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| **ASL** | |
| d. | -In the last two years, two full-time instructors of ASL retired, leaving only one full-time instructor who is also the department chairperson. The ASL department has hired 5 additional part-time instructors as replacements, but has not been able to hire full-time replacements. We currently offer 11-12 sections each semester, mostly 5.4 equated hours each, which prohibits part-time instructors from teaching two 4-unit classes because they would be over the maximum load. Finding new qualified part-time instructors is very challenging. Even highly qualified instructors still require some mentoring in order to learn the Peralta district’s systems (e.g. PASSPORT), SLOs, the specific equipment in use by our department for instruction and testing, as well as for instruction.  -As a result of budget cuts, fall 2011 was the first time that we did not offer ASL 53, our capstone course, in both the fall and spring terms. We now offer this course only in the spring semester and this has greatly impacted students. Many have not been able to complete our program in the expected number of semesters.  -As a concession to budget cuts, instead of the usual outside individuals that we have hired as raters and interviewers, more and more of the process has been done by our faculty on a voluntary basis.  -During previous periods when ASL tutoring was regularly offered and the tutor was an ASL native user with experience in teaching and tutoring, success and retention were notably better. |
| e. | One of the unique features of our program is the ASL Proficiency Interview (ASLPI) at the end of ASL 52 & 53. Each course in the program covers a set of specific skills that builds on the previous skills achieved.  Exit skills of ASL 50, for example, match the entry skills for ASL 51 and so on. During the interview, the student is given an opportunity to demonstrate his or her command of the language. Students cannot receive the Certificate of Achievement or Associate degree without passing these interviews. Establishing a mentoring program will help us gain insight into how to best provide support to students who fail the ASL Proficiency Interview. |
| f. | -The strength of the program is that all the teachers use the same approach to instruction so that students’ progression is efficient and performance based, which requires new teachers to learn our methods. We need to have a system where master teachers are identified and then assigned to new faculty to supervise. They need to be compensated with either pay for the extra service or release time.  -We need to hire additional full-time instructors, establish mentoring support for students who fail the ASLPI, have an ongoing budget for ASL materials, and establish a plan to replace older computers that will not accommodate new software versions.  -Return to using outside raters for the ASLPI: Results of the interview are more reliable when the interviews are conducted by raters students are unfamiliar with, and ratings are more reliable when the raters do not know the students.  -We recommend creating a permanent part-time classified position as ASL tutor to work with advanced students and to facilitate advanced students tutoring beginning students. Ideally, the part time position should be staffed by a native signer. |
| g. | The student learning outcome cycle for the ASL department will be completed by spring 2015. The SLOs for our courses are scheduled for assessment over 5 semesters. Assessing student learning at the course level is still in progress. SLO assessments and rubrics are completed for the ASL 50 course. With only one full-time instructor/department chairperson, progress is very slow. To assess student learning at the program level, our capstone course has been selected. It is the last skill course our students must take and in it they must pass the American Sign Language Proficiency Interview in order to obtain a certificate and degree. |
| **ART** | |
| d. | While the Art program has experienced considerable cuts over the past three years, these cuts have served to strengthen our vision and priorities as a program. Access may have been diminished but quality of instruction and programs have not. In fact, cuts to course offerings have resulted in:  -more effective scheduling practices with courses on rotation;  -a greater focus on courses that serve many programs and a large population versus specialty courses that served smaller groups;  -development of AA-Ts which strengthen or mission for transfer and student success and create clear pathways with academic integrity;  -development of Public Arts certificate that specializes in unique offerings and prepares students for the work force;  -revision of the Figure Studies certificate to be current and interdisciplinary.  At the college level, cuts have also invited a more reflective and effective use of resources tied to planning, shared governance, and renewed discussion of the vision of our college. |
