



BERKELEY CITY COLLEGE

Charting Our Course for the Future: Berkeley City College Plan for Educational Excellence



September 2008



PERALTA COMMUNITY COLLEGE DISTRICT

Berkeley City College Education Master Plan

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Acronyms and Terminology

<i>Acronyms</i>	
DWEMP	District Wide Educational Master Plan
DWEMPC	District Wide Educational Master Plan Committee
CSEP	Committee for Strategic Educational Planning
CTE	Career Technical Education
<i>Terms</i>	
Foundation Skills Education	Skills in reading, writing, mathematics, and English as a Second Language, as well as learning skills and study skills which are necessary for students to success in college-level work. (The Research and Planning Group for California Community Colleges, July 2007)
Career-Technical Education	Career Technical Education (CTE) courses and programs are those educational options that offer specific occupational and technical skills related to identified industry clusters.

Summary of Priorities

A positive aspect of Berkeley City College is that it is a rapidly growing institution characterized by high productivity, growing FTES, and a highly successful transfer rate (3rd in the state). Growth is projected to range from 10% in English, to 50% for Multimedia Arts to 40% in science with the build-out of facilities. BCC growth in FTES from fall 2007 to fall 2008 is approximately 18%. The challenge is to manage this rapid growth in such a way as to maximize use of resources and productivity and to achieve parity with other district colleges in terms of resource allocation.

Of concern to the college, and a challenge, is that along with the rest of the state, BCC success rates are lower than acceptable, especially in basic skills (English 67.8%–64.7%, ESL 86.8%–74.4%, and Math 56.6% - 56.4% spanning F 03–S 07). The determination is to make BCC's Basic Skills program, which is incorporating the highly successful Digital Bridge Academy program piloted by Cabrillo College into already existing programs, a "program of distinction." Counseling is a crucial component of student success, and is another area of concern as the ratio between full time counselors and students is approximately 1:1800. Needed are a General Counselor, Basic Skills Counselor, and a High School Liaison Counselor. If counseling services are not brought into alignment with enrollment, significant college populations (prospective, basic skill, probation/dismissal, and graduating students) will remain underserved and the general counseling function will also suffer because of the lack of sufficient certificated counselors to serve students on an on-going basis.

An additional concern is the lack of full time faculty. BCC's ratio of full-time faculty to part time faculty is approximately 30:70.

Another area of challenge is the continuous growth of out-reach programs and courses. Berkeley City College intends to focus on the further development of contract education and fee-based courses in a College Emeritus program, although how much can be accomplished may depend upon available resources.

The problems are lack of faculty, staff, and space to accommodate growth in enrollment in all program areas. Online classes and flexible scheduling will provide some relief in terms of facility usage.

PROGRAMS OF DISTINCTION

BCC has several Programs of Distinction, i.e. successful programs that lead to a degree or certificate, are CTE programs, are offered at two or more colleges, are a skill-set of related courses, or are multi-disciplinary and that stand out because of public claim or recognition, growing or solid student enrollment, and strong productivity.

Multimedia Arts: This program is acclaimed by professionals all over the area, and in 2007-2008, after just five years in existence, had an unduplicated enrollment of 1540, FTES of 188+, and productivity of 18.88. The program consists of five strands: Video Production, Digital Printing, Web Design, Animation, and Writing for Media/Digital Culture. However, until January 2009, when a full time faculty for Video Production joins the staff, Multimedia Arts had full time faculty in only two strands—Digital Printing and Animation. Numerous labs, complicated technology, and large class sizes require many teacher assistants, who, although students, are often already practicing professional artists, designers, and video producers.

Art: Area professionals teach studio art classes at BCC, and students are sometimes turned away for lack of space. Two art studios, a wet and a dry, are planned in the build-out. Courses in New Genres (Conceptual Art) and the production of murals at the college and in the community via community grants have been successfully added to the curriculum. Art, now joined with Humanities and Cultural Studies, plans interdisciplinary courses with Multimedia Arts and with Humanities. Enrollment has grown steadily in the last five years. Unduplicated enrollment in spring 2008 was 800+, with FTES of 108.4 and productivity of 20.6.

ASL: BCC has the only complete ASL career-technical program in the district. Past ASL instructors were responsible for conceiving and writing the ASL text, *Signing Naturally*, critically acclaimed by linguists and used world-wide as the standard ASL text and bringing the former Vista College a measure of fame. BCC ASL graduates are among the few ASL students that are deemed advanced enough to enter Ohlone College's Interpreting program. Two classrooms were designed specifically for ASL instruction in BCC's new building. Although enrollment shows a downturn since 03-04, in 07-08 unduplicated enrollment rose once again to over 300 students.

Biotechnology: Science at BCC is growing rapidly, and once the five new science labs are completed in 2010, this CTE program should be even more successful.

The recent move at BCC toward **Interdisciplinary programs** such as PACE, Global Studies, Ethnic Studies, and Women's Studies, is also proving to make BCC distinctive. Global Studies students collaborate with ESL students in projects and activities, and the special Social Science "studies" programs have courses in humanities, film, art, and history. PACE, an interdisciplinary cohort program for workforce adults, provided the first opportunity in Northern California for community college students with full-time jobs to find a suitable route to their educational goals.

Transfer: Another distinction at BCC is the success of BCC students who take courses in the traditional disciplines of English, Art, Social Sciences and Science for Transfer. BCC has the third highest transfer rate in the State of California, and has a 90% acceptance rate of English majors into UCB.

Basic Skills: BCC plans include making a **basic skills program** that integrates strong instruction and staff development with student services a **future program of distinction**. To accomplish this, the Digital Bridge Academy program, which originated at Cabrillo College, has been added into the spring 2009 schedule and will provide a strong and critically acclaimed pedagogical base for Career Advancement Academy and BCC Foundations cohort programs

RESOURCE NEEDS

Because of growth, BCC needs resources not only to bring it to parity with the other colleges in the district but, more importantly, to manage increasing enrollment with efficiency and with attention to problems of increasing workloads for individual employees.

Faculty Positions

Berkeley City College, after department chair decisions and Roundtable approval in May 2008, states the need for faculty positions, especially in the following areas (*see appendix for fall 2008, unit reviews for substantiation of data*):

Political Science: The position left vacant by Faye Wimberly in Political Science has not been filled, although political science courses are integral to social science programs. Faculty with degrees in history cannot necessarily teach political science. BCC has no full time person in Political Science, yet offers 6 or 7 sections each semester. In spring 08, 6 sections were offered with FTEF of 2.1, FTES of 22.16 and productivity of 18.47. The Social Science Division is heavily engaged in developing interdisciplinary programs in Global Studies, Ethnic Studies and Women's Studies, which are not reflected in CSEP data, but which requires full time faculty commitment from each of the Social Science areas involved.

The total unduplicated total enrollment in all Social Science courses in spring 2008 was 1882. Growth over a five year period was 45% in enrollment and 56% in FTE from fall 03 to fall 07.

In 07-08 Social Sciences Division contract faculty teaching load was 5.1, 46% of the total FTEF in Social Sciences. Political Science FTES grew by 27.6% from 06-07 to 07-08. FTEF at 1.66 represented 15% of the total FTEF in Social Sciences, with 0 full time faculty.

		Sects	Enr	Cls Sze	FTEF	FTES	FTES/FTEF
03-04	Fall	3	146	49	0.60	14.78	24.63
03-04	Spring	3	116	39	0.60	12.34	20.57
04-05	Fall	4	185	46	0.800	30.540	38.18
04-05	Spring	4	159	40	0.800	17.400	21.75
05-06	Fall	6	240	40	1.200	37.120	30.93
05-06	Spring	6	214	36	1.200	23.520	19.60
06-07	Fall	6	259	43	1.200	25.813	21.51
06-07	Spring	5	167	33	1.000	18.660	18.66
07-08	Fall	8	336	42	2.120	34.584	16.31
07-08	Spring	6	198	33	1.200	22.160	18.47

Goals Involved: Build Programs of Distinction; Create a Culture of Innovation and Collaboration.

Mathematics: Basic Skills is a priority not only in the district but also in the nation. Math is an essential component of foundational and basic skills but math success rates are typically a little above 50%, an issue that needs to be addressed by committed contract faculty. Finding adjunct math instructors is extremely difficult; finding good math instructors, especially for basic skills math, is even more so.

A shortage of math majors throughout the nation and the ability of mathematicians to find good positions other than teaching, pose a serious problem in terms of finding effective and committed adjunct instructors. Because math classes have more than 3 credit hours, adjunct instructors can teach only one class. Although the new rules in regard to adjunct load will help somewhat in this regard, math as an essential component of the new basic skills programs requires a dedicated full time faculty.

The growing interest and enrollment in science courses is also adding to the requirement for a strong math program. The deans and chairs of both counseling and math agree that the percentage of complaints from students regarding math classes is disproportional to other disciplines. Many part time math instructors, faced with students with wide ranges of skill level, leave in frustration.

From fall 03-04 to fall 07-08 math enrollment grew by 66% and FTES by 86%. Average productivity is 18.9. In 07-08 the contract faculty teaching load of 2.0 was 22% of FTEF, although one faculty was on sabbatical, making the percentage 11%. The hiring of a new contract faculty in math and assigning of mathematics chair brings the 08-09 percentage of full time faculty load to approximately 33.8% of 07-08 FTEF, but if growth of 22.6% from spring 07–spring 08 continues through spring 08–spring 09, the percentage would be approximately 27.6%. If the 22.6% growth continues through 09-10, the percentage of full time instruction could drop to approximately 22.5%

	MATH	SECTS	ENR	CLS SZE	FTEF	FTES	FTES/FTEF
03-04	Spring	23	886	39	6.00	118.04	19.67
04-05	Fall	21	820	39	5.410	106.198	19.63
04-05	Spring	26	879	34	6.660	115.393	17.33
05-06	Fall	25	867	35	6.390	113.414	17.75
05-06	Spring	26	888	34	6.730	117.672	17.48
06-07	Fall	29	1018	35	7.320	131.629	17.98
06-07	Spring	32	1081	34	7.930	142.774	18.00
07-08	Fall	35	1281	37	8.610	163.148	18.95
07-08	Spring	39	1326	34	9.330	184.953	19.82

Goals Involved: Advance Student Access, Equity, and Success; Build Programs of Distinction (bio-technology; basic skills program).

ESL: BCC’s ESL program is one of the fastest growing programs in the college, and the fastest growing ESL program in PCCD. Moreover, ESL is currently PCCD’s third-largest discipline, right behind English and Math, and enrollment increases are expected to continue throughout the district. According to the McIntyre Report (2008), half of the increase in PCCD’s overall demographic growth is due to foreign immigration, meaning that “an increasing proportion of students are speaking English as a second language and need help with their language skills.” The report also states that the “delivery of ESL should be allocated sufficient PCCD resources if the ever-increasing language needs of its community are to be adequately-served.” The McIntyre Report mentions BCC as a site where it “may be useful” to expand ESL course offerings.

Beyond the local community, BCC’s ESL program is also serving increasing numbers of international students, most likely lured not only by the expanding course offerings in ESL, but also by the cachet of the college’s location and new name and building.

BCC’s ESL program had only one full-time faculty member between 2004-2008, a period of rapid growth in which FTES rose 534%, from 26.1 to 139.5. Although a second full-time faculty member has been added for fall 2008, this instructor’s time is being absorbed by the development of a new VESL program in partnership with UC Berkeley so that the college’s in-house ESL program remains understaffed. Another full-time faculty member is urgently needed to help stabilize the existing program and build the infrastructure for future growth, and to assist with substantial administrative responsibilities such as evaluating part-time instructors, assessing student learning outcomes, administering a departmental essay exam, developing new programs in contract education and in response to the basic skills initiative, coordinating the UC Berkeley VESL program, recruiting and mentoring new instructors and tutors, scheduling classes, representing ESL on college and district committees, and other departmental business.

Currently, the ESL classes being offered are primarily at the intermediate and advanced levels, building on the classes that existed at the program’s inception. However, in order to most equitably serve the community, there is now a need to start adding beginning level classes, and to offer a full complement of classes in the major skill areas (grammar, reading, speaking and writing) in both the day and evening. Meeting the demand for the full range of ESL courses at all the levels and skill areas will require the college’s continued commitment to the ESL program in terms of classroom space and staffing. It should be noted that the

strategy of supporting smaller class sizes in order to build the program has so far been successful, and that ESL class productivity is limited overall by an enrollment cap of 35 district-wide (30 for composition classes). However, ESL at BCC has a very high success/retention rate, averaging close to 80%.

Meeting the increasing demand for ESL classes is hindered by the difficulty of recruiting ESL faculty, as also noted in the McIntyre Report. The district's part-time ESL instructor pool is stretched thin due to the high number of ESL classes offered district-wide and the cap on the number of units an instructor can teach within the district. This makes it challenging to find instructors to staff unfilled classes, another reason why a core of full-time faculty is needed to stabilize the existing program and prepare the way for the future. Other program needs include ongoing support for ESL students in the form of dedicated counselors and tutors.

In 07-08, the percentage of contract faculty teaching load (.80) to FTEF (5.125 averaged) was 15.6%. Since the addition of a full time contract faculty in 08-09, the percentage of full time instructor teaching load to FTEF became approximately 35%, if no growth. However, if the 45% growth from spring 07 to spring 08 continues, the percentage of full time faculty instruction to FTEF in 08-09 could be approximately 24%.

ESL	Sects	Enr	Cls Size	FTEF	FTES	FTEF/FTES
03-04 Fall	4	93	23	1.060	11.770	11.10
03-04 Spring	4	89	22	1.060	12.030	11.35
04-05 Fall	4	79	20	1.060	10.500	9.91
04-05 Spring	6	111	19	1.580	15.619	9.89
05-06 Fall	6	138	23	1.590	19.494	12.26
05-06 Spring	9	250	28	2.200	31.662	14.39
06-07 Fall	10	276	28	2.470	35.480	14.36
06-07 Spring	13	388	30	3.380	51.413	15.21
07-08 Fall	19	504	27	4.660	66.394	14.25
07-08 Spring	23	564	25	5.590	73.131	13.08

Goals Involved: Advance Student Access, Equity, and Success; Engage Community and Partners.

Multimedia: In spring 2008, Multimedia Arts, a program that had its beginnings just 5 years ago, had an FTES of 188.00 and a productivity rate averaging 19.47. Headcount enrollment in Multimedia reached 1540 in fall 2008. The hiring of a video production contract faculty member will give Multimedia three full time faculty, but two out of the five strands in the program, Web Design and Digital Culture, still have no full time faculty guidance. The Web Design program lost a full-time faculty, who has not been replaced.

The program has been praised by professionals all over the area, with claims that it is the best Multimedia Arts program available in the Bay area. However, some aspects of the program are losing ground because they are currently maintained by adjunct faculty only. Each strand of the program, i.e. digital printing, video production, animation, web development, and writing for multimedia/digital culture (academic) requires the dedication and time of full time contract faculty to maintain currency of program, organize and budget for equipment and supplies needed for the program, stage exhibits and promotion, and engage with the arts community of the local area.

From spring 03-04, when the program separated from Art, to spring 07-08, enrollment grew by 40% and FTES by 38%. Average productivity is 18.5. In 07-08 the contract faculty teaching load was 1.7, just 18% of the total FTEF, with full time faculty in only two strands of the program. The addition of a full time faculty for video production to begin January, 2009, will bring the percentage of full time teaching load to approximately 29% of FTEF. However, if the growth of 9% between spring 07 and spring 08 continues, percentage of full time faculty instruction to total FTEF would be approximately 25%, and two strands of the program still without full time faculty.

MMART	Sects	Enr	Cls Size	FTEF	FTES	FTEF/FTES	
03-04	Spring	36	1,098	31	7.07	135.88	19.22
04-05	Fall	41	1,004	24	7.700	124.544	16.17
04-05	Spring	38	994	26	7.310	122.601	16.77
05-06	Fall	38	939	25	7.390	117.854	15.95
05-06	Spring	37	1,099	30	7.100	135.246	19.05
06-07	Fall	42	1,306	31	7.960	161.180	20.25
06-07	Spring	45	1,411	31	8.300	169.915	20.47
07-08	Fall	46	1,456	32	8.830	177.052	20.05
07-08	Spring	52	1,540	30	9.960	188.003	18.88

Goals Involved: Engage Community and Partners; Build Programs of Distinction.

English: English at BCC has two major strands. One is the highly successful transfer strand. Ninety percent of BCC applicants for transfer to UCB are accepted. The other strand is the focus on basic skills which, because of recent grants, establishing of cohorts, and the need to develop a strong basic skills program incorporating the Digital Bridge Academy program from Cabrillo College, require more faculty and staff help than is presently available.

Currently, the English department at Berkeley City College is the second largest department in the district, with significantly more FTES (431.81 during 07-08) than College of Alameda (283.72 during 07-08) or Merritt College (254.67 during 07-08) and a higher productivity rate (14.56 during that period) than College of Alameda (13.2) or Merritt College (12.15). In fact, the FTES in the English department at BCC is 83.7% of the FTES in the English department at Laney College (431.81 and 516.12, respectively) and the FTES/FTEF is also close to that of Laney (94.8%, with 14.56 for BCC and 15.37 for Laney).

The percentage of classes at BCC taught by full-time instructors dropped from 33.59% in 2004-05 to 29% in 2006-07. Even with the addition of a full-time instructor in fall 2008, the percentage is still below what it was in 2004. Based on the statistics from spring 2008, the percentage is still at 31.7%. This translates to a department in which the number of full-time instructors (5), compared to the number of part-time instructors (30) is out of balance.

It is overwhelmingly difficult for the small number of full time faculty to carry out required tasks: evaluating part-time instructors and assessing student learning outcomes; administering a departmental essay exam; developing new programs in response to the basic skills initiative; training and scheduling tutors; mentoring new instructors, and dealing with routine departmental business, such as programmatic changes required by changes to Title V legislation. It is essential that the college hire additional faculty in the English department.

In 07-08 the full time faculty load was 3.25, 20.6% of the FTEF. Since the addition of a full time contract faculty for 08-09, the percentage of full time instructor teaching load to FTEF is approximately 27% if growth is not considered. However, if the 28% growth from spring 07 to spring 08 continues through spring 08–spring 09, the percentage of full time faculty to FTEF in 08-09 could be closer to 18%.

ENGL		Sects	Enr	Cls Size	FTEF	FTES	FTES/FTEF
03-04	Fall	43	1,327	31	9.01	148.250	16.45
03-04	Spring	45	1,449	32	9.35	160.960	17.21
04-05	Fall	51	1,365	27	11.910	161.580	13.57
04-05	Spring	49	1,391	28	11.090	164.084	14.80
05-06	Fall	51	1,415	28	12.180	169.567	13.92
05-06	Spring	51	1,355	27	11.340	160.739	14.17
06-07	Fall	53	1,428	27	12.360	172.973	13.99
06-07	Spring	55	1,466	27	12.990	179.173	13.79
07-08	Fall	57	1,577	28	13.880	201.733	14.53
07-08	Spring	66	1,863	28	15.770	230.078	14.59

Goals Involved: Advance Student Access, Equity, and Success; Build Programs of Distinction; Create a Culture of Innovation and Collaboration.

.5 Outreach/.5 Academic Discipline to be determined: According the McIntyre scan results, outreach is a district priority. It is especially urgent for BCC because of rapid growth coupled with limited building space. Outreach courses add to BCC’s enrollment and productivity, but to be successful Outreach requires a dedicated commitment. Finding sites in the community and in the secondary schools, arranging for enrollment, scheduling classes and finding instructors, interacting with the community for contract education, and making sure all paperwork is submitted properly are just a few of the administrative duties required for a successful outreach program. Yet, the position has not been institutionalized and no resources are officially allocated to this key component of BCC and Peralta’s mission. Currently, an adjunct instructor in Health Education is allotted 15 hours a week at half-time pay to carry out the work of Outreach, but no budget has been specifically allotted to this program and funding must be created anew each semester from different sources.

However, the outreach portion of the position remains a critical piece of the strategic, long range marketing plan for Berkeley City College. The college is optimally positioned to provide services to businesses, organizations and the community at large, is able to receive students from our diverse community and afford them excellence in education through student-centered learning, and is ready to advance in the direction that current outreach is experiencing.

The rapid growth in outreach activities, events, and programs requires at least a half-time, permanent position if BCC is to reach the following goals:

- Personally contact and foster relationships with community-based organizations including the faith-based community;
- Cultivate relationships with high schools in our service area;
- Build bridges with other institutions of higher learning to provide on-going opportunities for workforce development;
- Create inroads with businesses in our service area by bringing unique communication and presentation talents to the task;
- Nurture relationships with existing faculty, encouraging enthusiasm within our teaching community to be open and ready to receive additional and new classes as well as facilitate opportunities for new faculty;
- Achieve the following teaching goals:
 1. Health Education instruction
 2. Medical Terminology instruction
 3. Social Services Paraprofessional Program instruction
 4. Incorporation/expansion of health sciences instruction to partnerships and community collaborations

Relevant Data for OUTREACH:

Outreach efforts beginning in February, 2007 include existing programs and goals for current and future clients. Every day faculty approach the coordinator of Outreach with requests for courses and programs in community centers, but following up on these requests is difficult because of resource limitations. Below is just a partial list of current activities and programs:

- **University of California, Berkeley Center for Organizational and Workforce Development:** BCC delivers contextualized ESL to service industry workers including Housing/Dining staff, parking and transportation, grounds and plant management staff, and is planning future classes in counseling (Career and Life Planning, and Orientation to College), computer skills, business and office technologies, English composition and reading, PACE, and web design. A long-term goal is to provide direct access from the UCB campus to the BCC campus for all UCB's workforce.
- **Berkeley High School/Community Partnerships Academy:** Classes in English 201, Education 001, Counseling 57, Math 003, Introduction to CIS, Introduction to Sociology 001, Social Problems, Health Education. Proposed new classes for BHS include Women in Art History and Music.
- **City of Berkeley:** YouthWorks—Summer 08, “Business Boot Camp,” a Soft Skills package to prepare 200+ participants for summer employment with the City of Berkeley; Mental Health Services, a Community Health Worker program in collaboration with Berkeley Public Health Services; Fire Department, a collaboration to provide future EMS staff with a Basic Skills Package and a College Preparatory Package (an EMS Prep Kit which includes English, Math, Health Education and Medical Terminology).
- **The Wright Institute:** Small Business Development: (contextualized for mental health professionals).
- **Bananas Child Care:** ESL classes.
- **Albany High School:** Design need-specific curriculum for juniors and seniors—target fall 08.
- **Emery High School:** Spanish for Native Speakers; expand collaboration between Emery High and BCC, including focused 2008-09 school year Aspire classes, and including 2 sections of Art 14, 9 sections of Eng 201A, 9 sections of 201B, ASL 50 and 51 (1 section each), and TBD sections of Math 203.
- State of California, Department of Health Services: classes in CIS (pending).
- PASS (Pathways to Self-Sufficiency) and Rubicon: collaboration for outreach to the Latino community.

- Senior Centers, Cities of Berkeley and Albany: Enhance existing programming by offering classes that the individual centers are unable to provide; transportation provided to BCC campus; facilitate and complete the donation process of 12 computers from BCC to the City of Berkeley Senior Centers that began last year (pending).
- Aspire Public Schools—Cal Prep, Wilson Prep, Millsmont Prep; Working individuals (in process).
- St. Paul AME Church; Offered space for BCC classes; Work-Study collaboration to bring BCC students to St. Paul’s for after-school tutoring/mentoring of school-aged and teenaged children (in process).

Goals Involved: Advance Student Access, Equity, and Success; Engage Community and Partners; Create a Culture of Innovation and Collaboration; Ensure Financial Help.

Classified Positions:

In addition to faculty positions, BCC also has a need for new classified staff. Listed below is the headcount for BCC for the past five years, demonstrating the need for at least five classified positions to handle growth:

School Year	2003-04	2004-05	2005-06	2006-07	2007-08
Student Headcount	6,561	6,708	6,921	7,896	9,808
Headcount Increase		147	213	955	1,932
Headcount % Increase		2%	3%	14%	25%

Headcount increase from 2003-2008	3,247
% Increase From 2003 to 2008	49.5%

The five needed positions are as follows:

Financial Aid Specialist

Financial Aid is a key factor in promoting retention and success of college students. A sufficient number of financial aid permanent staff is needed at BCC to provide students the support they need to enter, progress through, and graduate/transfer from BCC.

BCC has but two full-time, regular classified staff members to serve a quickly growing student population. Two classified staff work up to 30 hours per week for 11 months per year. Four student workers help with filing, making labels, shredding obsolete materials, photocopying etc. This is not sufficient. Our two part-time classified positions need to be converted to two full-time positions in order to meet our current needs. An additional specialist needs to be hired to expedite the verification process of student documents.

Counseling Senior Clerk

BCC General Counseling Department is requesting a full time classified position to support the operation of the department of four permanent general counselors, as well as six hourly counselors. BCC is the only college without this full time clerical support: Laney has a full time clerical and an hourly clerical, Merritt has 2 full time clerical, and College of Alameda has one full time clerical.

New students and the general public who come to BCC for help or who attempt to contact the BCC campus counselors are without any staff person to greet them on the phone or in person. The ratio of students to staff counselors at BCC is 1:1850+, yet counselors are without full time staff support. This position would provide direct service to students and to the public, as well as to the counseling faculty.

Account Clerk

The Business Office is in need of a full-time Account Clerk to assist in the Bursar's Office. This position will:

- Allow the office to keep pace with the increased workload;
- Provide accurate collecting and reporting of revenue;
- Improve customer service to students;
- Provide for extended hours during peak periods;
- Meet service demands associated with increased enrollment;
- Avoid Local 1021 grievance based on ongoing use of student workers;
- Improve security and surveillance;
- Offer the department improved internal controls;
- Fulfill the Business Office Unit Plan request for a 1.0 FTE (Account Clerk)

Workload demands, i.e. fee and revenue collection, disbursements, and other related services, have increased substantially with the growth in student enrollment. In addition, the implementation of Passport created additional duties for the Bursar relative to Financial Aid.

Hiring the Account Clerk will improve the workflow of the Cashier's Office by providing needed support to allow the Bursar to focus on verifications, reconciliations, monthly reports, disbursements and the preparation of third party billing.

Library Technician (Full Time, 10-Month)

A Library technician is necessary to keep the library open for students and to come closer in parity with the other three Peralta colleges. Currently, the library is open evenings without a library technician. This requires the faculty librarians to work out-of-class, manning the circulation desk and keeping them from integral tasks such as providing reference services, assisting students in their research, updating the library website, offering orientations for evening classes, and other services integral to the support libraries offer students.

A second technician would allow the librarians to do the work within their job descriptions and ensure that two people work during evening hours, which also answers to the safety and security issue. The library currently contends with having the library open with only one person in the evenings with no support if trouble arises and no one to cover if a restroom break is needed.

A second technician would also ensure that new and donated library materials can be ordered and processed and made available to users in a timely manner, that the shelves in the library are maintained, i.e. books are re-shelved in a timely manner, shelves are straightened, and books are in the correct order so that they can be found by students.

A second library technician could also monitor the library computer lab when the room isn't being used for classes or orientations.

LRC Clerical Assistant (Full Time, 11-Month)

It is important to accurately collect data for FTES and to schedule the tutors and students in the Learning Resource Center. FTES data is now being hand tracked. The LRC has SARS Track to collect data, and has experimented with using students to maintain the collection of data. However, this has not been successful.

The LRC is losing money because of problems with collecting FTES; the position could essentially pay for itself because FTES being lost would be recovered.

This position is critical to the core functions of the college. With increasing enrollment and increased use of the LRC/Tutorial Center it becomes more and more clear that student workers cannot fulfill the requirements of this position, i.e. being on the job every day, on time, carrying out their job duties consistently and in a timely manner. Lack of a full time employee with this responsibility has immense repercussions for the scheduling of some 20 tutors with their tutees and collecting the required FTES information.

Continuity from semester to semester is of utmost importance. Students come and go, change their schedules, and have outside jobs and activities that may have priority for them. That is part of being a student and is not consistent with the performance we need in this key position.

Facilities Needs:

BCC is already in the process of meeting facilities needs with the following projects. It may be worth noting here that the priority intent in BCC's new building was to provide facilities for those programs and courses that could not easily find accommodation in community space, i.e. science, multimedia, ASL, CIS, and studio art. Using off-campus sites for some classes will continue, and although the issues of new technology and "smart classroom" needs have rendered this more problematic, BCC recognizes the need to find community centers to accommodate growth.

- Phase 1 of Build-out: Re-configuration of Multimedia Arts Studio to create a multi-use studio for Video Production, Digital Photography, and Sound Production and Editing (*approximately 1800 square feet*).
- Phase 2 of Build-out: THIRD FLOOR SPACE: Faculty Offices, EOPS, PACE and CalWorks, Distance Education and a Teaching/Learning Center for training in strategies for basic skills students in all classes (*Approximately 6000 square feet*); FOURTH FLOOR SPACE: Tiered classroom (90 student capacity) and four large classrooms (50 student capacity each) with lap-top storage and moveable walls (*approximately 5000 square feet*).
- Phase 3 of Build-out: FOURTH FLOOR: Completion of two art studios, linking water pipe connections to fifth floor (*approximately 2700 square feet*); FIFTH FLOOR: Re-configuration of former art studio and classrooms into five science labs, science faculty offices, and additional space for student engagement in activities and clubs (*approximately 4000 square feet*).

I. Introduction

The *District-Wide Educational Master Plan* is an overall framework for the evolution and development of the Peralta Community College District. Drawing on environmental scan reports, program reviews, and unit plans, the plan sets overarching directions for meeting the needs of students and the community through a coordinated approach across the four colleges and district service centers.

The college master plans and the *District Wide Educational Master Plan* were developed collaboratively to create an integrated planning framework linking program review, educational planning and resource allocation. The integrated planning approach achieves one of the major goals of the *District Wide Strategic Plan* and fulfills the major.

The plan will only be effective if it accurately reflects the vision and priorities of both the Trustees and the colleges in a process of collaboration and shared decision making.

In 2007, the colleges, supported by District Service Centers, engaged in detailed program reviews, unit reviews, and analysis as part of the self-studies for accreditation. In January, 2008, each district stakeholder group (the trustees, each college leadership council, the SMT, the DAS, the SPPAC, and a newly created district wide educational master planning committee, (DWEMPC) reviewed the outline and completed its detailed review of this draft. Revisions were proposed for incorporation, and themselves were reviewed by the stakeholder groups, prior to board action and district implementation.

In addition, each college developed its own College Educational Master Plan, beginning with their understanding of the District-Wide Educational Master Plan, their audit of their own strengths and resources, and their vision for their future. This vision should include the district wide major goals of:

- Advancing Student Access and Success
- Engaging Communities and Partners
- Building Programs of Distinction
- Creating a Culture of Innovation and Collaboration
- Ensuring Financial Success

Context for the Future (2008-2013)

Successful planning depends upon an awareness of what may be future challenges. The near future seems relatively uncertain for community college planning.

- Demographic projections for the Peralta district area suggest important trends which may impact educational planning. The Peralta service area, as a built-out urban community with little land available for housing development, has had limited population growth (.4% annual growth), especially compared to suburban growth in other areas of the East Bay (1.3%), with little expectation that this will change in the near future.
- The two age groups which make up over 60% of the enrollment, 18-24 year olds and 25-34 year olds, are declining in numbers in our service area. High school graduates will also likely decline in numbers because local school districts are experiencing declining enrollments (from 3775 graduates in 2007 to 2661 in 2015 in the district) and continued high drop out rates. In addition, the level of preparation and readiness for college level work may not meet current expectations. Drop out rates, and high school graduation rates suggest need for remediation, developmental preparation, and/or English language support for students in this age group.

- Budgets for community college may be limited, due to predicted state budget deficits. While local funds are available to continue modernization and repair, there may also be disincentives for new program development, even in areas such as basic skills and student learning outcomes.
- Current levels of program productivity make it difficult to maintain an adequate balance of full-time contract faculty and part-time adjunct faculty. Without the former, it is difficult to staff the professional obligations of program review, faculty development, community outreach, let alone student support. Yet, as faculty continue to retire, and that rate is predicted to accelerate in the next five years, there will be additional positions that will have to be prioritized, should the budget be tightened. Distribution of limited resources must be done in an equitable manner, based on data and careful examination of each college's strategic and educational plans.
- Several studies suggest that while the potential student body for Peralta Community Colleges will be changing and many challenges exist to providing high quality services with the current resources, the potential remains to expand and improve service with positive student and institutional outcomes. The Vision, Values, Mission and Goals of the District and of each college will provide the framework for educational planning.

BERKELEY CITY COLLEGE: HISTORY, DEMOGRAPHICS, ACCOMPLISHMENTS AND CHALLENGES

The Berkeley City College Educational Master Plan draws on environmental scan reports, program reviews, and unit plans to provide direction for meeting the educational needs of students and the community serviced by the college. The college master plan and the *District-Wide EMP* were developed collaboratively to create an integrated planning framework linking program review, educational planning and resource allocation over all four colleges in the district

History

Berkeley City College, formerly Vista Community College, was founded in April 1974 as the fourth of the Peralta Community College District's community colleges, replacing the existing North Peralta Community College. It became Berkeley City College on June 1, 2006. Initially its charge was to provide outreach programs to the northern cities of Alameda County—Albany, Berkeley, and Emeryville. Its original name, the Berkeley Learning Pavilion, was changed in October of that year to the Peralta College for Non-Traditional Study (PCNS) and its mission expanded to that of, “. . . a public community college offering alternative post-secondary educational programs and services for students of the Peralta Community College District. The college [was] expected to assess unmet learning needs, to devise flexible and diverse ways of responding to those needs, and thereby to increase access to educational opportunities.

For the first three years of its existence, PCNS was a “college without walls” with widely dispersed locations, offering its classes at sites throughout the service area, including the West Berkeley YMCA, Berkeley High School, the North Berkeley Community Center, the Mary Magdalene School, the Summit Educational Center, and the Oakland Army Base. The college assumed the administration of courses offered through the Peralta External Program and the UC/North Peralta Experimental Program, a grant-funded endeavor whose purpose was to provide a smoother transition to UCB for low-income, minority community college students. The grant afforded PCNS the use of UCB facilities at times when they were minimally used, a facilities relationship that persists to this day. PCNS also operated an outreach program, offering courses found at the other three Peralta colleges.

By 1977, in response to requests from various businesses, community organizations and agencies, PCNS had established classes in over twenty locations throughout the district service areas. Largely aimed at adults in transition, these alternative programs flourished, pioneering some of the first alternative delivery methods in the district, including telecourses. The travel program was founded in 1978 to address community need. By 1979 the college was offering approved courses in over 100 locations throughout the community, and by 1981 the number of sites had grown to 200.

In 1976 the college applied for candidacy for initial ACCJC accreditation. This was granted in June 1977. In 1978, the district voted to change the college's name to Vista College. Candidacy was renewed in 1979, and the college was granted full accreditation in June 1981.

From 1981 to 1986, Vista continued to offer classes and programs at multiple off-campus sites, developing new services to meet public and private sector needs. It created the East Bay Small Business Development Center, the International Trade Institute, and the American Sign Language Program. The college directed programs offered through the Downtown Oakland Business Education Center at the Fruitvale Community Education Site, at business locations, and at community and senior centers. The college opened the first computer laboratory in the Peralta Community College District (PCCD) and served more than 1,200 disabled students per year.

In 1987, in response to continuing budget pressures at the state and district level, the college's budget was substantially reduced and several of its programs transferred to other Peralta colleges. The Downtown Oakland Business Education Center was closed and the college reduced many of its off-campus classes.

The passage of Assembly Bill 1725 in 1987, which redefined the intent of the community college and the proportion of full-time to part-time faculty (75/25), significantly impacted the mission and design of Berkeley City College's offerings, even though the 75/25 did not apply to Vista. (Even today BCC, as a full community college, is nowhere near this proportion.) The college's faculty and administration reviewed its programs and classes in order to shift resources away from alternative education and focus instead on the comprehensive mission of the California community colleges as we now know it. That year, the district's governing board approved the final modification of the institution's name to Vista Community College.

In 1995, a group of community members signed a petition seeking to create the Vista Community College District out of a portion of the existing Peralta Community College District (PCCD) by "de-annexing" the cities of Albany, Berkeley, and Emeryville. This was done for a variety of reasons, including lack of a permanent site for the college.

In response to the community's de-annexation efforts, PCCD proposed Measure E, a capital improvement bond initiative which allocated eight million dollars to construct a permanent college facility and also stipulated that \$7.5 million would be used from Measure B, a previous Peralta bond issue, to augment Measure E funds. Measure E passed in November, 1996. PCCD also allocated an additional \$36 million to build the site from Measure E, a bond measure that was passed in November 2000 in addition to the 25 million from state Proposition 47, passed in 2002. In June 2006, Vista Community College's name was changed to Berkeley City College.

Construction of the first phase of the new facility is complete. The second phase, the build-out of the 3rd and 4th floors, is in planning stages, and is urgently needed because of rapid growth. The college has consistently grown in full-time equivalent students (FTES) for the past twelve years at a rate exceeding the three to five percent annual growth rate projected in the *Educational and Resources Plans 2001-2016*. The college takes great pride in registering these increases in a service area where overall population has grown only 2 percent from census year 1990 to census year 2000.

Berkeley City College Today

Peralta Community College District's environmental scans and a variety of Berkeley City College surveys suggest that students, alumni, and the community at large, possess a high regard for Berkeley City College. They continually praise the quality of academic and occupational programs at the college and the attention it gives to students and its faculty.

The City of Berkeley, where Berkeley City College is located, is valued for its unique and diverse culture, the presence of the University of California campus, and its vibrant and mixed business base. Many people are employed in service industries (food, education, health, information, and finance). Growing industries include health services and laboratories, biotechnology, computer technology, and environmental industries. Five high schools in Berkeley, Albany, and Emeryville, serve several thousand students. Berkeley's ethnic diversity continues to increase as Asian and Hispanic students enroll in public schools. Studies show that the top five native languages of limited English proficiency (LEP) students in Berkeley schools are Spanish, Vietnamese, Mandarin, Cantonese, and Laotian. Berkeley Schools have indicated that Berkeley City College could be helpful in providing more School-to-Career pathways in the areas of computer information systems, business, biotechnology, and multimedia arts.

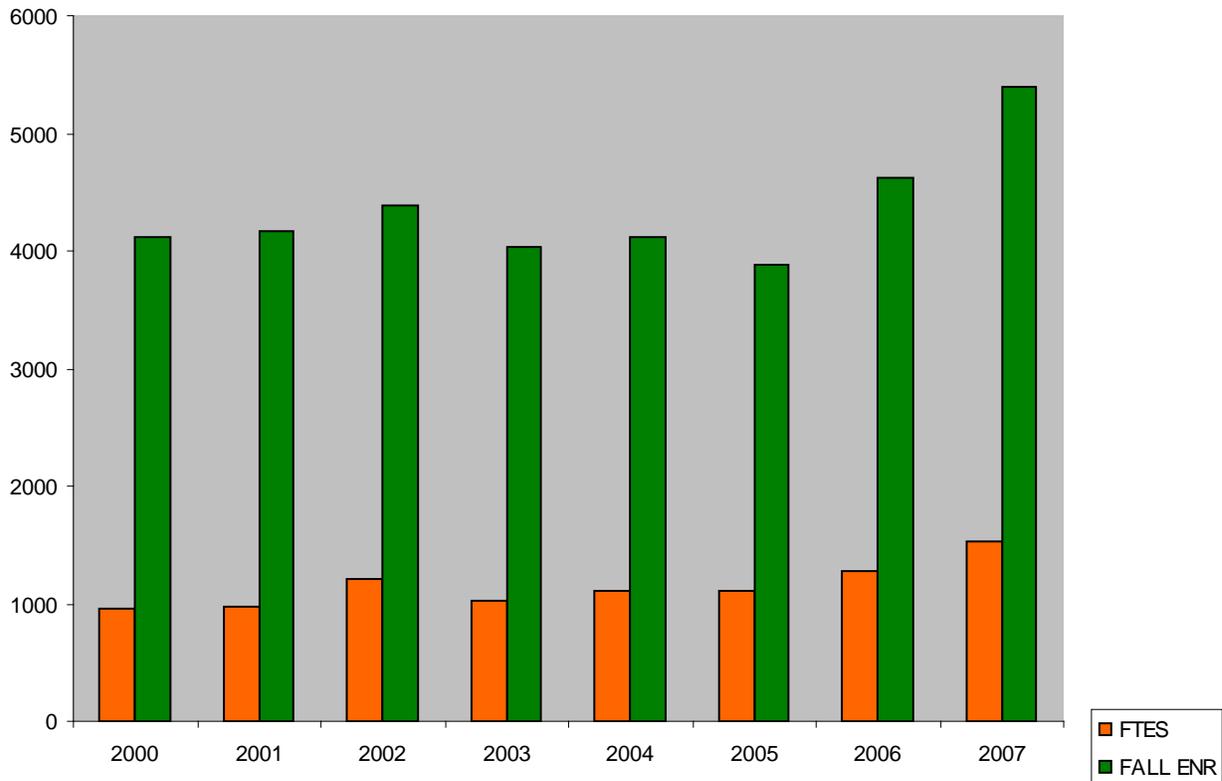
Emeryville contains a mix of industrial, business and residential uses, and aggressive economic development efforts have produced significant increases in high-tech industries such as biotechnology and networked database systems. Emeryville's high school is small, serving about 200 students per year, but the student body is diverse. Emeryville's K-12 school District reports a growing enrollment of non-resident students. The top five native languages of LEP students were Spanish, Punjabi, Cantonese, Hindi and Farsi. Emery Schools have indicated a desire that Berkeley City College provide more School-to Career pathways as well as college courses in Emeryville.

Albany is a largely residential community valued for its fine school system. Although Albany was largely a Caucasian community for many years, the diversity of its school age population is greater than diversity of the city population. The top five native languages of LEP students are Mandarin, Korean, Spanish, Cantonese, and Japanese. Albany Schools have told Berkeley City College that they would like college-level classes offered at the high school, and city officials have indicated a desire for more outreach classes for adults.

As noted earlier, Berkeley City College and the Peralta colleges serve the wider Bay Area, particularly residents of Alameda County. A county schools report indicates that student enrollment has increased over the last 10 years, and that student diversity continues to increase, particularly among Hispanic and Asian/Pacific Islanders. The county's proportion of African American students (38%) is expected to remain steady, and the proportion of white students is expected to decline. The report also notes that 17% of the students in county classrooms were learning to read English as a second language, and that more than 51 native languages are spoken by students in the county. County population is expected to increase by 17%, but most expansion will be in the eastern part of the county.

Berkeley City College's long-term growth, despite state and district economic challenges, reflects local demand for education. Thus, for several years, the college's enrollments have far surpassed the 5% per year goal stated in Berkeley City College's 15-year plan.

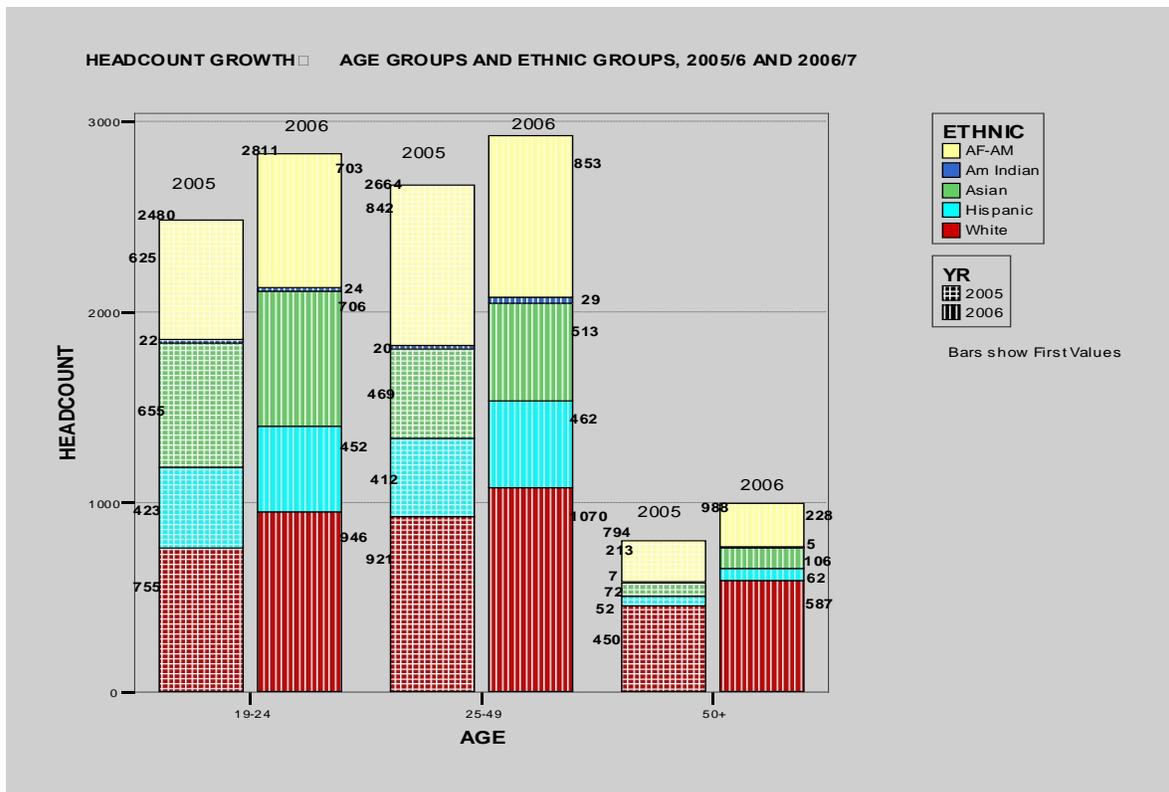
Chart 1: Fall Enrollment and FTES 2000-2007



In fall 2007, students who attend day classes number 69% of total enrollment, while evening students number 31%. The percentage of students seeking defined educational goals has changed as well. In 1988, only 6% were identified as “matriculating” students, while in fall 2007, 62% were matriculating. More students are pursuing occupational certificates and degrees, with 69% declaring academic goals in fall 2007 and 31% declaring vocational goals. The number of annual graduates has risen from 14 in 1988 to 155 to 200 per year from 1998 to the present. This number is expected to rise as Berkeley City College creates new programs in business, computer sciences, multimedia arts, global studies, science and social services.

Berkeley City College students are from a wide range of socioeconomic backgrounds, but the number of financially needy students attending Berkeley City College has risen steadily. The Extended Opportunities Program and Services (EOPS) served 27 students in 1988, and nearly 600 students in 2007-2008. Demand for EOPS and child care services exceeds availability each year. The total amount of financial aid awards has risen from \$40,000 in 1988 to over \$1.5 million in 2007-2008.

A large share of Berkeley City College students are residents of Albany, Berkeley and Emeryville (46%), but Oakland (22%), San Francisco (4%), Piedmont (6%) and Contra Costa County (10%) are all represented, as are Marin, Solano and Napa Counties. Berkeley City College and Peralta provide regional resources, providing flexible, accessible programming to meet the needs of a diverse student body. Students attending Berkeley City College have become more diverse, adding to the richness of the educational experience.



In fall 2007, 32% were Caucasian; 22% were African American; 14% were Asian; 1% was Native American, 14% were Hispanic; 1% was Pacific Islander; and 2% were Filipino. Those students designating themselves as “Other/Unknown” equaled 14%. Berkeley City College students’ average age declined, from 44 years in 1988 to 31 years in 2007-08. The percentage of students between the ages of 16 and 24 rose to 45% in 2008 (as compared to 11% in 1988), and is expected to continue to rise as more young students enroll in Berkeley City College’s transfer and occupational programs. The number of students between 25 and 34 is at 25%; and the number of students between the ages of 35 and 54 is 21%. Students 55 and over comprise 9% of the college’s student population. Finally, the number of Berkeley City College students who are non-native speakers of English has risen to 10% in 2007-08 from less than 1% in 1988.

Recently BCC moved into the state-of-the-art, LEED silver-certified urban campus. With the move to a new facility at 2050 Center Street, BCC’s enrollment has soared. As of Census Day 1 in fall, 2007, enrollment was up nearly 19%, and by Census Day in spring, 2008, enrollment was up 26%. Enrollment grew 90% over the college’s 2007 summer session. This growth, if not supported by additional facilities, staff, and support services, may place a serious strain on the college’s ability to provide student support and academic services. Parts of the building were left for future construction as enrollment grew, but growth occurred so rapidly that the build-out of these space is required immediately.

