BCC Faculty Prioritization Requests
2/5/2015

Ranking based on Rubric

Version 1 (3 points for PT/FT Ratio where there is no FT faculty member, but less than 20 units in the discipline per semester.

	1 - Mission	2 - Productivity	3 - PT/FT Ratio	Total
Economics/Business (1)	3	3	3	9
Geography (1)	3	3	3	9
Political Science (1)	3	3	2	8
Math (1)	3	3	2	8
Art (2)	3	2	2	7
Multimedia Art (1)	3	2	2	7
Psychology (1)	3	2	2	7
ASL (1)	3	2	2	7
Comp Sci Prog (1)	3	2	1	6
Spanish* (1)	3	1	1	5

Version 2 (0 points for PT/FT Ratio where there is no FT faculty member, but less than 20 units in the discipline per semester.

	1 - Mission	2 - Productivity	3 - PT/FT Ratio	Total
Political Science (1)	3	3	2	8
Math (1)	3	3	2	8
Art (2)	3	2	2	7
Multimedia Art (1)	3	2	2	7
Psychology (1)	3	2	2	7
ASL (1)	3	2	2	7
Economics/Business (1)	3	3	0	6
Geography (1)	3	3	0	6
Comp Sci Prog (1)	3	2	1	6
Spanish* (1)	3	1	1	5

The narratives for these positions are presented below in alphabetical order. No narrative was presented for Spanish. The department chairs for Math and Spanish indicated that those position requests were being withdrawn for this academic year.

American Sign Language (Rubric Total – 7)

Criterion #1 (Mission): 3

The ASL program is a CTE program. It provides a degree and certificate in ASL as well as part of transfer GE.

Criterion #2 (Productivity): 2

Our productivity is 15.54 for the fall semester. However, we offer 20 sections of ASL skill classes (ASL 50, 51, 52, 53, 200B, & 202B) per year and they are capped at 30 students. If we change the productivity calculation to one based on 30 students per class, our target number would be 15 instead of 17.5 and we would be within the 10% average.

Criterion #3 (PT/FT Ratio): 2

FT to 9PT. Iva Ikeda is the only full-time instructor.

Narrative:

We are one of only two ASL programs in the Bay Area that offer an A.A. degree and certificate in ASL. There are no ASL classes offered at the other Peralta colleges. The ASL department wants students to have highly qualified teachers in every class and we want the department to be able to thrive. Our program has been well-known for its high standards and well prepared graduates. We have been able to do this because we coordinate our courses to ensure that students have the same instruction in each section of the same course. Also our faculty shares the same materials, lesson plans, and exams. Newly hired part-time instructors have frequent meetings with the full-time instructor so that he or she will fully understand our methods and teaching materials and exams. This may involve the full-time instructor acting as a mentor to help the new instructor develop all the skills necessary to meet our standards, this may include frequent class room observations. We invest a lot of time and effort into our new faculty, yet without a permanent position, they often do not stay for long. Continually investing this much into faculty who do not stay is a drain on resources.

The ASL department has been struggling to staff all the sections we offer with qualified teachers for several reasons. There is a very, very small pool of qualified, experienced ASL instructors, especially in the Bay Area. In part, this is because there are very few places where one can study to become an ASL Specialist or receive a degree in ASL Instruction and none are local. Those who have the skills and experience know their value and are looking for full-time work. Offering only part-time work puts us at a serious disadvantage to recruit suitable instructors. The part-time instructors we have are only free in the evenings because they need permanent full-time work, which they have found elsewhere in other positions.

ASL interpreters always have been in demand. According to Registry of Interpreters for the Deaf (RID), there are 20 interpreting agencies in California, of which three agencies are in Bay Area. According to the National Center for Health Statistics (NCHS) there are approximately 37 million deaf and hard of hearing people living in the United States. It is estimated that 1 in 10 live with some degree of hearing loss and over 2.2 million are considered deaf. The Office of Deaf Access estimates 3 million deaf and hard of hearing persons reside in California alone. However, these data do not indicate whether an individual uses ASL as a primary communication form.

The Americans with Disabilities Acts of 1990 (ADA) established a series of measures to prohibit instances of discrimination because of a person's disability, including hearing impairment. It requires that the communication needs of deaf or hearing-impaired persons are met, and this frequently demands the use of an American Sign Language (ASL) interpreter. That includes schools (K-12, colleges, and universities), hospitals, courts, agencies, corporations, public and private organizations.