| e. | The Art program plans to maintain its high quality of instruction, diverse and professional faculty and offerings by keeping to the models and programs indicated above. This provides an excellent opportunity for greater reflection on success. Even in the face of cuts and less students, added sections (traditional and online courses) in art history courses such as Art 1 and Art 4, and studio classes such as Art 20-24 and Art 50-54 continue to fill. These added sections are carefully scheduled across the day and week to create greater access for many of the diverse populations that need art courses. Notably, courses in art history continue to have high retention; over the last 3 years, every section that has been added runs with over 30 students. Art instructors follow course outlines conscientiously so that any student who takes an art course at Berkeley City College will have the same course content and meet the same course objectives regardless of the instructor or time and day of the course. Faculty who teach the same course meet to discuss teaching strategies, grading, and academic integrity. Very low enrollment in the certificate programs prompted a revision of the Certificate in Figure Studies and the development of the Public Arts certificate. Higher completion rates should result with the new programs and facilities. |
| f. | * 1. Focus on success and retention with AA-Ts   2. Focus on 4 year institution preparation and transfer skills   3. Development of a Transfer committee to oversee specific transfer needs   4. Hiring of more dedicated counselors   5. Hiring of more fulltime faculty  1. Hiring of Academic Dean 2. Faculty advising with stipend/ release time and training 3. Faculty advisors with stipend    1. Assess interdisciplinary programs for effectiveness   Some faculty attend the College Art Association, which provides much needed discussion among instructors nationally. Greater institutional support can come from funding this critical participation in the national dialogue. Representation by BCC faculty also promotes BCC visibility and partnerships. The Art faculty encourage the development of Faculty Advisors, with release time and proper training, to better assist our students in choosing the right courses and pathways. |
| g. | SLOS have been completed for 100% of the courses currently offered, and they are included in the syllabi. Some changes continue to be made to the SLOS as teachers better hone in on student learning and effectiveness in the classroom. Results of SLO assessment have contributed to a focus on writing in the Art program, with faculty sharing how they scaffold assignments, model effective writing, communication, and critical thinking, and share materials and resources for successful instruction. Number 4 above: assemble a portfolio of strong artwork which collectively demonstrates skill, understanding of techniques in a given medium, originality, thoughtfulness, and personal expression. (Information Competency, Communication, Critical Thinking, Self-Awareness and Interpersonal Skills) This will be assessed in Art 18, our capstone course in which the instructor will have an archive of student portfolios for assessment. |
| **BUS** | |
| d. | Because of the current budget crisis we have not been allowed to add sections. In fact, some of our elective class sections were canceled even though we know that they would have been fully enrolled, reducing our class offerings by 40%. |
| e. | It is essential that we develop programs to meet the growing industry and transfer needs. The AS-T in Business Administration is at the State Chancellor’s office awaiting final approval. Currently we are working on creating many certificates of proficiency in accounting and hope to have them in place before the end of this academic year. The full time business faculty work closely to ensure that all course outlines are accurate and up to date. Faculty regularly discuss program updates formally and informally throughout the year. These updates are also discussed at district-wide BUS meetings. These discussions ensure all faculty are aware of course outline requirements and that there is a consistency of expectations in the classroom. Faculty are also involved in committee work that contributes to the department, as well as the college.  Business faculty use the technology available in our smart classrooms to improve student learning. In addition, turnitin.com is used to facilitate grading and monitor plagiarism. Faculty also use Moodle Web Sites and, of course, emails to communicate with students in a timely manner. Some courses are also offered online or as hybrid. This is effective for many students; others learn better in a traditional face to face classroom, with technology used as a supplement, rather than a replacement.  Faculty are also involved in an innovative program sponsored by our Teaching and Learning Center, called POP (peer observation program). |
| f. | With adequate funding and additional staffing, the accounting program could manage a successful accounting tutoring center that would further increase student success in that area. In order to offer all courses needed to complete all degree and certificate programs, we need additional part time faculty to staff the additional sections needed. The department will continue doing what it is doing, but cannot meet students’ needs if fewer resources are allocated. It can maintain quality educational programs and services in the short term with existing resources, but every day is more difficult. |