Conclusion

Even as it broadened its mission and offerings to reflect those of a more comprehensive California community college, Berkeley City College has continued, within that context, to follow its tradition of providing creative and innovative programs in response to community needs. It was the first college in the Bay Area to offer a guaranteed schedule that provides all classes necessary for the completion of degrees for its afternoon college and its evening/Saturday college. College faculty designed a highly acclaimed American Sign Language program, which became a national model in the 1980s. Berkeley City College's Program for Adult College Education (PACE) provided the first opportunity in Northern California for community college students with full-time jobs to find a suitable route to their educational goals; founded in 1988, it is the largest degree-granting program at the college. Its biotechnology program received state commendations when it was implemented in 1994. New programs that respond to community needs include multimedia and office technology. Interdisciplinary programs such as women's studies and global studies have recently been approved. Its Multimedia Arts division has known artists as non-contract faculty and its students exhibit their work and win awards. Milvia Street Journal is an award-winning literary journal. In 2007-2008 BCC has already achieved several goals that relate to the five major goals of both the district and Berkeley City College.

Accomplishments

Advancing student access, equity, and success

- Surpassed enrollment target for 2007-2008. Enrollment growth from fall 07 to fall 08 is 18%.
- Maintained productivity of 18.6.
- Established the Outreach Committee with participation from public information, coordinator of outreach, and business and industry outreach.
- Created the Student Ambassador Program.
- Completed Equity Report.
- Developed strategies to improve basic skills course completion and retention as part of finalized version of Basic Skills Inventory.
- Increased numbers of transfers to various universities.
- Established new articulation agreements with universities
- Continued progress on learning outcomes assessment: 25% of course assessments, 15% of program assessments, 70% of general education assessments.
- Completed ARCC Report as framework for improvement of institutional outcomes.

Engaging our communities and partners

1. Developed partnership with UC's Center for Organizational and Workforce Development.
2. Developed partnership with Aspire Charter schools.
3. Partnered with City of Berkeley to train 200 students and place them in jobs as part of Youth Works.
4. Established connections with Faith-Based Organizations, Building Opportunities for Self Sufficiency (BOSS), and Rubicon.
5. Hosted Open House to the community in April 2008.
6. Hosted events in BCC auditorium to support extracurricular activities and bring renowned speakers to the College.
7. Expanded cultural events by featuring arts programs including hosting PRO-ARTS.
8. Hosted Young Future Leaders Workshop at BCC.

9. Created Disaster Preparedness Plan and provided training for BCC's internal stakeholders.
10. Hosted video showcase in auditorium.
11. Partnered with KQED and the League of Women Voters to raise awareness about "Get out the Vote Campaign."
12. Conducted community advisory committees for instructional and student services programs.
13. Participated in Berkeley and Emeryville Chamber events.
14. Conducted needs assessment with Berkeley City Council Members.

Building Programs of Distinction

1. Expanded multimedia arts program.
2. Developed Human Services Paraprofessional Program.
3. Developed plan to integrate Career Academy Program and the Digital Bridge Academy pedagogical program into basic skills program.
4. Developed plans for a five-lab science facility that will enhance biotechnology program.
5. Developed plans for new art studios to enhance growing enrollment and promote the new public art program, especially community murals.

Creating a Culture of Innovation and Collaboration

1. Completed Progress Report for Accreditation in April 2008.
 - Completed Draft of Educational Master Plan.
 - Completed First Draft of Accreditation Self Study: completed report due January 2009.
 - Completed Five-Year Construction Plan.
 - Developed plan for Build Out at Berkeley City College including expansion of large classrooms, new science labs, and additional office space as well as more efficient co-location of student services.
 - Submitted first ever Title III, Strengthening Institutions Grant to support cross-disciplinary linkages as well as basic skills education.
 - Instituted the Roundtable for Planning and Budget.
 - Developed College-wide Resource Allocation Model.
 - Completed and analyzed internal and external assessment scans.

Developing resources to advance and sustain Peralta's and Berkeley city college's missions

1. Expanded Career Technical Grant Initiative (former V-TEA) in the amount of \$129,000 focusing on multimedia, biotechnology, tourism/hospitality, and human services.
 - Prepared grant application for CTE's Teacher Education Pipeline grants.
 - Built human capacity by hiring five new full-time faculty and two new classified staff.
 - Participated in grant CTE application with a focus on multimedia for the 4 Peralta Colleges.
 - Expanded contract education opportunities.

Challenges

Berkeley City College's greatest challenge is how to continue its mission to "transform lives" and do this in the most productive way possible, while continuing to deal with rapid growth and inequitable distribution of limited economic, physical, and human resources.

The college's student diversity is expected to continue to increase, particularly as high school graduates become more diverse and as the college's Student Ambassadors Group reaches out more to the 14 to 22 year-old students. As noted earlier, the growing diversity of the student body will pose challenges for faculty and staff as they adapt to different student backgrounds and learning needs. The college is ready to accept the challenge, and the institutional commitment to diversity will be realized in curricular and student services changes discussed in this planning document.

On another level, the demand for community college education continues to increase. Enrollments (full time equivalent students or FTES) at Berkeley City College rose gradually between 1995 and 1997, and then rose dramatically. In fall 1998, enrollments rose 10% over the previous year to 3775 (at Census Week 1); in spring 1999, they rose to 3957 (at Census Week 1), and rose to 4400 by the end of the term. The college's full-time equivalent students (FTES) increased in spring 1999 by 14% over the previous spring term. Statistics indicate that from fall, 1997 to spring 2008, Berkeley City College's enrollments increased 45%; and from spring 2001 to spring 2002, they increased 11%. From spring 2002 to spring 2003, they increased by 8%. Enrollments increased only 1% from 2003-04 because of severe budget cuts which dramatically affected the number of class sections offered by the college. In 2004-05, enrollment increased by approximately 5%. As of Census Day 1 in fall 2006, enrollment was up 16%; and as of Census Day 1 in fall 2007 was up nearly 19%; in spring 2008, enrollment was up nearly 26% as of Census Day 1. Enrollment grew 90% over the college's summer session. The growth, if not supported by additional support services, may place a serious strain on the college's ability to provide student support and academic services.

The Peralta District's environmental scan has revealed that people wish to enroll more in classes that are short term (less than semester length), that are modularized, and that are offered in the evenings. There also is increased interest and enrollment in distance learning and online classes. Employers, meanwhile, are seeking customized training programs as well as opportunities to upgrade their employees' computer skills. They want credit courses and programs to be more responsive to changing needs, and they expect the Peralta colleges to respond more quickly to changing labor market trends. Prospective students want simpler enrollment processes and more readily available hours and telecommunications systems that will deliver support services and facilitate enrollment.

District-wide, student interest in distance education is increasing. Recognizing that there are many more institutions competing to attract our students, Berkeley City College must continue to offer flexible educational programming and support services. Regional and state analyses of education and training needs indicate that workers of the future will change jobs and even careers several times in their lives, and will need to have computer skills as well as skills in oral and written communication, critical thinking and teamwork, opening opportunities for lifelong learning.

A May 2004 report by the Economic Development Alliance for Business (EDAB) divides the East Bay into several strong and growing economic clusters. These include computers and related electronics, healthcare and environmental technology, motion pictures/television, multimedia, telecommunications, and food processing. Technical and vocational programs do not constitute a large portion of BCC's offerings, except for Multimedia (FTES 188.0 in spring 08). ASL is a unique and signature program at BCC, but has been somewhat declining in enrollment, partially due to lack of full-time faculty to recruit and develop the program. Business, CIS, and Travel all have declining numbers because of changes in technology, but have instituted strategies to reinvigorate the programs.

Summary of Action Initiatives: Principles and Goals

Advance Student Access and Success	Resource needs	Responsible	Target Date
Find the best ways to schedule weekend, hybrid, and online courses so as to guarantee degree and certificate attainment while balancing the issues of student access, efficient use of resources, and productivity.	Staff support for scheduling and for student support for flexibly scheduled classes and programs	Deans and Department Chairs, VPI	Spring 2009
Implement the Basic Skills Initiative goals and actions, which includes innovative programs, Digital Bridge Academy implementation, and the establishment of a Teaching and Learning Center for staff development and student tutoring.	Tutors, Mentors, technology needs, Faculty coordinators (funded by grant)	Dean, Faculty Coordinators of BSI	May 2009
Using BCC's Equity Report and Plan, focus on actions to increase the retention and success of ethnic groups identified as needing additional support.	Additional counseling staff and funding for tutors	VPSS, Student Services staff, Deans, VPI	Spring 2009
Continue the practice of working with the curriculum committee and articulation officer when developing or revising course outlines in order to ensure transferability whenever possible.	None	Deans, Department Chairs, Curriculum Committee members, Articulation officer	Ongoing
Implement strategies developed by the counseling department for improving student success by developing an out-reach program for on-site counseling in high school to help students before they enter college, new and expanded student orientation classes and programs, early registration, case-management programs, preparation for transfer strategies, and peer advisement for students entering the college and as they progress, and early petition for graduation and a strong transfer application completion program for students as they prepare to leave the college.	Essential personnel for increased activity; including a general counselor, basic skills counselor and a high school liaison counselor (3 FTE minimum) because of enrollment growth	VPSS, Dean of SS, Chair of Counseling, counselors	Fall 2009
Implement the detailed action plan of counseling and student services for access, course completion, and transfer, as specified in the Counseling Service Unit Review in the Educational Master Plan.	Hiring of Program Specialist Outreach Coordinator, Student Activities Coordinator, additional faculty, counselors and tutors	VPSS, Dean of SS, Dean of Counseling, Counselors	Spring 2010
Implement the detailed action plans submitted by Student Services for Admissions and Records, Assessment and Orientation, Counseling, EOPS//CARE, Financial Aid, Learning Resource Center, Outreach, Student Activities, Transfer/Career Information Center, and Psychological Services	Adequate staffing for improvement of services	VPSS, Dean of SS, Student Services personnel	Spring 2010
Improve library resources and access through funding for databases and electronic books, introducing informational competency as a component of assessment and instruction, partnering with community organizations, and developing electronic resources. Expand library involvement in professional development and in the work of the curriculum committee.	Adequate funding and staffing of library	VPSS, Deans, library director and personnel	Spring 2010
For distance education, develop assessment, methods of obtaining feedback, online counseling services, appropriate library services, tutoring, and sufficient general	Sufficient funding for training of instructors and hiring of support staff	VPI, directors and coordinators of DE	Fall 2009

education courses for DE students to obtain an AA degree in liberal arts.			
Develop and test-pilot holistically scored essay examination for English composition placement so that students are placed more accurately for success.	Release time for development and testing	Dean, English department chair, English faculty	Spring 2010
Develop method to assess and successfully place math students in appropriate levels for success; increase and improve tutoring for underprepared math students.	Release time for development of plan	Dean, Math Department Chair;; Basic Skills coordinators; LRC & TLC staff	Spring 2010

Engage Communities and Partners	Resource needs	Responsibility	Target Date
Improve the effectiveness of advisory committees in CTE programs to maximize community and industry partnerships.	Additional staff or release time to pursue community and industry partnerships	Dean, Department Chairs of CTE programs	Fall 2009
Support grants and other types of programs that include partnering with K-12 in order to advance college and career readiness in these students.	Additional staff to assist with grants, partnerships, and outreach programs	VPI, Deans, outreach staff	On-going
Develop or reinstate outreach and partnership with math and science programs that include service learning and internships in local industrial labs.	Sufficient faculty and staff	VPI, Dean, Outreach staff	Fall 2009
Develop a College Emeritus program that specifically targets area professionals and degree-holders who do not need college credit but will contribute to college funding through payment of fees to take courses.	Adequate (and interested) faculty and staff	Deans, Department Chairs	Fall 2009
Continue growing relationship with UCB, local high schools and community centers, local and area industry, and city governments and institutions.	Additional staffing	Deans, Department chairs	Ongoing
Relocate offices and services in connection with the build-out in order to improve the flow of student access to services and allot more space for student activities and groups to increase engagement, a key to success.	Additional facilities/space	VP's and Deans	January 2010

Build Programs of Distinction	Resource needs	Responsibility	Target Date
Integrate all basic skills programs and initiatives, including Career Advancement Academy, BCC's Foundations/Transitions, and Digital Bridge Academy into a single, multi-faceted, powerful basic skills and foundations program with 80% or better retention.	Initial grant funding, with sustainability via growth in FTES.	VPI, Deans, basic skills programs directors, coordinators, and team members	Spring 2009
Adequately fund art and literary journals and projects for English and connect this to maintaining a successful transfer program in English, one of the highest in the state.	Line item budget for art and literary activities	Dean, VPI, Roundtable	Spring 2009
Bring to completion the plans for needed expansion of art studio space to accommodate growth in enrollment and in programs based on new trends in art.	Expansion of facilities and grant opportunities	VPI, Dean, District Personnel and Consultants	January 2010
Increase visibility of art department through exhibitions, lecture series, community workshops, fee-based classes, collaborative projects, and publicizing revisions of certificates and degrees.	Support of PIO, events coordinator, and staff	Dean, Department Chair	On-going
Grow the new Arts and Cultural Studies department by developing and advertising	Release time, staff support	Dean, Department	Spring 2010

interdisciplinary programs and degrees involving film, philosophy, communication, art and music.		Chairs	
Expand course offering ins ESL, hire and train ESL tutors, continue collaboration with other ESL programs in the district and with interdisciplinary programs at BCC, expand contract-based ESL, and work to ensure that BCC's ESL program becomes a program of distinction in the district.	Additional contract faculty	Dean, Department Chair	On-going
Develop a strong math program at BCC that successfully incorporates both basic skills math success and college-level math necessary for transfer and career success, recognizing the industry and government demand for improved mathematical skills among students.	Additional faculty	Dean, Department Chair	Fall 2009
Expand language offerings based on community interest and need, update language software, and develop better assessment and retention strategies for language students. Expand community offerings in local high schools and contract ed in conjunction with medical interpreting.	Retain FTEF, updated software, facilities space, tutors	Dean, Department Chair and Coordinators	On-going
Continue development of interdisciplinary programs spearheaded by social sciences in PACE, Global Studies, Ethnic Studies and Women's Studies. Find ways to collect CSEP data on these and future interdisciplinary programs and courses.	Additional faculty and staff support, instructional software, CD's, exhibition items, data for interdisciplinary programs	Dean, program Chairs and Coordinators	Fall 2009
Ensure that the new and improved labs planned in the BCC build-out are adequately equipped, staffed, and maintained, so that science, particularly bio and green technology, can become a major success story at BCC.	Adequate space, equipment, faculty, lab technicians, supplies	Dean, Department Chair	January 2010
Revise the science programs to include specific courses and programs that satisfy the needs of the local community, transfer into degree programs, employment and internships in local labs, supplemented by community-based lecture series and programs.	Adequate full time faculty and lab assistance for science	VPI, Dean, Department Chair	Fall 2010
Complete reconfiguration of multi-use Multimedia Arts studio, work to improve animation studio, obtain funds for digital photography studio equipment and digital sound studio, establish a stronger budget for needed student assistants in labs, and increase outreach to K-12 students through successful implementation of grants, all necessary to maintain Multimedia Arts distinction as a "signature program" at BCC.	Faculty for Multimedia programs without contract faculty; improved facilities, equipment and supply funding, student assistant funding	Dean, Department Chairs	Fall 2009
Maintain ASL as a unique "signature" program at BCC, re-establishing community outreach and connections.	Equipment for classroom and labs; budget for required proficiency interviews	Dean, Department chair and coordinators	Spring 2010
Upgrade business and CIS programs at BCC by revising and updating programs, developing and advertising relevant certificates and degrees, integrating international trade, and pursuing articulation with UCB in computer technology, acknowledging the resurgence	Updated software; counseling support	Dean, Department Chair	On-going

of community and industry interest in these areas.			
Develop social paraprofessional and health services and occupation programs, integrating these with business and with grant programs that emphasize social justice.	Time and resources to pursue grants and other types of funding; adequate staff support	Dean, Department Chairs	Fall 2010
Reconstitute the Travel program to incorporate training in hospitality as a response to the growth in hotels and other accommodations for visitors to the Berkeley area and develop into an AA degree program.	Time and resources to pursue grants and other types of funding; adequate staff support	Dean, Department Chair	Fall 2010

Create a Culture of Innovation and Collaboration	Resource needs	Responsibility	Target Date
Maintain and upgrade technology in new classrooms, and include useful and relevant technology in the college build-out plans	Sufficient equipment and supply monies	VPI, Deans	
Pursue proposal to the Board of Trustees that will facilitate collaboration sharing of resources among colleges and parity in the allocation of resources.	Adequate staff	SMT, DWEMPC. Budget and Facilities Committees	Fall 2009

<i>Ensure Financial Health</i>	Resource needs	Responsibility	Target Date
Work with the district and other colleges to off-set budget inequities so as to better use resources to manage growth and decline patterns.	None	VPs, President, Vice-Chancellor of Educational Services	December 2008
Include state budget issues, changes in student costs, and district budget allocations in the decision-making processes of Leadership Circle and Roundtable.	None	College President, VPI	Fall 2008
Evaluate mission, cost, and relevant of current CTE programs, and revise, eliminate, or expand accordingly.	Data availability	Deans, Department chairs, VPI	May 2009
Develop and implement an Enrollment Management Plan that connects with BCC's successful Strategic Marketing Plan and relates to the culture and needs of the Berkeley Community.	Data, Environmental Surveys and Studies	VPI, VPSS, PIO	Ongoing

Plan Purpose & Development Process

The purpose of the *District-Wide Educational Master Plan (DWEMP)* is to present a shared educational “road map” for the Colleges and district service centers for the next 15 years. This shared district-wide road map is made up of the agreed-upon educational principles, goals, and integrated planning and budgeting processes that provide both a clear future direction and a set of adaptive mechanisms to ensure the plan is a living document. The district-wide plan documents the common planning criteria, methodologies, and agreements that bring consistency to and provide a context for the four *College Educational Master Plans*.

The concepts presented in both the **district-wide plan** and the **Berkeley City College** plan reflect the contributions and agreements of faculty, staff, students and administrators who participated in several planning processes over the period from September 2006 to June 2008.

The district-wide foundational planning began with the Strategic Planning Steering Committee, was guided in the process by the Strategic Management Team and District-Wide Educational Master Planning Committee, and received input from

- Faculty and deans via program review,
- Members of the Committee for Strategic Education Planning (CSEP) —Academic Senate President and Vice Presidents of Instruction,
- Student services planning,
- Faculty input at the August 2007 flex day,
- Unit and college planning 2007/2008,
- The college educational master planning committee convention (March 2008), and
- District-wide plan integration in spring 2008.

Strategic Plan Summary: Mission and Vision of Peralta District

The **District Wide Strategic Plan** was developed through discussions of a 40-person steering committee representing faculty, classified staff, students and administrators. This section summarizes the key concepts of the plan, which are the foundation for educational planning.

Peralta District Mission/Vision

The mission/vision statement describes the shared future the district is committed to creating.

We are a collaborative community of colleges. Together, we provide educational leadership for the East Bay, delivering programs and services that sustainably enhance the region's human, economic, environmental, and social development. We empower our students to achieve their highest aspirations. We develop leaders who create opportunities and transform lives. Together with our partners, we provide our diverse students and communities with equitable access to the educational resources, experiences, and life-long opportunities to meet and exceed their goals.

Values

The Strategic Plan includes the values that represent the core commitments and beliefs that will guide our actions and our efforts to realize the vision of the *Strategic Plan*. There are three overarching values.

Students and Our Communities

The colleges and service centers are committed fundamentally to the success of students and flourishing of the surrounding communities. This includes commitment to ensuring equity of access, services and outcomes. The institution values and celebrates the strengths of our diverse students, communities, and colleagues. Values: Student Success and Equity; Diversity.

Excellence and Innovation

Peralta promotes the highest level of quality in all programs and services. The colleges and service centers support creative approaches to meet the changing demographic, economic and educational needs of our communities. We effectively manage resources. We engage in model environmental sustainability practices. Values: Excellence; Innovation; Financial Health; Environmental Sustainability.

Communication and Collaboration

The colleges and service centers use a consultative decision-making process based on trust, communication and critical thinking. We support one another's integrity, strength and ability. We promote the development of all employees. We seek first to understand, then be understood. We treat one another with care and respect. Values: Collaboration; Trust; Employee Development; Communication; and Respect.

Principles

The Strategic Plan includes a set of principles to provide guidance for planning, decision-making, and institutional processes.

- Educational Needs are Primary
- Planning Drives Resources
- Shared Governance
- Diversity and Shared Strengths
- Organizational Development
- Collaboration
- Future Orientation
- Environmental Sustainability
- The Service Center Role
- Community and Individual Empowerment

Strategic Goals

The Strategic Plan includes a set of outcome-based goals, each of which includes a set of implementation strategies.

A Advance Student Access, Equity, and Success

Actively engage our communities to empower and challenge all current and potential students to succeed.

B Engage Our Communities and Partners

Actively engage and partner with the community on an ongoing basis to identify and address critical needs.

C Build Programs of Distinction

Create a cohesive program of unique, high-quality educational programs and services.

D Create a Culture of Innovation and Collaboration

Implement best practices in communication, management, and human resource development.

E Develop Resources to Advance and Sustain our Mission

Ensure that resources are used wisely to leverage resources for student and community success in a context of long-term environmental sustainability.

BERKELEY CITY COLLEGE *MISSION/ VISION*

The Berkeley City College Educational Master Plan 2008 shares the vision of the district-wide plan.

A successful college plan will reflect the vision, values and goals of the district, as represented by its strategic plan, and the mission, values and goals of the California Community College System, and will implement that plan through the effective, efficient, and equitable deployment of available resources by

- identifying the educational, economic, social and cultural needs and resources of Berkeley City College today and in the future,
- identifying the available programs and resources of the Colleges and District,
- providing an analysis of capacity to respond to community needs, and
- articulating the operational priorities that will allow the college to best use available and planned future resources within the context of both the district's and the college's strategic plans.

In 2006-2007 Berkeley City College engaged in detailed program reviews, unit reviews, and CSEP analysis as part of the self-study for accreditation and in response to district requests. These reviews and summaries were used to prioritize budget, faculty and staff, and Measure A requests and form the basis for the college's own Educational Master Plan, which will connect to the McIntyre internal and external scans and will include prioritizing for the allocations of college facilities, technology, budget and staffing. We will know if educational planning is successful if

- Our students achieve the program, course, and institutional outcomes articulated in the plan;
- Student retention, success, and transfer rates grow;
- Students report that their experience at BCC met expectations in responding to their academic and service needs;
- Through careful analysis and knowledge of our community via external scans, advisory groups, outreach to high schools and other potential sources of students, analysis of area wide economic and jobs data, we successfully meet the demand for high quality instruction.

A major factor in Berkeley City College achievement of the educational master plan goals is the extensive strategic marketing plan developed by BCC's public information officer. The Public Information Officer's 2008-2009 plan connects the five major PCCD's goals, the college-wide educational outcomes, and the specific goals and outcomes of each program and discipline with a detailed marketing strategies. Marketing objectives for each program and discipline are listed and described, along with strategies, tasks, individual responsible for each task, timelines, completion dates, costs, mission compatibility, and evaluation of success. The plan for each discipline is derived from market segmentation research.

The process of formulating Student Learning Outcomes and designing assessment tools to measure these outcomes is ongoing, and much work has already been completed.

The Mission, Values, Principles and Goals of Berkeley City College provide additional framework for the college's educational master plan:

Mission: The mission of Berkeley City College is to promote student success, to provide our diverse community with educational opportunities, and to transform lives.

Vision: Berkeley City College is a premier, diverse student-centered learning community, dedicated to academic excellence, collaboration, innovation, and transformation.

Values: Berkeley City College declares the following values that connect to district-wide values of students and community, excellence and innovation, communication and collaboration, along with strategic actions and intentions meant to carry out the value stated:

- **A focus on academic excellence and student learning:** We value our students' varied educational and experiential backgrounds and learning styles as well as educational objectives.

Strategic Intention: Use teaching and learning strategies that respond to diverse needs; use scheduling and delivery methods that respond to students' needs for access, convenience and different learning styles.

- **A commitment to multiculturalism and diversity:** We value diversity, which fosters appreciation of others, depth of understanding, insight, empathy, innovation and creativity, characteristics our institution seeks in its students, faculty and staff.

Strategic Intention: Provide students with an environment that supports diversity in learning and self-expression, and with a curriculum supportive of multiculturalism: hire faculty and staff that reflect the diversity of its communities and students.

- A commitment to preparing students for citizenship in a diverse and complex changing global society: We value the fact that students live and work in an increasingly complex society and world.

Strategic Intention: Provide students with learning experiences that help them develop cultural and global perspectives and understanding.

- **A commitment to a quality and a collegial workplace:** We value the high quality that characterizes everything we do.

Strategic Intention: Implement review and improvement processes that constantly improve quality; develop leadership skills and respectful, close ties among all employee groups to continuously improve the institution.

- **The importance of innovation and flexibility:** We value innovation because it encourages our students to question the typical and expand their thinking in a flexible manner that allows them to understand life's dynamic potential

Strategic Intention: Celebrate the maverick attitude which challenges conventional ways of viewing life.

Principles and Goals: The principles and goals of BCC align with those of the district as a whole:

- Advance Student Access, Equity, and Success
- Engage our Community and Partners
- Build Programs of Distinction
- Create a Culture of Innovation and Collaboration
- Ensure Financial Health

II. District Wide/Berkeley City College Educational Planning Context

The **Berkeley City College Master Plan** responds to the challenges and opportunities identified in scans of the district's internal and external environments conducted in 2007.

The environmental study documents important shifts in demographics, economics and community needs in the Peralta district. The following pages document **Berkeley City College** responses to the two scans, internal and external:

External Scan

MODERATE AREA GROWTH CONTINUES, shifting to the northern part of district: suggesting the possibility of new district off-campus community centers in that area as well as others.

Berkeley City College is benefiting from this growth but needs to develop strategies and funding to better allocate resources for handling growing enrollment.

The college is fortunate in having a BART station less than a block away from the college, and is already offering Saturday and Sunday once-a-week regular courses along with hybrid and online courses.

Needed Action:

- *Work with the district and other colleges to off-set budget inequities in order to better handle rapid growth.*
- *Find resources for additional staffing in order to expand off-site locations and outreach programs.*

MORE DIVERSE POPULATIONS; foreign immigrants are 1/2 of area growth: suggests the need for continued, robust ESL programs, possibly with a non-credit, fee-based component.

At **Berkeley City College** ESL classes are growing rapidly, but there is a need to develop more entry-level courses and increase contract fee-based courses in ESL.

The college already has an extensive strategic marketing plan that was developed in cooperation with faculty, that details plans for segmented marketing, and that informs college decisions in regard to new programs and courses

Needed Action:

- *Add lower-level ESL classes to increase access and success and grow enrollment*
- *Continue expansion of contract education for ESL.*

AN AGING POPULATION, WITH LOWER NUMBERS OF HIGH SCHOOL GRADUATES: suggests earlier PCCD intervention into K-12 to sustain transfer credit programs and marketing to new 55+ niches, through non-credit, community and contract education.

HIGHER HIGH SCHOOL DROP-OUT RATES, BUT ALSO HIGHER INTEREST AND PREPARATION OF GRADS: suggests the need for urgent K-12 early intervention with academic and career counseling as well as instruction.

Berkeley City College's Strategic Marketing Plan already addresses the 55+ cohort. The college is researching ways to implement more K-12 intervention, including pursuit of grants in collaboration with other Peralta colleges.

The college is examining the feasibility of offering more fee-based and/or contract education and training programs. Contract ed. with UCB already exists in ESL, and cooperation in providing web-based program training with Multimedia faculty is in the planning stages. Berkeley City College is exploring the feasibility of a developing a strong Emeritus College program to appeal to the large number of college graduates and professionals in the Berkeley community.

Needed Action:

- *Continue to work at finding the best ways to schedule Saturday, hybrid, and online courses to include a guarantee of degrees and certificates attainment and balance the issues of access and productivity.*
- *Continue to strengthen partnerships with K-12 that include career and academic counseling, offering concurrent college-level classes and implementing grants established for this purpose, especially in CTE.*

STUDENTS ARE CHANGING, becoming more IT/Media conversant, but with less time for study, greater need for study and time management skills, and more diverse learning styles (as they become more culturally diverse): suggesting more work on basic skills and staff development oriented to student needs and learning styles—proactive and in “communities” or groups—with more technology and in facilities with flexible rooms and other learning areas.

Berkeley City College faculty members are very aware of these trends. A Basic Skills program called Foundations/Transitions, which includes technology training, counseling, study skills, and time management is already in place and more is planned in this area via the Basic Skills Initiative grant, including the integration of Rivera's Digital Bridge Academy as an essential component. Staff development extended programs designed to help teachers who are faced with students with both pre-collegiate and post-collegiate skills in the same class are also part of the plan. A new teaching and learning center devoted to these issues is included in the facilities plan for the new build-out spaces at the college.

Needed Action:

- **Implement the Basic Skills Initiative grant, which includes innovative basic skills programs, the Digital Bridge Academy program, and a teaching/learning center for staff development and student tutoring.**
- **Create a program in digital culture as a bridge between general education, basic skills, and digital media.**

PCCD HAS A MAJOR ROLE IN AREA DEVELOPMENT, responding to area labor market needs, training for emerging sectors, and marketing to area niches with low college-going rates.

PCCD CAN TRAIN FOR MOST AREA JOBS, including transfer programs for managers, accountants, teachers, software engineers; and workforce preparation of RNs, 1st Line Supervisors, carpenters, green technologists, logistics (supply-chain and distribution managers, truckers), teacher aids, customer service reps, home health aids, wholesalers, and other career skills high area demand.

At **Berkeley City College**, emerging initiatives and programs, along with the current strategic marketing plan, are addressing both of these issues. BCC has transfer and technical programs in business, social work, education, biotechnology, and multimedia arts.

According to Clearinghouse statistics, in 2007-2008, BCC's transfer percentage was the highest in the state of California, and in the same period ranked third highest in the state in the percentage of students transferring to universities.

Berkeley City College, along with the district as a whole, must link postsecondary education and training to the needs of the employers and community population. Programs should be planned strategically via a framework in which the dynamics of the labor market are reflected in a timely way in the programs and classes offered, increasing the odds that students will find the connection

BCC has seen an surprising and rapid increase in enrollment in the last year, and with the implementation of basic skills programs with cohort enrollment, distance learning, off-campus sites, and contract and non-credit training initiatives, along with the current extensive marketing plan, this growth is expected to continue.

Needed Action:

- *Continue the practice of always assessing transferability when creating new courses and/or revising existing courses, including career and technical programs.*
- *Improve effectiveness of advisory committees in technical and career programs to maximize partnerships with area Leadership and Roundtable participants will keep current with businesses and industry.*
- *Evaluate service, cost, and relevance of current career and technical programs, and revise, eliminate, or expand accordingly.*
- *Include state budget issues, changes in student costs, and district budget allocations and in the decision-making processes of Leadership Circle and Roundtable.*

Internal Scan

LACK OF CLASSROOM TECHNOLOGY TOOLS. Faculty focus groups suggest a general lack of technology tools in PCCD classrooms—too few projection systems, smart boards, and computers—all needed to support current styles of teaching. Moreover, all faculty and students should have computer access. About six of every 10 community college students enroll with computer access; the others do not and need help with it.

Berkeley City College's new building was constructed with "smart classroom" technology, and all faculty have access to computers. An urgent need for a full and competent staff to maintain and deliver not only IT equipment, but AV equipment and technology also, has recently been met with the hiring of an AV Services Specialist.

The importance of technology is addressed in BCC's Strategic Marketing Plan, i.e. "national and state economies provide opportunities for Berkeley City College and Peralta to develop and provide high quality, interactive courses and student support services via the Internet as well as other technologies (e.g., broadband, satellite delivery, etc.)."

Needed Action:

- **Continue to maintain and upgrade technology in the new classrooms, especially by adding document cameras (replacing overhead projectors) to the new classrooms.**
- **Include all relevant technology in the Design Development phase of the build-out of remaining spaces in the new building.**

OPPORTUNITY TO DIVERSIFY DELIVERY. PCCD delivers its instruction in four relatively small colleges and virtually all by classroom-based credit classes, little online or in the non-credit mode. PCCD's community service and contract education also are minimal, far smaller than typical community colleges in California.

The following report includes seven areas in which **Berkeley City College** can diversify delivery of education: Distance Education, New Delivery Sites, Alternative Delivery, Partnering, and Flexible Scheduling:

Delivery by Distance Learning:

The growing online program involves district-wide decisions, as there are many options for online platforms, ranging from “outsourcing” to use of an open source approach. Decisions as to whether the online program should be organized as a centralized “fifth campus” or decentralized and housed and administered by each college also need to be made. Accreditation issues, along with efficiency and competency issues, need to be considered in this decision. Arguments over which courses should be offered online, whether there should be restrictions, are also occurring. Since BCC is investing heavily with budget and scheduling in distance education, the college has a stake in how and when these decisions are made

At **Berkeley City College**, online instruction is growing rapidly, up by 371% since 2000. Although the average California community college delivers 6% of instruction online, PCCD delivers less than 1% this way, and would need to enroll about 1,100 FTES online to reach 6%. However, in spring, 2008, 60% of the 1% of PCCD distance education courses were offered by Berkeley City College, and the percentage is rapidly growing. Forty-eight distance learning courses are being offered at BCC in summer/fall, 2008.

New Delivery Sites: Community and Neighborhood Centers

Preliminary analysis of PCCD’s market penetration by the scan shows that the formerly high area around Merritt College has declined rapidly, while areas like Emeryville and Berkeley West are increasing rapidly. Future population growth will shift from South Oakland to North Oakland and Berkeley. These arguments all suggest the need for more community and neighborhood centers in the Berkeley and other northern areas.

According to **Berkeley City College’s** Strategic Marketing Plan, Centers can focus on specific training, serve underserved niches in specific neighborhoods, and/or be located at worksites for specific job training partnerships. For the 55+ cohort, schools, senior centers, and churches can serve as accessible sites. With a newly constructed, permanent downtown campus, a showcase of higher education in the Bay Area, opportunities for more aggressive and integrated marketing communications, community relations, and outreach efforts exist in the following areas:

- Feeder schools, with whom Berkeley City College maintains excellent relationships, including with high school students who express interest in the college's specialized programs.
- Business-to-business partnerships with organizations who wish to
- continually provide training to employees and clients.
- Aggressive Internet market segmentation and targeting.
- Use of focus groups to drive marketing and program planning.
- Business, government, education and nonprofit organizations that strengthen connections for community support.
- Outreach classes and business-to-education and community-to-education partnerships.
- An ongoing conversion to e-commerce and DVD-CDs for informational materials about Berkeley City College programs and services.

Partnering in Delivery: Intervening with K-12 Students

Poor persistence rates in PCCD’s feeder high schools along with projections of a downturn in K-12 enrollment and graduates suggest that PCCD colleges must partner with high schools to inform and interest more students in preparing for postsecondary education for transfer or for immediate job training. Although PCCD graduates appear better prepared than those elsewhere in California, 40% of 9th graders in the Oakland Unified School District do not make it to graduation.

This suggests the need for early intervention efforts in as early as middle school, that vary from counseling to engagement in middle school to courses taught for college credit by college faculty to enrollment by high school students on campus colleges for junior and senior students. In 2000, 6.3% of PCCD K-12 students were enrolled concurrently in college, as compared to the statewide average of 4.6%. Changed funding has reduced this percentage in PCCD colleges to the statewide average of 4.6%, but this should grow with intervention efforts.

The feeder high schools for **Berkeley City College** show a much smaller drop-out rate than Oakland, about 15%. BCC offers college-credit courses at Berkeley High School and at Aspire secondary schools. BCC is also cooperating with Merritt and COA in applying for a CTE grant to involve middle and upper level high school students in Multimedia Arts programs and courses. The science department is looking toward generating courses that would appeal to younger students. Fun programs that use math can also be designed for younger students in summer camp settings and/or on Saturdays.

Alternative Delivery: Non-credit, Community, and Contract Information

PCCD colleges rely almost entirely on regular credit instruction to generate FTES. Less than 1% of activity is generated through non-credit instruction, although the statewide average is 8%. Non-credit courses, however, are a viable delivery mechanism for many foreign immigrants, for those colleges should train in basic/fundamental skills, ESL, citizenship, VESL, and for others for whom credits are less important than knowledge and skills. PCCD's activity in community service and contract education is just one-fourth of that of the typical community college. Area community groups call for more partnerships with local area agencies, NGOs, and private firms that could involve contracts, public and private grants, and sharing of scarce resources. Engaging in more of these activities may require support at the district level to aid college faculty and staff in the time-consuming activity of identifying opportunities, making the appropriate contacts and applications, implementing the initiatives, and monitoring the work.

Berkeley City College has recently begun more outreach and partnership efforts. An ESL training non-credit program is in place with UCB employees. Training and retraining programs in multimedia with UCB and other area employers is in the planning stages. The Career Academy Grant program requires cooperation and partnership with local community organizations. The science department offers courses taught by local scientists and scientific laboratories and sponsored guest lecturers from Bayer, Novartis, Lawrence Berkeley National Laboratory, the Department of Justice Forensics Division, and the California Department of Health and Human Services, all of whom are potential employers of science majors.

Partnering in Delivery with Area Colleges and Universities

Close proximity of PCCD colleges to many four-year colleges and universities in the East Bay offers an opportunity for partnerships that ease barriers to transfer. Community colleges can partner with four year institutions in a variety of ways, i.e., sharing campuses, articulating degree programs, sharing work-study students and tutors/student assistants, and cooperating in distance learning. Partnerships that ease transfer of courses make a college more competitive, and the guarantee of transfer may increase enrollment of high school graduates in the community college.

Berkeley City College is located a block away from UCB, and the relationship with the university is growing. BCC courses are offered on the UCB campus, BCC is supplying ESL training for UCB employees, and is planning multimedia web design training. The BCC art department coordinator is negotiating for art studio space and for dark room privileges for the photography class on the UCB campus for the fall, 2008 semester.

BCC is also sharing work-study students; UCB students work as tutors at BCC under this program.

The college belongs to PEAC, the district-wide ESL planning group, all curriculum changes are brought to the district-wide curriculum committee, and meetings among administrators, deans and faculty of all four colleges are slowly becoming the norm.

Diversify Delivery through Flexible Scheduling

PCCD colleges can be more competitive and provide greater service through more flexible and smarter scheduling, fitting courses better with students' working and family schedules and reducing costs of transportation. This requires understanding the niche in which the student belongs. Evening courses are good for the working resident, but not necessarily non-resident workers. Twenty-five percent of PCCD students reside outside district boundaries, with market penetration increasing to the south but decreasing in the north. Saturday and weekend courses are a good fit for some students.

Three major ways to reduce student costs for transportation are distance learning, scheduling classes with fewer but longer meetings, and establishing a district transit program so that students can more easily travel among the four colleges to take courses in programs offered at just one college or to fit general education courses more easily into a schedule. This also requires collaboration in scheduling and enrolling students.

Berkeley City College has a growing distance education program, and has been focusing on flexible, weekend, intercession, and summer scheduling that takes into account the cohort groups being targeted and that is based partially on market research collected by the public information officer. The following excerpt from BCC's marketing plan illustrates the focus on flexible scheduling:

Berkeley City College has developed a unique scheduling pattern to maximize effective use of limited instructional resources. All "majors" are programmed so that full-time students can achieve a degree or certificate within two years. This means that all students can find that the classes they choose need not pose scheduling conflicts. Berkeley City College offers this scheduling guarantee in two formats. The Evening/Saturday College serves students who work or care for families during the day. The Afternoon College serves students who choose to attend during the day as well as students who work non-standard shifts. Students who pursue only a single or a few courses also benefit from this scheduling pattern. Morning classes are largely transitional studies classes, and many morning students seeking to improve their basic skills also attend early afternoon classes as part of their course load. In 2007-08, the college launched several new program options, including the Online Saturday Transfer College, the Weekend Transfer College, a distance education component through a new Office of Instructional Technology, and several summer intercession classes. The college also created online social network BLOGS on My Space, Face book, and Black Planet, to name a few. These new initiatives contributed greatly to BCC's FTES increase.

Diversify Delivery through Programming

For all PCCD colleges, including **Berkeley City College**, identifying new programs and expanding and/or reducing existing programs based on research, analysis, planning and implementation are a crucial part of an on-going process, a process informed by Unit Plans, Program Reviews, and data from nationwide and state reports, EDD, ABAG, local public agencies and other relevant sources.

Needed Action:

- *Grow BCC's online training, orientation, and course development so that online courses at BCC reach 6% of FTES by 2010.*
- *Evaluate the success of the current Strategic Marketing Plan in regard to alternative delivery sites and partnerships and include this data in all planning sessions.*
- *Make conscious effort to give support to grant programs and other preliminary programs that include partnering with K-12 to advance college and career readiness in these students.*
- *Continue the growing relationship with UCB.*
- *Develop and/or reinstate outreach and partnership math and science programs that specifically address K - 12 students and/or include service learning and internships in local industrial labs.*
- *Develop non-credit courses and programs to increase outreach to the local community.*

ONGOING FUNDAMENTAL SKILLS CHALLENGES. Fewer (than average) students from PCCD feeders reach high school graduation, but when they do they are more interested and prepared than is usual. Still, four out of five students (80%) who are assessed on entry lack college-level skills. Moreover, today's students even while more literate in IT skills, seem to have fewer study skills and less time for study. Despite this, PCCD college students' success in basic skills courses is at the average of community colleges, and higher than average in effectively moving on to higher-skilled classes. The instructional challenge at PCCD colleges is made all the more difficult by the high proportion of students who come with post-collegiate skills—one in every five (20%) has a baccalaureate, producing a wide range of learning capabilities—and the many learning styles that result from a culturally-diverse enrollment.

At **Berkeley City College**, in spring, 2008, 30% of the students enrolled at census had degrees at the AA level or above.

In fall 2006, 18% of English and 27% of math students were assessed into developmental courses. Not all students take assessment tests, so more students may need developmental work. Also, students who take assessment tests may choose not to take basic skills courses. Approximately 38% of basic skills students enroll in higher level classes.

Baseline Measures for Developmental Education (DEV) for Fall 2006 - All Students	All Developmental Education	Student Success Rate in Developmental Education Courses	60% Math 71% English 80% ESL
Percentage of New Students Assessed into Developmental Education Courses	18% English 27 % Math 5% ESL	Student Retention Rate in Developmental Education Courses	71% Math 73% English 87% ESL
Number of Developmental Education Sections Offered	39	Student Course Repetition Rate in Developmental Education Courses	13%
Percentage of Section Offerings that are Developmental Education	11%	Fall-to-Fall Persistence Rate of Developmental Education Courses	44.7%
Unduplicated Number of Students Enrolled in Developmental Education	939	Percentage of Developmental Education Sections Taught by Full-Time Faculty	36%
		Other measures will be considered	

Many factors enter into student success, some of which may appear as lack of fundamental skills, but may not be. Debates over the validity of assessment tests and the reliance on a single test for placement occur. However, it is true that all faculty observe that students today lack study skills, time management skills, and many instructors spend a portion of class time not on course content but on teaching basic skills. Today's students also have diverse learning styles and diverse cultural backgrounds, further complicating teaching and learning. However, BCC is committed to success for students with pre-collegiate skills in all courses, not just basic skills courses, which will require collecting data and researching strategies to improve student success.

Another area that may affect retention and success is class size. All studies recommend no more than 15 students in beginning language and basic skills classes, which creates tension in the district between productivity/class size requirements and pedagogical requirements.

Retention and Success

Retention and success involves researching, selecting, implementing, and evaluating packages of strategies/best practices in assessment, counseling, academic follow-up, placement, and after graduation follow-up. Recent studies of California community colleges indicate that 33% of credit students are exempted from orientation, 30% from assessment, and 20% from counseling. Less than half of those directed to counseling actually receive services. PCCD figures probably exceed these statewide numbers because of higher-than-average (average is 15%) percentage of students already with degrees (23%). At Berkeley City College the percentage of students with degrees is 30%.

The following chart (02-07) shows that successful completion rates in Berkeley City College for the most part correspond to state and district statistics.

BERKELEY CITY COLLEGE: SUCCESSFUL COURSE COMPLETION RATES BY DEPARTMENT

Student Success Rates 2003-2007 (Organized according to 2006-2007 Rates)

Berkeley City College: Successful Course Completion Rates By Department Using Total Letter Grades

DEPT		2003-04		2004-05		2005-06		2006-07	
		ATT	SCSS	ATT	SCSS	ATT	SCSS	ATT	SCSS

Letter Codes: A=movement upwards; B=uneven but consistent; C=anomalies (sharp differences in unevenness) D=movement downwards

Success Rates of 55% or below (2006-2007):

Enrollment 500 or less

AFRAM	A	BER	120	42.5%	131	41.2%	152	47.4%	132	49.2%
COUN	D	BER			340	77.9%	216	63.9%	214	53.3%

Success Rates of 56–65% (2006-2007)

Enrollment 500 or less

CHEM	B	BER	188	73.4%	174	57.5%	215	56.3%	231	62.3%
COPEL	C	BER	100	71.0%	79	58.2%	62	71.0%	71	64.8%
ECON	D	BER	188	67.6%	172	63.4%	189	57.7%	250	56.8%
FREN	B	BER	101	62.4%	108	68.5%	120	59.2%	112	61.6%
PHIL	D	BER	35	68.6%	125	60.8%	114	57.9%	185	60.0%
SOCS	B	BER	82	70.7%	79	63.3%	64	59.4%	85	62.4%

Enrollment over 500

BUS	B	BER	608	62.8%	580	64.3%	628	67.5%	702	61.7%
ENGL	B	BER	2745	67.8%	2873	68.1%	2934	65.8%	3106	64.7%
MATH	B	BER	1657	56.6%	1708	56.4%	1743	51.5%	2153	57.3%
SPAN	B	BER	743	65.0%	774	63.2%	763	66.7%	1036	62.2%
CIS	B	BER	1105	54.7%	1099	59.5%	1047	61.8%	876	58.1%

Success Rates of 66–75% (2006-2007)

Enrollment 500 or less

ASAME	D	BER	62	87.1%	72	77.8%	65	76.9%	113	69.9%
ASTR	C	BER	40	62.5%	37	83.8%	45	66.7%	38	71.1%
HLTED	B	BER	112	58.0%	111	62.2%	105	54.3%	80	66.3%
HUSV	B	BER	31	71.0%	80	78.8%	81	77.8%	58	74.1%
MUSIC	D	BER	308	83.4%	298	80.9%	145	77.2%	244	70.1%
PHYS	B	BER	37	70.3%	35	74.3%	36	72.2%	33	72.7%
PHYSC	C/D	BER	81	90.1%	71	93.0%	61	96.7%	102	74.5%
POSCI	A	BER	269	61.3%	313	61.3%	469	64.0%	488	68.9%
SOC	C	BER	298	64.1%	272	72.4%	387	59.9%	442	69.0%

Enrollment over 500

ANTHR	B	BER	476	69.7%	479	69.1%	435	76.6%	560	71.3%
ART	A	BER	1295	62.2%	724	63.3%	700	68.6%	928	66.2%
ASL	B	BER	752	73.0%	815	69.6%	675	68.1%	670	68.4%
BIOL	D	BER	529	78.4%	500	76.2%	510	74.5%	575	71.1%
ESL	C/ D	BER	190	86.8%	184	80.4%	379	78.1%	664	74.4%
HIST	B	BER	1024	64.1%	1014	68.3%	950	61.6%	995	65.9%
HUMAN	B	BER	405	66.2%	473	65.1%	521	64.3%	562	68.1%
MMART	A	BER	1082	59.5%	2014	61.4%	2081	63.6%	2689	65.5%
PSYCH	B	BER	462	68.0%	523	70.0%	739	68.9%	822	68.0%
COM/SPC	B	BER	346	75.7%	425	75.3%	273	73.6%	551	73.7%

Success Rates of 75% and above (2006-2007)

HLTOC	C	BER	62	56.5%	61	65.6%	55	67.3%	64	81.3%
EDUC	B	BER			22	77.3%	46	65.2%	59	78.0%
TRAV	B	BER	636	80.8%	488	81.6%	532	76.7%	462	79.2%

Scarce staffing makes effective counseling, an important ingredient for student retention and success, difficult. Statewide, the ratio of counselors to students is 1:1,900. Recommended by the Counseling Task Force is 1:900. A recent Carnegie Report recommends 1:300. At BERKELEY CITY COLLEGE, the ratio of students to full-time counselors is 1:2021. Again, this is the result of rapid growth without the corresponding allotting of resources. One additional counselor is in the process of being hired for fall, 2008, and a part time counselor is being hired for basic skills students, funded by the Basic Skills Initiative grant.

BCC is focusing heavily on retention and success. Current initiatives include:

- *Developing and now improving a Foundations/Transitions two-semester cohort program for basic skills students.*
- *Participating in the Career Advancement Academy grant program.*
- *Developing several plans of action in the basic skills initiative planning including DBA training.*
- *Proposing a teaching/ learning center as part of the build-out facilities plan.*
- *Continue the assigning of two full-time faculty and one adjunct faculty to share the coordination of the work of the Basic Skills Committee.*

Both the English and math departments make extensive use of tutors who attend once a week training sessions. CSS and BSI grant monies are providing funding for tutors and/or teaching assistants essential for the successful learning of the skills necessary for college success. However, sustainability of these programs depends upon continued searching for grants and other funding mechanisms. Social science and science disciplines are requesting tutors who specialize in help students in those areas. The science department would also like to investigate some way to assess students' knowledge of basic scientific principles and ability to read and interpret science texts as these skills are often lacking in students enrolling in science courses.