Video Relay Service (VRS) is a videotelecommunication service that allows deaf or hard-of-hearing individuals to communicate over video telephones and similar technologies with hearing people in real-time, via a sign language interpreter. The Federal Communications Commission (FCC) oversees VRS as a result of their mandate in the ADA to facilitate the provision of equal access to individuals with disabilities over the telephone network. There are several VRS providers in California such as Convo Relay, Purple VRS, Sorenson VRS, and ATT Relay.

<u>Art</u> (Rubric Total) – 7

Criterion #1 (Mission): 3

Transfer:
- AA-T in Art History requires a FT faculty to develop a vision specifically for Art History.
  - ○ The Art program has two transfer degrees, with one in the subspecialty in Art History. Current FT faculty in Art both have their advanced degrees in Studio Arts, and cannot lead Art History in a direction that fully represents the field and its potential.
- Art History is a cornerstone major of a liberal arts education that brings together history, economics, gender studies, philosophy, religion, and the visual arts.
- Students who major in Art History
  - ○ develop strong critical thinking and communication skills;
  - ○ and have strengths in analysis, research, creativity, and program management;
  - ○ and have the ability to read images and analyze cultural trends and relationships.

Criterion #2 (Productivity): 2

Criterion #3 (PT/FT Ratio): 2

Narrative:

<u>Why Art History</u>

Current Offerings:
- 57.8 equated hours taught by PT faculty in Art, both Art History and Studio Arts.
- 30 of these equated hours in subspecialty of Art History
- Each semester 10 sections per semester, all with consistent high enrollment and an average productivity of 19.3, well over the college average.

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- and have strengths in analysis, research, creativity, and program management;
- and have the ability to read images and analyze cultural trends and relationships.

Job Placement:
- Employers who seek Art History majors represent a spectrum from the corporate to the non-profit, and from Art-related fields to law, journalism, and business.
- FT hire would actively engage other local partners along the Art Corridor here in Berkeley (such as Berkeley Art Museum, Berkeley Art Center, The David Brower Center and Arts Research Center) to establish internships and service learning for BCC students
- FT hire would develop programs that highlight the synergy of Art and Business.

Contributions to campus at large include:
- serve the college community with involvement in art-related events such as receptions on campus and in the Jerry Adams Gallery
- coordinate promote exhibitions of student work on and off campus
- serve on Shared Governance committees that require specific art-related expertise such BCC Arts Council and Facilities, and ADT Task Force
- make the unique interdisciplinary nature of the Art History reflect BCC's unique offerings and interdisciplinary potential with other Arts and Cultural Studies courses, Social Sciences, and Science.

Computer Science/Computer Science Engineering (Rubric Total – 6)

Criterion #1 (Mission): 3

- Part of a degree **and** certificate and transfer area **and** part of CTE Program **and** basic skills area.

Criterion #2 (Productivity): 2

The productivity is 20.23 for Fall '14 and 25.55 for Spring '15 based on Computer Science courses. (See below for Fall and Spring enrollment and productivity calculations). Please note that the productivity of 16.85 presented by the VP includes both CS and CIS. The productivity for CS excluding the CIS courses is shown below.

Spring 2015

Course Description	FTES	FTEF	Productivity
CIS 5	8.87	0.427	20.78
CIS 36A	7.6	0.360	21.11
CIS 36B	7.6	0.360	21.11
CIS 27	10.4	0.360	28.90
CIS 104	5.67	0.293	19.32
CIS 06	11.43	0.427	26.80
TOTAL	**51.57**	**2.227**	**23.16**

Criterion #3 (PT/FT Ratio): 1

It has been very difficult to find qualified part time teachers to teach CS courses.

Narrative:

- **Clarification:** We are seeking an instructor for Computer Science, **NOT** Computer Information Systems. The CS instructor will be able to teach programming and transfer courses while a CIS instructor can only teach Windows, Office Applications, Desktop Support related courses.

- **Current Faculty**: Four years ago we had three fulltime instructors, and now we have only 1.7 fulltime instructors. One CIS fulltime faculty retired nearly three year ago and has not been replaced. Additionally, one fulltime faculty has decided to go on reduced load teaching only 70% of full load. As a result, he will not be teaching during the Spring semesters.

    Also, we have only one faculty offering CS classes. The CS instructor has been rotating nearly 8-10 courses in a two to three year cycle and many students have left the program unable to complete the certificates in a timely manner. Due to the high demand for computer related fields it has been impossible to hire part-time faculty to teach any of these courses.

- **Industry Needs:** Computer Science/Software Engineering/Web Programing is the fastest growing occupation in almost all Bay Area counties. The 2010 – 2020 ten-year projected growth rate for Software developer is more than 30% in Alameda Counties, nearly 40 percent in Santa Clara and San Benito, and more

than 45% in Marin, San Francisco, and San Mateo counties. There is extremely high demand for software developers, web developers, computer information managers, and desktop support specialist. These are very high paying jobs with a salary starting at approximately $80,000 to 100,000+ per year.