| g. | All Business courses have student learning outcomes. We have assessed BUS 10, ECON 1, and ECON 2. BUS 10 resulted in some changes to the case study process and adding one more graded, written case study to the course content. Results were very positive from the first assessment; results were improved after the changes. We will develop a schedule for assessing the rest of the courses over the next few semesters and use that data to develop the assessment for all the programs.  Every Business Program has Program Learning Outcomes. There is clear alignment with all of our institutional outcomes. In fact, during Summer 2012, Business faculty participated in the Institutional Outcome evaluation of the ILO: Communication. Essays from Bus 10 and Bus 201 were part of the institutional evaluation. Results showed that the Business essays were rated among the highest of those reviewed for teaching purpose and organization of the communication. None of the programs have been assessed as of now. However given the nature of the courses offered here and the student composition (in and out or a few classes and then transfer or get a job), we would be wiser to plan the program assessment based on the individual course assessments, as opposed to a portfolio system. We will develop a schedule for assessing the rest of the courses over the next few semesters and use that data to develop the assessment for all the programs. |
| **CIS** | |
| d. | The CIS program has undergone a tremendous reduction in classes since early 2000. 10 years ago, the CIS department had three fulltime faculty and three lab classrooms. We currently have only two fulltime faculty and two labs; moreover, a significant part of lab facilities are being used by Multi-media, ART, English, and other departments. In the mid 2000s, two programs (networking and computer science) were temporarily suspended and courses moved to other colleges. The networking program was moved to College of Alameda and Computer Science program was moved to Laney College. This was done in part due to decline in demand caused by the economic slowdown and in part due to decrease in the enrollment at other colleges. Moreover, even with the remaining two programs, we were never able to offer a full schedule of classes because of budget cuts and cancellation of classes. The number of course sections has dropped from 20 to 10 from 2009 to 2011 – a 50% reduction in two years. These reductions have affected the degree program and certificate graduation rates as student have been forced to leave because they could not complete in a timely manner |
| e. | On a positive note, even though we could not offer these courses in a timely manner, many students have been able to find employment or transfer to four-year colleges.  In fact, though the number of our class sections has dropped approximately 50%, our enrollment has only dropped approximately 25%. We strive to offer a full sequence of degree requirements by mixing daytime and evening sections and also offer some online/hybrid sections. Virtually all class sections fill.  Given the budget cuts and the cancellation of classes, we have structured many of the courses offered by the department to parallel the professional certificate programs offered by the industry. This also facilitates quick employment for the students. For example, CIS 36A and CIS 36B cover the same materials that are needed for the Oracle Certified Java Programmer and Oracle Certified Java Developer. CIS 85 covers the same materials that are needed for the Oracle Certified Web Component Developer. CIS 81 and 82 covers part of the topics required for the Oracle Certified Enterprise Architect. We should also note here that in the recent years, with the introduction of new Tablets and advanced phones, there has been a tremendous growth in games and graphics programming. Currently there are the no courses being offered in these areas in the vicinity of BCC including adjacent districts. The department is exploring opportunities in these areas and would consider offering courses in the very near future. |
| f. | Despite the fact that we are in the hub of high tech it should be noted that there is no stable CS program within the entire district. It is essential that we create a strong CS / Engineering program at BCC to offset the lack of such a program within the district. It is essential that we develop programs to meet the growing industry and transfer needs. Currently we are working on creating many certificates of proficiencies, a full CS AS-T transfer program to meet the SB 1440 requirements, and a robotics program aimed at high school students to increase enrollment in the STEM programs. We earnestly request the full support of the administration in this effort. |
| g. | All CIS courses have student learning outcomes. We will develop a schedule for assessing the rest of the courses over the next few semesters and use that data to develop the assessment for all the programs. Currently, we are in the process of updating the Program Learning Outcomes. None of the programs has been assessed as of now. However, given the nature of the courses offered here and the student composition (in and out or a few classes and then transfer or get a job or take classes to fulfill job requirements), we would be wiser to plan the program assessment based on the individual course assessments, as opposed to a portfolio system. We will develop a schedule for assessing the rest of the courses over the next few semesters and use that data to develop the assessment for all the programs. |
| **ENGLISH** | |
| d. | Due to budget cuts, the department no longer offers individual, drop-in tutoring. |