Foundation Skills: English as a Second Language (ESL)

Peralta District has an enrollment of African-Americans of 31%, as compared with the California Community College average of 8%, and 28% Asians, compared with CACC's 13%. Although Hispanic enrollment is 14% as compared with state-wide average of 32%, growth in Hispanic enrollment is up by 24%. Population projections over the next two decades show that area population growth will be made up of Asians and Hispanics, with some decline in African Americans and whites, and modest growth in other groups. In fall, 2006, 32% of enrollees at **Berkeley City College** were white, 16% were Asian, 12% were Hispanic/Latino, and less than 1% were Native American.

All four PCCD colleges offer growing ESL programs with an average productivity of 29.8 FTES:FTEF ratio, and ESL faculty collaborate effectively through PEAC (Peralta ESL Advisory Council). However, all courses offered are for credit, and concern is the lack of mid-level non-credit ESL offerings, which prevents the transition of area individuals from K - 12 and adult schools to PCCD colleges. There is also a concern as to whether or how ESL is integrated contextually into all disciplines as appropriate, particularly workforce and vocational training programs. If language needs of the community are to be served, sufficient resources should be allocated to ESL.

Berkeley City College's ESL program grew from 23.80 FTES in 03-04 to 86.89 FTES in 06-07, with one full time faculty member. For this reason, BCC selected ESL as a program in need of additional FTE contract faculty. The college has also developed a contract non-credit training program for UCB employees, and is discussing the development of more basic ESL courses. ESL students also interact in interdisciplinary activities with students and faculty in anthropology, English, Global Studies, and Native American studies to promote cultural interaction and project activities. Other issues with ESL classes have to do with class size requirements, which do not take into account the inordinate amount of time required to effectively evaluate ESL student writing and speaking.

Needed Action :Foundation Skills

- *Develop ways to integrate several plans of action in basic skills initiative planning, including DBA and Career Advancement Academy students and individually planned classroom projects and programs.*
- *Plan and develop a teaching/learning center (TLC) in the new build-out space to provide “sustained, ongoing” opportunities for improvement of teaching and learning, including reflective practice.*
- *Work to hire both academic and psychological counselors dedicated to basic skills students*
- *In college orientations, add presentations by financial aid personnel, tutors, and other student services personnel who can provide information about significant student services, including child care/trans.*
- *Hire enough tutors to assist in basic skills classrooms and to staff the Learning Resources Center and math and writing workshops, develop tutor training and design short-term mentoring class; recruit and pay mentors*

POSITIVE TRANSFER: The PCCD colleges’ performance in transferring students is average or above (compared to other colleges) as measured by the expected rates—half of PCCD students who intend to transfer, prepare and do so within six years of starting. More PCCD transfers stay in California than is typical, and not surprisingly, most transfer to U.C.

Berkeley City College had the highest rate of transfer in the state last academic year. In numbers, BCC ranked fourth in the state.

Transfer is an important focus. BCC ranks third in the State of California in the SRTK Transfer Rate for the most recent cohort period,

	2002-2005	2003-2006	2004-2007
Bcc Transfer Rate	48%	43%	43%
Statewide Transfer Rate	30%	17%	25%
BCC Completion Rate	36%	27%	14%
Statewide Completion Rate	36%	36%	25%

BCC shows transfers for all ethnic groups. Transfers to CSU total 90 (2006/7) and 92 (2005/6). UC transfers total 80 (2006/7) and 82 (2005/6).

In regard to “transfer ready” students, a cohort of new students was tracked from the academic years of 2002-2003 through 2004-2005 and shows that completion rate was 31.9% and rate was 30.35%. This timeframe provides a three-year window to become “transfer ready.” Transfer ready students are defined as students attempting and completing both English and mathematics transferable units during the three-year period defined above.

According to **Berkeley City College Equity Report and Plan**, when a matriculating cohort is considered for a 3-year period, some differences among ethnic groups are found. Ethnic groups differ in their achievement of transfer courses. Data on transfer course completion show that and white students complete courses needed to transfer at higher rates than other ethnic groups. A higher completion rate of transfer courses is also achieved by male students when compared to females. The ethnic groups with the highest transfer course completion rates are Asian and white students (both with 15.3%), followed by Hispanic/Latino (12.2%), Native American (11.1%), Filipino (8.8%) and African-American (7.5%).

African-Americans make up a smaller proportion (14%) of the total transfers (2002-07) to the public universities than their proportion in the BCC population (24%). However, the trend in numbers of transfers for African-Americans has been rising.

National Student Clearinghouse data show that **Berkeley City College** transfers nation-wide (2001 to 2005) numbered 448, comparing very favorably to other colleges.

Needed Action

- *Using BCC’s Equity Report and Plan,, increase the numbers of students from all ethnic groups to complete the courses needed to transfer.*
- *Devote special attention to improving transfer success for the groups with lowest rates of transfer course completion—African Americans and Hispanic/Latinos, especially males from those groups.*
- *Continue to work with the curriculum committee and the articulation officer when developing or revising course outlines to ensure that as many courses as possible are designed for transfer.*

CAREER TECHNICAL EDUCATION: Overall, PCCD colleges’ workforce preparation programs tend to be undersized relative to the area’s job training needs, especially for teachers (and aids), RNs, engineers, carpenters, green and bio technologists, customer service reps, 1st line supervisors, logistics workers, machinists, home health aids and the like. PCCD’s role in workforce preparation should be (1) as a “major strategic player” in the area’s economic development, (2) to respond to area labor market needs, largely replacements for vacancies in existing jobs, and (3) as the enrollment manager and marketer of programs to potential student niches.

Berkeley City College is planning a program to train teacher aides, is expanding science labs in the build-out in order to allow for green and bio-technologies, has a social service paraprofessional program and is developing a health services program, and has signature programs in Multimedia arts and American Sign Language.

Needed Action

- *Continue to use national and state data along with CSEP productivity data to evaluate the elimination, changing or creating of Career Technical Programs.*

PCCD's FISCAL HEALTH arguably is better than it has been for decades what with an adequate reserve, recent passage of two capital bond measures, and the OPEB bond solution to the district's unfunded retiree health benefits.

HEAVY RELIANCE ON STATE FUNDING. The need to fund its priorities becomes problematic with the emerging State budget situation and PCCD's heavy reliance on State revenue. The deficit, fiscal emergency and proposed suspension of Proposition 98 argue for greater PCCD "extramural" funding—contract, community education, partnerships, and other cost-recovery pricing of instruction.

MIXED SPENDING PATTERNS. Peralta spends less per student than would be expected with its small colleges and their diseconomies of scale—less for instruction because of relatively high faculty productivity, heavy use of tenured overloads and part-time faculty, lower faculty salary payments, and specialization—at just one college—of potentially high cost programs. Student support services and administrative costs per student at PCCD are about average, while (from another perspective) classified salaries, employee benefits and operating expenses and equipment are above average cost.

LONG RANGE BUDGET MODEL. PCCD's expenditure patterns and future funding uncertainties suggest the need for PCCD to begin a cost and benchmarking study to examine fixed and variable costs, implement a budget allocation model to fairly and effectively distribute appropriations across the colleges, and develop a long-range (five-year) budget simulation model.

Berkeley City College recognizes the importance of fiscal health in a successful institution, and has a consistent productivity rate of over 17.5. An important element of budget planning is ENROLLMENT MANAGEMENT. Enrollment Management strategic tools include marketing, pricing, enrolling, instructing, retaining, student life, and follow-up. An EM plan should incorporate policies and practices in all these areas and, if possible, provide enrollment stimulations. With an appropriate model, actual enrollments can be analyzed, strategic consequences sorted, and strategies evaluated and continued or revised based on failure or success. Changes to Enrollment management at most colleges is often limited and efforts at one component of enrollment management often neglects counteracting efforts or trends in other components. For example, efforts at better marketing in the face of student tuition and fees increases and/or budget and section cutbacks may be successful but may not appear so because enrollments are reduced by other factors. Overly limited EM strategies like productivity goals lack the necessary comprehensive analysis and deployment.

Most community colleges tend to market too broadly and generally, so small marketing budgets are stretched across general efforts through radio, TV, newspapers, direct-mail brochures, course schedules, and that the like that are directed to most area residents. There is little research to show whether or not these efforts are successful, but PCCD should follow the lead of Berkeley City College and direct more marketing efforts at specific niches.

Berkeley City College's public information officer has been practicing market segmentation and target marketing for the last ten years. Programs in ASL, art, business, CIS, English, ESL, Global studies, Multimedia arts, social services paraprofessional and languages are promoted to the segment of the population identified as the market for that product, and goals and activities to achieve the marketing goals in each discipline and in the target market are detailed in The Berkeley City College Strategic Marketing Plan. The plan also connects all marketing strategies to the district goals of advancing student access and success,

engaging communities and partners, building programs of distinction, creating a culture of innovation and collaboration, and ensuring financial health, to college educational mission and goals, and to the educational goals of each division and program at the college.

Needed Action

- *When making enrollment management decisions and actions, require input and guidance from the President's Leadership Team and the College Roundtable, integration of instructional and student service goals and activities, careful collection of data, an analysis of complex and intertwining trends, and honest appraisals of successes and failures of various strategies.*
- *Continue the implementation of BCC's very successful Strategic Marketing Plan.*

STUDENT LIFE: According to the Internal Scan, if Peralta colleges are to competitively enroll younger students, most of whom enroll to complete lower level general education to prepare for transfer, they must create an inviting environment that replicates as much as possible the lower division in- and out-of-class ambience of a four-year institution. The effort should be to create a collegiate atmosphere for all students through student activities and by establishing areas that encourage students to stay around and engage with friends, colleagues, and faculty. Currently, all the colleges appear to lack such areas, even BCC's new building.

Student health also needs consideration. Few support services are available at PCCD colleges for physical and/or mental health. Lack of adequate food and bookstore operations can be a factor in recruiting and retaining students.

Student tuition and fees represent 7% of the cost for PCCD students and are routinely waived for low-income students. Larger costs come from transportation, books and supplies, child care, and time spent in class and study that could be dedicated to working along with housing and food. Evidence suggests that PCCD colleges secure relatively high amounts of student financial aid, but that staffing limitations prevent packaging and timely delivery.

A recent study found that only 33% of California community college students (compared to 45% nationally) applies for financial aid grants, work-study or loans, even though 66% are eligible. For this reason it is important to inform students, made difficult by the multi-lingual, multi-cultural character of students, and to help with processing application and delivering aid, made difficult by limited staffing.

Berkeley City College created an atrium in its new building to allow for a “city campus” where students can congregate, and considered additional areas for student clubs and activities in its build-out plans. A full-time student activities director has recently been hired. The college, with the help of student ambassadors during registration periods, is making an effort to encourage more students to apply for financial aid. Lack of staffing and support make the financial aid process difficult for students.

Needed Action

- *Relocate offices and services to improve student flow and allot more space for student activities and groups. (This is being addressed as part of the Measure A expansion of facilities.)*
- *Train student ambassadors to encourage and encourage/inform/assist students to apply for financial aid.*

Participation in Existing District Wide Processes and Successes

There have been many examples of district wide collaboration for the benefit of students and the community in which **Berkeley City College** participates. A few examples are presented below:

- ESL instructors participate in PEAC (Peralta ESL Advisory Committee)
- Librarians and Student Services Personnel attend collaborative meetings with other colleges
- The coordinator of Distance Learning is a BCC faculty member, who is working with the district and other colleges to develop a successful online program.
- BCC submits all curriculum changes to the CIPD, and communicates with the other colleges when making curriculum changes that will affect programs in other colleges. Efforts are underway to align curricula in some departments
- BCC relies on CSEP data, information about enrollment and productivity, when making curriculum changes, requesting faculty and additional staffing, and answering budget requests from various departments.
- BCC VP and a faculty member are members of DWEMPC (District-wise Educational Master Plan Committee) and the president participates in the district SMT (Strategic Management Team)

III. Shared Priorities and Processes

This chapter presents the long-range assumptions and district-wide priorities of the District Wide EMP.

Long-Range Assumptions: The district long-range assumptions will form the foundation for future planning for facilities, financial resources, information technology, and human resource planning for all colleges. It is important to recognize that these are starting point assumptions that will not limit the flexibility of the colleges or service centers. Rather they describe the overall long-range intentions of the colleges and district service centers regarding critical educational issues.

EMP Priorities: The educational master planning priorities were developed collaboratively through discussions at DWEMPC, SMT and the college educational planning committees. There are three priorities:

- Students First
- Culture of Collaboration
- Shared Governance and Decision Making

LONG RANGE ASSUMPTIONS

The following assumptions regarding the Peralta District describe the overarching educational approach and priorities of the district at for the next 15 years, setting out an ambitious but achievable growth path. This is based on the finding that Peralta is below historic levels of access.

The projections assume that PCCD’s market penetration (MP) is projected to increase by one-fourth over the next 15 years. This significant improvement would take total district enrollment to its highest level of market penetration since 1983, just prior to the beginning of tuition for California community college students.

LONG-RANGE FTES TARGETS				
	Annual Growth Rate	FTES		Annual Growth Rate
	1993-07	2007-08	2022-23	2007-22
Laney College	0.7%	8,647	10,600	1.2%
Merritt College	0.8%	4,404	6,600	2.4%
College of Alameda	0.0%	3,635	6,000	3.4%
Berkeley City College	7.3%	3,490	6,000	3.8%
TOTAL	1.2%	20,176	29,200	2.5%

We should note that from Fall, 07 to Fall, 08 BCC FTES grew by 18%.

To achieve this high level of access, the projections are based on the following assumptions:

1. Development of shared and unique **programs of distinction**
2. Increase in **distance education** delivery, both hybrid and full online
3. Development of **education centers**
4. Use of **enrollment management** to attract and support the success of additional students
5. Use of **active learning** to improve success and retention
6. Increase in use of non-state funded education (contract, community service, grant, etc.)

The colleges, including **Berkeley City College**, will use these assumptions to guide the expenditure of Measure A funding, especially the balance of expenditures between facilities modernization, technology and equipment. The development of the facilities master plans in accordance with the educational planning assumptions described in this section will ensure that spending on bricks and mortar is balanced so that the modernized facilities have the equipment and technology to support educational success.

Much of the growth in enrollments is projected to occur through off-campus instruction and distance education, as shown below.

	<i>Percent of WSCH (student contact hours)Off-Campus</i>	
	<i>2007</i>	<i>2022</i>
<i>Laney College</i>	1%	13%
<i>Merritt College</i>	6%	17%
<i>College of Alameda</i>	1%	16%
<i>Berkeley City College</i>	11%	29%

Assumption 1: Programs of Distinction

The colleges and service centers will support a coordinated set of shared and unique programs of distinction. The colleges will develop new programs and maintain existing programs that respond to enduring and emerging community and workforce needs. In some fields, two or more colleges will provide coordinated programming, while others are unique areas where only one college will focus. The colleges, including **Berkeley City College**, will share the following broad themes:

- Foundation skills
- Business and Technology Applications
- Biosciences
- Environmental Sustainability and Civic Engagement
- Global Awareness and Languages

The colleges will focus in the following areas:

- Laney: green design and construction, wellness, bio-manufacturing, performing arts, business, public service
- Merritt: health, bioscience, public safety, child development, hospitality, landscape horticulture
- Alameda: transportation and logistics, green technology, bioinformatics, biotechnology
- **Berkeley: multi-media arts, public art program, biotechnology, bioscience, human services, basic skills integrated program, and American Sign Language. Two low-growth programs, international trade and travel, are under review for revitalization, but will need resources for this to occur.**

Assumption 2: Distance Education

Peralta will increase its use of hybrid and fully online courses. The assumptions are that the district will shift one of every 10 courses to online hybrid status by 2012, and continue that expansion such that one in every five courses is online by 2017. **Berkeley City College online courses already constitute 60% of those offered by the district, and the numbers of offerings is growing rapidly.**

Assumption 3: Education Centers

Development of three education centers will be explored as a strategy to increase access. A possible phase in schedule is to open the three centers in 2010, 2012, and 2014. The exact locations of these sites are subject to further study, but should be somewhere in the district's northern end and southern end, south of Merritt. Student out-of-class services as well as instruction would be offered at these centers; i.e., they are more substantial than "store-front" operations, may be owned by the district, and may qualify for extra State "foundation" operating support as well as for capital funding. **Berkeley City College is investigating the feasibility of educational centers in the northern end of the district. Outreach courses, both credit and non-credit are increasing at local high schools, UCB, the City of Berkeley, and in partnership with other community organizations.**

Assumption 4: Comprehensive Enrollment Management

The colleges and service centers will initiate several enrollment management (EM) strategies directed largely at targeting recruitment, retention and student success for specific student cohorts. **Berkeley City College marketing plan already targets programs to segmented populations, the PIO working closely with department chairs and deans. Other enrollment strategies plans will be developed through collaboration of student service and instruction via Leadership Circle and Roundtable discussions and meeting.**

Assumption 5: Active Learning Classrooms

Modern pedagogy and use of technology and group projects requires flexible learning spaces. This assumption indicates that some instruction delivered in active learning labs, while still using larger lecture rooms. Overall productivity targets are still attained. A long-term goal is to use active learning classrooms to support effective learning. There needs to be additional analysis to reconcile the state's inadequate space allocation with active learning.

Berkeley City College new building and plans for the build-out of remaining space provides for classroom flexibility. A digital culture program is being developed that will connect with basic skills instruction and assist instructors in using technology, and the Teaching and Learning Center (TLC) being planned will provide staff development in modern pedagogy.

Assumption 6: Non-State Funded Education

There are several types of alternative education delivery, which are important options for increasing non-state revenue and serving a broader set of needs. This assumption indicates that there will be an increased and coordinated effort to offer grant-funded, contract, community service education, as well as educational visiting international students and out-of-state students. **Berkeley City College is actively pursuing grants, participating in grants sponsored by the district, is expanding contract and community service education, and is aware that the college needs to do more for BCC's large number of non-resident students.**

PRIORITIES

The district plan includes three overarching priorities; Students First, Culture of Collaboration, and Shared Governance and Decision-Making. **Berkeley City College** will implement each of these priorities as stated below, with details in the following pages.

1. **Students First:** The first priority is to ensure that student needs and success are the foundation for all decision making about educational programs and services. This priority will be implemented through the following strategies.

SF1 Implement Comprehensive Enrollment Management by Cohorts:

BCC Strategic Marketing Plan already targets segmented populations with its programs, but in the future will acquire additional data regarding these populations.

SF2 Foundation Skills:

BCC already has a basic skills program (Foundations) and participates in the grant program, Career Advancement Academy, and in the Basic Skills Initiative grant, and will collect data to analyze successes/failures in basic skill/foundation classes as a basis for on-going development and change.

SF3 Equity Goals and Removing Access Barriers:

The BCC student services team has produced a comprehensive Equity Success and Access report, with stated goals, and will work to acquire the budget and staffing to achieve these goals.

SF4 Student Learning Outcomes:

Significant progress has been made in establishing SLOs for programs and courses. BCC will continue developing the tools and processes for assessing SLO achievement.

SF5 Student Services and Matriculation:

Decision is to collect data and hold "post mortem" meetings to assess failure, problems and successes in regard to matriculation and develop an action plan for improvement. Work with the district to solve Admissions and Records problems.

SF6 Library Instructional Programs and Services:

Library has produced a program review report with achievements and goals, and will work to improve student-centered service.

SF7 Distance Learning:

Most of the district online courses have been created at the BCC site, and the online coordinator is also a BCC faculty member. Work to develop orientations, training, evaluation and data-collecting tools for online courses.

SF8 Facilities and Equipment for Student Success:

Work with the district to achieve the goals of expansion and improvements of space and facilities at BCC.

- SF9 Contract Education, Community and Non-Credit:
BCC has stated goals of expanding outreach to the local community through non-credit programs.
- SF10 Community and Neighborhood Centers:
BCC is studying the feasibility of establishing off-campus sites.
- SF11 Special Programs and Grants:
BCC participates in CAA, VTEA, CTE grant proposals, , T/TEC, PASS, and has applied for a Title III grant.
- ***Culture of Collaboration:*** Build on current collaborative processes expand service to students and the community. This priority will be implemented through the following strategies.
- CC1 Student Services-Instruction Collaboration:
Establish and clarify the shared governance procedures of the President's Circle and the college Roundtable, both of which include representatives from both student services and instruction,
- CC2 Institutionalize District Wide Educational Decision-Making:
BCC participates in current district-wide decision-making meetings and committees, and will continue to do so.
- CC3 Update Budget Allocation Model:
Present data to the district to be considered when budget allocations are being decided, and assist in developing a fair and efficient budget allocation model for the district.
- CC4 Conduct Staffing Study:
Study/analyze/reevaluate staffing at BCC including updating job descriptions in order to increase efficient use of resources.
- CC5 Implement a Coordinated District-Wide Program Strategy:
Work with the district and other colleges to increase efficiency and service through cooperative program planning. Present detailed program reviews of all major academic programs with action initiatives for improvement.
- CC6 Implement and Institutionalize CSEP Grow/Revitalize Criteria in Unit Planning/Program Review:
Continue the use of CSEP in reports, in requests for faculty and staffing, and in making program and resource allocation decisions.
- CC7 Implement Annual Process of Collaborative Discipline Planning (CDP):
Continue participation in all activities that involve disciplines across colleges.
- CC8 Partnering with Areas Colleges and Universities:
Continue to grow relationship to UCB and maintain BCC an outstanding rate of transfer to four year institutions.
- CC9 Schedule Coordination:
Coordinating schedules with other colleges to maximize the ability of students to enroll in needed and desired classes.

- **Shared Governance and Decision Making:** Strengthen structured processes for evaluating evidence, considering innovative options, and making effective decisions. This priority will be implemented through the following strategies.

SG1 Annual Planning-Budgeting Integration Cycle

SG2 Annual and Multi-Year Planning Calendar

Participate in district-wide budget and calendar planning activities

Engage in annual budget planning and in develop multi-year planning within the campus.

PRIORITY 1: STUDENTS FIRST

Student success is the overarching goal of the colleges. This section presents a series of strategies for ensuring that the needs of students are at the core of Peralta’s planning and decision-making processes. The following principles present an overall educational framework for the strategies in the plan.

Berkeley City College agrees that the following Core Educational Principles are the foundation for programs and services.

1. **Student empowerment:** Students are supported to become active and responsible participants in achieving academic success. *BCC has student representatives on committees, successful student activities in a variety of disciplines, and a very successful ambassador program.*
2. **Social engagement, peer-learning, mentoring and tutoring:** Peralta builds on best practices demonstrating the effectiveness of socially-based learning models. *The basic skills initiative plan includes learning community programs such as the Digital Bridge Academy, Career Advancement Academy, Foundations program, and is developing training and mentoring for tutors.*
3. **Convergence of academic and career-technical education:** Opportunities for integrating academic and career-technical fields are sought. *Awareness of the overlap between these two areas is growing, with new academic areas, such as Digital Culture, acting as a bridge between CTE, basic skills, and academia. CTE requires the involvement of basic skills programs and general education academic courses. Academic programs such as ESL, language (including ASL), science, and social science programs prepare students to achieve career goals.. CTE courses such as CIS, biotechnology, social services, and multimedia prepare students for advanced academic work in these fields.*
4. **Service Learning and Civic engagement:** Students are provided opportunities to apply learning actively in the community. *BCC has occupational work experience courses in CIS and networking, ASL, Education, Multimedia, and biotechnology. However, service learning as a component of social science, science and health courses, and academic general education courses needs to be developed and encouraged.*
5. **Foundation skills as integrated institutional priorities:** The provision of foundation skills—also known as “basic skills”—is a central priority of Peralta’s educational philosophy. *A major component of BCC’s Basic Skills Initiative grant action plan is the assigning of new space in the facilities build-out for a Teaching/Learning Center dedicated to staff development for instructors and tutoring and mentoring help for students. A temporary home for this center will be established on the fifth floor of the college by fall, 2008.*
6. **Active learning:** Pedagogy emphasizes application of learning and active demonstration by students. *Program reviews and faculty evaluation instruments indicate the move toward active and participatory learning practices and away from the passive lecture/test of the past.*

7. **Contextualized learning:** Peralta creates opportunities to place learning in the career and educational contexts that are most meaningful to students. *The teaching/learning center at BCC will encourage the development of pedagogical practices that connect with and engage students in the learning process.*
8. **Diverse learning styles:** Teaching and learning opportunities reflect the full range of learning modes. *Diversity of learning style, sometimes based on ethnicity, will be an important component of the activities and programs in the new Teaching and Learning Center.*

The following summaries indicate Berkeley City College's dedication to developing and using data to improve student experience, making "Students First" a priority.

Summary of Berkeley City College Services and Facilities Student Survey 2008

Facilities

The building is viewed very favorably. Students answer that the classrooms and equipment are good or excellent at rates of about 80%.

Safety during the day is rated at about 80% good or excellent while safety during the evening was rated good or excellent by 65% of students.

Availability of computers was rated excellent or good by 55% of students, while 17.5% rated the availability only fair.

Signs were good or excellent for 64% of students, while 28.7% rate signs as fair or poor. Signage is now under review and remediation is in progress.

However, availability of study areas was less favorably rated: 43% found this item excellent or good, but 25% rated it fair.

Library items revealed that the collection and hours were not highly rated: 27% of students rated hours excellent or good, while 27% checked fair. The collection was rated 28% excellent or good, with 40% poor or fair. Resources in the library are in the process of improvement.

Information

The BCC catalog and BCC schedule and BCC brochures provide robust and useful information about the college. Students consider these materials at 57%, 61.8% and 58%, respectively, as excellent or good sources. Peralta Colleges' schedule is rated similarly at 59%. BCC website and the Peralta College website also sustain slightly lower but still adequate ratings (50.5% and 50%).

Services

Information related to financial aid is rated by 33% of students as good to excellent, while 31.5% rate this item as fair or poor. A serious review of this service is ongoing.

Transfer assistance is rated by 30% of students as good to excellent, while 26% rate this item as fair or poor. Improvements are planned.

Assessment/orientation is appraised by 43% as good or excellent, with 27% responding that this service was fair or poor. Further examination is underway.

Counseling is assessed as good or excellent by 42% of students, while 37.5% rank it as poor or fair. Steps are underway to improve counseling.

Seventy percent (70%) of students respond that psychological services are unknown or do not apply, such that validity cannot be supported for the remaining response categories.

Tutorial services are similarly ranked as unknown or not applicable by 51% of responding students. However, the 30% of remaining students (67) show tutorial services to be good or excellent.

ARCC 2008 Data Report for Berkeley City College

College and Students: Growth at BCC is surging dramatically. Enrollment has increased 20% each semester since fall 2006, spurred by a changed name and new building. The college remains relatively small. Our educational promise attracts students of multiple languages, cultures and interests. Sources of high growth include first-time young students as well as lifelong learners and students seeking special skills, like technical or language skills. In 2008, 30% of BCC students possessed a degree higher than an Associate Degree. Within an affluent and educated service area, 40% of BCC students receive BOG waivers.

Accompanying the exciting growth are initiatives for superior educational quality. A new, but experienced administrative team energetically confronts the challenges of rapid growth in precarious fiscal times with collective plans for effective resource use. Premiere educational experiences will be supported by ongoing construction of useful spaces filled with rich learning activities and programs.

Programs and Services: Growth across all student ages and aims creates new demands. Innovations abound in program delivery and content. Growth is promoted by distance learning and transfer coursework.

Transfer programs comprise the largest segment with 70% of enrollment. Social Sciences, English, Humanities and Art, and Math and Science prepare students for quality educational futures. PACE provides an accelerated Liberal Arts degree. Global Studies helps students understand global cultures and political economy.

Challenging vocational programs provide opportunities to enter and revive artistic, technical and service skills. ASL and Human Services programs train service providers. Multi-media Art dominates vocational areas, offering multiple skills, including web design, animation, and film/video production. High demand technical skills serve emerging media industries where the labor market emphasizes talent. BCC is developing more award options and studies to improve completion.

Basic skill and ESL programs, also growing rapidly, serve students with multiple needs. ESL students are highly motivated to acquire language skills, showing a successful course completion rate of 78% in 2005. New initiatives in both areas include dedicated faculty, faculty development, student support and enhanced program structure to stimulate expansion and renewal. However, programs stretch to meet deeper demands with growing, but still limited resources.

Berkeley City College Counseling Services Unit Review

The mission of the Counseling Department is to engage students in a process of personal growth and empowerment. The counseling department offers academic, personal, and career counseling that fosters increased self esteem and life long learning.

Quantitative Assessments	Sp 06	SS 06	Fall 06	Sp 07	SS 07	Fall 07	
Enrollment Head Count	3306	3817	1024	3900	4245	1997	5104 Huge Increase
Enrollment FTES	1102	1108	116	1240	1349	269	1488 Huge Increase
Probation/Dismissal Counseling	228	234		219	238		Steady numbers
Quick-question Counseling				6340	3195		9535 QQ for 06-07

Between Fall 2005 and Fall 2007, a 54.4 % increase in the headcount of enrolled students occurred. This has equated to a 35% increase in FTES without any increase in the number of permanent counselors. Lack of sufficient counselors undermines the support necessary to assist students with respect to a variety of processes as they enter college, progress through college, and graduate or transfer from our college. For example, not having a sufficient number of contract counselors makes it more difficult to meet student demands for Student Education Plans, Transfer Counseling, Career and Major Exploration, Probation and Dismissal, and personal counseling.

Qualitative Assessments

BCC is positioned only two blocks from Berkeley High School, which has an enrollment of 2300 students. In 2006-07, nearly ¼ of BHS students attended Peralta colleges. A significant challenge at BHS is known as the “achievement gap” wherein African American and Latino students achieve at much lower levels than white and Asian students. BCC is directly involved in trying to improve the success of all BHS students. The counseling function at BCC is very important with respect to supporting under-prepared students who come to BCC from BHS. There is a need for the Counseling Department to take a more proactive role to improve the success of diverse students at BHS and other local high schools through greater outreach and support of students when they come to BCC.

The strengths of the Counseling Department are the resilience and hard-work attitude of the faculty and staff who perform all the functions of a full-functioning counseling unit. Included in the strengths are SEP development, transfer counseling, probation-dismissal counseling, career planning, drop-in counseling, and referral to on and off campus resources.

The weaknesses of the Counseling Department include the lack of adequate faculty and staff, lack of on-line counseling, insufficient outreach and partnerships with feeder high school counselors, a dearth of counseling courses, undeveloped evaluation of counseling services, lack of a powerful Early Alert counseling Program, and insufficient money for staff development.

The opportunities of the Counseling Department include the possibility of increasing efficiency of making appointments with students and doing follow-up with different student populations by use of the SARS computer-based scheduling and student communication program. Another important opportunity available to the counseling Department is the close proximity of Berkeley High School, the largest feeder high school to Berkeley City College.

Counseling/advising has been shown to be a key factor in promoting retention and success of college students. Therefore, we need a sufficient number of permanent and part-time counselors to provide students the support they need to enter, progress through, and graduate/transfer from BCC.

Personnel Needs: Counseling:

(2.66 FTE Permanent Counselors; 1.55 FTE Hourly) At least 3 FTE is needed, and includes a General counselor, Basic Skills Counselor, and a High School Liaison Counselor.

If FTEF is not brought into alignment with enrollment, significant college populations (prospective, basic skill, probation/dismissal, and graduating students) will remain underserved and the general counseling function will also suffer because of the lack of sufficient certificated counselors to serve students on an on-going basis.

Needed Action:

- **Develop new strategies for handling the large increase in the number of students attending BCC. The following is an action plan to try to address the challenges faced by counseling.**

Before students enter college

- **Develop a high school outreach program consisting of on-site counseling in the high schools, consultation with high school counselors, and teaching of counseling courses such as college orientation, college success, and career planning;**

When students enter college

- **Counselors will be involved in new and expanded student orientations that will include extended orientation classes for credit, group advising following orientation, and case management of entering basic skill students;**
- **Counselors training Student Ambassadors to be peer advisors during registration peak periods;**

As students progress through college

- **Case management of probation/dismissal students, including data collection of students seen;**
- **Develop a program to increase participation in Early Registration;**
- **Establish an "All-students-complete-SEPS by end of 1st year" Program;**
- **Establish a college-wide program to prepare underrepresented students to transfer to 4-year colleges.**

As students prepare to graduate or transfer from BCC

- **Initiate a "Early Petition Submission Program"**
- **Establish a strong "Transfer Application Completion" Program**

SF1 IMPLEMENT COMPREHENSIVE ENROLLMENT MANAGEMENT BY COHORTS

The Vice Chancellor, Educational Services will lead the Vice Presidents and instructional and student services faculty and staff in implementing an integrated and comprehensive approach to enrollment management. The key to this strategy is to tailor an overall approach to meet the needs of distinct student cohorts. The three cohorts identified by PCCD are as follows:

PCCD Cohort Data:

Cohort 1: Beginning the Journey—Traditional college age and concurrently enrolled		
<i>Sub-Cohort</i>	<i>Age Range</i>	<i>Percent of Students</i>
Early Starters	12-18 years	10%
Intensives	19-24 years	31%
Cohort 2: Adjusting the Course—Re-Entry, Incumbent Workers, Life-Long Learners		
Re-Entry		
Incumbent Workers	25-54 years	51%
Life-Long Learners		
Cohort 3: Enriching Life: Incumbent Workers and Life-Long Learners		
Incumbent Workers		
Life-Long Learners	55+ years	8%

The approach will integrate marketing, student services, instruction and the college experience in a way that is tailored to the needs of the distinct cohorts. The desired result is a highly coordinated approach that results in high levels of access, retention and success.

The cohorts have clearly different profiles based on their stated goals and course taking behavior. This suggests methods for more appropriately meeting their needs.

The cohort-planning model recognizes that “one size does not fit all” given the colleges’ diverse students. The unique needs of each cohort will guide the planning and delivery of all aspects of planning and service delivery. The core principles guiding the implementation of the cohort approach include the following concepts:

Each cohort is an important student population and will receive services designed to meet their needs.

There are sub-cohorts for each cohort, especially the 25-54 age group. Specialized approaches will be developed for these groups.

Once outreach, student success and curriculum/scheduling approaches are determined for each cohort, an integrated approach will be developed that meets as many of the needs as possible. For example cohort one will need a schedule of non-overlapping courses that would facilitate graduation within two years, while cohort 2 will benefit from evening and weekend classes (and on-site contract education). Where appropriate, strategies will be devised that meet the needs of several cohorts.

RESPONSE: Berkeley City College will in the future attempt to comply with enrollment management by age cohort, but finds that this approach is somewhat artificial and may not suit the makeup of the college's diverse target populations. This is so for the following reasons:

1. *Community colleges, especially BCC, bring together all age groups who represent a variety of ethnic and cultural backgrounds into the classroom. In the classroom environment and beyond, the age factor disappears as people become members of a learning community. Furthermore, research demonstrates that populations such as the Baby Boom generation wish to be categorized less by age, and more by lifestyle and ethnic considerations, as do members of Generations X, Y and Z, the groups who follow them.*

- *Cultural and ethnic influences, income demographics, economic factors, social class, and values of family, friends, and coworkers, behavioral variables such as benefits sought from education, are far more determinate than age, in decision making about higher education choices. Attitudes toward education, individual and cultural learning styles, cost of education, and retaining students. For example, in Latino culture, family influence is much stronger variable than age. Education may be considered important as a value to the family's success, therefore if a 19-year-old member of an immigrant family enrolls in community college classes and is successful, he may influence older members of his family to enroll in English as a Second Language classes. The son's trust in the college he attends, not his age, influences other family members to attend.*
- *At Berkeley City College, programs also are successfully marketed to specific industries, small businesses, government and educational sectors in which age among the population is not a primary factor of consideration for pursuing higher education. Instead, career goals, a desire to increase income and social status, and circumstances which involve the need for family support, affect decision making. In many instances, whether an employer will reimburse for continuing education influences an individual's decision to enroll in and complete classes and programs.*
- *Basic skills students tend to not track well in terms of age. Members of all age groups, and across ethnicities, need and enroll for basic skills and foundations classes and their enrollment usually is based on what they perceive is the amount of assistance they will receive in their college endeavors. Once they enroll and are in class, all ages are part of the learning community.*
- *Economic considerations are also important. How does an individual, no matter what their age, develop the perception that they can afford college?*
- *The latest learning style studies tend to emphasize economic, ethnic, and cultural considerations of groups and individuals.*
- *The Berkeley community is far more attentive to ethnicity, cultural and income factors than age. Even with regard to age, 25 to 54 is far too broad of a population segment. In Berkeley City College's spring 2008 age demographics statistics are segmented as follows:*

Under 16 years old—55
16-18 to 18 years old—500
19 to 24 years old—2,204
25-29 years old—1,012
30 to 34 years old—554
35 to 54 years old—1,357
55 to 64 years old—391
65+ years old—199

Note that these figures do not indicate gender or ethnicity as a deciding factor. Many individuals also balk at being identified by age. Also, at BCC the group between 24 and 40 is larger and growing more rapidly than those over 40. Also, a high proportion of BCC students hold advanced degrees. These educated students may not easily fit into these cohorts as defined.

In their strategic educational planning, colleges must be free to design and market programs to their community as their strategic planning groups determine best, based on college research regarding culture, ethnicity, income demographics, and social influence.

Each college should have the flexibility to plan based on a culture of evidence and community needs, as specified in WASC accreditation standards.

Needed Action:

- *Continue the integrated marketing strategy, involving department chairs, unit supervisors, and the community at large.*
- *Continue to segment and target its markets using a variety of strategies, including reach to specific industries, government and educational sectors, and to diverse population segments based on culture, income, lifestyle, and other demographic factors.*
- *Continue to gather data that allows detailed and extensive sorting of these groups in terms of the goals of the educational master plan, which will require time, staffing, and budget allocations.*

SF2. Foundation Skills

The Foundation Skills subcommittee of the PCCD committee, DWEMPC, will lead a district wide effort to make effective foundation skills education an institutional priority. The subcommittee will support the colleges in implementing the statewide Basic Skills Initiative, which is being led by the Statewide Academic Senate as part of the implementation of the *California Community Colleges System Strategic Plan*.

The district-wide effort will identify methods for coordinating and leveraging resources across the four colleges to support effective basic skills. The Basic Skills Subcommittee will also help to integrate basic skills effective practices with the cohort approach described in SF1, which is intended to enhance student success by treating Peralta's student subgroups holistically based on their distinct needs.

The Foundation Skills strategy will build on *Basic Skills as a Foundation for Student Success in California Community Colleges*, which is the literature review and organizational assessment tool developed to assist colleges in implementing the statewide initiative.

Basic Skills as a Foundation lists four areas of best practice. A critical concept is that foundation skills—called “developmental education” in the state report—are not a compartmentalized effort off that is treated as a secondary concern, but rather central to overall student success and institutional priority setting. The following is a summary of the best practice research

Basic Skills Initiative Grant Program at Berkeley City College

In fall of 2007, a task force was put together at **Berkeley City College** to focus on its basic skills program. This group, which includes administration, teaching faculty, counseling faculty, and classified staff, has met weekly through the 2007-08 academic year and has been actively involved in group emails throughout the year. While, in the beginning, its focus was to determine how most effectively to expend the money allotted through the state basic skills initiative, the group has fostered important changes, forged important alliances, and begun the important task of planning ways to improve basic skills instruction at the college.

Listed below are recommendations of the Basic Skills Initiative task force. In some cases, the actions identified by the group have been fully or partially completed; in others, the work is yet to be done and relies

on our receiving funds from the state. Items are listed in the order which corresponds most closely to the order of BSI-identified effective practices.

Mission Statement

The group agreed on the following mission statement for the college's basic skills program: The mission of Berkeley City College's basic skills programs is to ensure student success in academic and vocational endeavors. We address students' academic needs in math, English, ESL, and study skills; their ability to work effectively in a college environment; and personal development as it relates to academic success. We endeavor to challenge and support our students, working together to motivate and empower them, while responding to their individual needs. Their diverse strengths, experiences, backgrounds, and learning styles shape our programs. Developmental education is an institutional priority at Berkeley City College. (A1, A2)

Highly Coordinated Program

We agreed that Berkeley City College's basic skills program should be highly coordinated, not centralized. We recommended that we provide release time to a faculty member to serve as a faculty coordinator, and that we hire or assign time to one of our counselors to be dedicated to this program. In addition, we recommended that we fund weekly meetings for faculty teaching basic skills to maintain communication about individual students and develop curriculum.

As a result of this recommendation, the college has hired two faculty at .25 release time each during the spring 2008 semester. This has allowed for more effective coordination of programs, and an increase in outreach for tutors and in tutor training. It is anticipated that the co-coordinators will be able to plan curriculum, help to plan the design of the teaching-learning center, help to redesign the tutoring program and design a new mentoring program, and oversee all aspects of basic skills instruction at the college. In addition, we have recommended that a half-time counselor whose time is dedicated to the basic skills program be hired. The faculty co-coordinators and counselor are listed as budget items in our expenditure plan. (A3, A5, D7)

Psychological Services

We have identified the need to build coordination among psychological services, tutors, and the classroom by hiring and training staff. We believe that, in providing psychological services for our basic skills students, we should strive to ensure that we have a diverse counseling faculty to work with a diverse population. We will work with the district and college to make this position a hiring priority. (D3)

State and Community Based Organizations

We recommend that the college seek to coordinate with community based organizations (CBO's) and state-based organizations to recruit and provide services for students. We will work with co-coordinators, the newly hired "basic skills counselor" and mentors to accomplish this goal. (A5, B1, D3)

Mentoring Class and Study Skills Lab

We recommend the development of a mentoring class for students who have successfully completed the program and would be able to mentor incoming students. We plan to systematically recruit and provide rewards for mentors, targeting students who have reached transfer-level classes such as English 1A and who began at BCC in basic skills classes, as well as students in clubs, and ambassadors. The mentoring class should be an intensive taught in the first few weeks of the semester, and mentors should be paid for their work with students.

We have begun the work of instituting the mentoring class at BCC and have recruited some students who have agreed to work as mentors. We would like to develop study labs, to be staffed by tutors and mentors, for our basic skills students, but this would rely on additional funding. This need could be met by adding additional hours and staff to our homework lab. (A4, A7, B2, D10)

Faculty Meetings

Recommend that instructors and instructional assistants in learning community programs for basic skills students be paid to meet in order to plan curriculum and discuss interventions for specific students. Faculty in two such programs were paid to meet weekly during the spring semester, which has resulted in increased coordination of classes and, according to the instructors, increased retention in the program. This is listed as a budget item in the expenditure plan. (A4, D8)

Counseling for Basic Skills Students

Recommend that a half-time counseling position (17-1/2 hours) be dedicated to tracking and intervention for basic skills students and also be responsible for creating a student support packet with information about child care services, financial aid, transportation, etc. As cited in “highly coordinated program” above, this is listed as a budget item in the expenditure plan. (A5, D3)

Improvements to Orientation

Recommend that college orientations include presentations by financial aid personnel, tutors, and other student services personnel, as well as student mentors, and should include information about services that students need, including child care and transportation. The basic skills coordinators will work with the Director of Assessments and Orientation to accomplish this. (D3)

Continuing Recruitment and Hiring of Faculty in English, Math, and Counseling

Recommend that the institution endeavor to hire full-time faculty in English, math, and counseling, as well as in other areas, who are knowledgeable and enthusiastic about basic skills teaching.

Since this recommendation was made and shared with college administrators and department chairs, three of eight hires during the 2007-08 academic year have focused on basic skills, one in counseling, one in English, and one in ESL. (A6, A7, D1-D8)

Training in Digital Bridge Academy

Recommend that anyone teaching basic skills be trained in the digital bridge program, and we have invited the founder of digital bridge to give a presentation at the college. As a result of this, we are adding courses to our curriculum for this program, and will be piloting two learning communities in the fall which will incorporate methodologies from DBA. Four of our faculty will be attending a DBA training in June, and we have agreed to offer the complete DBA program in spring of 2009, by which time we will have been able to add all of the DBA courses through our college and district curriculum committees. (A6, A7, D1-D9)

Tutoring

Recommend that the college hire tutors in all basic skills classes who are also available for one-on-one tutoring and ensure that there are sufficient tutors for the needs of basic skills students in English, mathematics, computer skills, and ESL to staff the student success center. While English tutors are currently trained systematically, there is no such training for tutors in

mathematics, ESL, or other subject areas. We should formalize training for all tutors who work with basic skills students and have our tutors develop a log of effective tutoring practices. We should improve the look and organization of our student success center, where one-on-one tutoring occurs at the college, making it more accessible, welcoming, efficient, and effective. (A4, A5, B3, D10)

Financial Aid

Recommend that financial aid counselors give presentations in basic skills classes and that assistance be made available to students who need help filling out financial aid forms. We should follow up on whether basic skills students are receiving financial aid. (B4, D3)

Teaching/Learning Center

Recommend that the college create a teaching/learning center to promote staff development activities which are “structured and appropriately supported to sustain them as ongoing efforts related to institutional goals for the improvement of teaching and learning.” These activities should be based on teachers’ self-assessments and developing digitized teaching portfolios, should focus on teaching communities, and should include such activities as reflective inquiry, peer mentoring, videotaping of teaching, sharing of best practices, observations of classes for the purposes of learning from one another rather than assessment, and classroom assessment techniques, all focused on sound principles of learning theory. The Teaching/Learning Center should be staffed by faculty from different fields or one staff person and selected mentors from different fields and should include learning disabilities training. (C2-C5, D1-D6, D8)

Ongoing Program Evaluation

Recommend that the college researcher, basic skills co-coordinators, and administrators identify evaluative methods for basic skills programs (questionnaires, exit exams, etc.), and begin systematically evaluating the programs. Some areas of investigation could include students’ attitudes and perceptions about school and retention/success rates at the transfer level (longitudinal studies). We recommend that basic skills faculty conduct classroom assessments in the third week of classes. (A-D)

Needed Action:

- ***Implement the action initiatives in the following chart which were developed by the BSI team according to the four areas of best practice, i.e. Organizational/Administrative; Program Components; Faculty and Staff Development; and Instructional Practices.***

Section	Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
A Organizational/ Administrative Practices	<ul style="list-style-type: none"> provide .5 release time to faculty member(s) to serve as faculty coordinator(s) hire .5 counselor or assign equivalent counseling hours dedicated to basic skills fund weekly meetings for faculty teaching basic skills to maintain communication about individual students and design curriculum design ongoing, effective program evaluation processes 	<p>A.3 The developmental education program is centralized or highly coordinated.</p> <p>A.5 A comprehensive system of support services exists, and is characterized by a high degree of integration among academic and student support services.</p> <p>D.9 Faculty and advisors closely monitor student performance.</p>	May 30, 2008	Chief Executive Officer, Chief Instructional Officer, Chief Student Services Officer
B Program Components	<ul style="list-style-type: none"> hire .5 counselor or assign equivalent counseling hours dedicated to basic skills and hire psychological counselor in college orientations, add presentations by financial aid personnel, tutors, and other student services personnel who can provide information about significant student services, including child care/trans.) hire recruiter for cohort/learning community programs 	<p>B.3.2 Counseling and instruction are integrated into the developmental education program.</p> <p>B4 Financial aid is disseminated to support developmental students. Mechanisms exist to ensure that developmental students are aware of such opportunities and are provided with assistance to apply for and acquire financial aid.</p>	July 1, 2008	Chief Student Services Officer Chief Instructional Officer Chair, Counseling Orientation Coordinator
C Faculty and Staff Development	<ul style="list-style-type: none"> provide training in digital bridge academy techniques develop teaching/learning center to provide "sustained, ongoing" opportunities for improvement of teaching and learning, including reflective practice 	<p>C.3 Staff development programs are structured and appropriately supported to sustain them as ongoing efforts related to institutional goals for the improvement of teaching and learning.</p> <p>D.1 Sound principles of learning theory are applied in the design and delivery of courses.</p>	January 1, 2009	Chief Instructional Officer Basic Skills Coordinator(s)
D Instructional Practices	<ul style="list-style-type: none"> hire enough tutors to participate in all basic skills classrooms and staff the learning resources center and math and writing workshops, develop tutor training, and design a comprehensive, inclusive plan for tutoring design short-term mentoring class; recruit and pay mentors design and staff study labs for basic skills students 	<p>D10 Programs provide comprehensive academic support mechanisms, including the use of trained tutors.</p> <p>D3 ... Attention is paid to the social and emotional development of the students as well as to their cognitive growth.</p>	May 30, 2008	CIO, CSSO, Basic Skills Coordinator(s) Writing Program Chair Math Department Chair Student Success Center Director

SF3 Equity Goals and Removing Barriers to Access

Equity is an issue because differential rates of access and success for some student populations exists. Key issues include access of historically disadvantaged groups and sub-groups within these groups. In some cases, there are disparities of both access and success, in other cases there is parity of access but disparity of success. Key groups of concern include:

- People of all race/ethnic groups with high levels of educational need
- Latino/Hispanic access and success
- African American access and success, especially African American males
- Native American access and success
- Asian and Pacific Islander, especially some countries of origin.