To cater to the changing industry demands, we have revised our Certificates of Associate and AS degrees and created a series of stackable Certificates of Proficiency. We will not be able offer these certificates in a timely manner if we do not hire another CS faculty urgently.

We should also note that there are no CS degrees or certificates within the entire district and is a serious deficiency for the entire district. Despite the fact that CS jobs are one of the fastest growing jobs in the country, none of the four colleges within the district provide the required training or education in this very important skill area.

Ironically, this heavy demand for Software Engineers has made hiring qualified part time faculty difficult. On the one hand, we are in position of having to fulfil the industry demand to offer more training and education in CS, while on the other hand it has also made it very difficult to compete with the industry demand for part time faculty because of the limitations on salary compensations and other benefits.

- **Transfer Degree:** Districtwide, we do not have an AST degree in Computer Science because of the lack of faculty. BCC has created the courses required for the AST degree. We have received the CID approval for two courses and we are waiting for the CID approval of two more courses. Once these courses have been approved, we will be able to complete the requirements for the AST degree. We will not be able to offer the degree if we do not have another CS instructor.

- **Demand for CS courses:** The CS demand has been steadily increasing. The Spring productivity for CS courses is 23.16, which is far beyond our capacity.

- **Future Trends:** The Federal and State Governments have both identified a serious need for growth in STEM education with an increased demand in new fields such as Robotics, Information Technology, and Mobile Platform Applications. Offering these courses will certainly draw a large number of high school students to the STEM fields.

As stated previously, currently there is only one CS instructor and there have been increased requests to participate in student learning outcomes assessments, committees, state initiatives, projects involving community partners, and other similar activities. Hiring an additional CS instructor will relieve some responsibilities for the CS instructor and he would be able look into creating an Engineering program at BCC.

Counseling (no rubric score – application for non-teaching position)

Narrative:

The community college population is unique by virtue of the tremendous diversity of the students. Diverse in more ways than we can count, BCC students' uniqueness is captured by one single factor that separates them from the student who goes directly from high school to a four year college. Many of our students have left the nest and are living independently. Students living on their own bring a cornucopia of issues, problems, and concerns that the "traditional" student does not (i.e. food, clothing and shelter). These very basic responsibilities create requires that the need to work and earn a salary that will support the basic necessities or take out substantial loans, thus incurring debt. Independent student struggles are endless and such struggles overlap and invade the student's ability to go to school and be consistent/successful. Psychological services are very much needed for this particular population of students to help them deal with the stressors inherent in the challenge before them.

International students leave friends, family, support systems and familiar surroundings. Trying to navigate in an unfamiliar culture and/or foreign language is difficult and can very be stressful. Learning information in a language that you're less than proficient in adds another layer to the stress. International students are bound by legal parameters as well. Loneliness, unfamiliarity, legal requirements, and going to school is challenging. All students at some time or another need support. Whatever the reason, relationships, a bad grade, or an unpleasant incident. Professional support should be available to students to help them over and through.

I refer to the email sent just recently from Indra Thadani:

> Dear Colleagues, our students have self -identified as having major stressors that impact their ability to succeed and complete their studies. In addition, when I have taught the health course at Laney and students stop attending class or have high absent rates or are not achieving the grade that they wish for, I send students to gain some behavioral support.
> I know many of you do the same! Please see the attached resource list for each college and since sometimes it's a challenge to get in for an appointment at one college, the students can go to another since there is support on each campus! Thank-you for your commitment to assisting our students succeed!! Indra

I would only add to these statements from Indra that students in distress should not have to travel between campuses hoping for an available mental health specialist. The very process of having to do this is counterproductive to having the service at all.

The request for a psychological counselor is a number one priority. Psychological counseling is imperative to the goals of the college to increase retention and persistence. Attached is data that will document how BCC students utilized psychological services during the academic year 2013-2014.

Data to Support Justification for Psychological Counselor:

Ann Sussman, LCSW provided this data for the academic year 2013-2014 which clearly supports the need for mental health services and the justification for a full-time psychological counselor at BCC. The number of sessions refers to the sessions that were actually held. It does not count no shows or cancellations. The number of scheduled appointments is much higher than the actual kept appointments.

Total sessions with Anne Sussman from January-December 2014: 331 sessions

Economics/Business (Rubric Total – 6/9)

Criterion #1 (Mission): 3

Part of a degree **or** certificate and transfer area **or** part of CTE Program **or** basic skills area.