| e. | -Instead, “writing workshop” classes (English 208 and 258) offers support from instructional assistants and student workers, who serve as “writing coaches,” or tutors, in a highly organized, group tutoring format. Surveys have shown this to be a very successful approach, and the college is able to offer tutorial support very efficiently in this way. As a result of program assessments, the department has introduced a new, accelerated basic skills course, which is currently in the process of institutionalization as English 202. This course has been taught for two semesters as English 248UX (see above). Additionally, the one-unit course which has been linked to freshman and basic skills composition classes to create the college’s “first year experience” is currently being institutionalized as LRNRE 100; the curriculum for this course is based on “ACE” curriculum developed by Diego Navarro – curriculum which has been shown to be effective to increase student success in a number of studies, cited on the ACE website. Surveys among students who have taken the experimental version of this class have shown that they believe that taking the course has improved their chances for success in college.  -As a central component of program assessment, the faculty members who teach composition (the majority of teachers in the department) come together every semester to score portfolio assignments, and the faculty come together as a whole to discuss results and plan innovations to instruction. Similarly, the teachers who are involved in courses for the major (leading to the AA or AA-T) also work together on program assessment and plans for improvement. They share specific teaching methodologies and materials. Creative writing instructors have just begun to work together on program assessments and will discuss the results next semester.  -Informed by the results of assessments, members of the department work together regularly to improve their pedagogical techniques. For example, faculty have been involved in numerous Teaching-Learning Center faculty inquiry groups and “APPLEs” to improve curriculum design and teaching methodologies. Most recently, a group of five instructors met to create a “model schedule” for composition classes, which has been shared with the department, and another group is working to create an online repository of materials for teaching the curriculum in this model schedule.  -In terms of technology, the English class at BCC is very different than it was five years ago. Almost all instructors in the English department utilize moodle to create web-enhanced instruction in their courses. In addition, most English instructors use the smart classrooms to create engaging, student-centered activities in their classes. Finally, most English teachers use turnitin.com to improve their feedback about essay assignments and to guard against plagiarism. |
| f. | -Course assessments in English 208 and 258 (Writing Workshop classes), as well as English 248UX (to be institutionalized as English 202) indicate the critical importance of instructional assistants serving as writing coaches (otherwise known as tutors) in the department. It is essential that, as the English 202 sections increase, the budget for instructional assistants increase proportionately.  -It is critical that the budget for instructional assistants in English be increased if the college is to offer the new, accelerated course as well as sufficient sections of the writing workshop. ). Because training English tutors is time-consuming but essential and because the department has experienced a great deal of turnover among temporary workers, it would be in the best interests of the department and the college to refill the permanent classified positions, as well as increasing the budget for instructional assistants.  - It is clear that the proportion of full-time faculty to part-time faculty at BCC is significantly lower than at the other colleges in the district. Therefore, the college needs to hire 1-2 full-time English teachers. |
| g. | All courses and programs in the English department have SLOs, the most updated versions of which are available in Taskstream. Program outcomes have been mapped to course outcomes on “curriculum matrices,” which are also available on Taskstream. All SLOs for courses and programs have also been mapped to institutional learning outcomes, as indicated on Taskstream. Program assessment has led to a number of improvements in the English department, including (1) the institutionalization of the portfolio assessment for all students in English 1A, courses leading to English 1A, and ESL reading and writing courses; (2) the development of the new, accelerated basic skills course (English 248UX, to be institutionalized as English 202), which includes lecture and lab components, supplemental instruction, and ACE curriculum, among other components, (3) the development of the English 1A model schedule and shared teaching materials, (4) the development of shared teaching materials and pedagogies for teaching literature courses, and (5) emphasis on the writing workshop courses for supplemental instruction. |
| **ESL** | |
| d. | The number of sections in the ESL program has been reduced by 43% due to budget cuts. |
| e. | Due to budget cuts, increased tuition, and new financial aid restrictions, English language learners are increasingly being forced to bypass needed ESL classes. In response, we have developed a new accelerated ESL curriculum aimed at helping students get through the course sequence more quickly and with fewer acquired units. Through the support of Title III and the Basic Skills Initiative, and working closely with our colleagues at the other Peralta colleges, we have used this time of reductions to radically revision and restructure our curriculum to allow for acceleration and to scaffold the skills needed for success in transfer and vocational programs. To inform our curriculum design, we used data from SLO assessments, student focus groups, and other Teaching and Learning Center sponsored inquiry and action projects. We have been named a “model district” by California’s Acceleration in Context Initiative, and our work has been receiving statewide recognition. Through the support of the Title III Grant and the Basic Skills Initiative, we have been increasing our outreach efforts to the ESL programs at Berkeley Adult School and Berkeley High School, in order to help local students learn about opportunities to further their education, and help them apply and get registered before classes fill up.  