Equity of access will be addressed by developing solutions to barriers related to the cost of text books, child care, transportation, financial aid and other challenges faced by students. By addressing these factors, Peralta will facilitate students' enrollment and persistence. Addressing these issues will also support student success by supporting students' basic needs.

Equity of success—persistence, retention, degrees, certificates, and transfer—are supported by the range of strategies in this section. In particular, SF 1 (the student cohort strategy), SF2 (foundation skills), SF4 (student learning outcomes), SF5 (student services/matriculation, and SF6 (library services) will support equity of success.

Berkeley City College Equity Report and Plan, 2008

Introduction

Berkeley City College (BCC), formerly Vista Community College, is undergoing profound change. As BCC grows and changes, access and success for all groups remains an important aim. This report takes an initial look at equity at BCC, i.e. success meeting the aim of effectively educating students to achieve their future hopes. The report specifically considers equity in five areas: Access, Course Completion, Basic Skills Completion, Certificate and Degree Completion, and Transfer Success. Beyond a report of the status of equity at BCC, the Equity Plan presents the activities and resources needed to improve and support equity.

The Equity Report and Plan rely on the most recent data from multiple sources and represents the college's initial effort to address equity. Continuous monitoring is planned to support improvement in access, performance, and success of all students.

Data

Five areas and measures were originally mandated for the report: Access, Course Completion, Basic Skills Completion, Certificate and Degree Completion, and Transfer Success. However, the originally mandated measures were later amended and revised (Community College Chancellor's Memorandum, October 5, 2004).

Data were drawn from a variety of sources, including the Peralta Community College District (PCCD) data bank, the Community College Data Mart, the California Postsecondary Education Commission and other sources.

The Student Equity Plan considers success indicators applied to all ethnic groups. Most indicators are ratios, expressed in percentage terms, describing student success. The Equity Report reviews the indicators relevant to each mandated equity area. Activities are proposed in the Equity Plan to maintain and increase college success for all groups, especially those lagging in the areas of interest. Plans to evaluate those activities are underdevelopment or ongoing.

What follows is the report for the five areas of Access, Course Completion, Basic Skill/ESL Completion, Degree and Certificate Completion, and Transfer. Further development and study of these five areas will be ongoing.

A. Access

In fall 2006, student enrollment at BCC totaled 4695. The student body of BCC thus represents approximately 5% of the total adult population (ages 18-64) of the service area, including the cities of Emeryville, Albany and Berkeley. Among BCC students, white students form the largest ethnic group (32%) followed by African- American (24%), Asian (16%) and Hispanic/Latino students (12%). Native American students form the smallest ethnic group with 0.01% of the total student body at BCC and are underrepresented when rates in the college are compared with the service area. 60% of BCC students are female.

Disabled Students— Fall 2004-06

The number of disabled students served has steadily increased since fall, 2004. Figures below show the total number of disabled students in fall 2004, fall 2005 and fall 2006. The number of disabled students has jumped 20% from 2005 to 2006, according to data from the Peralta mainframe.

Semester	Total Served
Fall 2004	188
Fall 2005	203
Fall 2006	245

In fall 2006, services supported 101 African American disabled, representing 40% of the 245 total disabled students. Services were also delivered to 34% (83) white students, 7% (16) Hispanic and 7% (17) Asian students. The City of Berkeley included 6170 disabled persons between the ages of 16-64 according to the 2005 American Community Survey of the U.S. Census (<http://factfinder.census.gov>).

B. Course Completion

Table 2 shows completion rates for ethnic groups at BCC for fall 2004, fall 2005, and fall 2006, including all courses attempted, comprising basic skill courses and transfer courses. (Completion is considered all students who received A, B, C or Credit. Enrollment does not include students who were enrolled at census date, but dropped the course before the withdrawal date. Thus, enrollment totals in this computation differ slightly from census enrollment.)

Table 2: Completion Rates, 2004, 2005, 2006

	Fall 2004		Fall 2005		Fall 2006	
	Enrolled	Rate	Enrolled	Rate	Enrolled	Rate
Asian	664	74.0%	657	73.6%	785	74.5%
African-American	1083	58.5%	1085	49.9%	1191	51.6%
Filipino	81	71.2%	92	55.2%	79	62.3%
Hispanic/Latino	579	69.4%	544	67.9%	607	65.8%
Native American	32	72.6%	34	64.0%	38	50.0%
White	1395	71.6%	1304	72.4%	1616	71.4%
Total College	4485*	67.5%	4348**	64.6%	5030***	65.3%
	Other Special Groups					
DSPS****	188	75.0%	203	67.1%	245	66.1%

* Other= 111; Unknown=540

** Other=105; Unknown=527

***Other=136; Unknown=578

****DSPS students are shown for analysis, but are also included in Total College Enrollment.

In fall 2004, 67.5% of all enrolled students in courses completed the program. In fall, 2005, the percentage dropped to 64.6%, but an upward direction began in fall, 2006 to 65.3%. Of all the ethnic groups included in this report, only African-Americans have completion rates consistently below the college average rates. Moreover, the African-American rate has fallen from 58.5% in fall, 2004 to 49.9% in fall, 2005 and remains at 51.6% in fall, 2006. Native American rates lagged in fall, 2006, presenting a rate of 50% as compared to the college average of 65.3%.

C. Basic Skill Completion

Basic skill enrollment numbers are very small at BCC, so that refined analyses are difficult as larger numbers of students are required to perform the analyses. However, basic skills education is illustrated somewhat by successful completion rates.

Table 3 shows trends from fall 1999 to fall 2004. The college average rate for basic skills English of 51% is exceeded by groups of Asians at 63.5%, Hispanic/Latinos at 58.3% and whites at 61.3%. A disparity from the average is shown for African-Americans at 44.1%, Filipinos at 30% and Native Americans at 50%. Rates for Filipinos and Native Americans are based on very small numbers, so should be considered less reliable than rates of groups with larger numbers of students.

For mathematics over the years 1999-2004, the college rate of 53% is exceeded by Asians at 66.1%, Filipinos at 60%, Hispanic/Latinos at 63.6%, Native Americans at 60%, and whites at 68.9%. A gap from the average rate is shown for African-Americans at 43.3%.

For both English and mathematics, female students have a higher completion rate for basic skill courses than males. Females in English complete at a 53.2% rate, while males complete at 47.3%. Math completion rates are 53.4% for males and 52% for females.

Table 3: Total Enrollment and Completion Rates for Ethnic Groups, Fall 1999-Fall 2004

	Asian	African American	Filipino	Hispanic	Native American	Other	White	Unkn own	Total	Male	Female
English	208	658	10	192	6	13	93	66	1246	446	780
Mathematics	56	469	5	154	10	18	132	60	904	277	610
Total Enrollment	264	1127	15	346	16	31	225	126	2150	723	1390
Completion Rates for English and Mathematics for each Special Group											
English	63.5%	44.1%	30.0%	58.3%	50.0%	69.2%	61.3%	45.5%	51.0%	47.3%	53.2%
Mathematics	66.1%	43.3%	60.0%	63.6%	60.0%	38.9%	68.9%	56.7%	53.0%	52.0%	53.4%

The completion rates for the period 2004, 2005 and 2006 do show ethnic differences (see below, Table 4 and Figures 1, 2, 3 and 4). Considering the ethnic composition of Basic Skills, African-Americans are by far the largest group: in 2004, 55.4%; in 2005, 50.6% and 56.9% in 2006. Asians make up 23% in 2004, 21% in 2005 and 22% in 2006, but are found in greater proportions in the English basic skills than in math.

Hispanic/Latinos represent a smaller proportion: 14%, 18% and 19%. Whites comprise a still smaller percentage: 10.8%, 10% and 11.4%.

In mathematics from 2004-2006, groups of Asians, Hispanic/Latinos and whites consistently exceed the college rates of 44.1% (2004), 43.6% (2005) and 45.5% (2006). Rates for Filipinos and Native Americans are volatile, since these groups are represented only in very small numbers.

In English basic skills, Asians, Hispanic/Latinos and whites generally exceed the college rates of 44.1% (2004), 55.8% (2005) and 41.1% (2006). The rates for African Americans lag for each year by 1-10%. Rates for Filipinos and Native Americans are volatile, since these groups are represented by very small numbers.

The overall BCC average basic skill completion rate trend shows a possible decline over time; additional long-term data is needed to substantiate any trend. The college averages for the years 1999-2004 are 51% for English and 53% for mathematics, while the college average in fall, 2006 is 41.1% English and 45.5% for mathematics. The fall, 2006, rates show a drop of 7-10% from the 199-2004 period.

A comparison of the genders shows a success advantage for females in math and English relative to males in every year from 2004 to 2006, as shown in Figures 3 and 4. In mathematics, females retain an advantage over males for 2004-2006, although the gap in 2006 narrows to 3% or 46.7% vs. 43.4%.

ESL Successful Completion Rate

	Enrolled	Rate
Fall 2004	184	80.4%
Fall 2005	379	78.1%
Fall 2006	664	74.4%

Shown above are the rates for ESL students, including basic skills and more advanced courses, exceeding the overall college rate of 68% (2004), 65% (2005) and 65% (2006). ESL course completion rates are also well above the rates for other basic skills, exceeding these by 25%-35%.

Figure 1: Successful Completion Basic Skills 2004,2005, 2006*

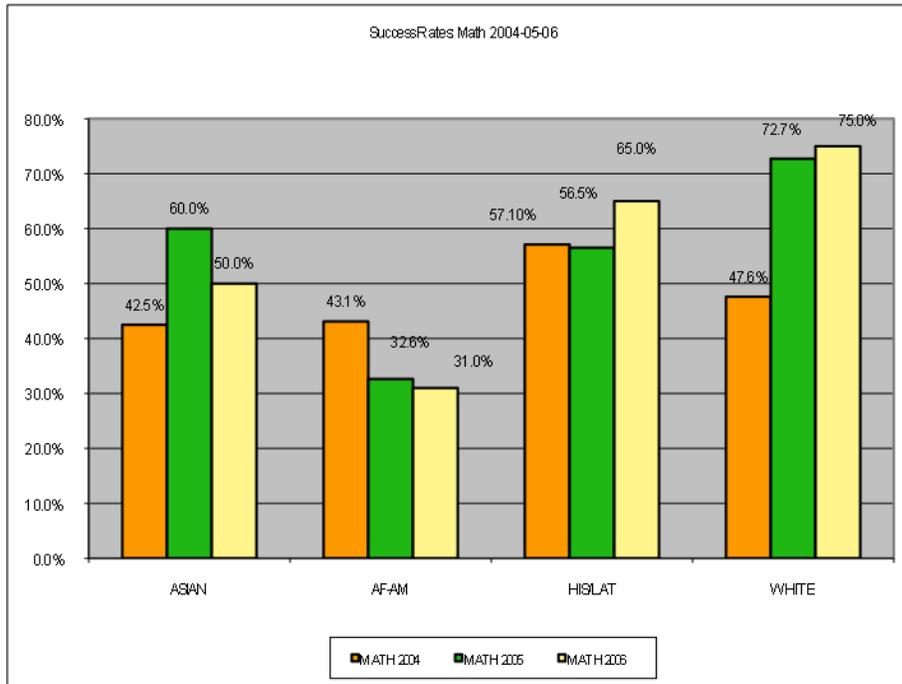
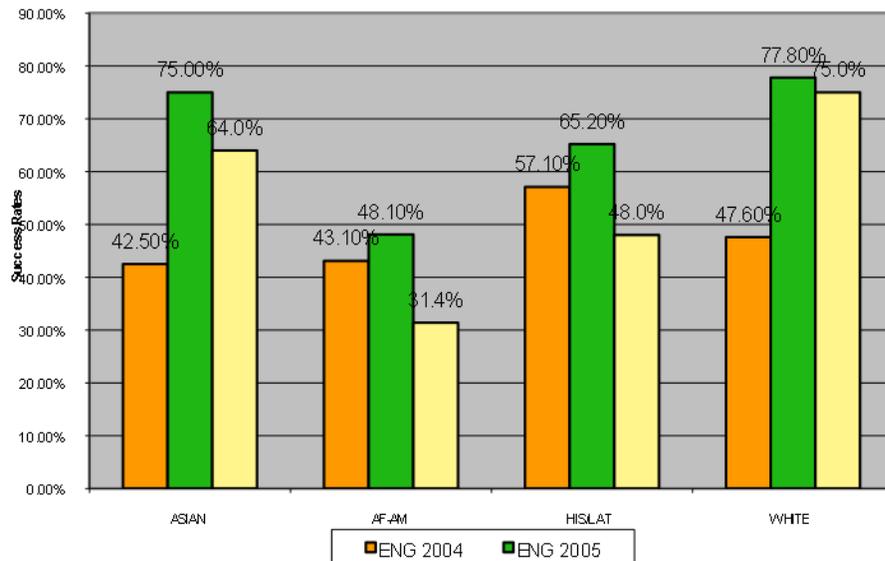
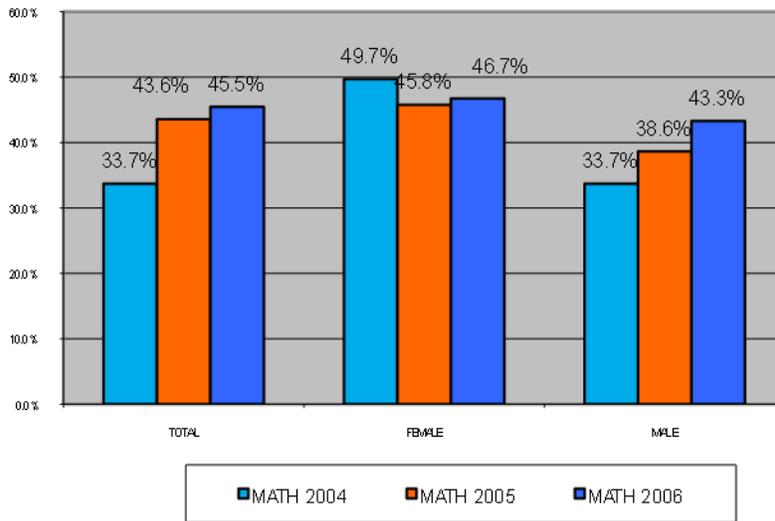


Figure 2: Successful Completion Rates: English Basic Skills 2004-05-06



*Ethnic groups with very small student numbers are represented only in Tables, since associated rates are not reliable.

**Figure 3: Basic Skills Math Successful Completion Rates
2004, 2005, 2006**



Basic Skills English Success Rates: 2004, 2005, 2006

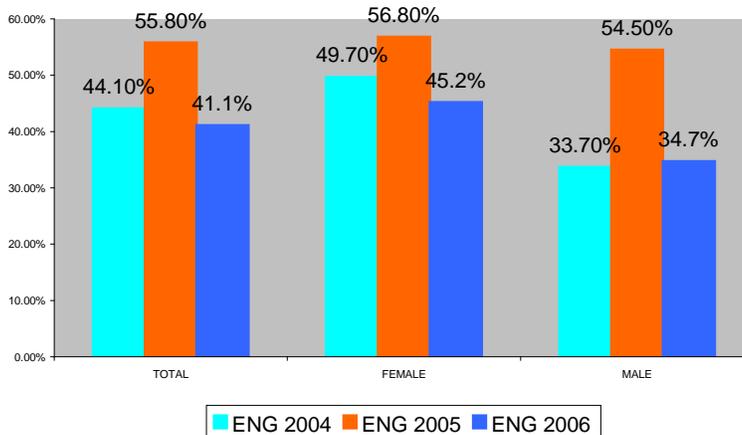


Figure 4

D. Degree and Certificate Completion

The original ratio measure required by the state Chancellor’s Office was later revised (Memorandum, December 9, 2003 and October 5, 2004), so that the ratio involving the informed matriculation goal is no longer mandated. A broad and descriptive view of degree and certificate completion is used in this report, including several sources of data.

Degrees, certificates and ethnicity 2004-06

Degree and certificate rates by ethnicity are considered over time, emphasizing the most recent two years -- 2004 to 2006 (see Table 5). AA degrees earned by each ethnic group are roughly proportional to the overall group enrollment. It is also recognized that students have diverse goals.

African-Americans tend to earn slightly more AA degrees than their share of the student population. African Americans earned roughly 30% of the AA degrees in 2004-06, while they make up almost 25% of the students. In the period 2001-2004, the percentage of AA degrees earned by African Americans was volatile, ranging from 50% to 26%.

Hispanic/Latinos earn slightly more degrees than their share of the population. Hispanics/Latinos earn 17% of degrees, while they represent 13% of students.

Whites earn slightly fewer degrees than their proportion of the population. White students earned 26% of the AA degrees in 2005-6, while comprising about 33% of the students.

Asians tend to earn slightly fewer AA degrees than their proportion of students.

Asians earn 14% of degrees, while comprising 16.5% of students.

In terms of Certificates of Completion (requires 18 or more units) in 2005-6 (Table 6), white students earned 41% of certificates, greater than their share of the population, and Hispanics/Latinos earned 17%, also more than their share. African-Americans earned 14% of certificates, which is less than their proportion of the population. Asians earned 12%, only slightly fewer than expected from their population share.

Degrees and Certificates by Gender

When degrees and certificates are considered by gender (see Table 6), once again the proportion of AA degrees is consistent with the proportion in the student population. While females represent 60% and males 40%, the proportion of AA degrees awarded show the same proportion--60% to women, while 40% of them go to men. Over the period 2001-2006, the relative proportion of AA degrees awarded to males has shown steady growth.

Overall College Trend

Overall, there is a moderate loss in numbers of degrees and certificates awarded in the most recent two-year period. Such a trend may reflect a growing interest in transfers in the dynamic college student population, as well as growth in students who already hold degrees.

Table 5 : Degrees and Certificates by Ethnicity 2000/01 to 2005/06

AcYr	Deg	Tot #	African/ Am		Asian/ PI		Filipino		Hisp/ Lat		Native		Other		White		Unknown	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2000-01	AA	84	42	50%	6	7%			6	7%			2	2%	25	30%	3	4%
	AS	7	2	29%	1	14%									4	57%		
	CE	49	9	18%	13	27%			7	14%					19	39%	1	2%
		140	53		20				13				2		48		4	
2001-02	AA	101	40	40%	9	9%	1	1%	17	17%			1	1%	25	25%	8	8%
	AS	5	1	20%	2	40%			1	20%					1	20%		
	CA	31			15	48%			5	16%					7	23%	4	13%
	CE	39	5	13%	7	18%			4	10%			1	3%	15	38%	7	18%
		176	46		33		1		27				2		48		19	
2002-03	AA	99	26	26%	4	4%	3	3%	10	10%	3	3%	4	4%	37	37%	12	12%
	AS	6			5	83%			1	17%								
	CA	39	3	8%	11	28%									18	46%	7	18%
	CE	55	9	16%	14	25%	1	2%	5	9%					22	40%	4	7%
		199	38		34		4		16		3		4		77		23	

2003-04	AA	120	47	39%	11	9%	3	3%	11	9%	2	2%	4	3%	31	26%	11	9%
	AS	5	2	40%					2	40%					1	20%		
	CA	52	7	13%	11	21%			15	29%			1	2%	18	35%		
	CE	61	9	15%	14	23%	1	2%	12	20%					20	33%	5	8%
		238	65		36		4		40		2		5		70		16	
2004-05	AA	119	36	30%	21	18%	2	2%	14	12%	2	2%	4	3%	25	21%	15	13%
	AS	2	1	50%	1	50%												
	CA	40	1	3%	21	53%			12	30%					6	15%		
	CE	55	9	16%	21	38%			5	9%			3	5%	12	22%	5	9%
		216	47		64		2		31		2		7		43		20	
2005-06	AA	121	39	32%	17	14%	2	2%	20	17%	3	2%			31	26%	9	7%
	AS	2			1	50%			1	50%								
	CA	16	4	25%					3	19%							9	56%
	CE	49	7	14%	6	12%			9	18%					20	41%	7	14%
		188	50		24		2		33		3			51		25		

Table 6: Degrees & Certificates by Gender

Acad Year	Deg	Total #	Female		Male		Not Supplied	
			#	%	#	%	#	%
2000-01	AA	84	66	79%	18	21%		
	AS	7	4	57%	3	43%		
	CE	49	38	78%	10	20%	1	2%
		140	108		31		1	
2001-02	AA	101	81	80%	20	20%		
	AS	5	4	80%	1	20%		
	CA	31	28	90%	3	10%		
	CE	39	31	79%	7	18%	1	3%
		176	144		31		1	
2002-03	AA	99	74	75%	25	25%		
	AS	6	3	50%	3	50%		
	CA	39	31	79%	8	21%		
	CE	55	42	76%	13	24%		
		199	150		49			
2003-04	AA	120	82	68%	35	29%	3	3%
	AS	5	3	60%	2	40%		
	CA	52	34	65%	13	25%	5	10%
	CE	61	42	69%	18	30%	1	2%
		238	161		68		9	
2004-05	AA	119	87	73%	30	25%	2	2%
	AS	2			2	100%		
	CA	40	31	78%	9	23%		
	CE	55	40	73%	14	25%	1	2%
		216	158		55		3	
2005-06	AA	121	71	59%	48	40%	2	2%
	AS	2	2	100%				
	CA	16	7	44%	9	56%		
	CE	49	33	67%	16	33%		
		188	113		73		2	

CE = Certificate of Completion (requires 18 or more units) CA = Certificate of Achievement (requires 6 to less than 18 units)

Source: Research Data Warehouse OVERVIEW Office of Research & Institutional Development

F. Transfer Success

The originally required measure above was modified by Memorandum from the State Chancellor, December 9, 2003, since matching data to determine the transfer rate is not available. The current report takes a broad and constructive approach to reporting about BCC transfers, using information from multiple data sources.

Transfer to UC and CSU

Transfers to UC and CSU: 2003-2007

Tables 7 and 8 indicate the number of students who transferred to the University of California system and to the California State University system from BCC, analyzed by ethnicity during the period 2003-2007. (These data are from CPEC--California Post-Secondary Education Commission.)

Total transfers are increasing to both systems. Transfers to the UC system have been increasing rapidly, almost catching up to the numbers of transfers to the CSU system. When transfers are considered by ethnic group for this period, white students transfer in greater number to both systems when compared to each of the other ethnic groups. Whites make up 48% of all transfers to UC (2002-07) with 183 out of 385 total. Latino students are next (57 to UC and 38 to CSU), while Asians trail slightly (41 to UC and 40 to CSU). For the CSU system, African-American students are second to white students in number of transfers. 81 African-Americans from 2003-2007 transferred to CSU, while 117 white students transferred out of a total of 403 for the 2002-07 period.

TRANSFER: Berkeley City College to the University of California and California State University

Table 7: UC Transfers from BCC--- 2002-2007										
Year	African American	Asian/PI	Filipino	Latino	Native American	Other	White	Non- Res Alien*	No response	Total
2003	2	6	2	7	0	2	27	0	8	54
2004	4	12	2	6	0	7	34	0	16	81
2005	7	10	1	10	1	6	45	0	8	88
2006	8	8	2	16	1	5	37	0	5	82
2007	7	5	0	18	0	3	40	0	7	80
Total	28	41	7	57	2	23	183	0	44	385

Year	African American	Asian	Filipino	Latino	Native American	Other	White	Non-Res. Alien	No response	Total
2003	11	11	1	5	0	0	24	4	20	76
2004	17	4	1	4	1	3	19	8	19	73
2005	12	9	3	10	2	5	20	2	14	72
2006	22	6	0	10	2	0	28	5	19	92
2007	19	10	2	9	1	0	26	5	18	90
Total	81	40	7	38	6	8	117	24	90	403

Source: California Post Secondary Education Commission web site: www.cpec.ca.gov

*Language used in data from CPEC

• **Transfer-ready rates**

In order to evaluate equity issues in the readiness to transfer, a cohort of new students was tracked from the academic years of 2002-2003 through 2004-2005. This timeframe provides a three-year window to become “transfer ready.” Transfer ready students are defined as students attempting and completing both English and mathematics transferable units during the three-year period defined above. As Table 9 shows, the ethnic groups with the highest transfer-ready rates are Asian and white students (both with 15.3%) followed by Hispanic/Latino students (12.2%), Native American (11.1%), Filipino (8.8%) and African-American students (7.5%).

When rates are considered by gender with all ethnicities taken together, male students show a higher rate than females: 13.4% for males and 10.9% for females. DSPS students show a rate of 15.6% as compared to 11.9% without a disability.

	No transferable Units completed		.5 TO 11.5 Transferable Units Completed		12 or more units At least one English or Math missing		12 or more units English and Math		TOTAL
	Number	%	Number	%	Number	%	Number	%	

Table 9 continued									
Ethnicity									
Asian	82	27.3%	106	35.3%	66	22.0%	46	15.3%	300
African American	132	45.1%	96	32.8%	43	14.7%	22	7.5%	293
Filipino	10	29.4%	12	35.3%	9	26.5%	3	8.8%	34
Hispanic/Latino	67	37.2%	58	32.2%	33	18.3%	22	12.2%	180
Native American	5	55.6%	2	22.2%	1	11.1%	1	11.1%	9
Other	18	46.2%	3	7.7%	14	35.9%	4	10.3%	39
White	86	21.9%	153	38.9%	94	23.9%	60	15.3%	393
Unknown	63	33.2%	62	32.6%	50	26.3%	15	7.9%	190
Gender									
Female	255	32.0%	282	35.3%	174	21.8%	87	10.9%	798
Male	184	31.7%	190	32.8%	128	22.1%	78	13.4%	580
Unknown	24	40.0%	20	33.3%	8	13.3%	8	13.3%	60
DSPS									
No Disability	451	32.1%	485	34.5%	302	21.5%	168	11.9%	1406
DSPS	12	37.5%	7	21.9%	8	25.0%	5	15.6%	32
Total	463	32.2%	492	34.2%	310	21.6%	173	12.0%	1438

Needed Action:

NOTE: Successful implementation of some of the following action plans will require hiring a Program Specialist Outreach Coordinator, working with the Student Activities Coordinator, and hiring additional faculty, counselors, and tutors.

ACCESS:

- *Increase enrollment of diverse ethnic students and disabled students from local high schools, community-based organizations, and other community-based groups.*
- *Do more intensive outreach/in-reach to local high schools and middle schools via presentations in classrooms, tables on campus, etc., making sure to establish close communication with teachers and special program coordinators.*

- *Continue to assist local high schools, especially Berkeley High School, Berkeley Vocational High School, and Emery High School, to outreach to low-participating parent groups from different ethnic groups and increase the level of involvement of these parents in both high school and college education.*
- *Work with Instructional Outreach Coordinator and Division of Instruction to develop community-based basic skills classes in churches, community-based organizations, and special high school extended learning support programs.*
- *Have Ethnic Group Welcome Days for African American, Chicano-Latino, and other low BCC attending ethnic groups where local community individuals and groups, including families, church organization, Community-Based Organizations, etc. are invited to BCC for special welcome-information to college events.*
- *Develop a list of potential students for follow-up calls as well as community contacts who can serve to encourage diverse student populations to attend BCC.*
- *Develop evaluation instrument to glean the impact of the Ethnic Group College Days learning experience on individuals and groups who attend.*
- *Work with Programs and Services for Students with Disabilities' Advisory Board to identify how to better serve this student population.*
- *Identify what strategies are most effective to improve the access and success of disabled students, within the scope of resources the college has to devote to support of this student population.*
- *From PSSD Advisory Committee recommendations, establish a plan to improve the access of disabled students.*

COURSE COMPLETION

- *Set up college-wide tutoring plan, in collaboration with instruction and student services, have plan reviewed and accepted by college Leadership Council, and develop criteria for evaluation.*
- *Establish mathematics and English basic skills student follow-up program wherein faculty, counselors, etc. more closely monitor entrance and movement through basic skill courses.*
- *Develop "buddy-system" in basic skills coursework and in special student services programs such as EOPS, CARE, CalWORKs.*
- *Communicate to faculty and staff, via memorandum and workshops, the results of the fall 2006 Equity Report and other data regarding the success of basic skill/ESL students and emphasize the importance of working more closely with diverse student populations, via the use of innovative teaching and support techniques, to increase the course completion rate of diverse student groups.*
- *Send letters to and/or do workshops for basic skills students who complete their basic skill coursework, congratulating them on having achieved an important milestone in their college career. In the same letter encourage students toward success in degree/transfer courses. Share with students the importance of the use of different student support services that can assist their success, e.g., Learning Center, Counseling, Programs and Services for Students with Disabilities, etc.*

- *Develop a within and between-groups data base of diverse student populations who are completing certificates and degrees and use this data base in order to better define what populations need to be the focus of increased attention and support with respect to successfully achieving their certificate and degree goals.*
- *Establish African American and Latino clubs, or work with established clubs, to increase the achievement of certificate and degree goals and the development of leadership within society of these groups.*

TRANSFER

- *Increase the ratio of the number of African American, Latino, and disabled students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years by establishing a data base of all student population groups with respect to stated transfer goals, and then establish a program of follow-up with students to ensure that an SEP transfer plan is developed that includes completing basic skill and transfer coursework.*
- *Establish a communication system with diverse student populations with respect to informing these groups about the process involved in becoming transfer ready e.g., meeting with counselor and completing Student Education Plans (SEP) for satisfying requirements for transferring to 4-year institutions, as well as learning about the services available to support attainment of transfer goals.*
- *Do a specific follow-up with African-American and Latino students, wherein students make appointments to see a transfer counselor.*
- *Put together a developmental model that shows the process of moving from basic skill coursework to transfer coursework, and, eventually, to successful transfer to a four-year institution. Include in the model cognitive, behavior, and emotional challenges that students have to face and eventually master in order to move through this process, as well as how various college services can support students to successfully transition from basic skill coursework to the level of successfully transferring to a four-year college.*
- *Set up program in fall, 07, to defining baseline numbers of students who declare transfer as their goal. Make it a goal that 100% of these students will complete SEPs with counselors and attend at least one transfer meeting given by local college representatives on campus*

SF4 Student Learning Outcomes

Student learning outcomes (SLOs) state the knowledge, skills, or abilities that a student should be able to demonstrate as a result of completing a course or program. Student learning outcomes describe observable results. They must be regularly assessed to see if students actually are able to demonstrate the learning or competencies from a class.

From “Introduction to the Accreditation Standards” by ACCJC:

The primary purpose of an ACCJC-accredited institution is to foster learning in its students. An effective institution ensures that its resources and processes support student learning, continuously assesses that learning, and pursues institutional excellence and improvement. An effective institution maintains an ongoing, self-reflective dialogue about its quality and improvement.

A great deal of research shows the effectiveness of this approach. Focusing on SLOs and assessment and discussing assessment results creates a dialogue among faculty about teaching and learning. Many faculty report that this dialogue is one of the most valuable parts of the SLO/Assessment process.

The point of assessment based on SLOs is to make changes and improvements that lead to deeper and more effective student learning, with decisions based on evidence rather than vague, general impressions.

Current Status

All four colleges have begun the process of writing Student Learning Outcomes for their courses and programs. Each college has developed its own institutional or general education outcomes. Each college has assigned a faculty member on release time to serve as the SLO/Assessment Coordinator.

Future Directions and Needs

In order to fully implement SLOs and assessment,

- SLOs must be completed for all courses, programs, and student services units.
- Each college must begin the process of assessing course, program, and general education outcomes.
- Results of the assessments must be reported and must be used for improvement.
- Gradually, all SLOs for all courses, programs, the general education program, and student services units must be systematically assessed and the results used for improvement.

Infrastructure required

Developing and assessing SLOs across a college is a new methodology for evaluating institutional effectiveness and requires high levels of training and work for implementation. The accreditation commission expects institutions to allocate appropriate resources in support of student learning outcomes and assessment.

These necessary resources include:

- A SLO coordinator at each college with release time to give training, work with departments, and keep track of what is being done.
- A Committee of faculty and others to discuss and implement SLOs and assessment.
- A Researcher and clerical support—departments and programs need assistance in developing quality assessment tools, developing effective surveys, collecting and analyzing data, storing data, and reporting results.
- Stipends or other support to faculty engaged in time-consuming work on developing assessment tools and compiling assessment information
- Visible support from all levels of the administration: the chancellor, presidents, vice presidents, and deans must continually emphasize the importance of engaging in assessment of SLOs and must keep prodding people to get the work done.
- Professional development days should be used to discuss assessment results and plan improvements. Somehow, assessment must be built in to normal routines so that it doesn't seem like something "extra" and excessively burdensome.
- Assessment results must not be used for evaluation of individual faculty and staff. There must be serious efforts to reduce anxieties and fears about how the results will be used. It is vitally important that instructors and staff not feel threatened by this process, or they will set standards that are too easily attained. If this happens, we will not get useful information that can be used for improvement. Honesty and risk-taking should be encouraged.

Berkeley City College Annual Report Update on Student Learning Outcomes (2007-2008)

Berkeley City College has made significant progress in the development of an Assessment Plan as a means for evaluating institutional effectiveness. Using the PCCD three year program review cycle, faculty and staff are developing Assessment Plans for all of their courses and programs to ensure that within a three year period Assessment would be complete. The entire Plan or cycle would then begin again in the fourth year. As part of the three year cycles, annual Assessments will be conducted and reported in the annual unit plans. The current focus has been on Assessment Plans for the program and course level. By fall 2008, BCC will also have an Assessment Plan for institutional or general education outcomes. This will also follow a three year cycle and be based on the department or program plans.

A diverse group of faculty, staff, and administrators have engaged in a shared governance process leading to dialogue about Assessment across the college. Several critical decisions have been made as a result of the dialogue and trainings that have occurred over the past two years. BCC currently has seven institutional or general education student learning outcomes. The college established a Student Learning Outcomes and Assessment Coordinator .5 reassign faculty position in March 2007 to assist in facilitating and tracking Assessment work throughout the college.

The SLOAC serves as Assessment Committee Chair, plays an active role in institutional planning committees such as the college Roundtable as well as curriculum committee and academic senate. and reports to the vice president of instruction. This position has been critical in establishing the BCC framework for assessment.

One of the most significant leadership decisions has been to allocate \$38,000 in stipends to support faculty and staff, including adjunct faculty, in their Assessment efforts. In other cases, departments have used the funds for department retreats where rich dialogue among fulltime and adjunct faculty led to the development of SLOs, assessment methods, and assessment plans. This assessment project was launched in February, 2008. Faculty and Staff are currently working on developing SLOs, associated methods, and plans that are to be completed by June 30 2008.

BCC's approach to Assessment and Student Learning Outcomes has evolved over time as has the framework. Initially, the focus was on developing institutional or general education outcomes, completed in spring, 2006.

Currently there are two strands of institutional outcomes, one for instructional programs and one for student services departments and programs. While the titles are the same, the definitions of each differ as do the roles of student services and instruction.

Beginning in late spring, 2007, the SLOAC began working with all departments to provide one-on-one and group in-service on student learning outcomes and the assessment cycle. While the initial plan included working on institutional level first, then course level and then program level development, the SLOAC found that the best approach for BCC faculty and staff is to work on the course level, program level, and mapping to institutional outcomes simultaneously. Having the context of the entire cycle seems to help individuals as they are developing SLOs, authentic and appropriate assessment methods, and associated assessment plans.

Currently a large percentage of faculty and staff are fully engaged in student learning outcomes development. The next goal in the BCC assessment implementation plan is to implement program and course assessment based on department assessment plans in fall, 2008.

2007-2008 Berkeley City College Institutional Annual Report Update on Student Learning Outcomes

	Y	N	Percentage (%) of all courses/programs	Courses/Programs	Disciplines
Has the college defined expected student learning outcomes for all courses?		X	<p>% of Courses <u>15%</u></p> <ul style="list-style-type: none"> 85 courses defined. 	<p>List the courses for which identification of expected student learning outcomes is complete.</p> <ul style="list-style-type: none"> Art 48 All 16 ASL courses. 2 Biology courses (Bio 13 and 13L). Computer Information Systems 48UU. 1 Counseling course (COUN 248) 4 English literature courses: Engl 269,201, 1A, 1B. All ESL courses. 2 French and 2 Arabic courses All 12 Human Services courses. Multimedia 151, 151L, 177, 177L, 200, 48UT. All 7 sociology courses. Social Sciences 101 All 15 Spanish courses. 	<p>List the disciplines for which identification of expected student learning outcomes is complete.</p> <ul style="list-style-type: none"> Sociology, Spanish, French, Arabic, American Sign Language and Human Services are complete. Faculty and Staff are currently working on identifying student learning outcomes for the remainder of BCCs courses. Student learning outcomes completed in draft format were not included in this list. The curriculum committee is requiring all course revisions or new courses to include accompanied student learning outcomes and assessment methods prior to approval.
Has the college identified appropriate assessment methodologies for defined expected student learning outcomes for all courses?		X	<p>% of Courses <u>15%</u></p>	<p>List the courses for which identification of appropriate assessment methodologies for courses with defined expected student learning outcomes is complete.</p> <ul style="list-style-type: none"> All of the courses identified in Section 1 also have appropriate assessment methodologies for the defined student learning outcomes. 	<p>List the disciplines for which identification of appropriate assessment methodologies for student learning outcomes is complete.</p> <ul style="list-style-type: none"> Sociology, Spanish, French, Arabic, American Sign Language and Human Services are currently the only disciplines that have completed identification appropriate assessment methodologies for all of their courses.
Has the college assessed student learning outcomes for all courses?		X	<p>% of Courses <u>0%</u></p>	<p>List the courses for which assessment of student learning outcomes is complete.</p> <ul style="list-style-type: none"> To date, the college has not assessed any courses for student learning outcomes. It is anticipated that all disciplines will begin 	<p>List the disciplines in which assessment of student learning outcomes is complete for all of its courses.</p> <ul style="list-style-type: none"> Planned for fall, 2008

			assessment Fall 2008.	
Has the college analyzed assessment results for the student learning outcomes for all courses?	X	% of Courses <u>0%</u>	List the courses for which analyzing assessment results for student learning outcomes is complete. N/A	List the disciplines in which analyzing assessment results for student learning outcomes is complete. • Plan for 2009-2010
Using assessment results, has the college planned and implemented changes to pedagogy, facilities, etc. to improve learning for all courses?	X	% of Courses <u>0%</u>	List the courses for which the College has used assessment results to plan and make changes to improve learning; and describe the changes implemented.	On-going in normal teaching process, but future plans include collection of data based on assessment of SLO's for analysis and formal records of changes based on assessment results.

The following chart shows the college-wide Student Learning Outcomes, i.e. what students are expected to learn in their time at Berkeley City College.

This table also illustrates collaboration between Instruction and Student Services in both articulating the outcomes and finding ways for students to achieve the outcomes.

INSTRUCTION	STUDENT SERVICES
Ethics and Personal Responsibility Students will be able to analyze a situation, understand the consequences of actions taken and their impact on society and self. Students will demonstrate collaborative involvement in community interests	Ethics and Personal Responsibility Students will be able to understand consequences of their actions and then act with that knowledge collaboratively in the college community
Information Competency Information competency is the ability to find, evaluate, use, and communicate information in all its various formats. It combines aspects of library literacy, research methods, and technological literacy. Information competency includes consideration of the ethical and legal implications of information and requires the application of both critical thinking and communication	Information Competency Students will demonstrate the ability to find relevant college information, resources, and services necessary for student success.
Communication The student should be able to speak, read, and write clearly and effectively with appropriate diction and content for the intended audience. In addition, students should be able to analyze communications for meaning, purpose, effectiveness, and logic.	Communication Students will be able to engage in effective communication with college personnel and peers
Critical Thinking The student should be able to identify a problem/argument, isolate facts related to the argument, generate multiple solutions to the problem, predict consequences, and use evidence and sound reasoning to justify a well-informed position.	Critical Thinking Students will be able to understand concepts, isolate facts, generate pros and cons, and draw conclusions to identify and achieve their educational goals.

<p>Computational Skills</p> <p>The student should master basic concepts, understand their meaning and apply them to simple concrete problems at each level of development and abstraction. The student should demonstrate algorithmic competence appropriate to each level.</p>	<p>Computational Skills</p> <p>Students will be able to use quantitative reasoning to understand and assess the costs and benefits of their actions and decisions during their college experience</p>
<p>Global Awareness and Valuing Diversity</p> <p>Identify and explain diverse customs, beliefs, and lifestyles and cultural, historical, and geographical issues that shape our perceptions.</p>	<p>Global Awareness and Valuing Diversity</p> <p>Students will be able to acknowledge and act with sensitivity toward the diverse (customs, beliefs, and lifestyles that exist within the) college community</p>
<p>Self-awareness and Interpersonal Skills</p> <p>Self-awareness and interpersonal skills are reflected in the ability to analyze one's own actions, see the perspective of other persons, and work effectively with others in groups</p>	<p>Self-awareness and Interpersonal Skills</p> <p>Self-awareness and interpersonal skills are reflected in the ability to analyze one's own actions, see the perspective of other persons, and work effectively with others in groups.</p>

Student Services and Matriculation

A central charge of student services is the matriculation process. The district follows the “Model District Policy” which was adopted by the Board of Trustees in 1994 and is referenced in chapter seven of the Board Policy Manual and is outlined in each college catalog. The matriculation process focuses on the following components: admission, orientation, assessment, counseling and advisement, follow-up, and research.

Each college is required to have a matriculation committee, as well as a matriculation plan which is regularly updated. There is a well established District-wide Matriculation Committee which meets regularly. Matriculation planning involves a variety of strategies ranging from researching, selecting, implementing, and evaluating appropriate assessment testing instruments to classroom assessment, to early alert, to determining which students need matriculation services, and the list goes on.

Recent studies have shown that statewide, in California Community Colleges, one-third of credit students are exempt from orientation, three of every ten from assessment, and one of five from counseling. According to the study, less than half of those directed to counseling actually receive services. The difficulty of improving counseling derives from scarce staffing, the result of counseling faculty not directly garnering FTES which is the basis for state funding, as well as being on the non-instructional side of the 50% law. Statewide, the ratio of counselors to students is 1:1,900.

As many have noted, student services and the matriculation process relates to the area/theme of “basic or foundational skills.” In the recent state study, “Basic Skills as a Foundation for Student Success in California Community Colleges,” several of the effective practices cited in the literature review speak to student support services. These effective practices include the following:

- A comprehensive system of support services exists, and is characterized by a high degree of integration among academic and student support services (A.5);
- Orientation, assessment, and placement are mandatory for all new students (B.1);
- Counseling support provided is substantial, accessible, and integrated with academic courses/programs;
- The developmental education program addresses holistic development of all aspects of the student. Attention is paid to the social and emotional development of the students as well as to their cognitive growth; and
- Faculty and advisors closely monitor student performance.

The colleges and the district will need to speak to their best practices when addressing student services and matriculating students.

Other areas that will need attention when setting a resource planning agenda is the need for additional learning labs with tutors and study aids for English, mathematics, and specific disciplines. With the growth in online education, attention will need to be given in how to guide these students through the matriculation process if they are never or rarely on site at one of the colleges.

This work relates closely to the theme of "basic or foundational skills" and might even be tied to that, recognizing that PCCD colleges are already working on the issue. As part of this, the notion of bona fide and common teaching/learning labs for English, math and certain other disciplines with tutors and study aids—at each of the colleges—should be considered for funding from Measure A.

Berkeley City College Student Services Program Review Report, 2007

At **Berkeley City College**, the following departments are included in Student Services: School and Community Outreach, Admission and Records, Assessment and Orientation, Counseling, Extended Opportunity Programs and Services (EOPS)/CARE, CalWORKs, Programs and Services for Students with Disabilities (PSSD), Financial Aid, Learning Resource Center, Psychological Services, Transfer Career Information Center.

The **Mission** of the Student Services department is as follows:

Support the entry, progress, and graduation/transfer of students from Berkeley City College. Using a framework of Student Centered Learning and Personal Empowerment, the Student Services departments provide students a seamless experience of learning support wherein students are guided to develop greater personal, interpersonal, and social confidence, self-esteem, learning skills improvement, and clarity regarding career and life direction. Each department is in the process of developing Student Learning Outcomes that will frame both the support of students to be successful in their studies as well as defining what students need to learn so as to make optimal use of the student services available to them.

The following is a summary of each department under Student Services at BCC:

Evaluation and Planning

For Student Services, productivity is defined as providing the support that assists students to develop the skills necessary to face the developmental challenges of college. These challenges are defined in the Student Learning Outcomes that have been developed for student services by the college assessment committee. Beyond this, each student services department is developing more specific Student Learning Outcomes that define their individual work with students. With respect to evaluation, student service departments are defining what data elements they will use to evaluate how well they support the success of students. The data below reflect different stages in the development of Student Service data elements that will be used for self-evaluation and planning.

School and Community Outreach

Outreach Services extend into all local secondary schools and many middle schools, community agencies and church organizations. Outreach to the schools has involved presentations at college nights, special parent meetings, school events, classrooms, and tabling during the school days. In 2006-07, 43 presentations were made to students, parents, and counselors. Data is being collected to define the total number of contacts.

Admission and Records

Movement into the new 2050 Center Street building has led to a 30% increase in the number of students enrolled in the college with a commensurate increase in the number of students who seek services. Data elements to define the number of contacts made by A & R are defined as applications processed, add-drops, transcript requests, high school concurrent enrollment, etc.

Assessment and Orientation

Orientation and assessment numbers have increased since moving into the new building in August, 2006. Headcount has increased 54% in the orientation and assessment department. From April '06-January '07, 1510 students were served, and from April'07-January'08, 2322 students participated in orientation and/or assessment. The vast majority of students complete both portions of this initial matriculation process at one time—few students require only one portion.

In fall, 2007, the number of students who attended assessment and orientation was equal to the number of students who used this service during the entire 2006-07 academic year! In fall 2008 1,123 students attended assessment and orientation; 1,293 students attended assessment and orientation for the entire academic year 2006-07!

Counseling

The Counseling Department has seen a significant jump in the number of students who seek drop-in and appointment services (9,535 for AY 2006-07) in order to register, add-drop, complete Student Education Plans, file graduation petitions, work on dismissal/probation (averaged 238 students per semester) concerns, or work on career planning and personal development concerns.

Articulation

Articulation has seen a significant increase in initiating and completing articulation agreements with UC/CSU, private colleges, and out-of-state colleges. In 2006-07 there were six proposed articulation agreements, with 4 approved and 2 waiting for a decision; there were seven proposed and approved articulation agreements with private colleges. In 2007-08, there have been 25 proposed CSU/UC articulation agreements proposed, with 10 approved and 15 waiting decision; 6 proposed and approved articulation agreements with private colleges; and 8 proposed and approved articulation agreements with out-of-state colleges and universities.

Extended Opportunity Programs and Services (EOPS)

The success rate of EOPS students has remained around 55% for years 2005-05 through 2006-07. The retention rate of EOPS students has also remained steady, averaging 79% over the years 2004-05 through 2006-07. Finally, the persistence rate of EOPS students has increased to a total of 71.4%. over the last three years, a total of 7.85 percentage points. The number of students served by the EOPS Program has averaged over 400 students for the last three years, even though the program is funded by the state for only 157 students!

Programs and Services for Students with Disabilities (PSSD)

The success rate of PSSD for years 2004-05 through 2006-07 has hovered around 60%, while the retention rate has been in the 70's for the first two years and reached a high of 80.1 in 2006-07. The persistence rate has maintained an average of 68% for the years 2005-06 and 2006-07. The enrollment of students in the program has been 397,358, and 367 for the years 2004-05 through 2006-07. Contact and testing of LD students has been 56/22, 43/24, and 40/19 for the years 2004-05-2006-07.

Alternate media requests increased from 276 in 2006 to 301 for 207. Requests for conversion of textbooks to alternate formats has increased from 124 in fall 2005 to 160 in fall, 2007. There has been a large increase in the number of deaf and hard-or-hearing and blind students enrolling in PSSD, as well as an increase of students with psychological disabilities.

Financial Aid

The number of student processed for financial aid awards increased from 876 in fall, 2005, to 1045 in fall, 2006- an increase of 19%. Data is not available at this time as financial aid is undergoing extensive review.

Learning Resource Center

In spring, 2008, The Learning Resource Center served 1233 students for a total of 14,768 hours. The LRC serves a variety of students, including probation dismissal students, basic skills students, and EOPS and DSPS students. Student tutors attend training sessions, some become mentors, and mentors and faculty who work with these students actively recruit potential tutors. Success rates for these students are now beginning to be assessed.

Psychological Services

More students requested psychological counseling sessions in spring, 2006, than in fall, 2006, or spring, 2007. The hours of service decreased over this time from 9 hours per week in spring, 06 to 6 hours per week in spring, 07 because of budget constraints. There were 7 faculty consultations in spring, 07, which indicates greater awareness and confidence on the part of faculty towards the existence of this service.

Transfer /Career Information Center

Visits to the Transfer/Career Information Center increased by 44% from spring, 2006 (475) to spring, 2007 (684). Student transfer from BCC to UC/CSU's has increased over the years 2003-2005 years. Transfer rates for African American students has been increasing to the CSU system, while Latino students have tripled their transfer rate to UC from 2002 to 2005.