Criterion #2 (Productivity): 3

The productivity is 19.40.

Criterion #3 (FT/PT Ratio): 3

Please note that we are looking for an Economics instructor who can also teach Business classes.

Narrative:

Rationale for Economics/Business Instructor (2015):
- Clarification: We are seeking a fulltime instructor in Economics who can also teach the Business classes.

- Current Faculty: Currently we have no fulltime faculty in Economics and one Business faculty. We offer about 15-18 units in Economics per semester. All the Economics classes and nearly 60-70% of the Business courses are taught by part time faculty.

- Industry Needs: Economics is needed for a wide range of Business and Accounting jobs including General and Operational Managers, Accountants, and Auditors. EDD projections show that these are all fastest growing or jobs with the most vacancies in all counties in the Bay Area.

- Transfer Degree: All Economics courses have been approved for the AAT degree in Economics. Currently we are in the process of finalizing the AAT degree in Economics. We need a fulltime instructor to be able to offer the AAT degree.

- Demand for Economics courses: The demand for Economics courses has been consistent for the last several years and has been above college productivity. With the new transfer degree, demand should become even greater.

Geography (Rubric Total – 9)

Criterion #1 – 3

- Physical geography supports students completing IGETC in Area 5, Physical and Biological Sciences.
- Cultural geography, world regional geography, economic geography, and introduction to geography support students completing IGETC in Area 4, Social and Behavioral Sciences.
- Over 90% of students enrolled in geography are students planning to transfer.
- An AS-T in geography could be developed.

Criterion #2 – 3

The productivity of geography (21.3) is 121.2% of the college average (17.58).

Criterion #3 – 3

There is no full-time faculty member teaching geography.

Narrative:

Geography has two major divisions – physical geography and human geography, and these divisions have a myriad of subdivisions. As a result, graduates of geography programs are in demand in a broad range of positions and specialties. Geographers work in cartography and geographical information systems, public and private institutions charged with monitoring water quality and changes to ecosystems, public health departments assisting with mapping infections disease outbreaks, and city and county departments devoted to planning and public works, to name just a few possibilities. Because of the demand of geographers in the workforce, it is an ongoing challenge for science departments to find geographers willing to teach for extended periods of time.

Present geography offerings at BCC:
- Geography is one of the most popular courses in the science department for non-majors in need of a physical science with a lab, and this is reflected in the productivity score.
- We currently offer five classes in physical geography, three lectures and two labs, and one class in California Geography. We will be alternating California Geography with Global Climate Change in the fall semester. While there are few classes at this time, there is enough to support a full-time faculty members and many other classes that could be added as part of the discipline.
- California Geography is required for students completing the TEACH program.

- Other geography courses listed in the BCC catalog which can serve as electives for AD-T programs including Cultural Geography, World Regional Geography, and Economic Geography.

Future Geography Offerings at BCC:
- An As-T in Geography and Geology should be developed by new faculty.
- Course offerings could be expanded to include Geographic Information Systems (GIS) that could be developed into a CTE program and Environmental Geography.
- The Science Department would like to develop a Division of Earth and Planetary Sciences that would encompass geography, geology, oceanography, and astronomy. Such a division, coupled with the generation of AS-T degrees and new courses in developing fields, would, it is hoped, attract more students into much needed STEM fields.

Challenges facing Science Department without a Full-time Geographer:

Presently, the Science Department has great difficulty locating adjunct faculty to teach the classes, particularly in geography. This is due to the majority of current graduates in geography finding well-paying positions in business, industry, and state and federal laboratories where their expertise is desperately needed.

Other:

There is a need to build a more robust set of STEM offerings at BCC. Presently, the Science Department offers, on average, just 34 classes each semester in Astronomy, Biology, Biotechnology, Geography, Geology, Physics, and Physical Science – a woefully inadequate number. Students need more opportunities to enter the STEM fields and to prepare for transfer level work in the individual disciplines. There is a critical need in the workforce for students majoring in geography-based specialties, and one such area, environmental science, is highlighted below.

There are many types of positions in which a background in geography is critical, among them that of "environmental scientist," which includes a range of specialties based in geography, such as GIS, weather and climate, cartography, hydrology, analysis of human and environment interaction, and biogeography. According to the EDD of the State of California, there will be a 29.5% increase in jobs in this area between 2012 and 2022, from 14,900 jobs to 19,300 jobs, representing 4,400 additional openings. Also, according to the Employment Development Department of the State of California, positions in environmental engineering and natural science management are among the top 100 paid occupations.