Through the support of the Perkins Grant, the ESL program has been researching ways to support English language learners in CTE/transfer programs, some of whom may never take a regular ESL class. We have been developing an online compendium of English learning resources, as well as developing ESL skills labs. We have also been developing trainings and materials for content instructors to support them in working with English language learners, and these are currently being offered in “DART” workshop format (Discuss-Apply-Reflect Tools) through the Teaching and Learning Center.  Berkeley City College is a member of PEAC  (Peralta ESL Advisory Council), which meets once or twice a month and includes representatives from each of Peralta’s ESL programs.  One of the tasks of PEAC is to ensure that ESL course content is up-to-date and articulated for the many students who cross-register within the district. |
| f. | As the college seeks to increase the number of international students and receives more non-resident tuition money through the District’s new budget allocation model, it will be important to provide adequate programs and services for this population. At the same time, extra efforts need to be made to keep college open and accessible to local students during this time of diminished resources. In order to best serve both local and international students, it is recommended that in the next few years BCC start offering a full ESL program with all four levels of classes, instead of the two currently offered. |
| g. | All courses in the ESL department have SLOs, which are also mapped to institutional learning outcomes (see Appendix III). 100% of the ESL courses under the “old” curriculum were assessed, and the results were instrumental in developing the new accelerated ESL curriculum. |
| **LIBRARY** | |
| d. | Due to insufficient staffing levels and general cuts in the district, the Library currently does not currently offer any information or research courses. Beginning in the spring of 2010, the Library reduced its evening hours, decreasing open hours from 56.5 to 51.5 hours. This reduction has worked towards a schedule with fewer hours where one person is required to work alone. For the immediate future, the Library recommends maintaining this reduction until additional staffing can be obtained. When additional staffing is obtained, the Library recommends increasing evening hours, remaining open later on Fridays and resuming hours on Saturdays. |
| e. | Recent survey results have highlighted the need for increased Library hours and communication. It is the Library’s top priority to obtain sufficient staffing to maintain and increase its current hours. Once sufficient staffing can be obtained, the Library plans to offer at least one course, LIS 085, on information competency and resources. If funding is available, the Library would also like to offer a similar course geared towards basic skills, LIS 200. When staffing is increased and space in the computer lab (room 126) is made available, the Library plans to provide drop-in workshops on the research process, LIS 500. In accordance with the District’s initiative to promote distance learning, the library also plans to offer LIS courses as on-line or hybrid courses. Once offered, both the courses and workshops will address institutional learning outcomes involving information competency. Courses will be developed to support the goals and objectives for the Library program, using models from similar information competency courses offered at other community colleges and universities. LIS 500 will be designed as a drop-in research workshop in the computer lab. In the workshop, a librarian will give one-hour lectures on various aspects of research, information competency, etc. and will be present to monitor and assist students with their individual research goals. |
| f. | As evidenced by the survey conducted, there is some misunderstanding regarding the Library’s current hours. Many weren’t aware the Library was open as late as it is currently open. The Library is exploring ways in which it may better communicate and advertise its hours and services. The Library is working with the College to obtain the necessary staffing levels required to increase library hours and maintain services. The Library is also working with the Academic Senate to revitalize a Library Advisory Committee to further communication between the Library and the BCC community. |
| g. | (Assessment Plan and Assessment Findings; 2011-2012 Assessment Cycle)  Summary of Findings: The faculty survey results indicate that faculty place books on reserve, recommend database use to their students, teach information competency, and assign research projects or papers (scores of 3-4 on a scale of 3-4). Scores also indicate that faculty consider library hours to be extremely insufficient (1.7 on a scale of 1-4), and they consider the resources to be insufficient (2.2). The student survey results indicate that students are satisfied with library handouts, the student environment in the library, and the helpfulness of the librarians (scores of 3-4). Responses concerning use of the library (1.5-2.5) indicate that some B.C.C. students use the library. Those who do not indicate the hours of the library as the primary deterrent (see survey hours result). Survey results show that students consider library hours insufficient (1.85 is the average response to #18). |