Qualitative Assessments

Berkeley High School, which enrolls nearly 3000 students, sends many of its students to BCC. A significant issue that exists in Berkeley High School is known as the "Achievement Gap," wherein African American and Latino students do not perform as well as white and Asian students. BCC is poised to make a difference in improving the access to higher education for all students at Berkeley High School and other surrounding schools. However, with our strong mission to provide basic skill instruction, vocational and transfer education, we have the opportunity to support the academic achievement of many underrepresented students who do not succeed in high school. Also, BCC is developing its ESL offerings in line with the need to respond to the growing number of ESL students who look to BCC for educational opportunity. Student services with its mission of providing access and support to all students but, in particular, underrepresented students, can make a major difference in the development and success of diverse populations who need extra support in order to benefit from the opportunities of higher education

Berkeley City College Student Services Action Plan for 2008-09

Admissions and Records

The A&R Department must learn to develop procedures that increase the use of on-line services by students. The Department must also develop information and procedures that teach students to be more independent in their use of A&R services, especially the use of on-line services. Below are specific developments which need to take place in order to accomplish the latter goal.

Needed Action: A&R

- *Identify a physical location to be used that can accommodate 4-8 computers for students to use to access on-line A&R services, e.g., facilitate the use of on-line registration by making electronic Kiosks available where students can fill out applications to the college, register for classes, and research registration-related information, e.g. open classes;*
- *Develop materials for students that are readily understandable and that generate willingness on the part of students to initiate use of on-line A&R procedures, such as filling out admissions application, special petitioning procedures such as add-drop;*
- *Develop processes to increase the use of Early Registration by special groups, such as EOPS and DSPS;*
- *Develop a plan to create more privacy in the Admission and Records counter area;*
- *Develop a system for collecting data regarding what services students use in the Admissions and Records Office.*

Articulation

In order for BCC's Articulation Program to serve its counseling and instructional faculty effectively and ultimately serve BCC students, it will be necessary to

Needed Action: Articulation

- Hire a 1.0 FTE Articulation Officer (or assignment of .75 Articulation Officer and .25 Counselor).

Assessment and Orientation

Needed Action: Assessment and Orientation

- *Add a study skills assessment as well as a more extensive orientation program.*
- *Expand the Orientation Program to incorporate an experience that allows students to identify their level of general learning skills, including learning styles, and evaluate their prior learning-related experiences, consistent with matriculation guidelines. Along with this innovation, it will be necessary to develop a mechanism to use this information to assist student placement into classes. The Orientation Program will also be lengthened in time to better prepare students for the college experience.*

Counseling

The Counseling Department needs to develop new strategies for handling the large increase in the number of students attending BCC. The following is an action plan to try to address the challenges faced by counseling.

Needed Action: Counseling

Before students enter college

- Develop a high school outreach program consisting of on-site counseling in the high schools, consultation with high school counselors, and teaching of counseling courses such as college orientation, college success, and career planning;

When students enter college

- Involve counselors in new and expanded student orientations that will include extended orientation classes for credit, group advising following orientation, and case management of entering basic skill students;
- Train Student Ambassadors to be peer advisors during registration peak periods;

As students progress through college

- Develop case management of probation/dismissal students, including data collection of students seen;
- Develop a program to increase participation in Early Registration;
- Establish an "All-students-complete-SEPS by end of 1st year" Program;
- Establish a college-wide program to prepare underrepresented students to transfer to 4-year colleges.

As students prepare to graduate or transfer from BCC

- Initiate a "Early Petition Submission Program"
- Establish a strong "Transfer Application Completion" Program

EOPS/CARE

Intervention programs need to be intensified to increase the monitoring and support of EOPS students. The new clerical assistant position will allow for a closer monitoring of student progress via data collection, which will allow for greater follow-up of students who are not progressing adequately. The following are interventions which will be initiated to try to provide increased support to students:

Needed Action: EOPS/CARE

- *Develop a more intensive high school recruitment program targeted to underrepresented groups such as African American and Latino students so as to address local high school and community concerns regarding an achievement gap that exists between majority and minority populations in the local schools.*
- *Initiate an extended orientation program with an accompanying strategy (The Buddy System) that will allow students to support each other's success;*
- *Increase peer advisor training and involvement with students to support better monitoring and intervention regarding student progress;*
- *Look for a source of funding to re-establish the base funding of the Book Voucher Program and, possibly, to increase funds for the book loan program;*
- *Do a more intensive follow-up and referral to the Learning Resource Center and EOPS counselors of students who are not progressing well in their classes, especially for basic skills students;*
- *The Dean of student services/EOPS director will work with the EOPS advisory board to seek additional scholarships and internship opportunities for EOPS students and to raise funds for EOPS program activities;*
- *The Dean of Student Services/EOPS director, EOPS coordinator, and program counselor will work with their counterparts in other campuses to organize annual district-wide EOPS/CARE student conferences.*

Financial Aid

The Financial Aid Department needs to develop new strategies for handling the large increase in the number of students attending BCC. The following is an action plan to try to address the challenges faced by the department.

BCC Student Financial Services is a three-part operation: it provides front counter information and intake services, a "behind" the scene" processing center, and assists with outreach and recruitment by doing financial aid presentations at "feeder" high schools. Financial Services also provides in-depth Loan Entrance Interviews to the students in our college who wish to borrow through the Federal Stafford Loan program.

Since it is at the front counter that most students are introduced to us and our services, it is of vital importance that financial aid staff make a good first impression by treating each student as an individual and not as a number. A student may lack the computer skills necessary for submitting her / his Free Application for Federal Student Aid on line. Financial aid staff assists student by submitting their forms when necessary. Financial aid also helps match students with various internal and external scholarship resources.

As part of its operations, financial aid communicates daily with the Pell grant Processing Center to report funds disbursed and to request additional funds. Financial aid staff also certify Federal Stafford Loans, work on lengthy federal and state reports, and communicate with students via US mail, e-mail, and phone calls. All this has been facilitated by being granted space in the new building.

The third part of our operation, financial aid presentations, began some years ago when teams were first sent to represent all aspects of student services to our local high schools. Each team member would discuss a particular facet of student services, and all were well received by the high school students and their administrator. Today the newly formed Student Ambassadors go to feeder high schools on a regular basis to discuss the benefits of community college education and explain the benefits offered by Berkeley City College.

Until recently, representatives from the various banks who provide out students with the Federal Stafford Loans conducted the mandatory Loan Entrance and Loan Exit Interviews. This year the staff decided that BCC would conduct the Loan Entrance sessions and ask the lenders to assist with the Loan Exit sessions only in order to provide our students with better services in this area.

Needed Action: Financial Aid

- *Develop new and better strategies for handling the increase of students.*
- *Continue to develop the customer service skills in employees and student ambassadors necessary to assist in the financial aid process.*
- *Continue to send student ambassadors to feeder high schools on a regular basis to discuss the benefits of community college education and encourage applications for financial aid.*
- *Begin conducting Loan Entrance sessions with students, instead of relying on the banks that provide students with Federal Stafford Loans.*

Learning Resources Center

Improve the inner workings of the LRC to increase effectiveness of tutoring staff, intake and follow-up of tutees, outreach to special programs on campus and special population students (e.g., basic skill and ESL).

Needed Action: LRC

- *Improve tutor skill and commitment by developing a training program for tutors that includes responsibilities of tutoring, ability to be sensitive to and tutor diverse populations of students, use of a specific model for intake, working with, and mentoring tutees.*
- *Increase the diversity and competence of tutees tutoring in the LRC by creating outreach to special groups at UCB, e.g. fraternities; sororities; departments, to recruit more tutors.*
- *Improve the physical environment of the LRC to motivate learning, i.e. posters on walls, plants, and murals.*
- *Assign full-time tutors to work with EOPS, DSPS, Foundations, Basic Skills programs to follow-up on students who are not faring well in their studies;*
- *Develop a data-base and evaluation system to determine who is and is not coming into the LRC for learning assistance and who is and who is not being helped to be more successful in their studies.*
- *Develop an evaluation method that infuses Student Learning Outcomes into the tutoring process.*
- *Use SARS to track the use of the LORC and to assess what student populations are using the Center.*

Outreach

Outreach action needs to be divided into 4 areas: establishing a comprehensive community outreach program to all feeder locations; establishing a set data base for community outreach locations and populations within these locations; data goals for outreach activities; develop and implement an intensive Student Ambassador Training Program, including an assessment of Ambassador Knowledge regarding important college information, especially Financial Aid:

Needed Action: Outreach

- *Establish a list of all feeder locations (high schools and middle schools, churches, community organizations, etc.) with respect to numbers of prospective students and/or family members; a contact person for these locations, a list of outreach activities to be completed at each location, and a calendar of activities.*
- *Organize a community advisory body regarding outreach activities to the community and a parents' group at all feeder schools.*
- *Work with the faith-based churches and city governments to create outreach to special community groups.*
- *Obtain data for past three years on concurrent enrollment high school students and on enrollment in college in the fall semester following high school graduation.*
- *Increase concurrent enrollment at all high schools by 5%;*
- *Target high school students with GPA between 1.2 and 2.5 for outreach activities and track number of these students spoken to who eventually enroll in PCCD college;*
- *Develop a comprehensive Training Manual for Student Ambassadors, including defined areas for training such as financial aid, college resources, degree and transfer information, student services resources, motivational speaking, the importance of a developmental frame of reference when working with prospective students and sensitivity and cultural competence with respect to working with diverse populations.*

Student Activities

As of fall 2008, the new, first-ever full-time Student Activities Coordinator will begin to organize the student life function at BCC.

The following is a general outline of the key developments that must occur in this department in order to improve the ability of BCC to create and active and vibrant student life on campus.

Needed Action; Student Activities

- *Support the development of a strong Associated Student Government on campus.*
- *Complete policies and procedures in support of the AS Constitution*
- *Develop a thorough training program for new student body officers, including a leadership course to support on-going development of AS officers;*
- *Define the tasks of the Student Activities Coordinator, including Photo I.D., support of campus events, and posting of information on campus.*

Transfer/Career Information Center

The TCI needs to expand its programming to increase general student awareness and use of the Center's resources; however, the Center must have a special focus on developing programming that assists underrepresented student populations to learn about and effectively transfer to four-year colleges and universities. To this end, the following goals will be the focus of the Center, including specific action steps to achieve the goals.

Needed Action: Transfer/Career Information Center

- *Increase general student population awareness and use of resources available through the TCI Center through presentations, workshops, flyers and brochures.*
- *Increase underrepresented student populations' awareness and use of resources available to improve transfer readiness.*
- *Implement strategies that identify underrepresented students who intend to transfer to four-year colleges;*
- *Develop outreach strategies to underrepresented students so as to make them aware of the services available in the TCI to help them transfer to 4-year colleges;*
- *Develop a method of monitoring who uses the Center and how effective the services prove toward meeting the needs of students who use the Center's services, with a special focus on underrepresented students.*
- *Use SARS tracking to identify who uses Center and for what services;*
- *Develop an assessment survey for students who use the Center, with a special focus on underrepresented students, to determine how effective Center staff and programming reach out and meet students' needs in the area of career and major planning and transfer goals.*

Psychological Services

Needed Action: Psychological Services

- *Establish funding for psychological service for a total of 8 hours per week or two four-hour days of service.*
- *Identify and maintain a fixed space for the service, including a phone number that can be publicized to the campus community.*
- *Develop flyers and publicity for this service, including method of referral, and distribute to the campus community.*
- *Develop a data system to track the number of students referred and served by the program, including a listing of service outcomes, e.g. effective resolution of psychological distress, successful referral to a community service, etc.*

SF6 Library Instructional Programs and Services

Library Instructional Programs and Services improve student success and retention by expanding and developing instructional opportunities and services via library instruction, intensive one-on-one instruction at the Reference/Research desk, and distance education. Library public access services serve students and add value to a successful educational experience.

The four colleges will continue to support collaboration between librarians and instructional faculty to expand the understanding of information literacy as a library program and extend it across the curriculum. The colleges also will support efforts of collaboration between librarians and faculty to develop library collections (print, online, and multimedia) with appropriate and current materials.

Librarians of the four colleges meet regularly to address areas of collaboration. One major area for needed collaboration is in technology which includes the following: (1) planning for a selection and migration process for a new integrated library system, given the discontinuance of the Horizon system, and the need for ongoing upgrade and maintenance of the system; (2) eBook Collections owned and coordinated by all campus libraries; (3) library servers for additional library publications; (4) an improved process for funding and development of library IT as the libraries move into advanced formats (streaming information, MP3, etc.) and for equipment required to view and use these formats and materials; as well as attention to maintenance and upgrades to library IT equipment to conform to district/college standards; and (4) purchasing authentication software, such as EZ Proxy, to provide access for distance learners to use library electronic resources. Additionally district-wide librarians stress the need to make library programs and services a fundamental priority in all planning ranging from educational master planning to facilities master planning.

Berkeley City College Library Services and Instruction Report and Action Plan

The primary **mission** of the **Berkeley City College Library** is to support the curriculum, research, and general information needs of the diverse Berkeley City College community by providing physical and remote access to quality diverse print, electronic, and multimedia resources, services, and instruction.

Consistent with the mission and institutional outcomes of Berkeley City College, the library faculty and staff strive to promote information competency, critical thinking, life long learning, and academic success. They do so by making available to Berkeley City College students faculty and staff the resources needed to conduct research related to their curriculum and endeavors and by promoting the information competency skills needed to successfully retrieve information through instructional support.

Before 2005 the library staff consisted of one librarian. In 2005 an additional librarian and library tech was hired. In 2006, another faculty member, transferred from CIS was added to the library staff working only half time. Library staffing was reduced in 2007 with the loss of the department's single library technician, who as of May 2008, has been replaced. In addition to the need for a replacement for the tech position, the library needs at least one additional library technician, another full time librarian position, and funding to hire part time technicians and librarians. With the addition of new librarians, the library has increased hours to include evening and Saturday to accommodate evening and weekend students. Unfortunately without sufficient staffing to support all open hours, librarians are currently working out of class [e.g. doing library tech work]

Currently the library offers orientations and reference services. If additional staffing can be obtained and the use of the library assessment lab guaranteed, it is the library's plan to offer scheduled reference desk hours, drop in workshops in the lab, drop in computer lab use with librarian faculty supervision, and a credited course or courses on library research.

Quantitative Assessments

- a. *Librarians at BCC now collect data from an annual survey of students in order to quantify the effectiveness of the current services offered by the library.*
- b. *Between 2005-2007 the library offered 45 library orientations on bibliographic instruction.*
- c. *Because of the high cost of textbooks, students are making an increasing use of the library reserve collection. Check-outs of items increased from 2477 in 2205 to 5811 in 2007 because of the convenient location of the library in the new building, improved stacks, easier browsing and increase in student enrollment. The library has doubled its collection since moving to the new building, but the Association of College and Research Libraries (ACRL) recommends a collection of 40,000 for a single campus with 1000-2,999 FTE. Although the library has received additional financial support from the district since 2005, newly purchased books were lost in the move to the new building, and the \$30,000 allocated for the library in 2006-2007 was delayed at the district level and no new books were purchased that year.*
- d. *The 10,015 items in the library's collection includes nearly 6,000 book titles, more than 500 videos recordings, 40 periodical titles in print and 19 electronic databases. This collection is reasonable well-balanced, but librarians work to maximize a very limited budget by working with the teaching faculty to obtain materials that directly meet the needs of the current curriculum. A librarian serves as a member of the College Curriculum Committee and library faculty work in conjunction with classroom faculty to continuously identify new items for the library collection.*
- e. *Reference statistics have not been kept because of the lack of staffing for the reference desk.*
- f. *Library shows a dramatic increase in library use since the move, from 10,320 in 2005 to 22, 911 users in 2006. A more accurate system for tracking has been implemented for the 2007-2008 academic year.*

Qualitative Assessments:

- a. *Studies from several California Community Colleges have shown that Information Literacy/Competency increases student GPA, persistence, the number of units they complete, and their performance in individual classes. The Academic Senate also affirms support for Information Competency (IC) for associate degrees and recommends IC as a graduation requirement. The college does not currently offer a formal stand-alone course (LIS85) or a drop-in workshop (LIS500), but a version is in the planning and design phase and will be offered as soon as adequate space, funds, and staffing are available.*
- b. *Information Competency has been recognized by many four-year institutions as a necessary core skill and departmental priority for programs. The president of Yale University recently stated that schools needed to teach what he called "digital literacy and critical thinking skills." Industry leaders also call for a working population that is more information-centric and more information literate.*
- c. *Information Competency is also becoming considered a basic skill for academic, business, and vocational career preparation and the State Academic Senate recommends inclusion of IC training for all students. Information Competency classes teach students to apply analytical skills taught throughout the curriculum to library research and to searches for information in a variety of print, digital, online, and multimedia environments.*
- d. *The library at BCC is exploring instructional practices that relate to the Basic Skills Initiative, including applying current learning theory to information competency and tailoring orientations to specific disciplines, assignments, and needs of instructors and students. A variety of teaching methods, audio, visual, small group discussion, etc. are used to address holistic development of all students.*

Needed Action:

- *Seek additional funds for databases and electronic books to allow further access to resources for distance education.*
- *Make information competency a component of all instruction and develop information literacy classes that integrate learning outcomes.*
- *Partner with community organizations such as the League of Women Voters and the Peralta Retirees Organization to obtain book donations, although these partnerships also require staffing to review and catalog donations.*
- *Work with the administration to develop the Library Homepage and resources for Distance Education and remote access of library resources, expanding electronic resources and access to resources for all students, including distance education students and fostering community between the library and the BCC community.*
- *Work with the staff development committee to expand library involvement in professional development activities.*
- *Periodically evaluate and improve facilities-related safety*
- *Replace bulky furniture with space efficient items to accommodate the rise in library use*
- *Maintain current educational equipment*
- *Engage in strategic planning to inform the budget process, and the development of a long-range budget plan for computer hardware and software upgrades and/or replacement.*

SF7 Distance Learning

Use of broadcast and interactive TV in California community colleges is declining while online instruction is growing rapidly—up by 371% since 2000 while traditional face-to-face (FTF) instruction has increased by just 2%. The average California community college delivers 6% of its instruction online; PCCD delivers 26 FTES (<1%) this way and if it were to move just to the statewide average would need to enroll about 1,100 FTES online. Arguably, given their locations, PCCD colleges should deliver more by this medium.

To reduce student transportation costs (high in the East Bay) and become more competitive (the East Bay has many PSE options, among them many virtual), PCCD should increase its online delivery—just under two dozen online courses in its Spring 2008 catalog—preferably using the *hybrid model* where online classes include an FTF component with the requisite support for struggling students and the opportunity to chat with faculty and join a community of student colleagues exists.

The Distance Learning subcommittee will guide the implementation of a coordinated district wide learning strategy. An inter-college technology task force developed the guiding vision for this effort: “Educational technology now plays a critical role in learning and teaching in many disciplines. It is our belief that our students now require a consistent, powerful, and transparent application of our educational technology applications across disciplines and across the various campuses.” One goal of the technology task force was to select a common online Course Management System (CMS) for the Peralta Community Colleges. The task force recommended Moodle as the common CMS. The task force also recommended that implementation begin as soon as possible using the following steps:

- Determine a timetable for migration and notify instructional staff of the decision.
- Establish a Distance Education Budget for 2008-2009 to support ETUDES for the 2008-2009 academic year and sunsets ETUDES no later than June 30, 2009; build upon the 2007-2008 academic year structure for Distance Education as recommended by the campus DE Coordinators in the DE Strategic Plan; and delineate line item costs, such as technical support, server maintenance, training, administrative & faculty cost, memberships, travel, technology conference costs, etc.
- Provide training to faculty and staff for the (new) CMS migration.
- Transfer existing online courses to the new CMS by Fall 2009; and
- Identify a cycle of ongoing distance education evaluation & planning in a three-year CMS commitment.

Year 1—adoption/implementation

Year 2—evaluation and recommendations

Year 3—adoptions and movement to upgrade/new system.

Berkeley City College Distance Education Report and Action Plan

Vision Statement

Our Distance Education Group, *eBerkeley City College (eBCC)* is a virtual community of Students, Faculty and Staff, dedicated to supporting the effective integration of instructional technology in teaching at Berkeley City College.

Distance Education (definitions)

Distance education, or distance learning, is a field of education that focuses on the pedagogy and andragogy (the process of engaging adult learners in the structure of the learning experience), technology, and instructional systems design that aim to deliver education to students who are not physically "on site". Rather than attending courses in person, teachers and students may communicate at times of their own choosing by exchanging printed or electronic media, or through technology that allows them to communicate in real time. Distance education courses that require a physical on-site presence for any reason including the taking of examinations is considered to be a hybrid or blended course or program.

Learning Management System (LMS) is a term used to describe software tools designed to manage user learning interventions. LMSs go far beyond conventional training records management and reporting. The value-add for LMSs is the extensive range of complementary functionality they offer. Learner self-service (e.g. self-registration on instructor-led training), training workflow (e.g. user notification, manager approval, waitlist management), the provision of on-line learning (e.g. Computer-Based Training, read & understand), on-line assessment, management of continuous professional education (CPE), collaborative learning (e.g. application sharing, discussion threads), and training resource management (e.g. instructors, facilities, equipment), are some of the additional dimensions to leading Learning Management Systems.

Instructional technology is "the theory and practice of design, development, utilization, management, and evaluation of processes and resources for learning," according to the Association for Educational Communications and Technology (AECT) Definitions and Terminology Committee.

General Overview

The Distance Education Group at Berkeley City College understands that when we decide to use a tool related to instructional technology in a particular area, it is important to carefully examine why we want to implement this technology and to clearly identify what goal we are trying to achieve. A good approach always would be to become familiar with the tool and pay carefully attention to the feedback students offer us. As Hart says:

“In the same way that good classroom teaching uses a variety of techniques to maintain interest and to cater for different student approaches to learning, so too does a good online teaching space require a variety of approaches. A classroom teacher develops teaching strategies both through training and experience. The development of online teaching spaces comes through knowledge of what the technology can do and experience in how students and teachers react most positively to the technology.”

(Hart, Graeme, "Creating an online teaching space". *Australian Journal of Educational Technology*, 1996, 12(2), 79-93.)

In this context, eBCC is available for in-depth consultations to help instructors to plan their online classes, choose appropriate technologies and discuss the pedagogical and logistical implications of using the web for teaching.

Berkeley City College is at beginning stage of developing its distance learning program. Prior to the academic year 2007-2008, BCC was only offering between 3 and 4 online classes per semester. Presently it offers 31 distance education courses, 11 with hybrid methodology and 20 completely online. Furthermore, approximately 30 face to face courses are using the college Learning Management System Moodle). These classes use computer-mediated communication to enhance and expand classroom educational experience. BCC already offers basic counseling services online and by phone, as well as library services such as access to databases and reference assistance. The DE Group also offers personal training and several workshops each semester for instructors, and open labs for students, faculty and staff. There is personal assistance available to students and faculty 5 days a week (Monday to Friday) by phone or email. Before academic year 2007-2008, BCC was only offering between 3 and 4 online classes per semester. In spring 2008 19 online classes were created.

The Implementation of Moodle as Learning Management System (LMS) at BCC

During the summer of 2007, a Moodle 1.8 version was installed and was used it in one of the face-to-face Spanish classes that one of our instructors was teaching. The prototype was stable and did not present any problems. In fall 2008 BCC started to offer shells and training for the instructors who wanted to use it in their online, hybrid and face-to-face classes. At this moment, March 2008, we have more than 100 shells/classes and 1168 users registered on the site (students, teachers, etc.). Moodle is not the only open source software we are using; we are also using Joomla for the content management system (CMS).

The DE group also installed a version of Sakai on one of our computers but unfortunately we had some problems with the Java component. Sakai is more complicated than Moodle. Moodle is simple and intuitive to use, easy to install, and fairly robust. It can run on any server that can run PHP, and can support a SQL type database. It can be run on Windows, Mac, Unix and Linux. Moodle is not only free, but also one of the most user-friendly Learning Management systems on the market. This assumption is extensively documented in several open documents and reports, many of them available on the internet from different universities and colleges.

Conclusions about specific CMS (Course management system)

After a detailed study of Angel, Blackboard, Desire2Learn, Moodle, and Sakai, these are the committee's recommendations:

The subcommittee recommends that the University adopt Moodle as its single course management system effective with the fall 2008 semester. Moodle's open source architecture provides the greatest potential for meeting critical instructional and administrative needs quickly, efficiently, and effectively through local control and administration, while leveraging considerable resources and support from the large Moodle user community.

The recommendation to adopt Moodle is based on critical underlying assumptions must be met in order to ensure the successful implementation and ongoing administration of Moodle at LSU. The following were considered in making this adoption:

- e. *Cost savings that will result from termination of Blackboard licensing and support must be dedicated to the support of Moodle. They should not be redirected to non-CMS initiatives.*
- f. *Adoption of Moodle will require the addition of three new staff positions dedicated to the support of Moodle application development and system administration. The salaries should be at competitive market values in order to attract and retain the caliber of individuals upon which the University's mission-critical CMS system will depend.*
- g. *A protocol must be implemented to prioritize future Moodle development projects. The committee anticipates that over time, numerous requests will be made for the development of new CMS applications and capabilities in order to meet emerging administrative and instructional needs. The number of requests may exceed the developmental resources at some point in time, therefore necessitating a need to decide which requests will receive priority. One option may be to channel requests through the ISPAC.*

District Academic Senate Guidelines: Assignment of Instructors to Online Classes

In response to the Peralta Executive Summary (Online Distance Education Program, Executive Summary, August 10, 2006), under Purpose of Program bullet 3, "Increase the number of highly qualified online instructors," DAS strongly urges the following before an instructor is assigned an online class by management:

1. Instructor must have previous face-to-face or hybrid teaching experience of the course or course content to be offered online.

- a. *In the traditional face-to-face format at least once; and/ or*
- b. *Teaching a hybrid version of that course.*

2. Instructor must have the following three elements in place prior to being assigned an on-line course:

- a. *Received training in the use of at least one course management system (such as Moodle, Blackboard or ETUDES-NG);*
- b. *Received training in how to teach online, such as taken the course "Teaching an Online Course" (offered by @One, a community college or UC extension course) or personal training from the DE group;*
- c. *Uses the Peralta email system (with a peralta.edu email address) and has a Peralta web page on the college web site that has information about the on-line course. This web page will provide a link to the LMS or CMS web site.*

3. Recommended preparation includes that the instructor

- a. *has previously taken an online course of some kind;*
- b. *has worked with a mentor who is an experienced online instructor.*

4. Recommended ongoing instructor preparation should include maintaining currency in online education such as

- a. *Instructional technologies*
- b. *Pedagogy based on e-learning.*
- c. *Collaborating with other online instructors*
- d. *Ongoing assessment of student learning outcomes*
- e. *Complete a certificate in online education*
- f. *Be an active member of an organization dedicated to supporting/promoting the useful integration of instructional technology in teaching*

General Standards at BCC online classes Instructor and DE group's responsibilities

- a. *Instructors should offer students clear information about the class, including assignments and their due dates, requirements, expectations, work standards, equipment and material needed to be successful in the online class.*
- b. *This information should be posted the first day of class.*
- c. *The instructor also should give frequent feedback to student assignments and make recurrent announcements regarding their progress. Office hours will be offered online (e-conferencing, e-mail or phone).*
- d. *The DE group should provided a stable platform for the online program, training for students, faculty and staff, and support the creation of a robust service in the area of students services: Admissions and Records, Articulation, Assessment and Orientation, Career Information Center, Counseling, EOPS, Financial Aid, Library, Programs & Services for Students with Disabilities (PSSD), Transfer Center and Veterans Affairs.*

Goals and recommendations for the academic year 2008-2009

Starting this summer, Berkeley City College will be able to use a powerful technology tool provided by the Peralta district that will simplify the interaction between faculty and students. This new tool/system is called Passport. Passport is a web-based integrated solution where:

- a. *Important data is shared across all functions and is housed in one database*
- b. *Admissions and records, the schedule and course catalog, financial aid, and student finance are managed as one system*
- c. *Human Resources, Accounts Payable, and Student Administration share data across functions*
- d. *Students no longer have multiple records throughout the district*
- e. *Students, faculty, and staff access the system through a standard internet browser on almost any computer*
- f. *The system is compliant with federal regulations like the Family Educational Rights and Privacy Act (FERPA)*

Needed Action:

- *Provide for ways to get feedback from DE students and assess online instruction to demonstrate commitment to a student-centered institution..*
- *Provide more robust online counseling services for DE students.*
- *Provide more appropriate library services for Distance Education students. The college should allocate resources to help the library with this priority.*
- *Continue offering workshops and open labs for instructors and students.*
- *Provide access to tutoring for DE students*
- *Offer appropriate general education courses to enable DE students to obtain a AA Liberal Art degree*

SF8 Facilities and Equipment for Student Success

The colleges will upgrade their classroom facilities and equipment to support student success. Faculty have shifted away from simply lecturing to students seated in chairs, because this modality is not effective and students expect (well-working) media and prefer to learn proactively and interactively in a hands-on fashion, and (research shows) far more productively in groups than individually. A preliminary review of college facilities, together with discussions at faculty focus groups, suggests a general lack of technology tools in PCCD classrooms—too few stationary or mobile projections systems, smartboards, computer stations/laptops in the classroom or even tables for group work. This investment is critical to student success and will be an important aspect of the colleges' facilities and equipment planning for Measure A.

Moreover, the importance of information technology (IT) in all aspects of today's world suggests that all faculty (part-time as well as full-time) should have access to computers—a laptop or ready access to area(s) with stations. Arguably also as a matter of PCCD policy, *all* students should have access to computers. Studies show that about six of every 10 community college students already have computers, either laptops, stations at home or their convenient library or cybercafé. Students at PCCD colleges are probably similarly equipped, and, if so, provision should be made for the other four students, possibly through partnerships with hardware vendors.

Berkeley City College Facility Plan for 2008-2010:

Introduction

Berkeley City College is a comprehensive community college providing classes and programs leading to associate in arts degrees, associate in science degrees, and occupational certificates. BCC serves the six cities of Berkeley, Albany, Emeryville, Oakland, Piedmont, and Alameda. The college's vocational programs are Travel and Tourism Industry, Business, International Trade, American Sign Language, Office Technology, Computer Information Systems, Multimedia, Social Service Paraprofessional, and Biotechnology. Students seeking transfer enroll in the college's PACE or one of its other liberal arts degree programs, all of which offer two-year transfer programs. BCC has several articulation agreements with local universities, and a unique relationship in which the college shares space with the University of California at Berkeley, which also provides mentors for BCC's students.

Since its move August 22, 2006 into a new 165,000 square foot building, the college has now exceeded 6,000 students and is equal in size to College of Alameda, and should be equal in enrollment to Merritt college by 2008-09. The 2008 spring semester saw growth of 25%, and the 2008 summer semester has more than doubled, actual increase expected to be an increase of approximately 80%. BCC's students tend to be working adults who are seeking their first educational experiences—67% of students qualify for matriculation services. Over 62% are between the ages of 16 and 34. The Caucasian enrollment at BCC has declined to 30%, while the college has experienced a slow but steady growth in the Asian and Hispanic populations and maintained the African American population at a quarter of the total enrollment. This shift in student characteristics is significant. Only fifteen years ago, most of BCC's students were Caucasian adults seeking lifelong educational enrichment.

Educational Approaches

There are significant changes in the local labor market. The cities of Oakland and Berkeley have major economic development initiatives to attract and develop the information technology industry sector. Berkeley and Emeryville have spawned a large number of firms that provide Internet services and multimedia technologies. Oakland is developing a very large capacity to support firms in these areas as well. Biotechnology and Multimedia industries also have major firms in the area. Berkeley City College works closely with several of these firms. There is also an increasing need for people to work in the services sectors (including financial services and international business) and health services sectors of the economy. Finally, local universities have begun major efforts to recruit and train students who want to become teachers. The college must provide more high-level technical training to respond to the demands of this local labor market. Much of this training requires high-end computer laboratories (for multimedia, and information technology) and science labs (for biosciences). Berkeley City College's science classes are filling rapidly, and the college is in the process of designing two additional wet labs in the build out project that should be in construction by early 2009. The college has expanded its Multimedia program to five strands, and looks forward to completing the facilities for video production studio in Fall 2008. A new writing lab has also been integrated into the Foundations program, designed to meet the developmental needs of students who need more preparation for college-level courses.

Student support services have been greatly enhanced. New facilities include a greatly expanded library (designed to serve 7500 students) with small-group study rooms and a library computer center; a Learning Resource/Tutoring Center; a large Extended Opportunity Programs and Services study center; an adaptive technology laboratory; a Multimedia center with two large computer labs, an animation studio, a print lab, a shooting studio, a recording studio, and video makeup suites, among other facilities. The school also has a 250-seat auditorium in which it holds lectures, films, large classes, and community events; a modern spoken language lab; two specially equipped American Sign Language lab/classrooms; a writing center; a 100-seat classroom that can be converted to a dance studio; and four multiuse computer labs. Every classroom and lab is equipped with an Audio Visual Control Station, from which the instructor can access a variety of media, including DVDs, CDs, the Internet, and computer-based applications. The new building also includes a beautiful student lounge on the top floor with a bookstore and student government offices nearby, as well as a cultural plaza/student lounge where the college community can gather informally. This plaza also has facilities for a sit-down dinner for up to 130 people.

The college completed a fifteen-year Education Master Plan in 2000 with an update in 2001. In Spring 2007 Program Reviews were completed for each discipline as well as unit plans. An educational master plan has been developed for Berkeley City College that will be tied in to the District Wide Educational Master Plan. The plan outlines the institution's commitment to new educational delivery methods (including computer aided instruction, web-based learning, and distance education). It also describes the new instructional programs mentioned above, as well as institutional commitment to integrating academic and vocational programs and upgrading all occupational certificates and liberal arts degrees to reflect the new demands of the workplace. The college is in the process of ensuring that the new educational plan will feed directly into the Accreditation Self Study, which is due December 2008.

A Summary of Facilities Needed

The new facility includes approximately 24,000 square feet of undeveloped expansion space. With Berkeley City College's enrollment growth of almost 30% for 2007-08, the college is now in the process of building out the undeveloped space. With the assistance of excellent architects, BCC is in the process of completing the design for the expansion and anticipates submission to DSA in the Fall for 4 additional classrooms, that can seat 50 students, with moveable walls to expand the room to accommodate 200 students, a large lecture classroom that will seat over 100 students, the addition of two additional wet labs for our science program one additional art studio, as well as additional faculty offices and learning support space, and student club space.

The build out is planned in two phases with the 4 classrooms, and large lecture room on the fourth floor being the first part of phase 1, the moving of an existing art studio and the addition of an additional art studio and storage the latter part of phase 1 along with additional counseling and faculty offices and student support space. Phase two will add two additional wet labs for our science wing, as well as space for student clubs and offices. Phase one is anticipated to be completed for use by Fall 2009 and Phase 2 by Spring 2010. In addition to the build out, changing technology and ceiling height requires some adaptations be made to our video production lab. That work is anticipated to begin in fall 2008 and be completed by spring 2009.

As one of our missions is assisting students who enter below college level succeed and persist, it is necessary to develop additional programs for student success. Increased supplemental instruction requires additional lab space needed for tutoring, computer assistance and learning resources. This necessitates additional space over and above the general classroom. As a result, our full time students will require more space. With outreach to the community and our continued growth, it will become necessary to develop community centers. By 2011 we anticipate the need of an additional two centers to serve our students. In addition with Berkeley City College ranking number one in the State with percentage of transfers to UC Berkeley, we will continue to grow in interest to the international student community. Serving these students as well as recent immigrants who contribute greatly to the overall society and who are increasingly becoming the "backbone" of America, will require additional space. We look forward to our growing populations and serving their needs in the area of transfer, basic skills, workforce development, career tech, and lifelong learning.

In addition, parking, which the college is forced to lease in the impacted and shrinking downtown market, will continue to be a crucial issue that needs a short-term resolution.

Major details of the Measure A short-term and longer-term construction projects at Berkeley City College are:

BERKELEY CITY COLLEGE Short-Term Construction Project Phase II

Scope of work as of 4-18-08

I. Electrical, Data and Networking

- *Basement Classrooms*

In basement classrooms where data outlets are above ceiling, relocate to be flush with ceiling tile. Relocate power and data outlets to be flush with ceiling tile as needed in 12 classrooms.

- *Library - Room 131*

Upgrading amps and circuits to accommodate two copiers each with a dedicated 20 amp circuit. Additional circuits to accommodate more computers in main space.

- *Room 450*

All six cubicles require cubicle mounted data outlets; existing network cabling needs to be redone. Additional cable drops (cable drops in ceiling to allow wireless network access to meet code).

- *Computer Labs and Classrooms*

All rooms with computers require more amps/circuits, conduits, includes Multimedia rooms, Open Lab, Video, Possibly Room 126.

• *Additional circuits for computers and printers*

Required as part of the electrical redesign, includes hard wire tie in to furniture with floor box change; rework (add circuits) floor boxes in six computer labs, existing brand, Wiremold; coordinate data cabling in all required areas.

II. ADA/ACCESS

The following areas require ADA Paddles

1st Floor: Library, mailroom, dean's suite, learning center (LRC), career transfer center, library, ramp to outside.

2nd Floor: Suite doors, atrium balcony

3rd Floor: Suite doors, homework lab

4th Floor: Suite doors, hallway

5th Floor: Bathrooms, Suite doors, Student Government, Student lounge

Basement: Bathrooms, auditorium

III. HVAC

Basement: Water and sewer pump, room 042 smell, exhaust riser goes to roof, requires ventilation (supply and return) and A/C. Telecom, room 043 and 043A, needs ventilation (supply and return) and A/C due to type of equipment, phone lines and back up batteries

IV. General Construction (Carpentry, Drywall, etc.)

Room 155 Mailroom: Install at least 350 mailboxes. Mailroom will expand into Room 154. Entry to room 154 will change to room 155. Room 155 requires signage. Two walls will contain mailboxes and the third wall, back wall of former room 154, will be dedicated to larger mail boxes for financial aid, library, bookstore, admissions and records, IT, transfer center, academic senate, associated students of BCC and classified senate. Closet remains but shelves will be added on two walls. FF&E Fund—Add display case.

Financial aid officer will move into a new office in room that will be constructed in the Financial Aid area.

*In April 2008—Mailroom office re-configured due to concerns with fumes from the machines in duplicating technician's proximity. The room will now expand into Room 167 (Job Placement Conference Room).

Room 153 Bursar: On back wall add shelves above and below with open counter top for equipment. Roll ups stay as is but Plexiglas will be added outside of each window, bolted to outside frame with half moon to slide papers through and round opening to talk through.

Science Labs: Rooms behind 521 and 522; floors not done (epoxy coating for prep room floors); areas require hot water connection for dishwasher, plug and cover in prep are for centrifuge; Room 512 requires 2 each, scientific work surface table tops, L6' x 4'W x 40"H. **CRITICAL** Room 521 requires 24 writing slabs for 3 tables with 4 students on each side of table. Leg space under table was given up for the writing slabs which were not installed. It is probably possible to replace top drawer with a slab/drawer combination. Room 522 requires 1 worktable. Biology Prep requires 4 worktables.

V. Black out shades: Add black out blinds to rooms 513, 514, 316, 313, 311, 216, 214, 212 (all classrooms at north side of elevation).

Shelving: Storage for art supplies and portfolios (priority 514)

VI. Security/Mirrors

Safety/Security

- Mirrors at ramps and exit stairs

Note: The security cameras should only be removed from the scope of work if it is still the District's intent to go out for a separate bid. This was mentioned in our Security and Public Safety Committee meeting.

- Monitors

The budget for monitors includes installation, electrical hook-up, AV hook-up and the monitors. BCC would like a teleconferencing system and cable, dish or direct TV. Monitors should be LCD, 42"-50".

Monitors will be required in:

1st Floor: Admissions and records, financial aid, front entrance (kiosk); drop down screen in back part of atrium and computer bank.

4th Floor: Conference rooms, 2 hang from SW ceiling on far walls and/or by center divider; projectors with projection screens and/or LCD monitors for visual display.

5th Floor: Student lounge, one monitor for visual display on NE wall, with sound; the student lounge requires two security cameras (more mobile) added to the list for Line 2 Safety/Security.

BCC Long-Term Construction Project: Build-out of Space

Scope of work as of 7-10-08

I. 4th Floor Build Out Total area 10,593 sf

A. North Wall: 2697 sf

- 2 art labs at 1000-1200 sf each, one wet & one dry. Existing lab is 1250 sf.*
- Door does not need to be any bigger than elevator doors.*
- Electrical requirements for lighting*
- Require projector or AV*
- Black-out shades are planned for the whole north face.*
- One 200-400 sf storage between the rooms*

B. Middle Section: 4984 sf

- 4 equal size classrooms, each 50-person capable, wheel chair accessible, need to look at oversized chairs like ones in room 316.*
- Four rooms should be able to open into one large 200-person classroom, partitions but not accordion style.*
- Carpeting*
- Flex tables.*
- Smart Classroom, white boards, AV*
- Storage for laptops in two of the rooms, 6 x 8 sf, cabinets with power to 50 laptops, 30-amp service, wireless, monuments in the floor*

C. South Wall: 2912 sf

- a. Tiered lecture hall, or raised stage to be able to see instructor, with a capacity of 125 (120 minimum) students.
- b. Some storage
- c. White boards, prefer 2 motorized screens, projector with closed-caption decoder.
- d. Lighting primarily for lecture, maybe small theater but no theater equipment no black box
- e. Acoustical ceiling panels, carpet
- f. Water in room 514 above room 411, leakage from science labs above?

II. 3rd Floor Build Out Total area 5,980 sf

North Area: 1200 sf

South Area: 4780 sf

- a. Faculty offices
- b. IT area is for seven people, shop facilities (minimum of 1200 sf)
- c. EOPS area with three private offices, 2 counselors, 1 coordinator
- d. 4-5 faculty offices, 4 people each
- e. Small conference rooms, about 100 sf/ea for 4 people
- f. Teaching/learning center
- g. PACE
- h. Articulation
- i. Kitchen
- j. Electrical for 2 or 3 copiers
- k. Phone and data lines
- l. Put printers, fax machines in one area to save space

III. 5th Floor Built Out Total Area: ?

A. Organic chemistry layout

Can they function in this space—10' x 28' =280sf

10 x 30 prep and storage = 300 sf

B. Dry Lab

- a. Existing dry lab classroom is 25 x 30
- b. Need 2 rooms both with fume hoods
- c. Need pull out tablets (18" x) for students to write.
- d. 1 sink required for each 2 work stations
- e. Need storage for dry lab

C. Wet Labs

- a. *Need to research which rooms would be able to have ventilation.*
- b. *Two additional wet labs, vented, with capacity for 30 people each are needed, if not possible then 1 wet lab and 1 dry lab, not vented.*
- c. *Require hot water*
- d. *Electrical for autoclave*
- e. *Fume hoods*
- f. *Organic Chem: 3 drawers per station allows 30 students and pull-out tablets for students*
- g. *Organic Chem: Assumes no instructor bench in classrooms, but they would like at least an extension to a student table where they can put teaching material.*

Business and Administrative Services Department Unit Plan

Overview of Business and Administrative Services

The Business and Administrative Services Department covers a broad spectrum of business and support services for students, faculty and classified staff. These services include, but are not limited to the following:

- Duplication and Mail Services
- Maintenance and Custodial Services
- Sustainability/Recycling
- Safety and Disaster Response
- Community Services Facilities Use
- Audit Review
- Security Services
- Parking
- Key Control
- Budget and Accounting
- Purchasing and Receiving
- Communications
- Bursar Services

In response to the acquisition of a new facility coupled with accelerated enrollment growth, Business Services increased its staffing levels from 5.0 FTE (FY2005) to 12.0 FTE (FY2008).

Budget and Accounting

Mission

Our goal is to support the College's mission by providing our students, faculty, and customers with prompt responses to inquiries and supplying instruction and oversight of the College's and oversight of the College's general accounting functions. Our mission shall be accomplished with sound business practices and compliance with statutes, Board policies and procedures.

Current Status

Present Responsibilities

- Coordinates budget development
- Payroll and related matters: timesheets, salary advances
- Approve and process mileage, travel and conference requests
- Budget and expenditure transfers
- Requisitions, request for proposals
- Monitors expenditures for accuracy, proper coding and requirements
- Restricted Fund Budgets: grants, donations, contract education
- Petty Cash Disbursements
- Facilities Rental
- Special Projects
- Audits

Present Staffing

- 1.0 FTE Business Services Manager
- 1.0 FTE Supervisor, Business Services
- 2.0 FTE Staff Specialist, Fiscal
- Work-study student as needed (20 hours)

Equipment and Facilities Presently Used

The Business Services Office staff use the equipment and software applications listed below to process and monitor all aspect of the budget and accounting function:

- Four HP Compaq DC 7600 CMT Desktops
- Four HP 7310 All-in-One Printers
- One HP LaserJet 1320N Printer
- MainStar Software
- MS Office

Business Services staff presently occupies two offices and two cubicles. The office of the Business Manager is approximately 150 sq. ft. in size, the supervisors office is 100 sq. ft. and the two cubicles approximately 80 sq. ft. each.

Appraisal

The volume and type of services expected from the Business Services Office continues to increase as a result of (1) growth in student enrollments, (2) community interest (facility rental request), and (3) implementation of new a computer system.

There is continuous monitoring and processing of both the unrestricted and all categorically funded special projects of the college. The workload generated from the volume and complexity of these contracts and grants is very demanding of the administrative and support staff. Continuous monitoring would ensure the success of all projects.

Action Initiatives:

- Collaborate with District to analyze functions and implement changes that will allow for the efficient use of human and fiscal resources.
- FTE Staff Assistant

Bursar's Office

Mission

The mission of the Bursar's Office is to provide accurate collection and reporting of revenue while providing professional, courteous friendly service to all students, faculty and staff.

Current Status

Present Responsibilities

- Works cooperatively with the Admissions & Records Office to provide a smooth enrollment process for students from initial registration to final payment of fees.
- Collaborates with the Financial Aid Office for the disbursement of financial aid checks.
- The Bursar is responsible for disbursing monthly payroll checks to faculty, staff, students and administrators.
- Provide accurate and timely enrollment fees/tuition refunds.
- The Bursar disburses all petty cash reimbursements.
- The Bursar prepares the monthly bank reconciliation statements and remits revenue collections to the district office.
- Accounting for Associated Students of Berkeley City College
- Bill third parties

Present Staffing

A 1.0 FTE Bursar currently staffs the Bursar's Office

Equipment and Facilities Presently Used

The Bursar's Office uses the equipment and software listed below to perform all the functions of this department.

- One HP Desktop Computer
- Two
- Check Printer
- One All-in-One Printer
- A LAN Connection
- Cash Register
- Wells Fargo Verifone Credit Card Processing Equipment
- Credit Card swiper

The Bursar occupies one office of approximately 80 sq. ft.

Appraisal

The workload demands have increase substantially with the growth in student enrollments, and the change in student demographics. A large percentage of the college's enrollment is students attending evening and night classes. The college must address the need for expanded hours during peak registration.

As enrollment has continued to increase year after year, it has become increasingly apparent that the department is not properly staffed to keep pace with the increase volume of work. We have seen a large increase in fee and revenue collection as well as an increased volume in grant and work- study disbursements to students. Processing student refunds as well as request for student program forms have increase substantially. The increased workload requires that staff assigned to other areas of the college set their daily obligation to assist in the Bursar's office. Clearly, an additional FTE is required to allow for efficiency in the department.

In April, 2007, the PeopleSoft Passport system was implemented. This system was brought online without a parallel system. There are a number of bugs in the system that has proved to be a burden to the Bursars. In addition, the new system attached additional duties to a department that is already over burden.

The Bursar office needs to be reconfigured to provide a safe environment for receiving, disbursing and counting cash deposits. Currently, the Bursar is exposed and should have a shield between her and the client.

Action Initiatives

- **Hire a, 1.0 FTE, Accounting Clerk II to assist in the Bursar's Office to keep pace with the increased workload. as a result of increased student enrollment.**
- **Secure the Bursar's office with security windows.**
- **Add panning security camera**
- **Add additional cabinetry to utilize space efficiently.**
- **Expand the square footage of the Bursar's office.**

Duplication and Mail Services

Mission

The mission of the Duplication and Mail Services Department is to provide reliable, high quality equipment and services to the meet the photocopying and mail services needs of the college.

Current Status

Present Responsibilities

There is a 1.0 FTE responsible for performing the duties and responsibilities of the department. In addition, on Monday, Wednesday and Friday a work-study student is assigned to assist the department.

The Duplication Center is responsible for providing duplicating services for the college. At present, there are five leased photocopiers with agreements scheduled to expire December, 2008. The college owns three coin operated and two large RICOH photocopiers.

The Center is responsible for ensuring there are no copyright infringements, placing service calls, assisting staff with equipment malfunctions and supplying paper, toner and other supplies.