Librarian (no rubric for non-instructional faculty)

Current Library Hours:
Mon – Thurs   8:30-8:00   Friday: 8:30-4 Saturday: 10-4
Number of hours library is open weekly: 59.5

Current Staffing Librarians: 3 [FT: 2 PT: 1]   HOURS: 90

For over five years, the library has asked for an additional librarian. This request has often been tabled due to budget constraints. In the past three years, there have been two full time librarians who retired and one new hire. The library is currently asking for 1 FT librarian to replace the librarian who retired over two years ago.

The top staffing priority of the library is to obtain and maintain sufficient staffing to support current hours the library is in session. Please see ideal scheduling document attached for details.

To fully ensure coverage the library would need additional part time librarians on Monday and Friday so that there is a minimum of two librarians working the hours the library is open. This is needed to maintain coverage in the library and still answer to orientation requests and to be present at meeting scheduled on those days of the week. For example in Fall 2014, the library gave 50 orientations [for Spring 2015 so far 22 orientation requests. When giving orientations a librarian is away from library for an average of 70 minutes (or a total of a 58 hours) for Fall time that requires double coverage. This does not include hours needed for librarians to do work outside of the reference desk, such as managing the collection, processing books, and meeting with BCC faculty, staff and students. This also does not include hours in which at least one librarian is needed for various college and district meetings which also requires double coverage. As these times are defined by the instructors requesting the orientations, a minimum of double librarian coverage at all open library hours is a necessity. At the moment, the library is leaving Saturdays to be filled with only one librarian and some hours Friday as well, the two slowest days of the week, any orientations or meetings scheduled during those times will mean there will be no librarian in the library at the time of orientation or meeting.

Our library continues to be busy as evidenced by our circulation statistics. **Currently the Library has more than double the activity at the circulation desk than COA or Merritt. Both of these library's have fewer hours and greater staffing than BCC.** Looking at circulation statistics for 2014, **BCC library accounted for 33.7% of all circulation transactions in the district**, Laney accounted for 37.1%, Merritt 15.1% and COA 14.1% [**BCC circ transactions: 44,698; total district circ transactions: 132,728**]. The circulation statistics as a sign of heavy library use are also reinforced by the fact that **an average of 720 users log onto computers each week**.

The 2015-2018 Student Equity Plan includes the following goals:

- Strengthen Accountability, Innovation and Collaboration: D4 Expand use of technology, provide opportunities for training in . . .use of library databases . . .
- Activities – . . . continued expansion of student support services, including LRC and library hours and services. "BCC will continue to offer extended library hours" . . ."expand collection of textbooks in the BCC library"

An additional FT librarian is one of the key ingredients needed by the library in order to meet these goals.

Mathematics (Rubric Total – 8)

Criterion #1 (Mission): 3

   Brief explanation:

- BCC offers an AS-T in Mathematics.

- Mathematics is an integral part of Basic Skills.

- Mathematics courses 13, 18, 50, 1, 2, 3A, 3B, 3C, 3E, and 3F satisfy the Quantitative Reasoning requirement for transfer to most colleges.

- Several mathematics courses, most often Math 203 intermediate algebra and the calculus series Math 3ABC, are prerequisites for many BCC courses outside the discipline.

Criterion #2 (Productivity): 3

   Brief explanation:

- Mathematics productivity (20.12) is 114.4% of the college average (17.58).

Criterion #3 (PT/FT Ratio): 2

   Brief explanation:

- Mathematics Part time to Full time faculty ratio is 2.63 to 1.

- BCC's average Part time to Full time faculty ratio is 2.56 to 1.

- Mathematics is nearly at the college average. Perhaps it should be 1.5.

Narrative:

The Math department seeks to hire a full time math instructor with experience and interest in teaching Basic Skills.
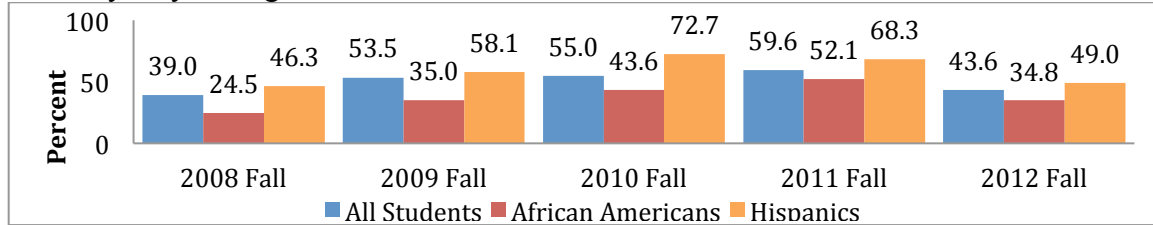
2014-2015 SSSP Goals (approved through shared governance)

Using fall semester 2013 as the baseline data point, BCC will:

- Increase student course success in Math 13 for African American students from 29 percent to a minimum 50 percent course success rate by the end of spring semester 2018, with the Educational Master Plan calling for a 70 percent minimum transfer-level course completion rate by 2024.

