PACE Student Club President	__**Assessment Findings** _X_**BI Data** _X_**Insitutional Goals** __**Other**
8). Set up evening group study spaces, library, and bookstore access, and computer labs	Summer and Fall 2012, and Spring 2013	Nola Hadley Torres Marilyn Clausen May Chen, Student Servicest	_X_**Assessment Findings** _X_**BI Data** _X_**Insitutional Goals** __**Other**
9). Continue to mentor new faculty and develop staff development activities and Faculty Inquiry Groups.	Spring and Fall 2012	Nola Hadley Torres, PACE faculty, and Gabrielle Winer or other TLC faculty	_X_**Assessment Findings** __**BI Data** _X_**Insitutional Goals** __**Other**

V. Resource Needs	Link to Action Plans (Section IV)
Please describe and prioritize any **faculty, classified, and student assistant** needs. 1. Stipend for the Development of the Online Research Class 2. Stipend for training Social Science faculty in Reading Apprenticeships 3. Stipends for PACE Faculty to develop a portfolio class 4. Develop additional counseling support through TRIO & EOPS 5. Summer Recruitment Funding 6. Stipends for developing a PACE Pre-Stats class 7. Continued funding for PACE Graduation and Welcome Back event 8. Evening Staffing for the Jerry Adams Center, the EOPS office, the library, and the computer labs,	1. 1).Stipend for the Development of the Online Research Class 2. 2). Train PACE Social Science Faculty in Reading Apprenticeship Technique 3. 6). Stipends for PACE Faculty to develop a portfolio class s 4. 4). Expand connections w/Trio and EOPS 5. 7). Summer recruitment funding 6. 5). Develop MATH Pre-Stats Class for PACE 7. 8). Continue PACE Graduation and Welcome Back Gatherings 9). Set up evening group study spaces, library, and bookstore access, and computer labs
Please describe and prioritize any **equipment, material, and supply** needs. 1. Two Supply packets for the ACE Freshman Experience LRNRE class. 2. Marketing materials: brochures, folders, handouts 3. We may need to purchase licenses for a portfolio software system; this may also be available through TurnItIn.com	Action Item 1 1. #3 PACE Freshman Experience LRNRE Class 2. 7). Summer recruitment funding 3. 1). Develop and implement a portfolio class.

Please describe and prioritize any **facilities** needs.	
1. PACE students are in acute need for evening group study spaces, library, and bookstore access, and computer labs when on campus. The Jerry Adams Center, the library, the EOPS Office, and most of the computer labs have very limited if any evening hours.	1. 9). Set up evening group study spaces, library, and bookstore access, and computer labs

Appendix I

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
Students demonstrate computational skills when they
❿*master computational concepts and apply them to concrete problems; and*
❿*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
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.*

Appendix II

Institutional Goals

NOTE: The short term goals for Peralta District and for BCC are derivative from the long term goals within the district strategic plan. The Peralta Strategic Plan can be found on the Peralta District website: http://eperalta.org/wp/pbi/.

A.   ADVANCE STUDENT ACCESS, EQUITY, AND SUCCESS

Peralta District Short Term Goals, 2011-2012

A.1   Access: Focus access on programs and course offerings in the essential areas of basic skills, CTE, and transfer, and stay within range of the state-funded allocation by managing enrollment to 18,500 FTES (variable based upon funding variations). In addition, enable access to educational opportunities by increased contract education, fee-based instruction, distance learning, and international and out-of-state enrollments.

A.2   Success: Implement identified institutional, instructional, and student support changes to improve by 10 percentage points student movement through basic skills/foundation course sequences by 2014-2015.

A.3   Equity: Plan, design and implement structural changes to increase fall to fall persistence among major ethnic groups and bring all groups to within 2 percentage points of the highest group by 2014-15.

BCC Short Term Goals, 2011-2012

A.2 Improve persistence, retention, and success by 3 percentage points.

A.2.1   Implement best practices in basic skills and other pedagogy to improve student persistence, retention and transfer rates.

A.2.2   Implement acceleration models to improve course completion, particularly in basic skills.

A.2.3   Improve student retention.

A.2.4   Attain proficiency in the assessment of learning outcomes by spring 2012.

A.3   Implement changes to increase fall to fall persistence among major ethnic groups.

A.3.1   Pilot innovative programs designed to increase student persistence among major ethnic groups.