The daily distribution of all incoming U.S. and inter-district mail as well as the daily positing and mailing of outgoing U.S. mail is the responsibility of the Duplication and Mail Services Department.

The current layout of the mailroom and the Duplicating Center does not meet the needs of the college. The mailroom was designed to hold 112 mailboxes. A total 350 (minimum) mailboxes are currently required. For safety and health reasons, the Duplicating Center must be reconfigured to prevent staff from inhaling fumes from the photocopiers. The expanded space will also support additional equipment to allow for increased duplicating services.

Equipment and Facilities Presently Used

The following is a list of equipment used to provide photocopying and mail services

- Pitney Bowles Postage Machine
- One RICO 110 Photocopier
- One RICO
- Three RICO Coin-Operated Photocopiers
- Two 4155 Sharp Photocopiers
- One 3160 Sharp
- Student Services
- Faculty

There are two photocopiers for faculty use on the fifth floor, one for administrative use on the fourth floor, one for student services on the second floor, two in the library, one next to Admissions and Records and two located in the duplicating center.

Appraisal

The photocopiers located outside the duplicating center experience a high volume of usage and the increase number of users has lead to a greater than expected number of service calls. In addition, the amount of paper used has dramatically increased in the last two years. To maximize efficiency and conserve resources, pass codes will issued to faculty and staff.

The volume of outgoing and incoming mail continues to increase with the growth of the college due to mailings of the various user departments. Increased mailings by the Marketing Office as well emphasize the need and importance for an efficiently run mail services department.

Action Initiatives

2008-2009

- Purchase new photocopier equipment
- Issue pass codes for photocopier

2009-2010

- Lease/Purchase a color photocopier
- Purchase binding equipment
- Expand mailroom to include additional mailboxes
- Expand duplicating center
- Add additional cabinetry in duplicating center
- .50 FTE Duplicating Technician for evenings/weekend

2012-2013

- Replace photocopier equipment

Maintenance and Custodial Services

Mission

The mission of the Maintenance and Custodial Services Department is to provide a clean and problem free facility.

Current Status

Currently, there is one custodian on duty from 8:00-5:00 PM, one custodian from 3:30–11:30 PM, two custodians from 6:00PM-2:30AM. The custodians are supervised by a Head Custodian (not a working custodian) whose hours are from 6:30 PM-2:30 AM.

Appraisal

The current staffing level is not adequate to meet the needs of a 160,000 sq. ft. building. The bathroom toilet paper dispensers are inappropriate for a building of this size, and require that staff refill the rolls as often as eight times a day. With the building located in an urban setting, staff often has had to clean up behind homeless people utilizing the facility.

The building has terrazzo floors that require a tremendous amount of upkeep to maintain the polished look. Often times, this can only be accomplished on the graveyard shift which means other duties are placed on hold.

With request for facility rentals and numerous events sponsored on a regular basis by student and faculty groups, one custodian on duty usually is not sufficient to meet the college needs.

Action Initiatives

2008-09

- Hire a Lead Custodian(working custodian) to work the graveyard shift
- Upgrade the toilet paper dispensers
- Purchase additional equipment

2009–10

- Provide additional storage of heavy duty equipment

Receiving

Mission

The mission of the Receiving department is to provide support to all segments of the college by expediting the receipt and delivery of all purchases.

Current Status

Present Responsibilities

The receiving functions assist all segments of the college by facilitating the delivery of all goods within existing guidelines, policies, and procedures set by California Educational Code and Peralta College District Board Policy.

Present Staffing

Effective February, 2008 the college hired a 1.0 FTE Senior Storekeeper who currently performs the receiving function for the college.

Appraisal

The operation is currently running smoothly. There are guidelines in place for receiving and storing property until delivered which has resulted in lower complaints of missing purchases.

The loading dock while functional does not provide any information on the building indicating that it is the colleges loading dock or any specifications on its height for clearance purposes.

Action Initiatives

2008-09

- ***Apply signage on outside of loading dock***
- ***Purchase additional equipment platform truck***

Safety and Security

Mission

The mission of the safety and security services department is to provide for a safe, healthy, and comfortable working and learning environment for all staff and students.

Current Status

Present Responsibilities

The college entered into a three year contract with Securitas to perform security services for the college from 7:00 AM to 11:00 PM. The security firm serves as the initial point of contact into the building. They are charged with performing the following duties:

- Opening and securing the building
- Patrol the entire east and west wing of the building
- Maintain front desk surveillance system

The college has a safety and disaster planning committee that is co-chaired by the business services manager and a representative from faculty.

Appraisal

Although we have been quite fortunate with respect to the number and severity of incidents of personal safety among our students and staff, there is still a sense of vulnerability. Since relocating to the new facility there has been an increase in the enrollment of students with psychological disorders. It is imperative that faculty, staff and students who must interact with these students receive the necessary training to effectively deal with the situations that may arise. Also, with the increase in homelessness in downtown Berkeley, the level of discomfort among students, faculty and staff has risen. There remains the need for security to be ever observant and to prevent such people from entering the building.

There are not enough security cameras throughout the building. Current cameras must be reconfigured to provide a wide-lens view.

To address faculty concerns surrounding isolation, we have installed telephones in each of the classrooms. Faculty can call either the college security or dial 911 for emergencies. There are also panic buttons located in the basement, 2nd, 3rd, 4th, and 5th floor restrooms. Again, either campus security or 911 can be contacted.

Action Initiatives

- **Continue to address all health and safety issues in a timely manner**

2009-10

- **Add/upgrade security camera surveillance**
- **Provide additional safety training**

SF9 Non-State Funded Education

The colleges will explore options for new fee structures, reflecting community need and cost-benefit factors related to state funding rates and faculty pay scales. This is an area for targeted development where investigation and analysis suggests that there is a need and that Peralta can meet the need cost-effectively.

Currently, the PCCD colleges rely almost entirely on regular credit instruction (generating FTES which, in turn, are supported from the State General Fund). Very little (less than 1%) of PCCD activity is generated through non-credit instruction, which also generates FTES, though at a lesser support rate. Non-credit classes, however, are a viable delivery mechanism for the many foreign immigrants and others PCCD should train in basic/fundamental skills, ESL (see above), citizenship, VESL, and other skills for job performance and for, say, seniors 55+, where credits are less important than knowledge and skills. While PCCD's non-credit instruction is far below the average statewide (8%), only San Francisco of Bay Area community colleges offers a substantial non-credit program at its centers.

PCCD's activity in community service and contract education—both delivered at the cost of education, the former from enrolled students fees and the latter from employers or other partners—is just one-fourth that of the typical community college and far below that of colleges at both Chabot-Las Positas and San Francisco in the Bay Area. PCCD community focus group participants call for more PCCD partnerships with local area agencies, NGOs, and private firms that could involve contracts, public and private grants, and in-kind sharing of scarce resources. At present, PCCD colleges do little of this and any expansion will require “entrepreneurial” staff, possibly at the district level, to aid college faculty and staff in the time-consuming

activity of identifying opportunities, making the appropriate contacts and applications, implementing the initiative(s), and generally monitoring the work.

More community service classes—less than 50 annual FTES are instructed this way at PCCD colleges—would provide the opportunity to differentially-price PCCD students at or near the cost of education in those cases where most students enrolling can afford to and would pay the fee. This is often the case among older students and obviously among those with higher incomes.

At **Berkeley City College**, grant programs, such as CAA, require interaction with the community. BCC also has contract programs in ESL with UCB, and is planning a similar program with Multimedia Web Design program. The college has fee-based programs in ASL, art, and travel. Because of reassigning of staff, BCC plans to develop more community, fee-based and contract education programs, although the extent of development is contingent upon adequate resources. Additional funding for staff may be necessary to expand in this area.

SF10 Education Centers

Preliminary analysis of PCCD’s market penetration (enrollment/population cohort or MP) shows substantial differences in both level and recent change by neighborhood and community across the service area. The formerly high MP area around Merritt College has declined rapidly. Areas like Emeryville and Berkeley West with formerly average MP rates are increasing rapidly while others like Piedmont and Kensington report low and rapidly decreasing rates. Future population growth will shift from South Oakland to North Oakland and Berkeley. With continued growth, BCC will be fully occupied within several years. And community focus groups call for PCCD to do more outreach, more “Town and Gown” activities, and with accessible job-training partnerships.

These arguments all suggest more PCCD community or neighborhood centers, not only beyond BCC in the northern area, but in other areas as well. PCCD colleges have few outreach/off-campus centers or operations. Centers can focus on specific training, serve underserved niches in specific neighborhoods, and/or be located at worksites for specific job training partnerships (more on this elsewhere), or, for those 55+, at Senior Centers. Churches and K-12 schools also can serve as accessible sites for instruction and other educational services.

Berkeley City College is beginning discussions on ways to again expand community and neighborhood centers of education, particularly as this is the way that BCC initially began its path to becoming a community college. The following charts show existing Outreach programs and activities currently managed by an adjunct faculty instructor with 15 hours of non-teaching assignment.

Berkeley City College Outreach Activities

Educational Institutions

Aspire Public Schools (21.67 FTES)—Currently partnering with all Aspire Schools to provide pathway classes

Cal Prep	4 sections, Eng 201A/B; 2: Art 14, 2: Comm 4: Math 203
Wilson Prep	10 sections, Eng 201A/B
Millsmont	4 sections, Eng 201A/B

UC Berkeley, Center for Organizational and Workforce Development (14.60 FTES)

ESL	4 sections to Housing/Dining Staff—Contract Ed
	4 sections to Library/Bindery—FTES generating
	4 sections to Grounds/Transportation—pending

In process: classes in Multimedia Arts, Web design, Spanish for the Workplace (for Supervisors) and PACE. There is on-going dialog for expansion of educational services.

The Wright Institute (0.24 FTES) - Developed a mid-semester class in Small Business Development for new Ph.D. graduates, contextualized for mental health professionals.

Berkeley High School/ Community Partnerships Academy - Collaboration for Healthy Mentors program includes BCC Health Education class in the fall, followed by field study in the spring. Program mentors are supported by BCC Student Ambassadors, provide mentoring to students at Longfellow and Washington K8 schools. Currently exploring further collaboration with the City of Berkeley Mental Health Services and Public Health Services.

Emery High School (1.90 FTES) Spanish for Native Speakers, contextualized for students. Fall 08: Biology and physics classes pending.

San Francisco State University/Berkeley High School at Berkeley City College - SFSU offers a class to Berkeley High students (open to all) in Urban Sociology and Africana Studies.

Academy of Chinese Culture & Health Sciences - Students come to BCC to take Medical Terminology I and II which offer Eastern/Complementary influences in a traditional Western approach.

Emeryville Unified School District and Berkeley Unified School District - Pending fall 2008: Integration of districts' students and parents into BCC classes.

Governmental Agencies

City of Berkeley

- Mental Health Services - Our partnership is designed to provide pipeline strategies to underserved workforce by offering Community Health Worker and Social Services Paraprofessional programs.
- Public Health Services - Will join the collaboration with Berkeley High School Healthy Mentors Program.
- YouthWorks - A collaboration between the City of Berkeley, Berkeley City College, the League of Women voters, and Rubicon (CBO) to Collectively redesign youth employment opportunities through education incorporating "Thinking Green" curricula additionally including soft skills and work readiness. This will likely serve 350 students.
- Career Advancement Academy - A State of California grant to encourage innovation in the Instruction of basic skills education.
- Senior Centers in Berkeley & Albany - Proposed site for BCC classes

Not-for-Profit Community Based Agencies

Building Opportunities for Self-Sufficiency–BOSS (7.83 FTES) - Several staff members (formerly clients) are enrolled in the Social Services Paraprofessional program.

Rubicon Established partnership for workforce development–Pathways to Self-Sufficiency (PASS) program for working individuals in the Alameda County CalWORKS program.

Faith-based Organizations

St. Paul’s African Methodist Episcopal Church - A site within our service area where we may offer BCC classes.

Berkeley-Richmond Jewish Community Center - Fall 2008: we will offer Art Destinations and History of the Jewish People.

SF11 Special Programs and Grants

The district will continue to develop and implement special programs and grants to meet a range of needs.

The following is a summary of the current grants at **Berkeley City College**.

Trans-Bay Training and Education Collaborative (T/TEC) grant: The purpose of this grant is to expand training and job opportunities for frontline community health workers and social service paraprofessionals. The collaborative partnership membership includes the City College of San Francisco, Berkeley City College, the Regional Health Occupations Resource Center and the Alameda Health Consortium. Berkeley City College offers the Social Services Paraprofessionals Certificate and City College of San Francisco provides the Community Health Worker Certificate. The grant was funded by The Economic and Workforce Development Program of the California Community Colleges Chancellor’s Office, Jobs Development Incentive Fund,

Career Advancement Academy (CAA) grant: This grant funds one semester of courses to prepare students for Career-Technical degree programs that will provide job opportunities for the student. Students become part of a learning community and take courses that specifically make them ready for degrees in Social Service Paraprofessional, Web Design, Animation, video production, or as Community Health Workers.

California College Preparatory Academy, an Early College Academy, is a partnership between UC Berkeley and Aspire Public Schools. Berkeley City College provides college curriculum for grades 8-10. Funding for the planning and some programming for CAL Prep came from the Bill and Melinda Gates Foundation through the Woodrow Wilson National Fellowship Foundation.

Pathways to Self-Sufficiency (PASS) is a demonstration initiative of Rubicon Programs, Alameda County Social Services Agency, Berkeley City College and regional employers.

PASS incorporates a continuum of intensive assessment, case management, skills upgrades, supportive wraparound service and placement in to higher wage employment with access to career ladders in biotechnology, medical administration, and social services industry sectors. The Employment Development Department in Coordination with the California Workforce Investment Board on behalf of the California Labor and Workforce Development Agency Provided Workforce Investment Act Funds.

Two additional CTE grants, one to work with middle and high school students to prepare them for possible degrees in a CTE field, specially animation initially, and one that involves teacher training in an after-school program to prepare students as educational paraprofessionals and/or as teachers in multimedia technology.

PRIORITY 2: CULTURE OF COLLABORATION

The district service center will promote a facilitative model leadership that brings the colleges together around common processes and shared goals.

The premise of the culture of collaboration is that a continuation and strengthening of the college's coordinated efforts will provide important benefits to the community and students. As shown in the box at right, collaboration promotes student success, conserves resources, and supports the sharing of best practices throughout the district. The following are guiding principles for successful collaboration.

- 1 Student and Community Benefits are the Purpose for Collaboration.** Continuing and strengthening Peralta's ability to collaborate across the colleges will enhance program innovation, idea sharing, effectiveness and efficiency.
- 2 The Service Centers Support Structured Collaborative Processes.** The district service centers promote coordination and collaboration across the colleges. This includes facilitating inter-college dialogs and assisting the colleges in presenting a coordinated and unified approach to external partners, agencies, and funders.
- 3 All Colleges Provide All Missions.** Each college will provide all missions: transfer, career-technical education, basic skills, degrees, certificates, and life long learning.
- 4 Colleges Specialize in Career-Technical Areas.** Each college will continue to specialize in certain career-technical programs, especially where specialized labs or facilities are required. This will help to create recognized areas of excellence and avoid duplication and competition between the colleges. (Programs using standard classrooms equipment with high demand can more easily be offered at more than one college.)
- 5 Colleges Coordinate in Common Programmatic Areas.** Two or more colleges will continue to share some programmatic areas. In these cases, the colleges will coordinate closely to avoid duplication and identify opportunities for the respective programs to mutually support one another. In some cases, programmatic coordination and leadership may be provided primarily by one college.

Benefits of Collaboration

Key points from a convening of the four college educational planning committees on March 14, 2008, at Merritt College.

- a) Supports accreditation recommendation
- b) Coordinating the schedule helps students and avoids duplication
- c) Share best practices
- d) Identical course outlines in some disciplines allows students to take sequence of courses at different colleges seamlessly
- e) Increases enrollment
- f) Being more coordinated will increase the community's pride if we're more "on the ball"—this will increase satisfaction and increase retention
- g) Conserves resources when we avoid duplication
- h) By being more efficient we can do more for students
 - Standardizing information outputs
 - Build positive human relationships across the colleges.

- 6 Each Discipline Coordinates Across the District.** Each discipline will regularly coordinate across the district. The goal is to identify and implement coordinated improvements to benefit students and use resources wisely. The desired outcomes include: development of consistent student learning outcomes for courses and disciplines; development of consistent academic policies regarding prerequisites, grading, etc.; sharing of best practices, especially with regard to basic skills, retention, and student success; collectively identifying and addressing common challenges and opportunities, for example changing state curricular requirements, accreditation standards, etc.; identifying opportunities for resource sharing, including faculty, equipment and facilities; and coordinating schedules to provide the maximum options for students.
- 7 Budget Allocation Supports Specialization/Coordination.** A budget model will be developed to support each college's planned program mix. The goal is to give each college predictability to develop programs in support of its areas of specialization and overall college mission and identity. The budget will support the college's long-term educational master plan growth path, as opposed being developed around historic allocation patterns.

Berkeley City College has and will continue to participate in all collaborative projects and will take the initiative in collaborating with other colleges on curriculum and program issues. Some areas for specific collaboration are curriculum, equipment and resources, staffing, academic standards, basic skills/preparation, student learning outcomes, productivity. In each of these areas opportunities exist for working together, but collaboration may require changes at the district level in terms of data collection and presentation, processes for budget and pay for instructors, and establishment of guidelines for use of space.

CC1 Student Services-Instruction Collaboration

Integrating student services and instruction is a key support for student and institutional success. Creating linkages between the classroom and support services ensures timely and appropriate referral to guidance and additional resources.

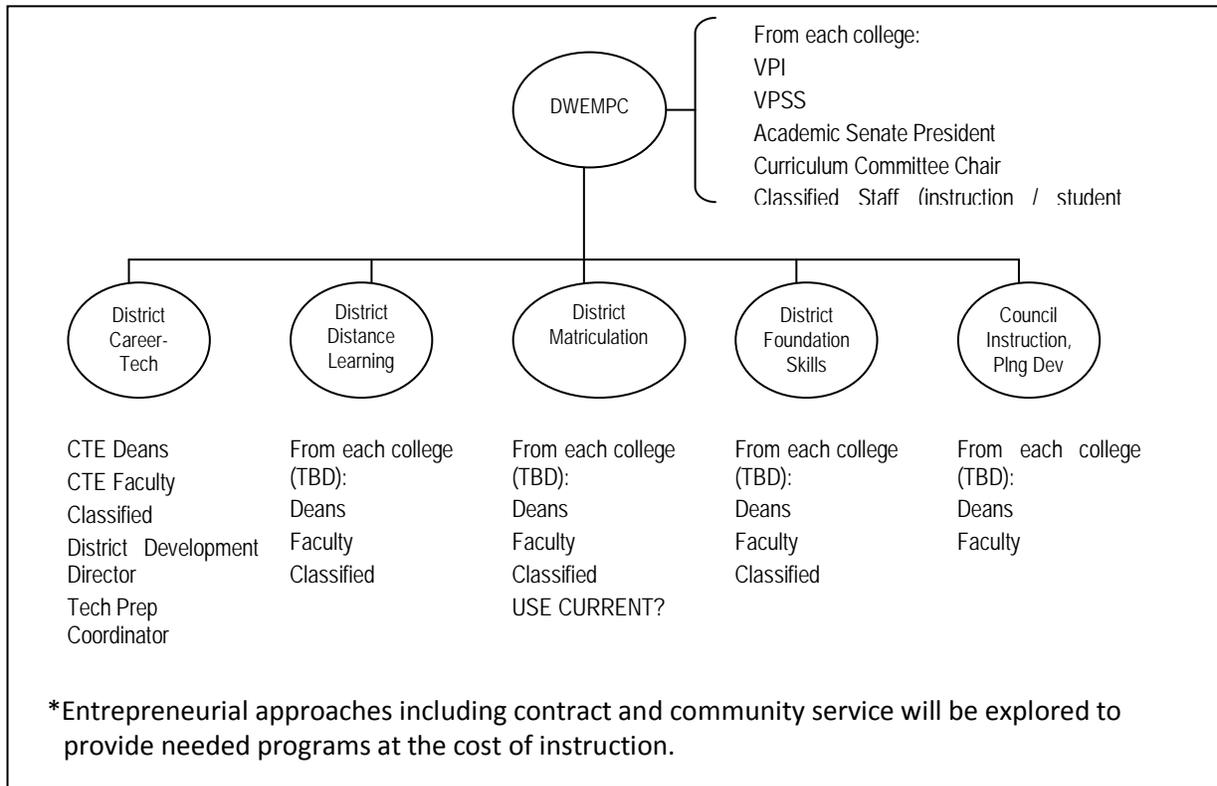
A key venue for integrated planning is DWEMPC and its related subcommittees. DWEMPC brings together the Vice Presidents of Student Services and Instruction, and the subcommittees provide an opportunity to integrate deans and faculty from instruction and services. Another area of linkage is in the student cohort model (see SF1), which is premised on a holistic approach that tailors instruction and services to meet student needs. The colleges are committed to the ongoing integration of all aspects of students' educational experiences.

Berkeley City College is committed to the ongoing integration of student services and instruction via the President's Circle, the college Roundtable, attendance at BSI meetings, and collaboration of student services, counseling, and academics in the Career Advancement Academy and Foundations programs at BCC, and by membership in DWEMPC.

CC2 Institutionalize District Wide Educational Decision-Making

The District Wide Educational Master Planning Committee (DWEMPC) will be institutionalized as a shared governance committee. Its charge is to recommend and monitor shared district-wide educational goals, processes, and planning processes. The Committee's overall mission is to encourage coordinated and consistent educational policies and processes across the four colleges for the benefit of students and the community.

Berkeley City College participates in DWEMPC planning and will take part in all district-sponsored activities and processes as illustrated in the chart below.



CC3 Update Budget Allocation Model

Summary: The Budget Allocation committee will update budget allocation model to support the planned program mixes and growth paths presented in the long-range assumptions. The revised budget allocations will support each college’s planned CTE-specialization and general education offerings. The purpose for adjusting the budget allocations is to establish stable and predictable budget allocations that will support the Colleges in developing their long-term program. This predictability is an essential foundation that will support the colleges’ efforts to operate in a collaborative manner.

The recalculated college budgets will establish the basic FTES and productivity targets for each college based on the specific program mix of each college, including budgeting to support new programs under development. The result will achieve the District’s financial goals for reserves and investments in new programs and sites, etc. Options are to include incentives for higher productivity levels and an “innovation fund” to support new initiatives.

To effectively advocate for needed funding changes in this uncertain environment, PCCD staff need data that *benchmark* the college against its peers and competitors among other California community colleges. These data include not only unit costs for organizational units and how those have changed over time, but also analysis of the allocation of real resources behind those cost differences (or similarities) that can inform PCCD about desired funding changes.

College curriculum-based academic plans are informed by program review and course-based assessment of student learning outcomes (SLOs), then integrated with financial planning and synthesized by the district Strategic Management Team (SMT). The SMT, aided by topical subcommittees, integrates college and district strategic, academic and budget planning—a process that can be aided by the budget allocation and mid-range simulation models.

An *internal cost and benchmarking* study of PCCD operating outlays would help staff to prepare budget estimates of the cost of growth at the four colleges, and in any other potential delivery mechanisms. PCCD costs for departmental and supporting units need to be disaggregated into those (a) fixed and variable, (b) direct and indirect, and (c) average and marginal. This would facilitate estimates of “start-ups” versus “ongoing” programs. In addition, the actual, full costs of growth in various PCCD departments and disciplines will be better identified for resource allocation and budgeting decisions.

Berkeley City College looks forward to planning that includes district budget allocations based on CSEP data, college assessment of growth, and program reviews. See the chart below that illustrates BCC growth:

2005/06 compared to 2007/ 08			
Berkeley City College			
	FTEs	FTEF	Productivity
2005-06	2373	147.67	16.06
2006-07	2760	161.82	17.05
2007-08	3505	196.66	17.82
17% increase from 2005/06 to 06/07			
28% increase from 06-07 to 007-08			
Net increase from 2005/06 to 2007/08 = 50%			
2372 + 1186 = 3500 FTEs			

Berkeley City College also supports the staffing study that was a component of the original district-wide plan. The colleges and the district human resources department should conduct a staffing study to identify appropriate staffing arrangements to support the long-term program mix identified in the district and the college’s Educational Master Plans. The staffing study should also address the finding in the internal environmental scan that Peralta has a “smaller number of managers and classified staff that support each faculty FTEF than is the case in the average California community college. Using this metric, staffing of managers and support staff at PCCD colleges is 28% and 20% lower, respectively, than similar provisions at other colleges.” (McIntyre, p. 10.) This is a particular problem at BCC because staffing has not kept pace with growth, as shown in the following charts.

Full Time Faculty in the Classroom 2007-08				
	BCC	COA	MERRITT	LANEY
Full Time Teaching Faculty	25	50	54	80
Total FTEF	100	125	150	250
% of Full Time Faculty teaching our students	25%	40%	36%	32%

Increase in Non Resident from 2006-07 to 2007-08				
	2006-07	2007-08	Increase	Increase in \$\$ brought to district
BERKELEY CITY COLLEGE	143	227	84	\$ 420,000.0
ALAMEDA	117	159	42	\$ 210,000
LANEY	454	496	22	\$ 110,000
MERRITT	80	85	0	0
				\$ 740,000.0

Chart __
Staffing by Type and Ratios, PCCD and CACCs, Fall 2006

	COA	BCC	LC	MC	PCCD	CACCs
FACULTY						
<i>Ind. Tenured</i>	70	42	126	85	323	18196
<i>Tenured FTE</i>	85	43	145	100	374	20403
<i>Load (FTE/Ind.)</i>	1.21	1.02	1.15	1.18	1.16	1.12
<i>Individual Temp.</i>	110	134	306	199	750	41624
<i>Temporary FTE</i>	47	52	131	74	306	15623
<i>Load (FTE/Ind.)</i>	0.43	0.39	0.43	0.37	0.41	0.38
FTE Distribution						
<i>Tenured</i>	0.530	0.442	0.457	0.489	0.475	0.505
<i>Tenured Overload</i>	0.114	0.011	0.069	0.086	0.075	0.061
<i>Temporary</i>	0.356	0.547	0.475	0.425	0.450	0.434
<i>COLLEGE FTES</i>	1643	1173	3617	2433	2217	4301
<i>FTEs per FTEF</i>	12.45	12.35	13.11	13.98	13.04	13.85
<i>FTE Managers/FTEF*</i>	0.083	0.053	0.037	0.034	0.069	0.096
<i>FTE Support/FTEF*</i>	0.583	0.811	0.279	0.443	0.544	0.685

Source: COCCC (2007).
*Colleges exclude district staff.

The following document is a draft of **Berkeley City College** guidelines for internal collaboration in planning and budget which includes all college units.

Berkeley City College Roundtable for Planning and Budget

Mission

Berkeley City College's mission is to promote student success, to provide our diverse community with educational opportunities, and to transform lives.

Vision

Berkeley City College is a premier, diverse student-centered learning community, dedicated to academic excellence, collaboration, innovation, and transformation.

Goals

Student Access, Success and Equity
Community Partnerships and Engagement
Programs of Distinction
Culture of Innovation and Collaboration
Financial Health

Guidelines

PURPOSE: To advise and consult with the president on college-wide governance issues and institutional planning from a mission-based perspective.

OBJECTIVE: To ensure open communication, inclusive participation, and genuine involvement before and while decisions are made.

METHOD OF OPERATION: Standard meeting agendas would allow a brief period for open hearings from any member of the college community on appropriate items. Meeting agenda items would be annotated and posted for non-members to be informed and know when to come to participate if so desired.

MEMBERSHIP

1. Appointed members are representative of the respective Strategic Planning missions. There will be three members per mission, with at least two students serving on the Roundtable.

Strategic Planning Missions

Student Access, Success, and Equity
Community Partnerships and Engagement
Programs of Distinction
Culture of Innovation and Collaboration
Financial Health

Appointed membership is by the College President in consultation with the presidents of the academic and classified senates and the ASBCC. Appointees who are faculty will be submitted to the Academic Senate for ratification.

- 1a. Appointed members are expected to represent their respective mission to the College Roundtable for Planning and Budget and to a larger constituency in the college. This larger constituency will be sought through Open Forums on each of the missions and from which a list of "burning issues" will be developed.
- 1b. Student equity, equal opportunity, and equal access for all students are implicit in the activities and programs of all missions.

2. Ex officio members are members of the College Roundtable for Planning and Budget by virtue of their respective positions:

President of the ASBCC Students
President of the Classified Senate
President of the Academic Senate
Chair from the College Curriculum Committee
Vice President of Instruction
Vice President of Student Services
Business Manager
Public Information Officer

3. All members are required to participate in an orientation and background readings before participating.
4. Membership term for the appointed members is 3 years. Mission based members' terms will be staggered between members.
5. Additional ad hoc resource members may be added as needed, for example, during an accreditation self study.

OPERATIONS

1. The College Roundtable for Planning and Budget will operate through consensus rather than vote whenever possible and appropriate. Consensus is used because not all votes may be weighted equally if an issue affects one particular group or area more than another.
2. To assure open and fluid communication, each College Roundtable for Planning and Budget agenda will begin with Open Hearings which is an opportunity for anyone within the college to appear before the College Roundtable for Planning and Budget to share an item of interest, an issue, or information.
3. Each action item on the agenda will be preceded by at least one hearing on the item at a previous meeting.
4. Anyone in the college community may submit an item for an agenda.
5. In this new mission-based governance structure, it is important that the College Roundtable for Planning and Budget reinforce the distinction between policy and governance decisions and operational decisions. The President will decide whether the item will be information only, information and ultimate action, or other resolution. However, if there is any disagreement then the President will consult with the College Roundtable for Planning and Budget, or College Roundtable for Planning and Budget members may ask for a consultation to take place.
6. Action items approved by the College Roundtable for Planning and Budget will be taken by the President to the responsible groups or party to implement the action. For example, some policy recommendations may go to Chancellor's Council; others may be referred to the appropriate administrator or college body for implementation.
7. These College Roundtable for Planning and Budget Guidelines will be reviewed at least every three years or as warranted, by the Educational Resources Committee and/or the College Roundtable for Planning and Budget itself.
8. The above operational guidelines are meant to be only guidelines and not immutable.

CHARGE

The charge of the committee is to advise the administration on planning issues. Initially the charges will address the college strategic missions in the following ways:

- Give college-wide input on planning and budget
- Link planning documents to district missions and goals, strategic plans, and accreditation standards to inform budget decisions
- Assess college needs to ensure systematic development of policies and procedures
- Review programs planned and in place in order to make recommendations as to what resources are needed for those programs. Develop a framework or model for this.
- Prioritize resource allocation based on recommendations that are informed by defined criteria and outcomes.
- Inform the college about strategic goals and the activities of this group.

Recommended Guidelines for Position Allocation

The following guidelines for filling faculty positions were recommended:

1. Divisions do not own faculty members. When a vacancy becomes available, it goes into the general pool to prioritize.
2. Increasing enrollments and high productivity (consistent with program review/unit plan, educational master plan, and strategic plan) have priority over decreasing enrollments.
3. Start-up programs of distinction with no full-time faculty will also receive special consideration.
4. Departments that experience difficulty in recruiting part-time faculty (small pools) will also receive special consideration.
5. Faculty prioritizations will take place annually, and priorities will be considered based on the guiding principles and updated data. For that reason, the number of years a department has been making a request will not be a factor.
6. Student services department chairs, as well as the vice president and dean, shall be involved with faculty prioritization.
7. The president's circle reviews the requests to make sure that the criteria are followed. If there are positions that are closely ranked, the leadership team can make a counter recommendation.
8. The college leadership will present a rationale for substantially changing the order of prioritized positions.
9. Prioritized positions are recommended to the college president for approval.

The following guidelines for replacing permanent classified staff were recommended

1. Available positions should be assessed based on the college mission, guiding principles, and program review.
2. When permanent classified positions become vacant, the supervisor will share justification with the president's circle.
3. Recommendations for permanent classified positions will be presented to the college president for approval.
4. This process excludes categorical positions.
5. This process is subject to annual review and revision.

Procedures for Allocating New Classified Staff Positions

1. Classified staffing requests should be submitted to the Vice Presidents who will review classified staffing recommendations and forward them to the Roundtable. The recommendations should be consistent with the Resource Allocation Model the classified union contract, and reviewed by classified leadership. The Vice Presidents should also solicit input from affected faculty, classified staff, and students.
2. Classified staff positions will be prioritized by the Roundtable.
3. The College President will make the final classified staffing decisions based on input from the College Roundtable.

DEPARTMENT CHAIRS COUNCIL

The Department Chairs Council is a subcommittee of the College Roundtable for Planning and Budget and is empowered to formulate recommendations to the College Roundtable for Planning and Budget.

Guiding Principles for Determining Allocation of Block Grants

Background:

Each year the district allocates to the campus various block grants such as the annual “instructional Equipment” grant received from the state. Policy Linking Program Review and Resource Allocation: Requests for resource allocation or resource redirection will only be considered if current program review self-studies are on file.

Charge:

Establish guiding principles (or criteria) for determining how Berkeley City College should spend any block grant from the district.

Ensure the principles are not so prescriptive that we become overly rule bound.

Procedures for Determining Allocating Block Grants (“one time money” such as Instructional Equipment Allocation)

These procedures provide a mechanism for implementing the “Guiding Principles for Determination Allocation of Block Grant Allocations.”

Block grant allocation should be distributed according to the following procedures.

Faculty, staff, and students should present funding requests to department chairs, senators or. These requests will be forwarded to division deans during fall semester. Funding requests should be written and justified in terms of college and unit plans. Every program should have a one-half to one page summary of their program review document to show how financial need connects to program plans and needs.

Business service manager in concert with the vice presidents will develop a decision-making timeline which will be shared with the college and inserted in the college calendar.

The Educational Resources Committee (the department chairs) will review and develop a proposed list of allocations.

The President’s Circle will review the proposed list of allocations.

The recommendations will be presented to the College Roundtable for Planning and Budget (including a first and second reading.

The college president will make final budgetary decisions based on recommendations to the College Roundtable for Planning and Budget. The context of the justification for decisions will be provided by the president in case of lack of consensus.

CC4 Implement a Coordinated District-Wide Program Strategy

The Colleges will continue to implement a coordinated offering of educational programs to achieve the following goals:

1. Anticipate and respond to the needs of the district service area for career-technical, ESL, transfer and general education.
2. Coordinate offerings across the colleges to maximize access and the range of offerings and avoid duplication.
3. Continually review and update curricular offerings.

The district's integrated educational planning process ensures a dynamic educational program that responds to student and community needs. The colleges will separately and collectively maintain a process that continually reviews and updates their offerings and pedagogy. The colleges will collaborate to address the overarching themes of Foundation Skills, Enterprise Studies, Biosciences, Social Justice/ Environmental, and Global Awareness and Languages.

These themes encompass both academic subjects and career-technical areas. For example, Social Justice/Environmental Sustainability addresses both the social, political and philosophic implications of human impact on natural systems and the workforce implications related to "green technology". As such these themes can serve to provide frameworks for aligning and integrating career-technical programs with the arts, humanities, and sciences.

The themes will be defined through ongoing discussions by faculty, students, staff and administrators. Brief initial descriptions follow.

Foundation Skills: Skills in reading, writing, mathematics, and English as a Second Language, as well as learning skills and study skills which are necessary for students to success in college-level work. Foundation skills are critical both in basic skills classes and discipline classes.

Business and Technology Applications: Subjects encompassing business, economics, finance and the use of technology applications to advance organizational effectiveness.

Biosciences: The uses of the life and social sciences to address medical, energy, environmental and other applications.

Environmental Sustainability and Civic Engagement: The interrelated study of economic opportunity and social equity with the disciplines related to studying patterns of life that can be maintained indefinitely and that provides quality of life and preserves natural ecosystems.

Global Awareness and Languages: Programs and courses intended to expand students' awareness of the culture and contributions of other countries and to teach foreign languages.

Berkeley City College will participate in developing coordinated offerings of educational programs, building on the programs already in place. BCC also has a very successful **Transfer**, which is not included in the program themes, although all four colleges provide transfer courses. BCC has programs with many courses that transfer into four year institutions as individual courses, as fulfilling general education requirements, and/or as part of a 2+2 articulation agreement.

The following **Berkeley City College** academic programs constitute the college's contribution to the above themes.

Berkeley City College Core Academic Programs

English (*Foundation Skills; Global Awareness; Language*)

The English department at Berkeley City College currently accounts for almost 31% of the FTES of the college. English courses at the college tend to fall into four broad categories: literature, creative writing, reading and composition, and basic skills.

Department goals include providing all students with strong skills in reading and writing (a primary institutional student learning objective), preparing students for transfer, and providing basic skills instruction in English. The department awards an associate of arts in English language and literature, an associate of arts in English language/writing, and certificates of completion in creative writing focusing on fiction, playwriting and screenwriting, or poetry. The majority of sections of English classes offered at the college are those classes in reading and composition which are required of all students who wish to transfer to four-year colleges or otherwise matriculate, and remedial courses which help underprepared students to ready themselves for these higher level courses.

The college offers a comprehensive creative writing program, as reflected in the certificates cited above. The work of creative writing students in poetry, fiction, and playwriting/screenwriting at Berkeley City College is showcased in *Milvia Street*, the college's award-winning journal of art and literature. The journal has received support and accolades from throughout the college; however, it has been underfunded. The department is interested in offering a summer creative writing conference in 2008.

Enrollments in creative writing classes have also been healthy, though more erratic. The introductory creative writing class (English 10, concurrent with English 70) averaged 29 students at census day from 2004-2006; the fiction writing classes averaged 38.6 students per section on census day from 2003-2006; playwriting classes averaged 34 students per section during the same period. Poetry class size increased when an instructor with close connections to the local poetry writing community was hired. These classes averaged 15.6 students at census week in 2005-6.

Transfer: At the transfer level, English department classes are offered at different times and days, and seem to serve the needs of many of the students planning to transfer. In all sections of freshman composition classes as well as those reading and composition classes leading to it, the department administers an essay test which is holistically scored by BCC English instructors. This helps to maintain departmental standards for all composition instructors whose students take the test, and particularly for the instructors who score the exam each semester. While many students are well served by these classes, many others who need tutorial assistance are unable to receive it because of a shortage of English tutors at the college.

The English department at Berkeley City College has worked with U.C. Berkeley, its closest transfer institution and the one to which most BCC students apply, in the following ways:

- a. *Developed courses to fulfill all of the lower division requirements for English majors at U.C. Berkeley. These four courses (English 17, 85A, 85B, 85C) have course-to-course articulation with the comparable courses at U.C. Berkeley (English 17, 45A, 45B, 45C)*
- b. *Of the students applying to transfer from Berkeley City College to U.C. Berkeley as English majors who have taken all or some of these courses, the transfer rate has been approximately 90% for the past three years (11 of 13 in 2004-6, 13 of 15 in 2005-6, 11 of 12 in 2006-7)*
- c. *English 1A and English 1B, the key transfer-level courses in reading and composition, have been designed to meet the same regulations as the comparable courses at U.C. Berkeley in terms of amount of writing and amount of reading assigned*

In addition, Berkeley City College has articulated its introductory creative writing class (English 10) with San Francisco State University, such that it is accepted as the equivalent of SFSU's portal class into the creative writing major; a grade of B or better in this class is required of those students who wish to declare a creative writing major at that institution. A number of BCC students have successfully made the transition into that program.

In the area of literature, the college currently offers the four classes which U.C. Berkeley requires of its lower division English majors; students planning to transfer as English majors to U.C. Berkeley must have taken at least two of these classes. Students in these classes, as well as students who are doing well in other English classes at the college, are recruited to work as writing coaches, who, after being trained, help other students at all levels of reading and composition through the college's very active "writing workshop" classes. Generally, the department is working to increase enrollment in its literature classes and will be offering hybrid literature courses in an effort to broaden its student base.

Equity and Success In the area of basic skills, the English department has been working with colleagues in counseling, CIS, and more recently, mathematics, to develop a cohort-based "foundations program" for students who test at the lowest level of skills in English and mathematics, and a similar "transitions program" for those students at the intermediate level, one step up from foundations and one below transfer. A new class in using multimedia technology to make presentations and familiarize students with useful technology has been added to the program.

The retention rates throughout most English classes is approximately 73%, very close to the college average. However, success rates at the basic skills level (English259) averaged 30% and retention rates at this level averaged 36% from 2004-2006. This is consistent with the findings of the college equity committee and reflects a statewide trend. It is imperative that the college address this problem. Publications of the National Council of English and the statewide faculty senate indicate that, according to their research, tutorial assistance, cohort-based programs, and close connections between instruction and student services are the practices which most successfully address the low retention and persistence rates for basic skills students. The foundations program is working to use all of these tools to improve instruction at this level. Additional administrative support and marketing are needed to strengthen this program; also, the college should provide release time for a faculty leader to coordinate its efforts and to oversee basic skills instruction at the college, in general.

The results of the faculty questionnaire indicate that the college does not provide adequate tutoring hours for its students. However, the issue of lack of funding for tutors and mentors is being partially addressed with funding from the Basic Skills Initiative.

It is noteworthy that the English department serves a greater proportion of African-Americans than present in the college as a whole (33.4% vs. 24.3% in 2006) and that white students in English are proportionately less than found in the college as a whole (23.5% vs. 31.9% for 2006). In fact, the largest student ethnic group in the English department at BCC is African-American (33.4%), while white is next largest (23.5%), with Asian students comprising 14.4% and Hispanic/Latino making up 13.8%. Other demographics concerning students in the English department tend to be consistent with those for the college as a whole. Examination of retention rates by ethnicity shows that retention rates for African-Americans tended to be lower (2002-2005) than average rates for all groups. For example, in fall 2005, the retention rate for all groups was 73.7%, while the retention rate for African-Americans was 65.8%. There is a disproportionate number of African-American students in basic skills classes, so that improving instruction in those classes (which includes providing adequate tutorial assistance) is an important equity issue. The college should also investigate other possible reasons for the disproportionately low retention rates among African-American students.

The college's most productive tutorial activities occur in its "writing workshop" classes, which are designed to provide individual (tutorial) instruction to students concurrently enrolled in various reading and composition classes at the college, from basic skills through transfer-level. The average number of students per section on census day between 2003 and 2006 was 29. While the success rates in these classes were low, averaging 45%, the persistence rates were high, averaging 70%, despite the fact that the vast majority of the students in the class entered as basic skills students or as marginally prepared for the composition class in which they were enrolled.

Instructors of the class have observed that those students who desired a drop-in tutorial situation, chose not to remain in a class which required regular attendance, multiple drafts of each assignment, and the hard work involved in becoming autonomous writers rather than relying on a tutor for editing assistance. This accounted for many drops and non-passing grades. However, those students who remained persisted at a much higher level than would be expected for basic skills students. These classes are limited in enrollment due to the numbers of computer stations available; more sections should be added.

Community, Outreach, and Articulation Local organizations with which the English department collaborates include the California Shakespeare Festival (whose actors serve as guest speakers in English 17 each summer), Poetry Flash (which has hosted poetry readings at the college and with which the instructor of English 91, 92, 93, and 94 works closely), and California Preparatory High School, where a BCC instructor will be teaching English 201, working closely with a teacher from the high school, and for whose students the BCC literary club has hosted a book drive. Currently, the department is collaborating with the educational director of the Aurora Theater to develop its dramatic literature course (English 20). The department should develop further collaborations with California State University/East Bay and Berkeley High School, among others.

Needed Action:

- a. *Add a line item to the B.C.C. budget in order to adequately fund the college's art and literary journal, Milvia Street.*
 - b. *Design and schedule hybrid offerings in literature and composition classes; plan to offer these classes in a two-year rotation*
 - c. *Incorporate new technologies throughout the department, including use of "Moodle" and expanded use of turnitin.com*
 - d. *Work with the PIO to improve the advertising of literature classes*
 - e. *Advertise the PACE program aggressively, with the help of a PACE recruiter*
 - f. *Use information which has been collected by the department to validate the holistically scored essay.*
- *Test-pilot the use of a holistically scored essay examination for assessment at B.C.C.*

English as a Second Language (Foundation Skills)

In keeping with the California Community College mission to provide instruction in "Basic Skills and English Language Proficiency," in fall 2004 the college hired its first full-time ESL instructor as part of the English Department faculty. Since that time, enrollments and class offerings in ESL have increased exponentially, highlighting the need in the Berkeley community for college-level credit ESL classes.

In the period from Fall 2004 through Spring 2007 the number of active ESL sections more than doubled (from 10 to 24) and student enrollments more than tripled (from 190 to 678). The numbers show that as more ESL classes have been added, class size has also risen. During this same time period ESL CW1 enrollments increased from 79 to 276, and FTES/FTEF from 9.9 to 14.4.

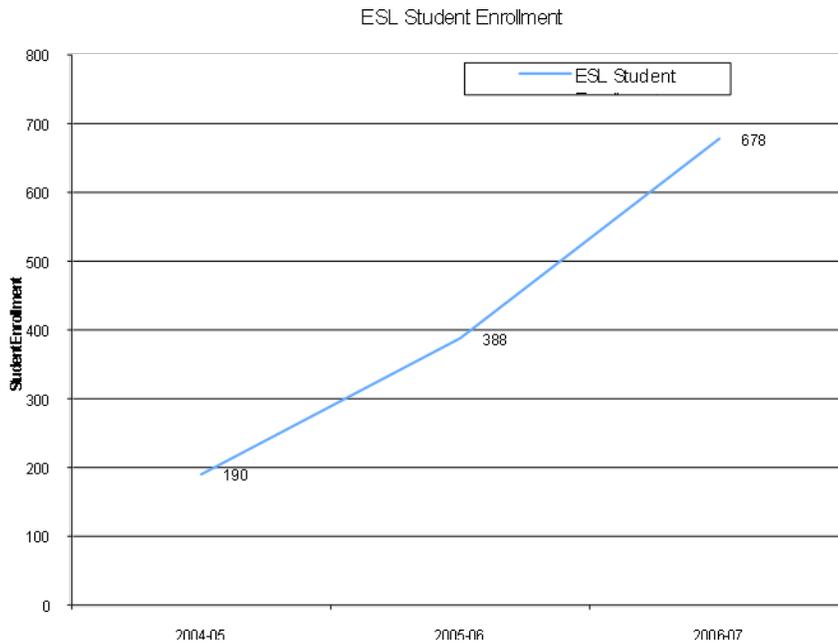
Enrollment increases are expected to continue. According to a recent study published by the Academic Senate for [California] Community Colleges, the ESL Task Force reported that "...in the four years between 2001 and 2005, more than one of every five foreign immigrants to the United States settled in California". With the large influx of immigrants, and with our new name and building luring increasing numbers of international students, it is critical that the college prepare to meet the growth and demand expected for ESL classes over the next few years.

Berkeley City College ESL Program Rate of Growth

Since BCC hired its first full-time faculty member in Fall 2004, enrollment has nearly doubled each year, and class offerings and class size continue to increase—attesting to the need in the community for college-level credit ESL classes, and overall student satisfaction with the program. Most of the growth has come from word-of-mouth and the general marketing efforts of the college. Students continue to request that we add more classes, in all levels and skill areas, at day, evening and weekend time slots.

Previously, English language learners within BCC's area have been served by local adult schools, or forced to travel to other colleges. Although the area has high-quality ESL adult school programs, many students prefer something more intensive and structured than adult schools can offer, since adult schools provide open-entry open-exit non-credit classes. There are many ESL students who cross-register between Berkeley Adult School and BCC, or transition from Berkeley Adult School to BCC. BCC also refers many students to Berkeley Adult School when their literacy skills are not yet ready for college classes, or their schedules prohibit them from registering in the classes we offer. Clearly, there is a real need in this community for both types of programs.

Another enrollment trend in the ESL program is an increasing number of international students, most likely due to a variety of factors, including that BCC is attracting family members of international students and scholars at UC Berkeley, is located within a block of two private Berkeley language schools catering to international, and has a name, Berkeley City College, that is a status-symbol overseas. It is expected that this trend will continue and we will continue to be an attractive college of choice for international students. Accordingly, the ESL program will have to balance the needs of immigrant students in the community with the needs of international students.



In general, immigrant students tend to have learned English by ear, and may lack literacy skills, whereas international students have learned English through books and classes, and have high literacy skills, but lower speaking and listening skills. International students tend to be more affluent, are prohibited from working off-campus, and are required to study full-time, whereas immigrant students often have jobs and families, limiting the amount of time they have to study. Thus, the two different groups often have different needs and challenges in learning English. Because the district does not currently offer a comprehensive intensive English program, it is important that international students meet the minimum recommended TOEFL score for admission so that they do not come to dominate ESL classes which must serve our immigrant population. Indeed, it is illegal to issue student visas for the purpose of intensive language study if no intensive English program exists. Currently, the Peralta District does not have an intensive English program.