- Increase student pre-transfer foundational Math course completion rates for all student populations to a minimum 60 percent threshold by the end of spring semester 2017. The Educational Master Plan will establish a 70 percent threshold goal sometime before 2024. Asian students are close to realizing this goal, but all other student populations are struggling to meet this target.

From the April 2014 Achievement Gap Report:
Berkeley City College Student Success Rates in Basic Skills Math:

Chart: Percent success rates by Fall semester for All Students, African Americans, and Hispanics.

	2008 Fall	2009 Fall	2010 Fall	2011 Fall	2012 Fall
All Students	39.0	53.5	55.0	59.6	43.6
African Americans	24.5	35.0	43.6	52.1	34.8
Hispanics	46.3	58.1	72.7	68.3	49.0

- BCC offered 39 math sections in Fall 2012, 52 math sections in Fall 2013, and 56 sections in Fall 2014. This amounts to a 44% increase in the number of sections over the last two years.

- It has been very difficult to manage the rapid growth of our department. In Fall 13, contract faculty collectively taught a 0.8 load of extra service. For the last three semesters, one adjunct faculty has been asked to teach an overload.

- Despite the increase in the number of sections offered, the overall average class size remains above 42.

- Overall success rates in mathematics are declining. (58% Fall 11, 58% Fall 12, 52% Fall 13). It will be hard to achieve our goals without lowering average class sizes, particularly in Basic Skills classes. The average class size in Basic Skills is the same as the departmental average.

- Basic Skills success rates are lower than the departmental average, hovering around 45% over the last few years.

Other Considerations

The math department is very grateful to hire two math instructors in Spring 2014. Even though the math department clearly needs another instructor, we feel other disciplines should be given the priority to hire someone in their areas.

In the last two years, there have been increased requests for math chair involvement in accreditation, student learning outcomes assessment, committees, state initiatives, and projects involving community partners. Department faculty also currently manage two Tenure Review Committees for the new math faculty hired in Spring 14.

For the above reasons, the math department chair does not feel the department has the resources or capacity to hire a new instructor by Fall 2015.

Therefore, we request the Math Instructor position be considered as a second tier position this year and a first tier next year.

Multimedia Art (Rubric Total – 7)

Criterion #1 (Mission): 3

Criterion #2 (Productivity): 2

Criterion #3 (PT/FT Ratio): 2

Mission: Bring greater diversity to Silicon Valley. Create a Pipeline from Bay Area High Schools to BCC Multimedia to Universities & Careers in Technology.

Regional industry employment data shows significant growth in ICT careers

Major underrepresentation of Women and Minorities within Media &Technology: Google, Yahoo & Facebook employ less than 4% Latinos and 2% African-Americans. The average ratio for female tech-workers in Silicon Valley is 20-23%.

Pipeline from East Bay High Schools Animation & Gaming programs to BCC
6,166 East Bay teens are currently studying media arts at the high school level.
Via Career Pathways Trust, BCC is championing ICT/ Digital Media dual enrollment options to create a seamless transition from high school to Multimedia Arts.

Animation and Gaming are Magnets, inspiring diverse students to attend College. Although they may be drawn to BCC via our program in animation & game design, young students (many of whom are people of color and women) will develop broad college level skills and also hone their writing, math and science skills at BCC.

How we support success in under-served communities:
    - Affordable education - Alternative to For Profit & Non-Accredited Programs
    - Offer college wide student support services
    - Develop visual and creative communication skills for non-traditional learners
    - Extensive Professional Network with Media & Technology Employers
Without our unique publicly funded program, many students (especially first-generation college students) are tempted by for-profit schools, where they rack up huge debt and non-transferable credits and often fail to develop essential academic foundations.

Animation & Game Design curriculum articulates with 4-year university programs in Media and Game Design at UCLA, USC, UC Santa Cruz & Chico State.

Multimedia currently confers the second largest number of degrees at BCC.

Earn & Learn: Through a broad network of jobs and paid internships, we help students in dire circumstances get work, enabling many to continue their studies.

Build College & Career Skills - not just for Multimedia Students: The ability to communicate visually via media is an essential tool for students across BCC disciplines. From humanities to sciences, digital literacy supports advanced scholarship at

universities and also enables alumni to secure better jobs and earn higher wages in many careers.