B.   ENGAGE AND LEVERAGE PARTNERS

Peralta District Short Term Goals, 2011-2012

B.1   Partnerships: Leverage, align, and expand external (i.e., community, business) partnerships to improve student learning and success in core educational functions.

BCC Short Term Goals, 2011-2012

B.1   Strengthen community partnerships to enhance career pathways.

B.1.1 Activate CTE Advisory Committees to meet at least once a school year in order to maintain currency.

B.1.2 Host a spring semester event that highlights the career pathways related to instructional programs (this will include support and involvement of community partners.)

C.   BUILD PROGRAMS OF DISTINCTION

Peralta District Short Term Goals, 2011-2012

C.1   Assess SLO's and SAO's and ensure their analysis, adjustments and priorities are incorporated in Program Reviews and Annual Program Updates: Close the assessment loop by using program reviews and annual program updates in instruction and student services to improve student learning and student success.

C.2 Create Alternatively Designed Programs: Continue to create or expand programs exemplifying alternative and innovative designs with promise for substantially improving student success.

BCC Short Term Goals, 2011-2012

C.1 Incorporate learning outcomes assessment into program review and budget allocation processes and plans.

D. CREATE A CULTURE OF INNOVATION AND COLLABORATION

Peralta District Short Term Goals, 2011-2012

D.1 District-Wide Collaboration and Innovation: 1. Implement ways to make connections and build bridges across the district and colleges that would promote an ethic of care and create a welcoming environment that permeates the colleges and the district; and 2. Improve the Planning-Budgeting Integration Model in order to a) improve coordination and communication between PBI committees and between district planning and budget integration with that at the colleges and b) ensure PBI committees set and achieve key milestones/goals.

D.2 Use Technology in Redesign of Educational Experiences: Enable more efficient and deeper student learning and student success through the creative use of technology.

BCC Short Term Goals, 2011-2012

D.1 District-Wide Collaboration and Innovation
   D.1.1 Select a BCC representative from each PBIM committee to serve as communication liaison with a monthly report at Roundtable.

   D.1.2 Promote a focus on student learning and success in all committee activities.

E. DEVELOP AND MANAGE RESOURCES TO ADVANCE OUR MISSION

Peralta District Short Term Goals, 2011-2012

E.1 FTES Target: Achieve FTES target within the state allocation for the district of 18,500 FTES (variable depending on funding variations) and attain a productivity level of at least 17.5 FTES/FTEF.

E.2 Focus Budgeting on Improving Student Success through Support for Structural Changes: Respond to projected state deficits and budget cuts by designing budgets in keeping with the district Budget Allocation Model that a) are based on program review and strategic directions; b) improve student success through support for structural change; c) create efficiencies by sharing of positions, facilities and other resources within and across the colleges; d) consider the total cost of programs and support activities; e) shift resources to core educational functions; and f) continue to increase alternative funding sources.

E.3 Fiscal Stability: Continue comprehensive improvements to the financial management systems of the district and make budget and finance information transparent and accessible to internal

stakeholders. Ensure expenditures for all cost centers stay within the established budget to maintain a balanced budget.

BCC Short Term Goals, 2011-2012

E.1 FTES Target

E.1.1   Achieve enrollment target and productivity.

E.2   Focus Budgeting on Improving Student Success through support for structural changes:

E.2.1   Advance resource parity for BCC including the transfers of funds or faculty and classified positions as a necessary means of fiscal stability.

E.2.2   Generate general fund savings and leverage funding from other resources.

E.2.3   Monitor annual program budgets to ensure timely expenditures.

Appendix III : Program for Adult College Education (PACE) Curriculum Sequence

PACE curriculum for students entering the *fall* semester:

Fall		**Semester**	**Units**
LRNE 248UQ	*College Success, Skills, and Strategies*	*1*	*1**
Psychology 10	Psychology and Life: Basic Principles	1	3
(Math 250)	(Basic Arithmetic)	(1)	(3)
English 101A	Integrated Composition Studies	1	2
History 7A	*History of the United States to 1877*	*1*	*3*
Political Science 5	American Politics and Minorities	1	3

Spring			
LRNE 248UR	*Communication and College Success*	*2*	*1**
Anthropology 3	Cultural Anthropology	2	3
English 101B	Integrated Composition Studies	2	2
History 7B	*History of United States since 1865*	*2*	*3*
Anthropology 3	Cultural Anthropology	2	3
Sociology 1	Introduction to Sociology	2	3

Summer

Students who take Math 250 need to enroll in a Social Science class in lieu of Psychology 7.