Another full-time faculty member is urgently needed as the rapid growth of the program has already made it untenable for one full-time ESL faculty member to manage, particularly with a full teaching load and no release time for the increasingly time-consuming and challenging demands of program development, representing the program on college and district-wide committees, trying to ensure that the program stays up-to-date with accreditation requirements (SLOs, course outlines, etc.), recruiting students, scheduling classes, and recruiting, supervising, evaluating, advising, mentoring and supporting instructors. It is urgent that the college acknowledge the program's growth, reaffirm its commitment to the mission of providing ESL classes to the community, and support the program and current faculty member by hiring additional faculty. Other pressing staffing needs include hiring trained ESL tutors available at both day and evening hours.

Curriculum review has been conducted collaboratively by PEAC, which meets regularly to ensure all levels and skills areas of ESL course offerings within the district are current and consistent. Changes to course content are then put forward to each college's Curriculum Committee for approval. The ESL curriculum at BCC is monitored and developed district-wide through PEAC, the Peralta ESL Advisory Council, according to ongoing student, instructor, and community feedback.

PEAC has been meeting to develop Student Learning Outcomes for all ESL courses offered within the district. Representatives from Laney College attended SLO writing workshops, and have met with part-time instructors and PEAC to help us develop common SLOs.

Before adding classes to the BCC ESL schedule, district-wide enrollment trends were evaluated. It was found that morning ESL classes are highest-enrolled, particularly those in grammar and writing. Next highest enrolled were the evening classes, followed by afternoon. We have added classes accordingly, with an excellent initial response in enrollment. Although ESL afternoon classes are lower-enrolled district-wide, we have been adding more classes in the afternoon in order that daytime students might be able to choose from a full-schedule of non-conflicting classes and achieve the 12 units necessary to carry financial aid or a student visa.

Most ESL students prefer to study in either the mornings or evenings, as they must coordinate their school schedule with part-time or full-time jobs. As the program continues to grow, ESL will need more morning and evening classroom space. ESL classes should have scheduling priority in the main building. English as a Second Language students face more obstacles in attending school; the inconvenience to students of holding ESL classes on the UC Berkeley campus has resulted in lower enrollments, spottier attendance and higher drop out rates due to the challenges with parking, public transportation access, and safety issues at night.

Student Access and Success: The ESL program has among the highest course retention and completion rates in the college. At 78.2 % and 83.6% respectively, the ESL completion and retention rates are second only to Travel for a program of equal or greater size. As ESL classes do not lead directly to degrees or certificates, persistence rates are not available. However, it is expected that the ESL program will increasingly serve as a feeder for certificate and degree programs within the college, and the reverse has also proven true, with some students returning to ESL classes after starting or even completing certificate or degree programs.

Currently, the ESL classes being offered are primarily at the intermediate and advanced levels, building on the classes that existed at the program's inception. However, in order to most equitably serve the community, there is now a need to start adding beginning level classes, and to offer a full complement of classes in the major skill areas (grammar, reading, speaking and writing) in both the day and evening. Meeting the demand for the full range of ESL courses at all the levels and skill areas will require the college's renewed commitment to the ESL program in terms of classroom space and staffing.

It is essential that English language learners be directed to take the ESL assessment test, and then enroll in the recommended level. Students who bypass the test, either knowingly or unknowingly, are often seriously misplaced, and risk poor grades and possibly semesters of frustration, discouragement and wasted time. As the regular English assessment test has no writing sample, it does an especially poor job of placing ESL students in the correct writing classes. It is important to recognize that a student's speaking ability may have little or no correspondence with writing skill.

Experience has shown that the inconvenience of attending classes held on the UC Berkeley campus has led to lower enrollments and higher attrition rates among ESL students. Along with other "basic skills" students, who must already overcome many obstacles to attend school, it is important that ESL classes have priority scheduling in the main building, as this allows for easier access to public transportation and student services, as well as contributing to a sense of community and school pride, all factors affecting retention and persistence.

The ESL program encourages instructors to invite representatives from college services into the classroom, to create "contact" assignments which require that students find out information about various services and programs within the school, and to initiate collaborations with non-ESL classes all as a means to help integrate students into the larger college community and encourage persistence in future course work.

The program should continue seeking out ways to link ESL students to other classes, programs, activities and services within the college. Students may be reluctant to seek out help because of cultural mores, lack of confidence in their English skills, and unfamiliarity with the types of services available or how to access them. Thus, they can easily miss out on opportunities and services that could benefit them.

As the program grows, we need to develop our library holdings for ESL students. For example, the college should purchase more of the graded series of Penguin Readers, classic books adapted for English language learners in order to encourage and develop their reading skills.

The chart on the next page summarizes the needed services for ESL students to succeed.

The ESL program has been seeking out collaborations with classes in other disciplines in order to create opportunities for ESL students to practice their English skills with native speakers, introduce them to the academic culture of American college classrooms, and promote cross-cultural exchange and understanding among ESL students and the larger BCC community. Another motive for the collaborations is to make students aware of our certificate and degree programs, and inspire those who may not have considered it to perhaps continue with their studies.

To date, collaborations have been carried out with classes in anthropology, English, Global Studies, and Native American Studies. For example, students in a Linguistic Anthropology class were paired with ESL students for research about the characteristics of other languages. Students in an English 201 class interviewed ESL students for a writing assignment. Global Studies students met with ESL students to discuss current world issues, and to compare cultural notes. Native American Studies students and ESL students met to discuss the dynamics of assimilation on a personal and global level. These exchanges have been enthusiastically received by students in all programs. ESL and non-ESL students alike have said it is one of the best and most memorable things they have done in college, and some students who met while participating in these activities have become friends and continue to meet on their own.

Key Needs of Students That Affect Their Learning	Services Needed To Improve Student Learning
Overall exposure to English outside of the classroom	<ul style="list-style-type: none"> • ESL club, activities requiring engagement in English • Learning collaborations between ESL classes and classes in the disciplines
Instructional Support <ul style="list-style-type: none"> • Study skills instruction • Tutoring at all levels 	<ul style="list-style-type: none"> • Workshops, components of existing classes, and possibly a special ESL class on college study skills • Add sections of the ESL Writing Workshop, a variable-unit lab/lecture course • Drop-in tutoring overseen by ESL instructors • Study groups both in ESL and other disciplines • Training in and access to computers
More social, psychological, emotional, medical, and legal support	<ul style="list-style-type: none"> • Assistance in navigating college services • Increased Social, psychological, emotional, medical, and legal services
Timely financial assistance, including access to textbook vouchers	<ul style="list-style-type: none"> • Timely financial assistance and access to book vouchers
Assistance with Learning Disabilities	<ul style="list-style-type: none"> • Testing for non-native speakers or coordination with testing locations (referrals) • Bilingual learning specialists
Scheduling of courses to fit students' work schedules	<ul style="list-style-type: none"> • More morning, evening and weekend classes
Orientation, appropriate placement and better acculturation of international students	<ul style="list-style-type: none"> • Coordination and evaluation of services and information provided by the ESL Department, Counseling, Student Services and the District Office of International Affairs • Development of additional services needed

Community and Outreach: As an outgrowth of these collaborations, the ESL and Global Studies programs have been awarded a grant from NCAGE (Northern California Association of Global Educators) for the 2007-08 academic year. As part of the grant, the programs will be developing joint curriculum and activities to further promote language learning, cross-cultural understanding, and global perspectives in the BCC community.

ESL faculty have participated in local and national conferences sponsored by CATESOL (The California organization for Teachers of English to Speakers of Other Languages) and TESOL (The national organization for Teachers of English to Speakers of Other Languages). In addition, faculty have participated in ESL workshops at our district FLEX days and symposia about multilingual writers sponsored by the College Writing Program at UC Berkeley. Unfortunately, the funds for professional development, capped at \$500, usually prohibit participation in all but local conferences.

The Berkeley City College ESL program has offered beginning and intermediate classes at two off-site locations since Spring 2005: at the West Berkeley Senior Center and at Bananas, Inc. in Oakland, the Northern Alameda County Child Care Resource and Referral Service. The classes at both sites have been well-received by students, however classes at the West Berkeley Senior Center ended because of the lack of ongoing administrative support needed to maintain them. The staff at Bananas is committed to helping BCC recruit and enroll students, which has enabled that relationship to continue.

Running off-site ESL classes involves a considerable amount of logistical oversight, and is not feasible without a dedicated coordinator who is skilled and knowledgeable about working with English language learners.

A number of ESL students enter BCC from Berkeley High School, and this fall we will have an ESL instructor at BCC who formerly taught at BHS. It is our hope to strengthen our ties to Berkeley High and other area high schools in order to support English language learners in making a smooth and positive transition from high school to college life. This is another project which will require dedicated faculty time.

Technology: ESL faculty routinely use communicative and student-centered classroom activities in order to facilitate language learning. The faculty employs a variety of media, technology and pedagogical methods in service of this end. Methodologically, our faculty uses an eclectic approach drawn from various schools of second language pedagogy (The Silent Way, Counseling-Learning, Suggestopedia, etc.). The ESL faculty uses overhead projectors, computers, internet, power point, email, video and audio, and has been quick to seize upon the potential of our new “smart” classrooms for language learning purposes. The faculty uses whole, group, and pair discussions, peer editing, role plays, and dynamic “contact” assignments that require students to get out and interview people and learn about the community and American culture. We recognize that cultural learning goes hand in hand with language learning, and seek to help our students understand and become comfortable and confident in negotiating US college life and life in the US in general, in order to prepare them for succeeding in their goals, whether academic, personal or professional.

BCC’s new “smart” classrooms promise to open up exciting new possibilities for language teaching and learning. As our new “smart” classrooms have begun taking shape, ESL instructors have started to experiment with the use of computers and the internet in the classroom, and students have begun using them for their presentations. This has proven to be a powerful language learning tool and incentive. Students who had never used this technology before learned how to use Power Point to illustrate their presentations, and report they now feel more confident both about using the technology and the prospect of giving presentations in English in their future classes. The advent of the “smart” classrooms promises to open up significant new vistas in language instruction, and our ESL faculty has expressed interest in meeting to share and explore ways to exploit its use. It is recommended that one of our future full-time ESL faculty members have expertise in this area, to help us develop this aspect of our program.

ESL instructors often teach highly-structured fast-paced activity-based classes that require we supplement our primary texts with a number of other sources. Many of our lessons are based on needs that arise in the previous class, and cannot be predicted in advance. As a result, we require reliable and efficient “last-minute” access to copy machines so that we may deliver the most effective lessons, designed to address the ongoing needs of any given class. Many concerns about copying have been addressed by the new duplicating center; however, faculty still need access to reliable copy machines. The business office plans to replace the machines that break down frequently, but until that happens, faculty are at a disadvantage.

ESL classrooms need maps and extra white board space. In most classrooms, when projector screens are lowered, the white boards are completely blocked.

Many ESL instructors would like to have computer lab access during their class times, so that students can work and receive help on class projects. There should be open labs which instructors can reserve for use during class time.

As the program grows, library holdings for ESL students needs to expand. For example, the college should purchase more of the graded series of Penguin Readers, classic books adapted for English language learners in order to encourage and develop their reading skills.

Needed Action:

- a. Make needed changes in curriculum, i.e. An ESL Study Skills Workshop, a for-credit lab course, a Spelling and Phonics class for higher level students, a joint for-credit module for ESL students and Global Studies students, development of courses which use multimedia to enhance language learning (capitalizing on BCC’s new facility and strength in the multimedia field), reevaluation and reassignment of unit values for ESL courses as appropriate, redesign of composition sequence to include a reading component and a skills lab. Add beginning levels (Levels 1 and 2) to the ESL Program*
- b. Hire one new full-time ESL faculty to begin in fall, 2008, and a second to begin within the next three years. The new faculty members should have expertise in the areas of composition and/or multimedia/technology in language learning*

- c. *Create more equitable conditions for ESL composition instructors in terms of class size.*
- d. *Provide more professional development funding for conference attendance, particularly to cover transportation and lodging for presenting faculty.*
- e. *Ensure that entering international students meet minimum required English proficiency standards.*
- f. *Create a buddy system for new part-time faculty.*
- g. *Hire and train ESL tutors, available for students in both the day and evenings.*
- h. *Give ESL classes priority scheduling on BCC campus, avoiding scheduling evenings on UCB campus.*
- i. *Appoint a dedicated counselor for ESL students.*
- j. *Purchase more ESL readers for the library.*
- k. *Purchase language learning software.*
- l. *Supply more support for ESL outreach classes, which require ongoing logistical support from a coordinator familiar with and sensitive to the needs of ESL students. Support is needed in helping students apply, enroll, and receive financial aid and book vouchers. Currently, the ESL program is so severely understaffed that it cannot reasonably take on the oversight of any additional off-site classes.*

Math (Foundation; Bioscience; Business)

The mission of the Math Department at **Berkeley City College** is to serve all students in need of mathematics courses regardless of background preparation. Courses include arithmetic, pre-algebra, elementary algebra, intermediate algebra, pre-calculus, calculus I, II and III, differential equations, linear algebra and statistics. One of the goals of the math department is to provide courses in developmental math (arithmetic–elementary algebra) that will be taught by a separate faculty specializing in challenges facing students starting from the beginning.

The following chart shows the growth

Baseline Data	Sections	Enroll.	AVG Class Size	FTES/FTE
Fall 2006	29	1017	35	18.0
Spring 2007	32	1088	34	18.1

	2002	2003	2004	2005	2006
Quantitative Assessments (Fall to Fall)					
1. Enrollment (CW1)	865	771	820	867	1017
2. Sections (master sections)	24	19	21	25	29
3. Average Class Size	36	41	39	35	35
4. Productivity (FTES/FTEF)	19.1	19.9	19.2	17.3	18.0
5. Student Success (Grades A, B, C, Cr/all grades)		56.6%	56.4%	51.5%	57.3%

Competency in mathematics is required for many vocational and academic endeavors. At BCC, students enrolled in the biotechnology program must have a strong facility with mathematics through pre-calculus

It has been well documented by a variety of sources that mathematics literacy of U.S. citizens is below that of many other countries in the world. In order for the U.S. to remain competitive in today's global market it is critical that this deficit in mathematics be addressed. Starting in Fall of 2009, the State of California will require the completion of *intermediate algebra* for all new students seeking an associate degree.

It is impossible to begin to meet the State goals and tackle the problem of math education at the local level when most of a college's math faculty is composed of adjuncts restricted to teaching one class without an accompanying office hour!

Other colleges in the Bay Area have between 40-60% full time math instructors and this has allowed these colleges to tackle the problem of math literacy, entrance and exit skills for each level of math education and, critically, math pedagogy.

If we add 4 new math instructors this would bring the total to 6. We presently offer 37 courses but this number will most likely increase to 45 in the 2008-2009 school year as all of the math classes fill quickly and many are operating with too many students. As almost half of the math classes are 5 units, which restricts the number of classes both full time and part time faculty can teach. In other words, a math faculty of 6 will still require a substantial number of adjuncts. In fall, 2007, BCC had 2 full time faculty in math, and 19 adjuncts. By spring, 2008, the number of full time faculty was 3, and the number of adjuncts was 23.

Qualified and good teachers of mathematics are **very difficult** to find! Also, there is a large turnover of adjunct faculty: 25-30% each semester. There will be a need to increase number of Intermediate Algebra and Statistics courses by Fall 08

Student Success: There is a need for a rigorous analysis of student success. At present, too many students in statistics classes at BCC *do not* have a working knowledge of arithmetic and algebra despite earning passing grades in algebra. Many students *cannot* proceed to calculus despite earning passing grades in pre-calculus.

There is also a need to experiment with year-long courses in arithmetic and elementary algebra that may go a long way to improving student success.

Retention would improve with class sizes capped at 30!

Some issues that impact the success of math instruction at Berkeley City College are:

- Lack of a consistent pedagogy among the math faculty
- Lack of mentoring of faculty new to teaching mathematics
- Lack of entrance and exit standards for each course
- The limit of 8.8 equated hours for adjuncts when the majority of classes are 5 units
- The need for an assignment of 6 equated hours in order to receive one paid office hour
- The ability of students to work their way around prerequisites
- Lack of a large pool of applicants that are (a) qualified (b) capable and (c) genuinely interested in teaching
- Large classes that ensure inadequate individual attention
- Turnover of adjunct faculty

Needed Action:

- a. Develop a division of mathematics devoted to Basic Skills/Developmental Math (arithmetic-elementary algebra).*
- b. Continue to offer and expand, as needed, courses in intermediate algebra and pre-calculus, advanced courses in calculus and algebra, and statistics.*
- c. Continue efforts to hire more full time math instructors, especially as finding available and qualified math instructors who are willing and able to teach is very difficult.*
- d. Replace position (retired S06) with an advanced mathematics instructor.*
- e. Install White Boards with grids in rooms that have predominantly math classes scheduled.*

Spanish/Languages (Global Awareness and Languages):

The mission of the Spanish program is to provide courses leading to the following: an associate of arts degree in Spanish and a certificate of completion Spanish; transfer to a university; the general requirements for the A.A. and A.S. degrees or transfer; and lifelong learning.

The Spanish program is a strong and vibrant area of study at Berkeley City College and has one of the highest FTES rates at the college (88.0 in spring, 2008.). The program offers a complete range of lower division courses and an Associate of Arts Degree and Certificate of Completion. Approximately 50% of the total of students studying Spanish in the district do so at BCC, which offers not only introductory courses, such as Spanish 1a and 1b, but also intermediate level courses such as Spanish 2a and 2b, Spanish 15, 38, 39 and 40. Furthermore, the program offers four conversation courses, 30a and 30b, Beginning Conversational Spanish, 31a and 31b Intermediate Conversational Spanish and Spanish 10a and 10b, Intermediate Conversational Spanish. Finally, the program includes a vocational component that is in the process of expansion. The focus of this area is to prepare students, both linguistically and culturally, to become interpreters. Two courses currently offered in this area are Medical Spanish and Spanish for the Work place.

The Spanish program offers the possibility of studying abroad during the summer. The Study Abroad program provides students with the opportunity to experience and gain appreciation of Spanish or Hispanic culture while studying the language. The intensive language courses meet five days a week and are offered alternately in Salamanca, Spain and Guadalajara, Mexico every year.

The program anticipates expanding in two areas: vocational courses, advanced literature and culture courses and online courses. Since the Spanish-speaking population in California is constantly growing and the need for bilingual individuals is increasingly required, the Spanish program at BCC is working to offer courses that will train and prepare interpreters for the workplace.

The second area of expansion is in the creation of courses that will help already fluent students complete their AA or credential degree. Although many BCC students speak Spanish fluently, this ability makes them ineligible for basic language courses such as Spanish 1a, 1b and in many cases, 2a. Because of this, there are not enough courses available for them to complete a degree since they are limited to the courses that advanced Spanish speakers can take, such as Spanish, 38, 39 and 40 and Spanish 15, an intermediate composition course. Plans are to create two new courses on Latin American and Spanish film.

Community and Outreach: Instructors at the Spanish program are active members of the foreign language instructional community at the San Francisco Bay Area. The Chair of the department is usually a member of the Foreign Language Association of Northern California (FLANC), as are most of the instructors in the department (or similar associations). This keeps the members up-to-date with information on all relevant developments in the language acquisition discipline.

Technology: Even though the Spanish classes continue to use the traditional approaches to second language acquisition, some online innovation had been implemented and a Language Digital Lab will be available to faculty in 2007. Some instructors have been using for some time online resources, forums and online material prepared by the instructor. In our new BCC's building and since the classrooms are designed as smart classrooms having in-class Internet capabilities, more instructors are incorporating technology into their delivery.

Transfer: The Spanish program at BCC College prepares its students for transferring to a four-year institution and completing a Spanish major. It offers the foreign language component required by many institutions for transfer students and helps them to acquire a level of Spanish proficiency necessary for careers that emphasize the value of familiarity with diverse cultures and global issues. The courses Spanish 1a, 1b, 2a and 2b are fully articulated with the University of California at Berkeley. The only prerequisite for upper-division work in Spanish at Berkeley not offered at BCC is Spanish 25: Reading and Literary Analysis. BCC is in the process of creating this course in the near future.

BCC has articulated Spanish courses (Spanish 1a, 1b, 2a, and 2b) with the UC and CSU system schools. This courses fulfill the Associate degree general education requirements in humanities, Language other than English (UC requirement only) Span 1A, The California State University General Education Breadth Requirements, Area A (Essential Skills) Spanish 1B, Foreign Language, Area B (Arts and Literature) and Area C-2 (Humanities) Span 1A, 1B, 2A and 2B. Span 38 and 40 fulfill the Area B (Arts and Literature).

Spanish is such an established program that almost all of the courses in the program transfer either to fulfill general education or IGETC requirements or to transfer as elective units. A few courses also fulfill requirements within the major at CSU-Hayward and San Francisco State University. The course outlines are up-to-date, and the faculty reviews those on a regular basis

Because Spanish is not yet a vocational program, job placement is not a relevant factor. What would perhaps be more relevant to track would be the number of students who declare as Spanish majors and/or transfer to four-year institutions. However, the statistics in the Spanish program profile book do not provide statistics about transfer students.

Equity and Success: An examination of the sequential Spanish classes shows overall an increase in retention and course completion rate in the last four years. (2002-2006)

The Spanish program is also a diverse program. The program's ethnic population (2003-4) is 15% African American, 7% Asian, 9% Hispanic/Latino and 47% White. These percentages are very close BCC's student demographics: 23% African American, 15% Asian, 11% Hispanic/Latino and 34% White. The percentage of Hispanic/Latino students increases dramatically in the more advanced Spanish courses. For example, in courses like Spanish 38 (Latin American literature), the percentage of Hispanic/Latino students rise to 35%, and are second only to Whites, who make up 38%. This high percentage of Hispanic/Latino students in the advanced courses argues in favor of their expansion. For the academic year 2003-4, the Spanish program course completion rate was 65%, and the retention rate was 70%. These percentages are very similar to the college's averages. BCC's completion rate is 66.8%, and retention rate is 68.1%

The program does take advantage of the support services that are already in place. BCC has an early alert system through the census reports, and faculty members provide early alert information through that. DSPS provides written information to instructors about accommodations that instructors may need to make for disabled students. Instructors encourage students to create study groups.

Part of the problem with under prepared students enrolling may be the result of online registration. Despite its convenience, online registration also enables students to bypass counselors who would likely alert students about the rigor of the Spanish courses. With the early alert system, it is unclear whether the system itself is not working or whether the problem is simply a lack of communication between students' services and instructors about the students. In an effort to students' success, Students Services (EOPS) is implementing a mid-term progress review, which is facilitating communication and collaboration between the programs and EOPS.

Tutoring is available for students who need it in the tutoring center. Since the program offers Spanish courses at college-level some students who do not have basic preparation in English grammar some times find the classes difficult. Students who are felling in the Spanish classes are actively encouraged to use the services of the tutoring center.

Needed Action:

- a. Expand program curriculum for online course to include a vocational component*
- b. Continue planned efforts to make sure program courses do not overlap in schedule and to increase number of online and weekend courses to support working professional students.*
- c. Develop a plan, including budget, for the regular updating of software used in the Language Lab.*
- d. Create a method of tracking why all students, not just Spanish students, withdraw from classes so that each program can take the appropriate steps to increase student retention and completion;*
- e. Conduct a study of student success for students who register online versus those who work with a counselor;*
- f. Encourage all faculty to continue to use the early alert system to help increase student retention and encourage student services to follow up with instructors to inform them of the results of their intervention*
- g. Create an alternative track for native or near native students. Such tracks have been developed in other institutions in California in order not to discriminate against native students who want to get a AA degree in Spanish.*

Arts and Cultural Studies (Global Awareness; Civic Engagement)

Arts and Cultural Studies (formerly Art and Humanities) consists of two special interdisciplinary programs (Fine and Applied Arts and Humanities) as well as a number of disciplinary divisions: Art History, Communication, Film Studies, Music, Philosophy, Religious Studies, Studio Art, and Theater.

As of Fall 2008: the department's current formation grew out of a number of pre-existing departments and programs. The reorganization offers a more cohesive grouping to inter-related programs, it offers more visibility to the smaller disciplines housed within it, and it promotes students' interdisciplinary perspective on culture, philosophy, and the visual and performing arts.

The department is divided into distinct disciplines and programs, subdivided here into the Fine and Applied Arts program, Humanities and Philosophy, and Music and Theater Arts, which included Communication.

Fine and Applied Art

The mission of the Fine and Applied Arts program is to provide courses leading to the following: an associate of arts degree in fine arts and a certificate of completion in figure drawing; careers in art or transfer to a university, including basic courses for the BCC Multimedia Program; the general requirements for the A.A. and A.S. degrees or transfer; and lifelong learning.

The art courses at BCC grow stronger each semester. Every year from 2003 to 2006, according to the Berkeley City College Art Department Data Book, the FTES has increased.

BCC is in the heart of the Arts District of Berkeley. The Art department at BCC provides a unique center for professional artists to have community and learn new skills, as well as for non-artists to experiment and develop their creativity. Local exhibitions of student work as well as community involvement in art projects provide unique opportunities for students and contribute to the Bay Area art scene at large. With the completion of the additional studio in the new building, we hope to provide the space and technology to enhance long-standing requests for space, new course offerings and a more adequate learning environment for art students. Introductory classes offered during day and night also address contemporary local and global trends. The Art department has recently added Critique and the Creative Process to its program, as well as Conceptual Art and Mural Design and Creation. Additional course offerings may include Introduction to Visual Culture, Contemporary Art, Architecture, and Performance Art under a New Genres program. Other courses to be added may include Art of the Americas and African art and a Design certificate. In Studio Art a course in 20th century art practices, mixed media, portraiture, etc. may be added. Workshops for 1 unit or the College Emeritus in various subjects may also effectively use the art lab and fulfill the needs of our various populations.

Baseline Data	Sections	Enroll.	AVG Class Size	FTES/FTEF
Fall 2006	15	453	30	19
Spring 2007	15	488	32	19.9

	2002	2003	2004	2005	2006	Comments
Quantitative Assessments (Fall only)						
1. Enrollment (CW1)	1113	1088	377	338	453	Decrease due to Multimedia and Art separating in 2004; current numbers indicate growth.
2. Sections (master sections)	44	36	12	11	15	Same as above
3. Average Class Size	25	30	31	31	30	Consistently over 15
4. Productivity (FTES/FTEF)	15.8	14.4	17.5	17.1	19.0	Consistently over 17.5
5. Student Success (Grades A, B, C, Cr/all grades)		62.2%	63.3%	68.6%	62.2%	Decrease due to Multimedia/ Art separation, but recent numbers indicate growth

Analysis of Quantitative Data: In the Spring of 2004, the Multimedia program became a distinct entity, which therefore resulted in an artificial lowering of enrollment and number of sections offered. Until just recently, courses in the art program were taught in disparate locations, often ill-suited for the unique needs of the program. Recently however, with the move to a new building, we have centralized our class offerings and are able to hold classes in much more appropriate facilities. It is thought that the recent increase of enrollment in both studio art and art history have been, in part, due to these significant changes.

Technology: Technology has had a greater effect on the non-studio art courses than the studio art courses. The technological innovations in the studio art classes, such as digital painting, are now part of the multimedia program, which is now considered its own program separate from the art program. The studio art classes continue to use the traditional approaches to art, but increasingly rely on digital formats for presentations in lecture. However, the non-studio art classes are implementing computers and the Internet into course instruction, e.g., instructors incorporating online websites to connect students with art work, museums, and other information contained on the World Wide Web. In addition, the department offers one hybrid class and two fully online art history courses. Smart classrooms in our new building have greatly aided instruction. However, instructors need access to digital libraries of images in order to properly use digital format. The Art department continues to work with the Multimedia Arts department to strengthen the connection between traditional arts and technology, and to better take advantage of the strong arts culture in the Berkeley community.

Transfer: Art is such an established program that almost all of the courses in the program transfer either to fulfill general education or IGETC requirements or to transfer as elective units. A few courses also fulfill requirements within the major at CSU-Hayward and San Francisco State University. The course outlines are up-to-date, and the faculty reviews those on a regular basis. BCC has articulated all the art history courses (ART 1, 4, 13, and 14) with the UC and CSU system schools. These courses fulfill Humanities area requirements at the UC system institutions and Certificate Area 1 breadth requirements for the CSU system schools. The department traditionally offered only 2 unit courses in drawing and painting, but has now begun offering 3 unit courses to better accommodate transfer students to UCB, CSU and other art institutions.

Community and Outreach: The Art program is offering courses in Mural Design and Creation which, with aid from a UC Chancellor's grant and BAHIA (Bay Area Hispanic Institute for Advancement), will bring together students at Berkeley High School and Rosa Parks Middle School in a creative collaboration in Spring 2009. Furthermore, the Art program is also currently working to establish a class at Berkeley High School in Art History. In addition, one art history class (Art Destinations Art 201) for community students is being taught at the North Berkeley Community Center and are slated to become permanent offerings.

BCC offers art classes both during the day and at night and during Saturday and Sunday. The North Berkeley Senior Center provides classroom space for one of the art history classes, and these classes attract a good number of seniors. Also, the night courses, in general, attract a number of non-traditional students. The Art program is also a diverse program. The program's ethnic and age population percentages are very close to BCC's student demographics.

Equity and Success: An examination of the sequential Art classes shows overall an increase in retention and course completion rate in the last four years. (2003-2006). None of the art courses have any designated pre- or co-requisites. Although the studio art courses have sequential classes, the course sequence merely allows students who have taken the first art class to enroll in subsequent semesters for additional practice in that medium. For the certificate in figure drawing, students do have sequential classes that advance students to completion of the certificate. Primarily, art courses simply provide one option for students seeking an Associate degree for fulfilling their humanities requirement, and art is commonly accepted as appropriate as a humanities area of study.

BCC has an early alert system through the census reports, and faculty members provide early alert information through that. PSSD provides written information to instructors about accommodations that instructors may need to make for disabled students. As mentioned earlier, no special tutors exist for art classes; however, instructors encourage students to create study groups.

Needed Action:

- *Additional art lab to bring total art labs to two, designed as an art studio with requisite blinds, two sinks, storage facilities, and proper lighting.*
- *Additional small room for storage of studio furniture adjacent to the art labs for easy access.*
- *Establish access to art bank for art history courses*
- *Introduce courses in new trends in art, i.e. conceptual art, performance art*
- *Track art majors and students seeking certificates*
- *Revise current certificate to reflect student goals and interests*
- *Increase visibility for department in the local community with exhibitions and lecture series on campus, exhibitions at other local venues, and greater community involvement including short workshops and collaborative projects such as murals*

Humanities: Philosophy, Music, Theater, and Communication) (*Global Awareness; Civic Engagement*)

Humanities at BCC is an interdisciplinary program that encompasses general humanities, religious studies, film studies, philosophy, and music courses. The Program at BCC has been growing over the last three years. In Fall 2004 the first Full Time Instructor was hired to teach both Humanities and Philosophy classes. The Humanities and Philosophy Program at BCC has been growing over the last four years. Religious Studies and Film Studies as well as interdisciplinary arts and culture classes are taught under the heading of Humanities.

The program has added a number of new courses as well as added more sections of pre-existing courses. In particular, movement has been made to increase the number of film studies classes and general philosophy classes, with the hope of creating a Film Studies major and a Philosophy major and/or certificates in the future.

In addition, classes that are cross-listed with Women Studies have been added to both the Humanities and Philosophy sections; these classes have since been added to BCC's interdisciplinary Women's Studies Certificate program.

Music history, BCC's Choir and acting classes are offered. Over the past year there has been an increase in the number of Music History classes offered and the Theater Arts program has been revitalized (by offering one section of acting each semester). The long-term plan is to increase visibility of the class offerings and to pair with local, off-campus theater and music venues as a way to develop the program.

	2002	2003	2004	2005	2006
Quantitative Assessments (Fall to Fall)					
1. Enrollment (CW1)	501	405	442	390	487
2. Sections (master sections)	9	7	9	10	13
3. Average Class Size	56	58	49	39	37
4. Productivity (FTES/FTEF)					
Philosophy	23.4	18.0	19.4	16.2	17.3
Music	45.8	41.7	39.6	33.6	21.4
Humanities	25.1	27.7	22.9	20.7	21.0
5. Student Success (Grades A, B, C, Cr/all grades)					
Philosophy		68.6%	60.8%	57.9%	60.0%
Music		83.4%	80.9%	77.2%	70.1%
Humanities		66.2%	65.1%	64.3%	68.1%

Comments for Quantitative Assessments (Fall to Fall)

Spring 2007 Phil 35 is cross-listed with WMS 35 but the numbers here *do not reflect* increased enrollment due to WMS 35.

In addition, in late 2002 there were *budget cuts* that affected enrollment across the district.

The Humanities & Philosophy classes offer rich transfer possibilities and fulfill a variety of general education requirements at the CSUs and UCs. Although adjunct faculty are available, they cannot administer the program. Other contract faculty cannot be reassigned to this program.

Given the continued increase in FTES and the development of the program generally, a *second FTE* in Humanities (including Religious Studies), Philosophy, and/or Music should be added within the **next two** years. Each of these areas have a potential for growth. Another FTE in Humanities (perhaps with particular strength in Religious Studies or Music, for instance), is needed. This addition would complement the current FTE's strengths and help develop the program further.

If classroom size is increased, especially in Film Studies, **instructional aids** would need to be hired as well. For instance, a class of 100 (given the proper facility space), should have at least two (2) instructional aids hired at ten (10) hours a week each.

If the Film Studies program is allowed to grow, BCC will need to invest in **more films** (or online access to films). There has been discussion between the BCC Library and the Humanities Program in order to be sure that the BCC Library invests some of its resources into a film and video library, but these alliances need to be confirmed. Regardless, a program budget for films/access to films should be at least \$1000 per academic year, renewed each year. If the BCC Library can not house and maintain this library, than, an additional budget would need to be implemented for student-workers who could maintain the “film library” as well as a proper facility location to house the library.

Appropriate classroom space is needed for film studies. For example, the college needs a **screening room** where students can screen films in small groups (a room that holds about 7-15 students). With respect to the Master Plan Measure A funding requests, the **“1 Video lab/ Theatre arts room 2000 sq feet”** could be used for this purpose. There has been some discussion with one of the librarians about creating a screening room that is some how connected to the library. The BCC Multimedia program may also require such a space.

Regardless, appropriate faculty should be involved in the planning of the room. A **lecture-hall/auditorium style room** is needed for film classes, preferably one which holds 75-100 students so we can expand our class sizes. With respect to the Master Plan Measure A funding requests, one of the **“2 large lecture classrooms at 2000 sq feet each”** could be tiered and properly equipped for such a purpose. Regardless, the room should be an internal room in the building, without windows and appropriate faculty should be involved in the planning of the room.

In order to create a strong Film Studies program, BCC students must be able to screen films on their own time and be able to screen films/clips in an appropriate classroom setting. The Film Studies program would complement the BCC’s Multimedia program as well as complement Film Studies programs at local four-year institutions.

The size of the introductory film studies classes (Humanities 21) is consistently high, if given the appropriate Instructional Aids and classroom space, this class could be offered as a large, lecture-hall style class. It is imperative that BCC look ahead in creating the appropriate space for the Film Studies program.

The BCC Humanities program, as of Fall 2007, is the only Humanities program within Peralta to have a full-time instructor. In the past the BCC Humanities full-time instructor was **working with the full-time Humanities instructors at the other Peralta colleges** to implement new courses in such a way as to complement and not compete with one another.

The BCC Humanities program is developing in order to meet the needs of a **growing Women Studies** program at BCC.

The issue of appropriate facilities space has been raised in the curriculum committee meetings when new film studies classes have been approved. New classes are ready to be implemented but need the appropriate facilities in place in order to do so.

Student Success: Faculty should be encouraged to use the early alert system and to work with counselors in order to assess students and get them the assistance they need. Student retention in philosophy and should be raised, by being certain students have completed basic skills classes in English so that they are prepared for Humanities/Philosophy classes.

Technology: In order to increase the number of online/hybrid courses, **adequate training and release time** should be given to Full Time and/or Part Time Instructors. It is not reasonable to expect instructors to create hybrid courses without release time and/or extra pay.

Needed Action

- a. *Develop new curriculum, especially hybrid courses, that fit under all of the Humanities fields, and begin to offer classes on the “weekend college” program.*
- b. *Develop a film studies certificate and humanities and philosophy majors.*
- c. *Work to acquire the necessary facilities and human resources to “grow” the program.*
- d. *Reorganize divisions so as to include Art and Humanities as one division renamed Arts and Cultural Studies*

Social Sciences (Global Awareness; Civic Engagement; Environmental Sustainability):

The social science department consists of three special interdisciplinary programs, Global Studies, Women’s Studies, and Ethnic Studies, along with African American studies, Anthropology, History, Psychology, Sociology, and Political Science.

The Social Science department as a whole is going through discipline and program review. In the next year we will also review all of our course outlines and articulate program and course Student Learning Outcomes, in line with institutional outcomes. Currently, there are no prerequisites, co- requisites or advisories required for this discipline.

Technology: The first online classes at BCC were political science courses offered as part of the PACE program. Each semester more online courses are offered in the social sciences.

Transfer: During the 1990s, the department began offering the basic courses required for transfer in each discipline. In the last few years, we have broadened the curriculum by adding specialized classes that are still accepted for transfer by the UC and CSU systems. The development of the Global Studies program has particularly contributed to this process. Significantly, both part-time and contract faculty members have been active in creating the new courses

Student Success: The department’s student completion and success rates are similar to those of liberal arts classes for the college as a whole. Consistent with state and national experience, the majority of our students successfully complete our classes yet never transfer to four-year institutions. This is a systemic problem that we as a department and institution need to address as part of a broad national effort that engages the community college movement as a whole. It should be noted, however, that if California community college transfer rates were to increase substantially, the UC and CSU systems currently have neither the budget nor the physical resources to handle the increased load. While general assistance in writing and math are valuable for our students, tutors providing help in learning the specific perspectives and skills peculiar to the social sciences are also necessary

Below are the individual reviews for each discipline and program. They contain a variety of different specific recommendations, but one common topic that appears again and again is the need for tutorial programs for the particular social science disciplines.

Three special studies programs which involved interdisciplinary coursework are Global Studies, Women’s Studies, and Ethnic studies.

Global Studies: The Global Studies Program, an AA Program housed in the BCC Social Science Department was envisioned in the Vista College Educational plan of 2001. The Global Studies Program grew organically over the next years as a range of Political Science and History courses in area studies. Specialized topics were added between 2001 and 2005, when we submitted the Global Studies AA program to the State Chancellor’s Office and received approval.

The program offers an interdisciplinary, limited cohort model, with Global Studies core courses linked to major requirements from other disciplines and challenges students to examine history, the current process of globalization, and socioeconomic stratification. A range of electives gives students a deeper understanding of how one key area of the globe impacts the rest of the world.

The program increased the offerings in History and Political Science, globalizing the curriculum offered to all BCC students whether they are pursuing a Global Studies degree or not. The program also offers hands-on experience through service learning modules

Work has begun to create a strand giving individual skill-sets or clusters of skill-sets to people currently working in NGOs or current BCC students who would like to work in NGOs. This strand would package currently existing courses at the College such as Financial Accounting for Non-profits, Spanish for the Workplace, Multi Media and CIS courses, Marketing, Intercultural Communication, and English 1A. The program would lead to several certificates, with courses leading to a certificate offered on weekends in order to utilize space at BCC when other classes are not scheduled i.e. Friday evenings, Saturdays and Sundays.

Work also needs to be completed to create a study abroad opportunity for Global Studies students and other students at the College. An abbreviated spring schedule would allow students to take at least 6 units during the first half of the spring semester. The remaining half of a semester would be spend in Mexico where they would compete an additional 6 units in courses on Mexican History and Spanish language classes. A service-learning component could be developed for students to either teach English or help out in community projects to provide a means to pay for their room and board, and thus greatly reduce the costs.

One unique part of the Global Studies Program has been the collaboration between an ESL speaking course and the Global Studies Global Perspective and Current World Problems courses. This collaboration provides at least three joint classes a semester that gave the ESL students the opportunity to practice speaking English, participate in a mainstream class and share their history and culture. Global Studies students were provided an opportunity to see living history and to apply what they are studying to present day reality. It has been a hugely successful aspect of the Program and is very appreciated by the students in both Programs. In fall 2008, the department successfully obtained an NCAGE grant to expand this collaboration.

We need to explore the use of on line and hybrid courses and more use of innovative technology in Program courses. In an area studies course or a course like Developing World, we could set up a partnership with an instructor in another country, making it possible for students to have online relationships with students and engage in joint assignments.

Retention/success: Success rates and retention rates for Global Studies duplicates the History and Political Science figures. Our completion rate is good, ranging from 61 to 69 % over the last five years. Our retention rate is also good, ranging from 71- 78%. It both cases, the lower end in the most recent statistics reflects of a recent statewide trend of younger and less academically prepared students, ESL students and international students coming into the community colleges. This is a problem and challenge that needs to be addressed on multiple levels by all disciplines at the college. It is quite difficult to maintain high academic standards and integrity while having no prerequisites for transfer level classes, which are increasingly attempted by under-prepared students. The Social Science Department has no tutoring available for our students.

Transfer: The program prepares students for transfer to UC, CSU, and other four-year institutions in Global or International Studies, Peace and Conflict Studies, and area studies. Students are encouraged to meet with a counselor to develop a student educational plan to guarantee that all transfer requirements are completed. The Global Studies Program is a stepping stone to a variety of career options in the international arena.

Community/Outreach: Our Global Studies Program is also linked to NCAGE, Northern California Association for Global Education. The Global Studies Program Coordinator has served on the NCAGE Executive Committee for several years, has given two presentations at NCAGE conferences and has received a collaborative grant form NCAGE for fall of 2007. The faculty are also members and participants in CCIE, California Colleges for International Education.

We have attempted to expand our program offerings by establishing a good working relationship with Peace and Conflict Studies and Middle East Studies faculty at UCB, and with members of the History Department at SFSU and CSU Stanislaus. They provide guest speakers, adjunct recommendations, materials and opportunities for our students to attend university-sponsored activities. Support is also provided by the faculty at the member schools of NCAGE.

The Global Studies Program has also led to community partnerships with the City of Berkeley, Black Oak Books, the Middle East Children's Alliance, Global Exchange, KPFA and the Berkeley Ecology Center, and Sustainable Peralta. This in turn has led to an innovative series of college wide events including a special set of speakers and performers for International Women's Day, three days of exhibits, films and speakers for an Earth-week series, and a lecture series on Women and Globalization funded by the Peralta Foundation. These programs were also filmed and then shown on Peralta TV.

Women's Studies: The discipline of Women's Studies is represented at Berkeley City College by two core courses and the availability of a Women's Studies certificate. The two core courses can also be taken as transfer classes and meet general educational requirements. The certificate program in Women's Studies consists of a five class course obligation which includes a women's studies course in social science and one in philosophy. Students pursuing the certificate must also complete three gender-centric electives from our College's course offerings. Currently there is a third Women's Studies course in development: Women and Cinema (cross-listed as HUM 52). This course has passed the College and District level curriculum process and is now being evaluated by the State. When accepted, this course will be added to the electives option and taught by Arts and Humanities faculty.

In Spring 2007 a committee formed and successfully evaluated, updated and restructured the Women's Studies Certificate and as such there are no new curriculum recommendations to be made.

Student Success: Average student retention rate from 2003-2006 was 67.9%. Student Success as defined by the Accelerated Program Review averaged 69.5 % over the same academic calendar years. Students are assessed through exams, written work and class participation and expected to pass all elements of the course. The Women's Studies Certificate also involves a strong mentoring component aimed at facilitating a more personalized relationship between students and faculty.

Ethnic Studies: The primary goals of the discipline are to inform students about themselves, the societies in which they live, and other special groups both past and present. The courses in this program deal with the study of African American, Native American, Latino, and Asian and Pacific Island Culture, history, music, and literature. The discipline serves transferring students and those seeking AA degrees. There is no full-time instructor dedicated to this program. Occasionally full-time instructors from other areas teach a course or two. Other courses are taught by part-time instructors.

Six additional disciplines are also part of BCC's Social Sciences department:

History: History at Berkeley City College consists of a wide range of History courses housed within the Social Science Department, and two interdisciplinary programs: the PACE (Program for Adult College Education) and the Global Studies Program. The History discipline enrolls over 1000 students a year.

The primary goals and objectives of this discipline are to inform students about themselves, the societies in which they live, and how their past has impacted them and continues to impact on their present. The courses in this discipline, in addition to the traditional US and History of Western Civilization courses, include a wide range of courses including ethnic studies, area studies, and specialized courses. The discipline serves transfer and AA degree programs and via selected course some majors. It is the largest program in the Social Sciences and plays a significant role in the afternoon and evening college as well as offering Saturday classes and some morning classes.

Transfer: A very substantial increase over the last five years in the number and kinds of course offerings reflects the growing interest in ethnic studies and global studies. Our history courses reflect the diversity of our student population, with its variety of ethnicities international population and genders. Many of our students transfer to UC Berkeley, Mills, UCLA, UC Davis as well as SF State. BCC's History discipline provides courses to meet the Peralta District's Ethnic Studies requirement and the University of California at Berkeley's American Cultures requirement.

Student success: Our completion rate range from 61 to 69 % over the last five years. Retention rate ranges from 71-78%. Statistics reflect of a recent statewide trend of younger and less academically prepared students, ESL students and international students coming into the community colleges. This is a problem and challenge that needs to be addressed on multiple levels by all disciplines at the college. High academic standards and integrity are difficult to maintain when prerequisites in terms of courses or reading comprehension scores do not exist for transfer level classes in History, which are increasingly attempted by under-prepared students. The social science department has no tutoring available for our students.

Sociology: Sociology courses are structured as primarily transfer classes and as such focus not only on the major lines of inquiry within sociology but also on strengthening general educational skills such as facilitating critical thinking, improving student writing and increasing computational competency.

Sociology courses at Berkeley City College are also interconnected with other college programs such as PACE (Program for Adult College Education), the Social Services Paraprofessional AA degree program and certificate, and as elective components of the Women's Studies Certificate.

Consideration of student need and demand are deliberately considered when scheduling sociology courses. The six to seven courses offered each semester are spread across morning, afternoon, and evening classes over the five day week. Multiple sections of Introduction to Sociology are offered every semester, always with a day and evening offering. Social Problems, which meets a requirement of the Social Services Paraprofessional Program, is also offered every semester. The remaining topical courses are rotated over a four semester schedule so a student particularly interested in sociology could potentially take all of the classes offered over a four semester attendance. High interest in sociology courses are demonstrated by the consistent levels of enrollment. After doubling our course offerings in Fall 2005 all sections met or exceeded minimum enrollment and several filled. Given our two new high interest course offerings, Crime and Deviance and Sociology of Minorities, we expect increased interest and growth within sociology.

Greatly increased interest in sociology is supported by enrollment data. Enrollment data from Fall 2003-Spring 2006 shows an average FTES/FTE of 22.0. In comparison, the FTES/FTE after doubling the course offerings in Fall 2005/Spring 2006 for the new contract instructor's courses is still 20.3, indicating a near doubling of overall student interest in sociology.

Student Success: Average student retention rate from 2002–2006 was 74.3%. This rate is consistent with the other disciplines within the Social Science program. Student Success as defined by the Accelerated Program Review averaged 64.4% over the same academic calendar years.

Students are evaluated multiple times over the semester in several areas of learning:

- Knowledge and comprehension of core lecture material are assessed through traditional multiple choice exams offered three times over the semester
- Application and analysis of course material are assessed through three critical thinking writing assignments over the course of the semester
- Synthesis and evaluation are demonstrated by a final exam paper requiring students to construct a "sociological" biography of core life experiences and social identities

Students are held to college level performance expectations on all formal assessments and students failing to meet these expectations on early assessments are required to meet with their instructor, referred to tutors or counseling and must show improvement to pass the courses.

Technology/Resources: Although the new building has “smart” classrooms, remote control devices are needed in all classrooms with AV podiums. Many of the classic videos in sociology shared by the two faculty members are not ADA compliant in terms of closed captioning and this issue needs to be addressed. Additionally, updating our video resources to reflect new trends in sociology is needed.

Moving into the new facility greatly improved the quality of our classrooms—we now have adequately lit, reasonably clean, furnished rooms with working AV technology, but the classrooms themselves are institutionally drab, cheerless, and unwelcoming. What is clearly missing in all of our classrooms - and even our College hallways and public spaces - is any form of decorative art, world maps, educational posters or displays, etc. As most of the discipline courses are assigned to the same classrooms, allowing staff to decide on appropriate displays and providing funding for these would greatly enhance the environment of our classrooms—many of which are in windowless rooms in the basement of our building.

The continued scheduling of off-campus classrooms at the UC Berkeley campus, even though we have just moved into a brand new, larger facility, needs to be addressed. Students and faculty in sociology have expressed a strong preference for remaining on our campus for all classes. There is some concern that courses scheduled off campus have lower enrollments than they would otherwise have if they were scheduled on campus.