Lost a Full-Time Faculty member to Retirement. Adjuncts constitute 71% of our Multimedia faculty; we have considerably more part-timers than the college average,

To sustain this vital Multimedia program, which is unique at Peralta, to supervise the development of Animation & Gaming, to build bridges with high school programs and employers, we'll need a full-time faculty member with expertise in Gaming & Animation, High School-University Articulation and Outreach.

Multimedia at BCC

25% of all Degrees Conferred at BCC are from Multimedia Arts:
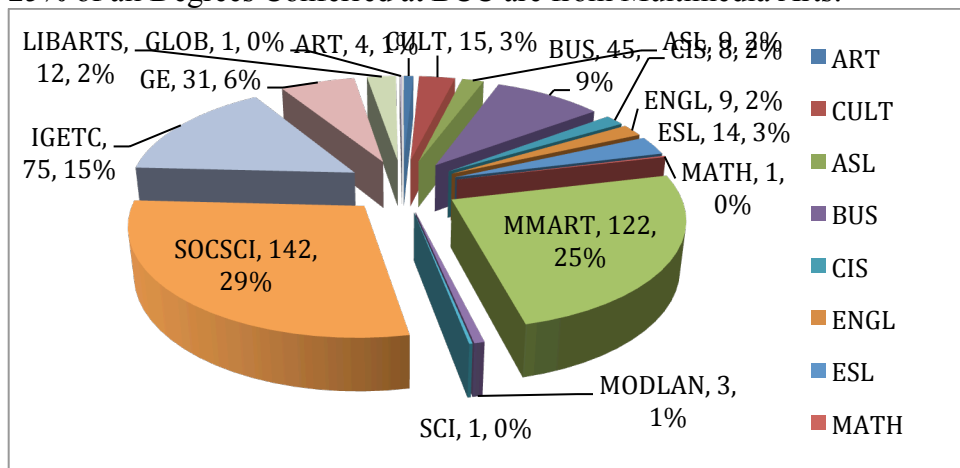
Pipeline for High School Students studying Arts, Media & Entertainment = Pink

We place students in fields where there is enormous job opportunity – annually 46K new and replacement ICT jobs in California paying twice average wage, but Silicon Valley Employment of Women and Minorities in High Tech workforce:

Sources:
Lack of Diversity in Silicon Valley
http://money.cnn.com/2013/03/17/technology/diversity-silicon-valley/?iid=EL

East Bay High School Students studying Arts, Media & Entertainment
CSUEB Gateways CCP Action Group -

Adjunct/Full-Time Ratio & Degrees at Berkeley City College -
BCC Administration

ICT / Media & Technology Job Growth in California:
http://www.mpict.org/newsletters/q310/article_phase2_california_ict_study_released.html

Political Science (Rubric Total – 8)

Criterion #1 (Mission): 3

BCC has an ADT in POLITICAL SCIENCE (9 completers the first semester the ADT was available, significantly more expected Spring '15)
Degree Programs supported by POLITICAL SCIENCE: BCC Liberal Arts with an emphasis in Social and Behavioral Sciences AA (most awarded degree at the College, of all AA/AS/ADT degrees awarded in 2014 40% of them were the Liberal Arts with emphasis in Social and Behavioral Sciences AA), Sociology ADT, Global Studies AA, Elementary Teacher Education ADT, and History ADT.

Transfer GE requirements: General Education Transfer classes in both IGETC Area 4, CSU General Education Breadth Requirements Areas D and provides two of the four classes that meets the United States History, Constitution and American Ideals Requirement, and the Area 4 (International Studies) Breadth Requirements for UC Berkeley.

Learning Communities: PACE Pathways (2nd semester cohort course), FYE (cohort elective), and Global Studies (required and elective courses).

Criterion #2: 3

Ratio of FTES/FTEF (Productivity Numbers/ Prior Academic Year) in POLITICAL SCIENCE is more than 10% above College average:

Fall 2014 Productivity for BCC: 17.58
Fall 2014 Productivity for POLITICAL SCIENCE: 20.78 (18.2% above the College average)

Criterion #3: 2

Ratio of Part-Time Instructors to Full Time Instructors: There is currently one full-time faculty member in POLITICAL SCIENCE, the ratio of Part time FTEF to Full Time FTEF is above the College average. Given the popularity of the POLITICAL SCIENCE major at BCC and our local Colleges, and social sciences majors in general, an additional hire in POLITICAL SCIENCE supports the department in meeting the College mission of helping students complete their degrees and transfer. In the next few months there will be an interdisciplinary ADT in Global Studies/International Relations curriculum approved. SFSU has both a Political Science major and International Relations major. An IR strand at BCC would support transfers to multiple UCB majors such as: Area Studies, Development Studies, Global Poverty and Practice, Political Economy, and Peace and

Conflict Studies. Social Sciences would plan to hire a new faculty member with an International Relations emphasis.