| **MATH** | |
| d. | The budget cuts have resulted in increased demand for reduced numbers of course sections that fill almost immediately after enrollment opens. Recent budget cuts have resulted in significant increases in enrollment per section, which has grown from an average of 33 to an average of 42 since fall of 2008. This is more than a 27% increase in students per section. |
| e. | -The department makes every effort to keep pathways and demand in mind when scheduling classes. Many community college students have jobs and complex personal lives to juggle in addition to managing school attendance. The department schedules classes in such a way as to make them available to as many students as possible while also making sure that sections meet at times that do not compete with other classes that students in our program need to take. Each semester the department schedules at least one section of each of the courses that comprise our AS-T in Mathematics degree program.  -It is important to note that the college has now adopted an AS-T degree program in mathematics, and by doing so has made a commitment to preparing students for four-year programs in STEM majors. With that commitment comes the obligation to provide enough sections of program courses (Calculus I, II, III, Linear Algebra and Differential Equations) so that students can graduate and transfer in two years. Growth and departmental program responsibilities suggest, therefore, that we will need to offer more sections of Calculus I, II, III, Linear Algebra and Differential Equations in the future.  -When we have been required to cut sections for budgetary reasons, we have cut sections from courses of which we offer multiple sections in order to ensure that we continue to offer the full math program. The data also indicate that average class sizes are too high. This lowers student success, retention, and persistence.  -The department is optimistic that the modularized pre-transfer-level courses it developed during 2011-2012 and is piloting in 2012-2013 will improve persistence rates. Last year we added an innovative math lab to our facilities to provide some of these services. We need to add staff and more computers to that lab before it can become fully functional. |
| f. | -We should offer, on average, an additional two sections per semester (a total of four per calendar year) to meet enrollment demands and, in particular, we should offer additional sections of Math 253, 201, and 203 or their modularized equivalents, Math 348UD- 248VK.  -We need more full-time faculty. The table below shows how unfavorably the Berkeley City College mathematics department’s part-time to full-time faculty ratio compares with those of the other Peralta colleges.  -The Math department needs enough computers for the Math Lab for an entire 36-student class to use simultaneously (our budget has limited us to seventeencomputers).  -The Math department needs funding for staff for the Math Lab (We have not been able to hire anyone to staff the lab during hours when our modularized classes are not meeting.) We would prefer to have open lab hours when the broader student population can come in for tutoring or computer access to instructional software. |
| g. | We are in our first round of creating and administering SLO assessments and have administered first-round assessments for most of our courses. We have not yet administered them for Pre-Calculus with Analytic Geometry, Calculus I, Calculus II, Calculus III, Linear Algebra, Differential Equations, Real Number Systems or any of our accelerated pilot courses. We plan to administer our first round of assessments for Calculus I and Calculus II during Fall 2012 and for Pre-Calculus with Analytic Geometry, Calculus III, Linear Algebra, Differential Equations and Real Number Systems during Spring 2013. The department is in the process of developing and adopting common SLO-driven final exams to help incorporate SLOs into the curriculum. For each course (this year, Calculus I, Calculus II and Introduction to Statistics), teaching faculty are collaborating to compose the SLO final exams. This collaboration focuses faculty on essential course content and desired student outcomes as it provides the department with vital information about student success. First-draft program-level outcomes are currently under departmental review for alignment with desired departmental and institutional outcomes. Our first-round program assessment is scheduled for Fall 2013. |
| **MODERN LANGUAGES** | |
| d. | Spanish classes represent 100% of the department population at BCC because the Arabic, French and Portuguese offerings and several classes in the Spanish Program have been suspended because of budget cuts. The Spanish program is not offering conversation courses since fall 2010. The program has already been cut to a critical level and is only offering basic grammar classes and one literature class per semester (Spanish 38 and 39).  Until resources are available to allow the department to reinstate courses in Arabic, French and Portuguese, the focus will be to support the growth and success of the Spanish certificates and degrees. |