Fall			
English 1A	Reading and Composition	3	4
English 21	*Film: Art and Communication*	*3*	*3*
Math 201	*Elementary Algebra*	*3*	*4*
Communications 45	Public Speaking	3	3

Spring			
English 1B	Reading and Composition	4	4
English 20	*Introduction to Dramatic Literature*	*4*	*3*
Math 203	*Intermediate Algebra*	*4*	*4*
Communications 5	Critical Thinking	4	3

Summer			
Philosophy 31	*Ethics*	*3*	*3*

Fall			
CIS 1	*Introduction to Computer Information Systems*	*5*	*4*
Math 13	Introduction to Statistics (*Meets Tuesday*)	5	4
Phys Science 20	*Intro to the Marine Environment*	*5*	*3*
Biology 13/13L	Principles of Ecology	5	4

Notes: Italics denote that a class has an online component. **Depending on the assessment score some students will take Math 250 instead of Psychology 10/Anthropology 3**.

Scheduling: Students take classes 2 evenings/week and 6 Saturday/semester.

First Year Scheduling: LRNRE 248UQ and 248UR are taught during the first 2 weeks. All the other classes are late starts. English 101A and B and History 7A and B meet on the same night, and Political Science and Sociology are taught entirely as Saturday courses. **Second Year Scheduling:** The English 20 and English 21 courses always meet the same evening as the English 1A and English 1B courses. Communications 45 and 5 are taught entirely as Saturday courses. **Fifth Semester Scheduling:** The CIS 1 course meets on Wednesday, Physical Science 20 and Biology 13 are taught on Monday evening. The Biology lab meets on Saturdays.

Program for Adult College Education (PACE) Curriculum Sequence

PACE curriculum for students entering the spring semester:

Spring		Semester	Units
LRNE 248UR	Communication and College Success	2	1*
Anthropology 3	Cultural Anthropology	1	3
<u>(Math 250)</u>	<u>(Basic Arithmetic)</u>	(1)	(3)
English 101A	Integrated Composition Studies	1	2
History 7B	*History of United States since 1865*	*1*	*3*
Sociology 1	Introduction to Sociology	1	3

Summer			
Students who take Math 250 need to enroll in a Social Science class in lieu of Anthropology 3.			*3*
English 101B	Integrated Composition Studies		2

Fall			
English 1A	Reading and Composition	2	4
English 21	*Film: Art and Communication*	*2*	*3*
Math 201	*Elementary Algebra*	*2*	*4*
Communications 45	Public Speaking	2	3

Spring			
English 1B	Reading and Composition	3	4
English 20	*Introduction to Dramatic Literature*	*3*	*3*
Math 203	*Intermediate Algebra*	*3*	*4*
Communications 5	Critical Thinking	3	3

Summer			
Philosophy 31	*Ethics*		*3*

Fall			
CIS 1	*Introduction to Computer Information Systems*	*4*	*4*
Math 13	Introduction to Statistics (*Meets Tuesday*)	4	4
Phys Science 20	*Intro to the Marine Environment*	*4*	*3*
Biology 13/13L	Principles of Ecology	4	4

Spring			
LRNE 248UQ	College Success, Skills, and Strategies	5	1*
Psychology 10	Psychology and Life: Basic Principles	5	3
History 7A	*History of the United States to 1877*	*5*	*3*
Political Science 5	American Politics and Minorities	5	3

Notes: Italics denote that a class has an online component. **Depending on the assessment score some students will take Math 250 instead of Psychology 7/Anthropology 3**.

Scheduling: Students take classes 2 evenings/week and 6 Saturday/semester.

First Year Scheduling: LRNRE 248UQ and 248UR are taught during the first 2 weeks. All the other classes are late starts. English 101A and B and History 7A and B meet on the same night, and Political Science and Sociology are taught entirely as Saturday courses. **Second Year Scheduling:** The English 20 and English 21 courses always meet the same evening as the English 1A and English 1B courses. Communications 45 and 5 are taught entirely as Saturday courses. **Fifth Semester Scheduling:** The CIS 1 course meets on Wednesday, Physical Science 20 and Biology 13 are taught on Monday evening. The Biology lab meets on Saturdays.