ADDITIONAL NARRATIVE:

As one of the more popular majors at BCC, POLITICAL SCIENCE would benefit greatly from a second full-time faculty member. In the past five years the Political Science program has grown in the number students it serves. In the past three semesters we have offered and filled fourteen to sixteen sections of POLITICAL SCIENCE every semester with very high productivity. Our POLITICAL SCIENCE ADT offers all of the UC/CSU lower division requirements for POLITICAL SCIENCE majors and the POLITICAL SCIENCE discipline at BCC has developed strong partnerships with the two largest POLITICAL SCIENCE programs in the State (UC Berkeley and SFSU). POLITICAL SCIENCE is the third most popular major at UC Berkeley. Given our proximity to UCB and our alignment of classes with their program, an additional fulltime hire would strengthen our ability to draw students looking to transfer to UCB. Given social sciences majors are in the top five majors at CSUEB and SFSU, our POLITICAL SCIENCE ADT serves a wide range of students looking to transfer into these often impacted majors. POLITICAL SCIENCE majors, and students in POLITICAL SCIENCE at BCC are quite involved in campus life. The Civic Engagement Club at BCC and the Global Studies Club are very visible and active student clubs on campus. As of Fall 15 the Civic Engagement Club will become the Political Science Student Association. Both UCB and SFSU have Political Science Student Associations which will link our students to those campuses and provide opportunities for our students to network and make connections at potential transfer schools.

Psychology (Rubric Total – 7)

Criterion #1: 3

Community College Mission: BCC has an ADT in PSYCHOLOGY (16 completers in 2014, 2nd highest number of ADTs awarded in 2014), PSYCHOLOGY provides support to the following BCC Degree Programs: BCC Liberal Arts with emphasis in Social and Behavioral Sciences AA (most awarded degree at the College, of all AA/AS/ADT degrees awarded in 2014 40% of them were the Liberal Arts with emphasis in Social and Behavioral Sciences AA), Political Science ADT, Sociology ADT, and Communication Studies ADT. A new TMC for an ADT in Child Development has just been finalized and Social Sciences will be adopting this TMC. PSYCOLOGY courses are major requirements for what is likely to be a very popular ADT at BCC. The high number of degree completions in the Social Sciences in general, and Psychology in particular, supports the College mission.

Transfer GE requirements: General Education Transfer classes in both IGETC 4, CSU General Education Breadth Requirements Areas D and E. PSYCHOLOGY classes also meet the CSU Lifelong Learning and Self-Development Requirement.

Criterion #2: 2

Ratio of FTES/FTEF (Productivity Numbers/ Prior Academic Year) in PSYCHOLOGY is ABOVE the College average but not 10% above College average:

Fall 2014 Productivity for BCC: 17.58
Fall 2014 Productivity for PSYCHOLOGY: 19.14 (8.87 % above College average)

Criterion #3: 2

Ratio of Part-Time Instructors to Full Time Instructors: There is currently one full-time faculty member in PSYCHOLOGY; the ratio of Part time FTEF to Full Time FTEF is above the College average. Our current full timer will begin a reduced load in transition to retirement starting Spring 2016. Social Sciences would conduct a job search that included in the desirables of the job description a faculty member with a professional licensure. This would be particularly beneficial given the Public and Human Services CTE degree programs are now housed within Social Sciences. Moreover, a hire in PSYCHOLOGY would help support the Social Sciences department overall given the number of social sciences majors and the degrees that PSYCHOLOGY classes support.

ADDITIONAL NARRATIVE:

PSYCHOLOGY is one of the most popular majors at BCC, counselors ranked it among the top three most popular majors at BCC. This ranking mirrors state and national

rankings. Of undergraduate degrees awarded in the state and nationally, psychology degrees are second after Business in the number of declared majors and degrees awarded. UCB, SFSU, CSUEB and Mills College all report PSYCHOLOGY as one of the top five majors. There is a great demand for PSYCHOLOGY classes, we offer 14-16 PSYCHOLOGY courses a semester and in the past twelve years no PSYCHOLOGY course has ever been cut for low enrollments. Given the strength of the program and the number of students it serves, and the reality that our one full time faculty member will no longer be teaching a full load a year from now, a new fulltime hire in PSYCHOLOGY is a priority.