| e. | The program is investing heavily in hybrid classes, following the recommendation to the Peralta Community College District (PCCD) by the Chuck McIntyre Report (2008). Spanish instructors follow course outlines conscientiously so that any student who takes a Spanish course at Berkeley City College will have the same course content and meet the same course objectives regardless of the instructor or time and day of the course. |
| f. | Make sure the Tutoring Center has an adequate amount of tutoring hours for students.  Continue planned efforts to make sure program courses do not overlap in the schedule  Increase number of online and hybrid courses to support working professional students.  Develop a budget for instructional assistants and tutors.  The creation of a sustainable Language Lab and Test Center for BCC. |
| g. | All active courses in the Modern Language Department have Student Learning Outcomes that are available in Taskstream. Furthermore, all program outcomes have been mapped to course outcomes on “curriculum matrices,” which are also available on Taskstream. (Please see Spanish A.A. Curriculum Alignment Matrix) Moreover, extensive work and assessment, particularly on the first year curriculum of the program (Spanish 1A and 1B) has provided a number of enhancements, such as:   * The implementation of a language lab and incorporating of the Lab into our courses. * A synchronic tutoring component available to all students in these courses. * Research of a replacement text for Dos Mundos (exploration of options for using an open-source text) |
| **MULTIMEDIA ARTS** | |
| d. | -In the current climate our advanced courses have been consistently cut, requiring regular substitution of courses for completion of degrees. This has seriously impacted international students, who require a certain load every semester and have a time constraint on their visas. Our beginning courses, which feed the intermediate level of the programs, once filled double sections which now have been cut.  -For years we have been trying to get a Computer Gaming program off the ground. We have done the research, we have the instructors, even the software, but no funding has been available to support it. We have a Digital Culture program designed as well, with no budget to support it. Both programs support areas of crucial demand in the industry and they go unaddressed.  -Essential, expensive equipment has become outdated and/or goes unrepaired. Software licenses renewals are continually in jeopardy. We consistently teach software that is behind the current versions. |
| e. | -To counter this crippling, we’ve deactivated outdated courses and designed Proficiency Certificates for all the strands to increase student completion and employment. We based this process on Multimedia Arts student surveys in Spring 2011. By arranging core courses in small chunks, students accomplish their goals in mere semesters, encouraging them and providing them with useable certificates in the industry. To align with the changing industry landscape, the Proficiency Certificates focus on the discreet set of skills likely for employment. This concentration has enabled us to continue our core courses effectively.  -The full-time MMART faculty met in Spring 2009 and again in Fall 2010 to discuss a significant program revision, in term of its Core curriculum and its specialization classes. Some adjustments have been made in regard to Core curriculum. In the future we will offer shorter certificates in response to the increasing expertise of the student body.  -In Fall 2010 we formed a Faculty Inquiry Group through the Teaching and Learning Center to address retention and completion rates. |
| f. | -We need a larger and more focused counseling staff. The Multimedia Arts programs are tricky to understand and not having specific counselors to guide the students affects us negatively.  -Passport difficulties have been and are negatively affecting Multimedia enrollment and grading.  -The department requires teaching assistants in all the labs and in several lectures. This is imperative, and the college needs to establish a straightforward process for budgeting and hiring teaching assistants. Establish an automatic, transparent process for hiring teaching assistants and budget for MMART tutors. |
| g. | All our MMART SLOs have been completed. Fifteen of our courses have been assessed. We are pursuing evaluating capstone courses as a way to expedite this process. We are moving ahead with Institutional Learning Outcomes which can be addressed in a more efficient way.  Teacher lesson plans include practicum in which they can check up on the skills acquisitions of students. Also lab teachers have a chance to respond in a more individualized manner than in the lecture environment. The department also organizes events such as video screenings, print exhibits, which showcase student work. These efforts support a growing multimedia culture in the department. |
| **SCIENCE** | |
| d. | 1. Lack of adequate staffing (instructional aides, student workers) 2. Reduction in equipment and supply monies 3. Reduction in sections in science classes |
| e. | 1. The President’s Circle of Berkeley City College business and community supporters brought in monies that allowed us to hire staffing and purchase a much needed piece of equipment (with the help of grant monies). 2. The CIRM grant has helped to support a dedicated biotechnology technician, supplemented supply monies and contributed to the purchase of a much needed equipment item. 3. Our own extra efforts, along with those of our biotechnology graduates who are always offering to help us, e.g. one student assisted our biology technician in designing a new database for our extensive inventory and others have assisted with organizing the inventory. 4. Generous donations from industry and research laboratories. 5. Access to the BioTech Depot operated by City College of San Francisco that collects unwanted materials from industry and research labs and donates them to high school and college programs. |
| f. | 1. BCC needs an academic dean. One dean specialized in workforce development is not sufficient to serve the entire college. 2. The science department needs a support structure that will involve the creation of a new position “laboratory coordinator”, along with two technician positions in biology and chemistry. The need for this new position stems from the fact that our science department is growing and it is “under one roof”. We will be developing 8-10 disciplines, all with laboratory sections, so it is critical to have someone in charge of the ordering, repairs, maintenance and database update, that ensure smooth running laboratories. |
| g. |  |
| **SOCIAL SCIENCES** | |
| d. | Like all areas of the College, Social Sciences has had to make some difficult choices during this recent period of reduced budgets. We have approached this challenge by reviewing our curriculum and deactivating courses that did not support multiple college programs, by focusing our course offerings and schedule on clear pathways (primarily re-organizing around the AA-T degrees), and by increasing our online offerings. |
| e. | While Social Sciences is certainly smaller in terms of the number of sections offered than it was four years ago, the direction of the department as a transfer focused department has resulted in a more clearly structured and balanced department. Developing the AA-Ts has served to define clear pathways for students within our disciplines, led to greater coordination among the disciplines in terms of offerings and scheduling and clarified our role in the larger mission of the College. We have several transfer programs at the College that are not currently AA-T programs that require support from Social Sciences. Social Sciences would support converting these AA programs to AA-T programs. The hiring of a full time anthropologist and full time ethnic studies faculty would complete our department’s faculty needs and provide a more general support of College goals. |
| f. | To continue to be successful, the department recommends the following: continued support and growth of transfer focused programs that have an AA-T, hiring/transfer of full time faculty, increased support for counseling and a prioritization of counselors’ knowledge of the AA-Ts. The College should prioritize publishing and advertising our excellent transfer rates and make the transfer pathways a prominent part of its advertising/student resources. To maintain quality educational programs and services the Social Sciences department recommends the College prioritize in particular transfer programs, use institutional data to inform decision making, hire or allocate support for AA-T petition filing, hire an instructional dean to focus exclusively on transfer and continue to push for the budget reallocation model particularly in areas of faculty hiring and counseling hires. |
| g. | All of our courses have course level SLOs and despite the lack of faculty in anthropology, course SLOs have been assessed in this discipline. The course level SLOs completed in sociology two years ago led to a review of the assigned text in our introductory classes. All AA-T degrees in social sciences were mapped to College ILOs and assessment on our first AA-Ts (Sociology and Psychology) will start in Spring 2013. Social Sciences has an assessment liaison and has provided assessment materials for previous ILO assessment. The assessment material contributed by our History and PACE program for the last ILO assessment of communication measured the highest of all assessments. This assessment supported that these classes are meeting College expectations. |
| **STORIES** | |
| BCC’s ESL program has among the highest retention and success rates in the college and district. In Fall 2011, the retention rate was 90% and the success rate was 88%. The program also has the highest percentage of international students, and students who take transfer and vocational classes in addition to ESL (see Appendix IV).The ESL program is thus an important feeder to BCC’s transfer and vocational programs. The program helps raise college success rates, brings in extra funds from non-resident tuition, and contributes to the accomplishment of our institutional learning outcome of Global Awareness and Valuing Diversity as well as our mission to advance student access, equity and success. As just one recent example of student success, BCC’s 2012 valedictorian was an international student who started out in our ESL classes just several years before. | |
| As budget cuts have stripped our ability to offer students a variety of electives, Title III and BSI funds have helped us develop and offer “college-hour” workshops on topics of interest to ESL students (e.g. “Transfer Basics”, “Pronunciation: The Music of English”, “Understanding American Speakers and Their Accents”), and also to hold program-wide competitions such as a Spelling Bee and an American Culture Bee. Title III has also been funding the ESL/Global Studies “Buddies” project, which brings together students in the ESL and Global Studies departments for cultural exchange activities, and Global Awareness Week, a collaboration between the ESL and Global Studies programs with activities presented to the entire college community. | |