Psychology: The primary goals of the psychology courses at Berkeley City College include enabling students to better describe and understand their own behavior, feelings and thinking, and those of others. In addition, appreciation and utilization of scientific methods and the information accumulated through its contemporary use are ongoing objectives. The courses are designed to prepare students to transfer to 4-year colleges and to meet AA degree requirements.

Political Science: The courses in this program deal with American politics and law, comparative politics, and international relations, as well as political economy and global studies. The discipline serves transferring students and those seeking AA degrees. Instructors work with local four-year institutions; two instructors are American Cultures Instructors at USB. Serves transfer and AA degree programs.

The unexpected death of the once full time political science faculty member at BCC has left this program without any full time faculty direction, although five or more sections are offered each semester.

African American Studies (AFRAM): The courses in this program deal with the study of African American, Native American, Latino, and Asian and Pacific Island Culture, history, music, and literature. The discipline serves transferring students and those seeking AA degrees. There is no full-time instructor dedicated to this program. Occasionally full-time instructors from other areas teach a course or two. Other courses are taught by part-time instructors.

Anthropology: Anthropology at Berkeley City College is not a program or a department; rather there are a series of Anthropology courses housed within the Social Sciences Department. We provide instruction in the four basic sub-fields of Anthropology: Physical Anthropology, Archaeology and Prehistory, Social and Cultural Anthropology, and Linguistic Anthropology, as well as more specialized lower-division courses of interest to our students and faculty. These courses are designed to be transferable to 4-year colleges and many of our students do, in fact, transfer. In addition, we attract many students with an avocational interest.

Needed Action:

- a. *Evaluate adjunct instructors regularly and in accordance with district procedures.*
- b. *Implement a system where forms similar to the EOPS progress academic reports are required for all students and that students needing assistance are directed to the proper resources.*
- c. *Have more frequent discipline meetings at the college and district.*
- d. *Provide incentives for faculty to engage in more technical training, including distance education techniques and webpage design.*
- e. *Strengthen the connections with the college Foundations Program and ESL Program.*
- f. *Establish Social Science tutoring.*
- g. *Provide funds for stipends for guest speakers, perhaps by developing a fee-based College Emeritus program.*
- h. *Provide release time for on-line course development in all areas of social science*

Needed Action: Global Studies

- a. *Provide release time during fall 2007-spring 2009 for the Global Studies Program Coordinator to work on completion of two further areas of program development and to further curriculum development in the program, strengthen links with four year schools and NCAGE for curriculum and program development, create a comprehensive agreement with area studies and special programs at UC Berkeley for guest lectures in BCC Global Studies courses.*
- b. *Provide adequate funds to pay for stipends to guest lectures who are experts in their fields, at least \$1500.00 per year (\$150 X 10).*
- c. *Encourage and fund technology training for Global Studies faculty.*
- d. *Create colored brochure and webpage to improve recruitment materials for the program.*
- e. *Create an attractive Global Studies webpage.*
- f. *Assign a dedicated counselor to advise Global Studies students.*
- g. *Offer Program orientations twice yearly for high school students and current BCC students, interested in the Global Studies Program.*
- h. *Increase Social Science department chair release time and provide ongoing release time for Program Coordinators.*

Needed Action: Women's Studies

- a. *Review WS 01 and WS 35 to ensure that the course outline content reflects current discipline concerns and that the outline reading recommendations reflect the current texts being used.*
- b. *Develop SLOs for WS 01 and WS 35 and incorporate into course outlines.*
- c. *Re-title WS 35 as "Feminist Theory" as this is a better reflection of the course content and more in line with Women's Studies program requirements at Bay Area four-year schools.*
- d. *Increase advertising of the Women's Studies Certificate and of tutoring and counseling services available to all students.*
- e. *Direct outreach to students potentially interested in Women's Studies.*
- f. *Implement a system where forms similar to the EOPS progress academic reports are required for all students and that students needing assistance are directed to the proper resources.*

Needed Action: Ethnic Studies

- a. *Add new courses in African American, Native American, Asian American, and Latino Studies, especially the latter two areas.*
- b. *Hire a half-time contract position in Ethnic Studies.*

Needed Action: Sociology

- a. *Develop or adopt an on-line version of Sociology 01 to meet the increasing demand for distance education.*
- b. *Explore the possibility and interest in developing and offering a "methods for the social sciences" course similar to UC Berkeley's lower division Evaluation of the Evidence course.*
- c. *Have SOC 05, Sociology of Minorities, approved as meeting the American Cultures requirement at UC Berkeley as it already is at College of Alameda.*
- d. *Review SOC 01, SOC 02, SOC 03, and SOC 13 to establish that the course outline content reflects current discipline concerns, that the outline reading recommendations reflect the current texts being used, as well as incorporate Student Learning Outcomes (SLOs) for these courses.*

Needed Action: History

- a. *Collaborate with other disciplines to provide opportunity for interdisciplinary courses.*
- b. *Develop courses on Immigration and Transmigration, History of Southeast Asia, History of India, History of U.S. Social Movement, and History of Colonial Settler States.*

Needed Action: Political Science

- a. *Add new courses on religion and politics, security and terrorism, and global studies.*

Needed Action: Psychology

- a. *Add PSYCH 8, Introduction to Research Methods in Psychology, and PSYCH 10, Introduction to Biological Psychology, to comply with recent IMPAC recommendations for psychology majors.*
- b. *Review all Psychology course outlines over a 3-year period, including SLO's and pre-requisites for transfer level courses.*

Needed Action: Anthropology

- a. *Consider adding more sections of ANTHR 1 due to high demand.*
- b. *Adopt ANTHR 7, Anthropological Perspectives on Magic, Witchcraft and Religion from sister Peralta college. (students interested in this course recently submitted a petition to have it offered).*
- c. *Develop a lower division primate social behavior course similar to the one now offered at Diablo Valley College.*
- d. *Review course outlines for all Anthropology courses over a 3-year period.*

Science (Biosciences; Environmental Sustainability; Technology) :

The science department at BCC includes astronomy, biology, biotechnology, chemistry, geography, geology, physics and physical science. The most important goal of the science department is to provide students with the knowledge and skills they will need in order to perform successfully in the next stage of their careers, whether that stage involves transfer to a 4-year institution, entering a professional program of study such as nursing, or entering the workplace in a specialized field such as biotechnology.

The Berkeley City College (BCC) science department started in 1995 with the establishment of the Biotechnology Program. This specialty program, funded by state and district monies, along with a grant from the National Science Foundation, was created with input from a variety of experts from local industry, research and clinical laboratories to meet the needs of the biotechnology industry, along with clinical and research labs associated with local state and federal laboratories. At that time, 12 laboratory-based courses were offered each year at the college, 9 supporting the biotechnology program, 1 in ecology as part of the PACE program and 2 in geography. Non-laboratory courses in physics and scientific literature were also offered as part of the biotechnology curriculum.

Courses with the highest increases in FTES following spring, 2007 include Biology 1A (general biology), Biology 3 (microbiology), Biology 10 (introduction to biology), Chemistry 1A and 1B, Geography 1 and Geology 10. However, with the exception of the biotechnology courses that have lower enrollments, all of the science classes have strong FTES values. As noted above in the narrative, BCC's new location downtown Berkeley adjacent to a major transportation hub, along with UC Berkeley and Berkeley High School, will result in increase demands for science classes, particularly the transfer level courses.

This past year, BCC science department offered a total of 60 classes, 39 with laboratories and 21 without. Next year, 2007-2008, we will add a laboratory-based physics series, more sections in biology, chemistry, geography and geology, a new Level One Certificate in Biotechnology and a 2-unit course in conjunction with the Space Sciences Laboratory that together will push our total course offerings to 75.

The science faculty takes great care to keep the information in their respective lectures up to date with the latest discoveries and interpretations of scientific phenomena. A number of the faculty are engaged in research and share the results of their work with their students. The science faculty also takes time to attend meetings and keep abreast of research through scientific journals specializing in their respective fields.

Likewise, laboratory experiments are continually updated or changed to incorporate new technologies as they arise.

A goal of the science department is to provide the community with informative courses to enhance their understanding and appreciation of the world of science. Included in the objectives to satisfy this goal are:

- *General Interest Courses:* Each division within the science department could generate one or more courses geared to a broader audience. For example, courses entitled “Violent Earth”, “History of Life”, “Biology of the San Francisco Bay and Delta”, and “Pollution Solutions” would be informative and may also encourage more people to consider careers in fields of science.
- *Seminar-Style courses taught by local scientists and scientific laboratories:* BCC currently offers a 2-unit course in “Weather in Outer Space” in conjunction with the Space Sciences Laboratory. BCC has linked up with the International Association of Nanotechnology—recently awarded a 1.5 million dollar grant to build nanotechnologist training programs in the Bay Area—and this group has indicated interest in offering a seminar series at BCC that would introduce the community to this growing field of science. There are many other possibilities given the proximity of BCC to the University of California at Berkeley, Lawrence Berkeley National Laboratory and local high tech industries.
- *Monthly Science Seminar Series:* For many years BCC offered a one unit seminar series in biotechnology that included guest lecturers from Bayer, Chiron (now Novartis), Lawrence Berkeley National Laboratory, the Department of Justice Forensics Division and the California Department of Health and Human Services, to name a few entities. This series could be reinstated and broadened to include the fields of nanotechnology, geology and geography, physics, environmental science, etc.
- BCC science department is planning future programs:
- *Nanotechnology Technician Training Program:* The science department is presently investigating the development of a certificate program in Nanotechnology that would be developed in conjunction with the International Association of Nanotechnology (IANANO), the University of California Berkeley, and the Lawrence Livermore National Laboratory.
- *Earth Sciences:* It would be appropriate to combine geography, geology and physical science (presently one course in marine science) into one Earth Sciences Program that would include the essential lower division coursework with laboratories for students desiring to transfer into the 4-year institutions in these fields.
- *Environmental Science:* The science faculty at BCC would like to develop courses in biology and chemistry that will lay the foundation for students desiring to major in environmental science, as well as offering informative courses for the non-science major and the community.
- Recently, the Department of Environmental Science and Policy Management in the College of Natural Resources at the University of California, Berkeley approached BCC regarding the participation of BCC students in a new course at Cal designed to interest students in the fields of environmental science and to develop leadership potential. Part of the UCB program involves an introduction to environmental research in which students are given a monthly stipend to assist with research.

Methodologies in Public Health and Forensic Laboratories. This will be a lecture and laboratory class developed in conjunction with the California Department of Health and Human Services (CDH&HS) and the California Department of Justice, Forensics Division. The course will emphasize the specialized molecular techniques that are now standard practice in these types of laboratories and will allow students to apply for entry-level positions in these fields. The CDH&HS in particular has experienced a loss of prospective employees to the biotechnology industries (due mainly in the disparity in pay) and is interested in linking with BCC in a joint class in an effort to attract graduating students to work in their laboratories.

Short Term courses in specialized technologies. There is a need for short-term courses that offer more intensive training in molecular and cellular techniques that will allow BCC students to remain competitive in the workplace. At present, many of these technologies are introduced in the molecular genetics and immunology courses, but there is little time to go in depth or expand on their many uses. Examples of possible short courses might be: High Performance Liquid Chromatography (HPLC), Polymerase Chain Reaction (PCR) methods (there are many variations)), Expression Vectors, Proteomics and Tissue Culture to name a few. These short courses would ideally be taught in conjunction with local research and industry scientists.

A course in *Bioinformatics* could be co-taught with the CIS department. However, it would be important to identify the 'audience' first as most people working in the field of bioinformatics have - bachelor and master degrees, strong computer programming backgrounds and upper division level training in molecular biology.

Transfer: In order to support the biotechnology program and to meet the needs of students wanting to progress to the 4 year colleges, transfer level courses in biology and chemistry were added to the curriculum. For students who want to major in a science, BCC presently offers General Biology (1A, 1B), Microbiology (3) and Inorganic Chemistry (1A, 1B) and one course in geography with a laboratory (1). Starting in spring 2008 transfer level courses in physics (4A,B & C) and organic chemistry (12A,B) will be added. In geography, BCC plans to add Cultural Geography (2) and Geology 1 with a laboratory.

Technology: All of the science courses are taught using a lecture style presentation of the material. This does not imply, however, that students are not actively engaged and encouraged to participate with questions, answers and observations. Many of the science department faculty members have developed their own websites and posted lecture outlines or highlights, links to support materials, slides and other demos presented during the lecture, and information regarding course mechanics. In the process of lecturing, the science faculty varies in the preferred style of presentation but most make use of overhead projectors or power point and access Internet sites as needed. The majority of chemistry and physics instructors prefer to use the board to work out problems, while the majority of the biology instructors prefer to use prepared overhead transparencies or power point.

All laboratory exercises by their nature engage the students and demand their participation. Laboratory exercises in biology and biotechnology are continually revised to incorporate and make use of the latest technologies available to the classroom.

Equity and Success: Another important goal of the science department is to make careers in science accessible to students who have little or no background in science and math but who have been excited by the news and the potential of interesting jobs in biotechnology and other science related fields. Many students that could enter the science fields and be successful do not do so as they are put off by the perceived difficulty of the coursework and the amount of time one must spend in school.

The effectiveness of the lectures and laboratories offered at BCC is demonstrated in a number of ways. Biotechnology graduates compete effectively with graduates from other programs, including 4-year institutions, for positions in the biotechnology workplace. Biotechnology students also prove successful employees through their progression to higher-level positions and through their supervisors asking BCC faculty whether there are other graduating students available for employment. Students who have completed transfer level courses often stay in touch with faculty members as they progress through their 4-year institutions - thanking them for the excellent training they received at BCC. And a number of biology and chemistry students have received impressive academic and monetary awards upon graduation from BCC.

One of the major problems with learning science in college is that the 'introductory' courses are not so elementary. To be able to get through an introductory textbook in biology one must have an ability to read English at the college level and in the process absorb a new language—that of the *language of science*, be able to interpret tables and graphs, and be able to solve problems that cover a broad range of topics. Step into the Biology 10 laboratory and the student is expected to grasp the metric system, balance equations, understand the use of complicated equipment, measure solutions correctly and see something in a microscope! For some students, particularly those coming from poor inner city backgrounds and/or from school systems where science offerings were limited, such introductory classes prove daunting.

English and Math departments typically offer a series of courses that enable students to start from scratch and work through to advanced level coursework. There is no reason why this cannot be done in biology, chemistry and physics. Creative courses that combine the language of science with basic laboratory skills can go a long way to building much needed confidence and setting a firm foundation for future work.

Student retention rates are relatively high in most of the science classes, the exception being chemistry 1A. Student retention rates in the Biotechnology program are likewise very high; however, a number of students in the biotechnology program must take a break from their studies due to financial difficulties, changes in shift work (common among the students employed by the biotechnology industry) and family issues. While these students will take longer to complete the program, they invariably do return to finish up—some years later—and this is most encouraging!

The high attrition rates in Chemistry 1A are the result of students signing into the course without a prior course in chemistry or without the necessary math skills to handle the work, and importantly, the lack of adequate tutors and instructional aides to assist students outside of the class. Despite clear directions from the chemistry faculty at the start of each class, few students accurately assess their abilities and refuse to switch to an introductory class. Attrition rates are rarely a problem in Chemistry 1B as it is composed of students who passed Chemistry 1A and who are serious about their future direction.

The science program at BCC has an urgent need for more faculty and staffing, as per the following rationales:

Justification for full time contract faculty staffing:

Physics: The addition of Physics classes and the development of a physics program is very time consuming and should be handled by a full time faculty. Also, BCC would like to develop a Nanotechnology Technician Training Program and this will require that a physics program be in place first.

Organic Chemistry: The addition of courses in organic chemistry and the development of organic chemistry laboratory experiments is very time consuming and should be handled by a full time faculty. Also, organic chemistry is a specialty within chemistry and must be taught by an organic chemist.

Geography/Geology: The science department of BCC feels strongly that there should be an Earth Science Program for students interested in pursuing careers in geography, geology, environmental science, marine science, etc. The amount of time required to develop a program will demand a full time faculty assignment.

Justification for instructional aides in ALL laboratory classes:

- Instructional Aides serve to set up laboratory experiments and in some cases run through the experiment ahead of time; assist students in the laboratory, assist the faculty with grading, review sessions and tutoring. Presence of Instructional Aides in the laboratory classes has a positive impact on student learning. Also, the presence of another knowledgeable person in the laboratory reduces the risk of accidents.
- Laboratory Technicians Needs: Either a Laboratory Manager or Biology, Chemistry and Physical Science lab technician

Faculty presently take on the added responsibility of maintaining and organizing the laboratory, ordering equipment and supplies, repairing equipment, disposing of hazardous materials, keeping stock solutions up to date, running errands to local vendors for materials, etc. This is the work of laboratory technicians.

BCC is unique in that we have all departments, biology, biotechnology, chemistry, geography, geology and physics under one umbrella, "Science". As such, a full time laboratory manager would have been the ideal person to oversee all labs and the work of Instructional Aides. Short of this, laboratory technicians in biology, chemistry and physical science will be needed.

Needed Action: Science

- Develop 2 additional laboratory rooms, one that will accommodate the addition of more biology and chemistry labs and the other that will accommodate the inclusion of physics in the science curriculum.*
- Establish "Divisions": Physical Sciences (Astron, Physics, possibly nanotechnology in the future), Earth Sciences (Geog, Geol), Biology and Chemistry (bio, chem, biotech, environmental sciences, ecology) with each division coordinating the curriculum needs of students in these majors.*
- Establish a monthly science seminar series— open to the community with guest lecturers from research, public health and industry laboratories.*
- A Chemistry Laboratory Technician: As the biology department needs, and will have as of August 2007, one laboratory technician, likewise the chemistry laboratories will need one technician starting in the fall or spring of 2008.*
- A Physical Science Laboratory Technician: We are presently planning to offer Physics 4 A, B, and C and will add Physics 3A, B and C within two years. There will be a need for a permanent technician to assist with these laboratories. This position could also serve to support geography and geology courses.*
- Adequate numbers of Instructional Aides: Instructional aides assist students in the laboratory, conduct review sessions, grade lab reports and assist as tutors with the students. Each laboratory class should have an instructional aide assigned to it as follows: 3 hours of lab/week = 6 - 8 hours; 6+ hours of lab/week = 10-12 hours.*
- A Science Department Budget and an Efficient Method of Ordering: As noted above, there must be a more efficient method of ordering time-sensitive materials. An easy solution would be to create open accounts with the most used vendors. Faculty needs to have some flexibility in ordering materials.*
- Tenure-track faculty positions and classified staff in physics, organic chemistry, earth science and additional faculty in biology and chemistry, in this order.*

- i. Establish Programs in Earth Sciences and Nano technology because of the location of BCC in the Bay Area and the proximity to U.C. Berkeley. The program would have as its mission the development of courses that satisfy the requirements of all students - both majors and non-majors - as well as being a source of valuable and critical information for the community. Ideally, the program would be developed with input from local 4-year schools including U. C. Berkeley and the United States Geology Survey (USGS) and with faculty associated with excellent programs already in place and highly regarded, The development of these courses and programs would involve considerable amount of work and would need a dedicated faculty person who could spearhead the program—thus the need for full time positions.*

Needed Action: Biology

- a. Complete the physical development of the current laboratory (bench tops, flooring, etc.)*
- b. Develop Ecology 12 course with lab and an Environmental Studies 1 with lab.*
- c. Develop laboratory courses in conjunction with CDH&HS (health department)*
- d. Develop a post-baccalaureate certificate in Biotechnology for students with strong science background*
- e. Continue to upgrade all laboratory experiments in biology and biotechnology classes*
 - o Continue efforts to hire a full time faculty member to allow for development of courses in environmental sciences and biotechnology by 2009-2010.*

Needed Action: Chemistry

- a. Add Organic Chemistry series and an Environmental Chemistry with laboratory, which will require alterations to the fume hoods in the chemistry lab*
- b. Look to future staffing for chemistry, i.e. a full time faculty member and a full time chemistry laboratory technician*

PHYSICAL RESOURCES NEEDS: SCIENCE

Needed Action:

Corrections to the present biology and chemistry laboratory rooms:

The BCC biology and chemistry laboratory rooms need the following equipment in working order BEFORE the start of the fall, 2008 semester:

- **Dishwasher**
- **Autoclave**
- **Floor Centrifuge**
- **Refrigerators exchanged**
- **Floor in prep areas in place**
- **Computer and phone set up**
- **Drains in fume hoods—must be completed by fall 2008**
- **addition of bench tops and cabinetry in the prep areas to accommodate the preparation of labs and the set up of needed equipment, e.g. CO₂ incubator, DNA sequencer, etc.**

The BCC physical science laboratory room needs the alterations BEFORE the start of the fall semester:

- **Glass cabinets removed along sides of walls to allow for wall hangings**
- **Addition of electronic wall map in front of room—to be mounted in ceiling**
- **Availability of keys to lock cabinets**
- **Availability of keys for faculty for both the lecture and storage rooms**

Note: The facilities needs listed here are being addressed in the Measure A short-term facilities projects and in the planned build-out, but not in as timely as fashion as needed. The needed short-term corrections to current “new” labs had not been completed by the start of fall, 2008, semester.

Business (Business and Technology Applications):

The mission of the program that includes Business, Cooperative Education, Economics, Health Education, Health Occupation, and International Trade (hereafter, Program) is to educate students so that they can compete and perform successfully in today’s ever-changing global business environment. This requires not only job specific technical skills but also more general skills. The Program fully supports the general institutional student learning outcomes of Ethics and Personal Responsibility, Information Competency, Communication, Critical Thinking, Computational Skills, Global Awareness and Valuing Diversity, Self-awareness and Interpersonal Skills. In this Program students acquire the knowledge and skills needed for initial employment, skill upgrades, career advancement, and career changes as well as the undergraduate courses needed to move into four-year business degree programs that have similar goals.

The Program currently offers transfer academic and non-transfer occupational programs leading to Associate in Arts degrees and Certificates of Completion in the following areas:

- Accounting AA
- Business Administration AA
- General Business AA and Certificate of Completion
- International Trade Certificate of Completion
- Business–Office Technology AA
- Office Technology–Administrative Assistant Certificate of Completion
- Office Technology–Administrative/ Accounting Assistant Certificate of Completion
- Office Technology–Administrative Assistant/Medical Certificate of Completion

As a result of this review, changes are being recommended to better align the degrees and certificates to the current business environment, and thereby make them more attractive to students. These changes are expected to increase enrollment in certain courses partly due to modifications of electives and requirements and partly due to deactivations of certain courses. The curriculum changes will be presented to Berkeley City College’s curriculum committee in Fall 2007. No new courses are expected to be proposed; some courses will be recommended for deactivation.

Vocational/ technical: The Program has an energetic, viable advisory committee. It met twice during the 2005-2006 school year. Positive feedback was received on our existing programs. Suggestions were made to increase our accounting offerings and hire a full time accounting instructor. One primary reason was additional financial and accounting disclosure requirements resulting from the Sarbanes-Oxley Act of 2002. Discussion about the International Trade Certificate program led to some of the changes being proposed above. Unfortunately, no meetings were held in the 2006-2007 school year.

Student Success: At the current time there are no means of assessing whether the Program is adequately preparing students for careers or whether students completing the program have attained a foundation of technical and career skills.

There is no process in place to track employment placement rates or the relationship between completion rates and employment rates.

According to the Employment Development Department of California's web site the following occupations will have the most job openings over the next five years in Alameda County. The list has been annotated with the AA degrees and certificates from this program which will prepare students for these occupations: Accounting AC; Business Administration BA; General Business GB; International Business IB; Office Technology OT; Administrative Assistants AA.

Changes in the accounting and international trade degrees are being made to meet the current trends in business. Accounting positions are in greater demand today than ever before. Our degree program will prepare students with the basics to enter the job market as an accounting clerk or provide the foundation for a bachelor's or master's degree in the field.

The global economy today requires all business students to have a foundation in international business. In most four-year schools, International Business courses are considered upper division; therefore, the new international business degree will be a transfer-based degree that provides students with the required undergraduate courses and allows them to begin international business courses immediately upon transfer. In addition, the updating of all business courses to emphasize the international aspects will prepare them for the next steps, both in college and on the job.

Community/Outreach: The Program's outreach to industry has been minimal. This is definitely an area where improvement is necessary. In spring 2007, department representatives met with representatives from Kelly Services, who are very interested in recruiting our students. Further follow up is needed with them.

There are no degrees in Cooperative Education, Economics, Health Education, and Health Occupation courses at BCC. Cooperative Education supplements the vocational elements of the overall Program. Economics courses transfer to four year schools and are also parts of the degrees in the Program. Health Education and Health Occupation courses are part of the Medical Administrative Assistant degree, serve as transfer courses, and also fulfill degree requirements for other Peralta schools.

Enrollment has been flat or declining in the Business Discipline, primarily due to fewer sections being offered. Average class size from 2002-2006 has ranged from 25 to 34. Courses that transfer are usually fully enrolled; for example, ECON course offerings continue to increase. Courses to fulfill AA degrees have mixed success. The current International Trade courses have been a struggle to fill in spite of various creative marketing campaigns used during the past 4 years; average class size has ranged from 14 to 25. One of the goals of the revisions to the degree programs discussed above is to increase enrollment in these courses. By requiring certain core courses for all degrees and narrowing the scope of electives in some degrees, course enrollment should stabilize and eventually increase.

The Office Technology degrees and certificates have been approved as part of the CalWorks Educational Program for Alameda County.

Over the next three years, the Program needs to continue to offer a broad range of classes. An additional fulltime faculty member who can teach a variety of courses (specifically accounting courses) and can also assist in student advising and program marketing will help the Program grow and develop.

Transfer: Over the past few years, we have met with representatives from Mills College, California State University East Bay, California State University Maritime Academy, John F. Kennedy University, Golden Gate University, and University of California, Berkeley. Though cordial relationships were established, there has been minimal follow up to further develop transfer programs with those institutions.

Additional work with our articulation officer will be beneficial to understand current articulation agreements and develop future opportunities.

The Program needs to develop an ongoing relationship with both industry and transfer institutions, which will include assessment tools to evaluate our student's successes once they leave BCC. In addition, assessment tools to measure student learning outcomes will assist us in evaluating our effectiveness. Finally, surveys of former students to follow up on their transfer and occupational experiences would be a valuable measurement tool.

Needed Action:

- a. *Review revisions for all programs with CalWorks counselors to ensure continued eligibility*
- b. *Review all curriculum with the program advisory committee for relevancy and appropriateness*
- c. *Develop a formal survey to allow students to evaluate curriculum and to solicit their ideas and administer it in all program classes each semester.*
- d. *Evaluate one third of program instructors each school year.*
- e. *Assign teaching faculty a primary role in course outline review process*
- f. *Review all instructors' syllabi and provide feedback each semester. Evaluation criteria would include current and complete content, course objectives, instructional methods, and assessment methods.*
- g. *Schedule agenda items in department meetings for sharing creative and effective teaching strategies each semester.*
- h. *Communicate staff development opportunities to all staff and encourage participation each semester.*
- i. *Develop and offer distance education courses by 08-09.*
- j. *Increase student services support, including more counselors who are familiar with all degree and certificate programs and more tutors for all disciplines.*
- k. *Develop formal student mentor programs, formal process for managing study groups, and formal tutor training programs for business students*
- l. *Offer short term seminars on such topics as time management, job search, test taking, self-esteem, study skills, and memory, with a marketing campaign targeted to business students.*
- m. *Offer staff development training regarding grading and assessment processes, which should be linked to program and course student learning outcomes..*
- n. *Develop a job placement program to match students with internships and positions upon graduation*
- o. *Work toward eventually adding a full time instructor in accounting or economics, necessary to the growth of the business program at BCC.*
- p. *Schedule business advisory committee meetings every semester.*
- q. *Develop an outreach plan to include broader connections in the community, industry, and transfer institutions and to feed high schools.*
- r. *Develop an assessment plan to evaluate success of business students with industry and transfer institutions.*

Berkeley City College Career/Technical Programs

Multimedia (Technology):

The Multimedia Arts (MMART) Program is a cross-disciplinary program integrating instruction in fine art, critical thinking, computer technical skills. The program has five Associate in Arts degrees and Certificates of Completion tracks in Digital Imaging, Web Design/Production, Digital Video Arts, Animation, and Writing for Multimedia. All five curriculums have been approved at the state level.

The MMART program has always sought to teach with the latest industry software and hardware, reflecting tools used in industry. Therefore, faculty in the discipline must routinely upgrade their skills, and the institution must routinely upgrade its facilities and software licenses.

In 2006-07, all the course outlines were reviewed and updates to content were recommended.

The full-time MMART faculty met in Spring 2007 and discussed a significant program revision, in terms of its CORE curriculum and its specialization classes. These changes will be initiated in Spring 2008, continuing into 2009.

All course outline reviews utilized three sets of criteria: SLOs as recommended by BCC Assessment Committee, SLOs set by MMART Department & its advisors, and SCANS competencies presented by Federal Government.

The MMART department maintains the integrity and consistency of its academic standards through ongoing conversations among faculty within the strands, in addition to ongoing discussions with advisors as well as constant research in the field (trade journals, users groups, conferences, industry events, etc). Faculty are also active practitioners in the field.

The department conducted a student survey a year ago that asked about scheduling. . Based on responses we received, MMART continues to try to accommodate scheduling needs of its students. One strategy the department has taken in recent years is to alternate from one semester to another between day & night offerings of a single course. Where it is possible, eight week long eight hour sessions are held on Saturdays. Saturday courses are now being offered and are successful.

Peralta District statistics show that MMART enrollments are the second greatest at BCC (second to English): 1135 (2003-04), 2146 (2004-05), and 2177 (2005-06), and fourth highest in the district. Enrollments are increasing each year because of the increasing profile of the department in the community and in the industry. With the opening of the new BCC building, and planned outreach efforts, MMART expects continued increases in enrollment

Student Success: Tracked since 2003-04, MMART retention rates have been fairly steady. ATT/RTN rates are as follows: 1135 (65.6%) in 2003-04, 2146 (62.8%) in 2004-05, and 2177(66.5%) in 2005-06. Course completion rates have been just slightly lower overall. Graduation trends have developed from 8 students in 2001-02 to 19 in 2002-03 to 25 in 2003-04 to 20 in 2005-06. MMART looks forward to higher numbers in future years.

The department curriculum is quite complex and an ongoing need has been to mentor/counselors so they can better guide our students. MMART should develop better informational materials to distribute to students and make available to counselors. Work is under way in this regard in conjunction with the department's program review efforts. It is hoped that the forthcoming hire of a THIRD full-time replacement faculty person in MMART and a FOURTH replacement faculty person to maintain the web strand of multimedia will further support student retention and program completion.

Beyond excellent instruction, MMART students need access to equipment, through computer labs and through a media equipment center (which does not yet exist). MMART has recommended numerous times to the BCC admin that the college establish and staff a media equipment center where students at designated times can check in and out equipment (e.g. video cameras, lights) to use to complete their class work. Until this happens students must rely on lab times only for access to equipment and software to complete assignments.

MMART students have access to teachers and teaching assistants during lab; however, tutors would help by providing extended one-on-one contact. 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. The department also requires and enjoys a fabulous I.T. team. Given all our video/sound courses, it would be appropriate for the college to establish and staff a media equipment center. The recent hire of an Audio Visual Technical Services Specialist is a first step in this process.

Teacher lesson plans include practicums 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 and print exhibits, which showcase student work. These efforts support a growing multimedia culture in the department.

Technology: Most of the Multimedia arts courses are project-based. This entails hands-on practical learning as well as intensive interaction between teacher and student, and among students working in groups. Technology can not be separated from the basic curriculum, since over 90% of our courses are focused on the use of current technology for instruction/learning.

Completion rates are not where we would like or expect them to be, given our large enrollments. We are working on a presentation to give to counselors to clarify our intricacies of our rather complex curriculum and we are planning to resume serious outreach efforts in the high schools starting Fall 2007.

Many students are working (primarily as freelancers) in the field. A cohesive community that has emerged from our department allows us to hear what our graduates (as well as current students) are doing. We regularly publish success stories of our students in the BCC newsletter. The employment placement rates are hard to determine, given that the majority of the work in this field is freelance and thus short-term and contract-based. However, we have been discussing ways to establish an alumni association to track this sort of connection. The department is developing a student survey to collect data and clarify success of the various strands of the Multimedia Arts programs.

Technology: All the serious trade journals discuss the conversion to HD TV as the most serious shift of technology in the video area. This will have a serious impact on our equipment purchasing decisions. Currently we are trying to decide whether to equip our new video studio for HD, which may be impractical from a cost standpoint for our students since the acquisition media for HD cameras are at this point prohibitively expensive. What may be more practical is to purchase Standard Definition digital video equipment at a lower price point, which will maximize student access to equipment. When costs drop on HD, we could consider at that point upgrading our equipment.

MMART students have access to teachers and teaching assistants during lab; however, tutors in the technology labs would help by providing extended one-on-one contact.

The lack of a usable video production studio has a crucial negative impact on one of our major programs. Despite concerted efforts on the part of the faculty and the college administration, this vital facility has been undeveloped. Space must be rented each semester at Berkeley Community Media, a nearby facility, whose availability has recently become very limited, limiting BCC's scheduling of classes. The future of the video program is in jeopardy if this is not addressed in a timely manner.

The current animation studio is located where the network lab was to have been without any alternation to the original design. The networking cabinets need to be removed for the full use of the studio.

Transfer: Multimedia is essentially a vocation program, but in consultation with BCC's Articulation Officer, MMART has communicated with CSU-EB regarding classes that we have or could articulate with their art and multimedia areas. We are also interested in SF State's Cinema & TV/Broadcast programs, which might articulate with our film/media studies courses or our production courses.

In this geographical area, there are few 4-year institutions with equivalent programs. Our curriculum tends to meet or exceed preparatory standards for upper division courses, where they exist in the area.

Community: MMART has an advisory board whose members have been recently updated. In previous years the department held at least one formal meeting a year. As the opening of the new BCC building approached, the department did not hold annual meetings, but plans to do so now that we have settled in the new building. However, the faculty and students at BCC maintain strong connections with the local art and media community.

BCC's Digital Art Club has extensive ties with the community, and participates in numerous art exhibits and programs throughout the area. Many members of this club are professionals in their fields who attend classes at BCC to expand their skills.

Needed Action:

- a. Complete the video, photography and sound studios on the second floor and alterations to the animation studio.***
- b. Establish a transparent process for hiring teaching assistants and work to secure stable budget for MMART student assistants.***
- c. Apply for Measure A funds for Digital Photography Studio equipment and to complete the equipment in the Digital Sound Studio.***
- d. Resume the effort to establish an outreach program to the high schools and contracted and/or fee-based courses for non-degree seeking students. This will be one of the tasks for the new hire, for which we hope to secure release time.***
- e. Organize open houses and career days.***

Biotechnology (Bioscience; Environmental Sustainability and Civic Engagement):

BCC presently offers 2 programs in biotechnology with a new one-year certificate program to start fall, 2007. The A.S. degree and the General Certificate in Biotechnology include courses in general biology, microbiology, immunology, genetics, instrumentation, scientific literature, bioethics, inorganic and organic chemistry and physics.

Student Access and Success: Graduates of the program have found employment in a range of specialties within the biotechnology industry including fermentation, manufacturing and quality assurance and quality control. Graduates have also been hired in research and clinical laboratories in both the public and private sector including the California Department of Health and Human Services, California Department of Justice (Forensics), the Lawrence Berkeley National Laboratory, the University of California at Berkeley and a number of local hospital laboratories. Many students enrolled in the advanced courses are graduates of U.C. Berkeley desiring more in-depth training in the laboratory—most of these students do not complete the certificate or A.S. degree programs.

Many community colleges have approached local biotechnology firms requesting that they take more responsibility for the continued education of their employees. A significant number of students enrolled in biotechnology programs in the Bay Area are, in fact, employees of the industry who are attempting to upgrade their work skills. While employees are encouraged to attend community college classes in biotechnology—in many cases the industry pays for these classes - there is often a lack of follow through in ensuring that students can complete their classes! The biotechnology industry continually re-organizes the workplace to accommodate consumer needs and this leads to shift changes—most pronounced for those employees in the manufacturing division.

Community, Outreach and Technical/Vocational: The BCC science department faculty has a number of contacts with faculty at U.C. Berkeley and other institutions. For example, instructors at the School of Public Health and the microbiology instructor at BCC work assist one another in the development and presentation of microbiological laboratory materials in both schools. BCC biotechnology students conduct experiments with equipment and materials supplied by U.C. Berkeley scientists and sometimes go to the U.C. labs to use a special piece of equipment. Recently, U.C. faculty in various departments have sought grant monies to develop joint programs with the community college (e.g. Division of Environmental Science and Policy Management) or to purchase materials that they want to share with the community colleges (e.g. Physics Department).

From the technical/vocational aspect, the biotechnology program at BCC was created with the input of local industry scientists. Scientists associated with the industry regularly give seminars and guest lectures in the biotechnology courses. Also, the industry gives the BCC science department supplies and equipment they no longer need. In the 12 years of its existence, the Science Department at BCC has been the recipient of close to \$200,000 worth of goods including a DNA sequencer (\$30,000), floor centrifuge (\$5,000), PCR machine (\$5000), 2 ELISA readers (\$8000), spectrophotometers (\$1000 - \$3000), hand-held pipetting devices (30 @ \$350 = \$10500), inverted microscopes (2 @ \$2000)—just to name a few of the larger priced items. Assorted specialty supplies come in almost weekly. Were it not for the generosity of the industry, the biotechnology program at BCC would not be able to offer the students the use of cutting edge technology.

Graduates of BCC's biotechnology programs are employed in local industries: Bayer, Chiron/Novartis, BioRad, Berlex, and Genentech to name a few. Graduates who have gained employment in the industry have been employed in a range of departments including fermentation, manufacturing and quality assurance and quality control.

Graduates are also employed at the California Department of Health and Human Services (CDH&HS, a.k.a. State Health Lab), California Department of Justice (DOJ), Forensics Division, the Lawrence Berkeley National Laboratory (LBNL), United States Department of Agriculture (USDA), U.C. Berkeley (various research assistant and associate positions), U.C. Davis (plant genomics), Stanford Research Institute and the School of Optometry at UC Berkeley, to name a few positions. Many of the graduates of the A.S. degree and General Certificate program out competed 4-year graduates for their positions. It is expected that graduates of the Level One Certificate Program in Biotechnology will gain entry-level positions in the industry.

The director of the program receives numerous calls throughout the year from industry, CDH&HS and LBNL scientists asking after the availability of recent graduates for hire. Over the years, former students have stayed in touch with the director informing her of their career development and it is apparent that their training at BCC assisted them. Many former students return to BCC to participate in seminars that emphasize how to get a job and what it is like working in the industry. All participants praise their training at BCC and assure the students that the skills they are learning are important and have offered them flexibility and upward mobility in the workplace.

(See Science for Needed Action items)

ASL (Global Awareness and Languages):

The mission of the American Sign Language (ASL) program is to provide students with good language and cultural skills that will allow them to (1) pursue careers working with the deaf community or provide services to deaf customers, clients, or students in their current job; (2) interact effectively with any deaf people from their personal lives, such as family members (including children), neighbors, coworkers and friends; (3) allow deafened or hard of hearing adults to become part of the deaf community, and (4) fulfill foreign language requirements with ASL.

Students must show progression in their skills as they advance through the courses. The objectives of the courses are delineated by what knowledge and behaviors must be learned at each level. Classroom exams test to see if students have integrated this knowledge successfully. The program is widely recognized as the leader in the field and attracts well-motivated students. As testimony to this, individual faculty members are often asked to consult or provide workshops in other programs throughout the US and Canada, as well as in foreign countries. In addition, BCC students, who have applied to enter the Ohlone College Interpreter Preparation Program, are often applauded by the committee on their signing fluency and are usually readily accepted into the program.

Berkeley City College is fortunate to have one of the authors of *Signing Naturally* as a contract faculty member. This curriculum is number one for ASL instructors nationally and what we use exclusively in ASL 50-53. Belief in this method means that we prefer that new instructors are not hired until they have some training in this curriculum. Senior faculty members used to assist and observe new instructors to mentor them and maintain a high level of standardization. Since there are so few full time faculty, it has been very difficult to give new and potential teachers the time they need. The chairperson has done what mentoring she can given the constraints on her time due to being understaffed. Beyond this, the departmental meetings and workshops indicated above furnish most of the continuing in-service training.

Traditionally, our program has derived its strength from the highly talented and committed faculty and the competencies-based standards used to measure students' performance. While we still use the competencies-based standards, we are missing the other crucial element, the highly talented and committed faculty. There is not an easy or clear path to become an ASL instructor. We can find members of the community who are gifted native language users and others who have experience teaching some subject, but rarely does someone have both. Like with English, merely being a native language speaker does not make one qualified to teach English. Unlike English, ASL users rarely have the opportunity to study their own language in an academic setting and there are not large numbers of trained people coming out of graduate schools ready to staff our classes.

The department offers a variety of sections of courses organized insofar as possible to serve both day and evening students, leading to completion of the degree or certificate in two years. Courses that can only be offered in one section are scheduled evenings, since many students in this program work during the day. Due to budget cut backs by the state, we have been forced to cut back the number of sections we offer since Spring 2003. Some classes that were offered every semester are now offered once a year. For example, we are no longer able to offer the elective courses "Introduction to Interpreting" and "ASL Seminar". ASL 200B & ASL 202B are offered in alternating semesters.

There are very few places where one can study to become an ASL Specialist or to teach ASL. None of the programs are local. We have come to realize that we will need to begin training and mentoring native ASL users in how to teach their language. We must work with the Office of Instruction to devise a plan that will allow our department to recruit promising native ASL users and mentor them.

Equity, Access and Success. Though ASL is categorized as a vocational field, the chair compared enrollment and success rates to that of Spanish and French courses, which are categorized as academic. Statistics show that we are doing better in both areas than those programs. The ASL department tends to enroll a large number of students at the beginning of each semester and end the semesters with a success rate hovering near 70%.

As one of the few schools in the greater Bay Area that offer a degree and certificate in ASL, as well as our national reputation, students from all over who have started learning at other colleges or who have picked up some sign from life experience wish to enroll here. Our courses are usually more rigorous and our standards for achievement higher than other schools. As a result, we typically try to meet with all incoming students who wish to start above the beginning level to determine the proper placement in our program.

The assessment we have been doing involves an experienced faculty member meeting each student who wishes to transfer here in person. The faculty member assesses the person's expressive and receptive language skills, tells them which courses they can start with here, and assists with any paper work to substitute courses from other colleges and/or waive courses here. This is a very time consuming process and it can be difficult to meet the scheduling needs of the in-coming students. At the same time, experience has clearly shown that students, who try to circumvent our system and decide for themselves which class to enroll in, end up frustrated, doing poorly, and causing a drain on their instructor and classmates.

For these reasons we would like to develop a skill assessment tool for incoming students that can be administered anytime and does not require an in-person meeting. This would allow us to more quickly and easily ensure that we are checking for all skills necessary with each student while also ensuring that there is consistency in how the assessment is administered and still allowing the faculty to review the students' performance at her convenience. We likely will need outside assistance for parts of this undertaking.

The curriculum that we use is specifically designed and used by our faculty to involve students in the learning process. Final assessment of students' skills occurs during comprehension and expressive exams at the end of levels 50 and 51 as a precondition to move on to the next level. Each course has a specific curriculum that builds on the previous skills achieved. Exit skills of ASL 50, for example match the entry skills for ASL 51 and so on. The faculty has been using the American Sign Language Proficiency Interview (ASLPI) instrument to determine if students completing ASL 52 & 53 have met all the exit requirements.

The purpose of the ASLPI is to have objective members of the Deaf community determine the level of ASL skill an individual demonstrates, both expressively and receptively. It is used in various organizations including Gallaudet University, California State University, Northridge, McDaniel College Deaf Education program, Maryland School for the Deaf (for teachers), State of Oregon (Oregon School for the Deaf), York University, and the Canadian Cultural Society of the Deaf.

The Language Proficiency Interview (LPI), used and developed by the Foreign Service Institute, is the model for the ASLPI. The basic precept in this type of evaluation is to find out, through a face-to-face interview, what an individual can do with the knowledge and skills the individual has in the target language at a given point in time. The ASLPI involves an interactive process between a trained interviewer and the student being evaluated. This process is video recorded and holistically scored by three specially trained raters. The videotape of the interview is then rated by two other trained individuals. The three scores are averaged for one total. The faculty has been using the American Sign Language Proficiency Interview (ASLPI) instrument to determine if students completing ASL 52 & 53 have met all the exit requirements.

Research indicates that the retention rates of daytime students was low several semesters. In general, retention rates appear to be better in the evening than during the daytime. The ASL department faculty will pay careful attention to this trend and discuss the possible causes in department meetings. There is a general trend of high enrollment in the beginning courses but that a natural attrition takes place as courses get more difficult and fewer students continue on to the next higher skill level course in each successive semester.

Despite instructors' best efforts, however, some students need more help than is practical during the normal classroom instruction. The reasons for this are varied and include learning disabilities, visual disabilities, lack of adequate educational preparation before enrolling, difficulty with written English (used as a supplement to classroom instruction in homework), and so on. When classes exceed the ideal number of students the chance that students will drop are increased, especially for students who might be struggling anyway. If we expect to have classes of up to 35 students, the chair suggests that classes above 20 have a teacher's aide to work in the classroom with the instructor.

It does seem that in the past we had a more mature student population and in the last few years the students ages are lower and lower college-wide. This may account for some of the changes as the younger students may have different goals, study habits, commitment, and so on.

Skill development is very important for success and retention, but students can be motivated by activities that stimulate their ability to see themselves as successful graduates of our program and working in the field. Several endeavors may accomplish this:

- Offer “orientation” sessions early in each semester for new students to really get a feel for how the school functions, services offered, and what to expect as an ASL student;
- Host former students to meet with our current students to talk about what they are doing now and how their education prepared them for it. They can also share insights into how they coped when things got tough or techniques they developed to do well in ASL courses;
- Organize presentations that inform students of all the job opportunities available working with the Deaf community. We will need to explore the best way to present this information.

Community and Outreach: Relations with the wider Deaf community are extensive. For example, service providers to or employers of deaf persons and their organizations often furnish field placements for the advanced students in the Field Experience class, where the students’ supervisors are themselves Deaf. These sites in turn often become employment opportunities for the students who complete the program. Faculty also participates on state and local boards that deal with issues for the Deaf.

To solve the problem of lack of qualified people to teach at BCC, the department would like to begin offering workshops for Deaf and interpreting communities. Some of the courses would be to train Deaf people to be tutors and/or mentoring people who would like to become ASL instructors. There are other topics that we would offer depending on the interests of the community. We would survey them to determine interest.

Through the process of writing this report, the members of the department realized that our relationship with the Deaf and interpreting communities is excellent and we are well-known. However, we believe that outside of those communities, we are relatively unknown in our local service area of Berkeley, North Oakland, Emeryville, and Albany. We will work with the Public Information Officer to alter our marketing plan to focus more on businesses and agencies in our local area that could be interested in or benefit from exposure to sign language.

Follow up on program graduates is needed. There is no formal system in place to obtain this information. Ideally, the statistical evaluation done as part of a formal system would be designed to provide information relevant to program improvement as well as simply report on graduates at various intervals after leaving the college. A number of students meet their vocational goals without completing our program. We should also track their success and progress as well as graduates.

The ASL Department circulates a newsletter to the students, faculty, potential students who are on our mailing list, graduates, and agencies in the Deaf and interpreting communities. The newsletter is primarily a recruitment tool and to a lesser degree a retention tool. The newsletter contains articles written by students and former students, staff, and others in the community, as well as job announcements, events, new and developments and regulations in the field, opportunities for workshops, media and other materials as they become available, in addition to news and services on campus.

We formed an Advisory Committee in the past but it has not met for quite a long time. We will need to see if the same individuals are still available and determine if others would better assist us. The chair plans to use the Fall 2007 semester as an organizing period and to have the new committee begin meeting in Spring 2008.

Technology: The Deaf community has experienced significant impact from new video based technology. As a result, our department not only should keep up but our students will benefit from the integration of new technology for instruction delivery. To fully utilize the newest technology, the ASL department faculty want to hire an expert to develop the ASL page on the college web site. The goal is to go beyond the basic, text-based page and make it a true resource for students. We would like to feature a VLOG (video log) for the students and faculty. This will be a great advance because it will be in American Sign Language, rather than English. Additionally, we want to work with the expert to use the same technology to make short “movies” to place on social networking sites like “My Space” to advertise our program. The presence of these types of materials, even if not specifically made as marketing tools, raise the profile of our department in the larger cyber-community and indirectly still market the program. We expect such tools to raise awareness and enrollment once deployed.

Further, we would like to work with the expert to expand and develop multimedia materials for classroom use. We have so many videotapes and would like to transfer to DVD be able to readily use those digital files in our various courses. Also, we would like to explore the options of making “movies” for students that can be placed on the website for them to download to their computers and/or video iPods to view as part of their homework or other class preparation.

Changing technology has almost made TTYs obsolete and fewer and fewer Deaf people even own them. The Deaf community has been depending on these machines to have access to telephones since the 1970s. Nowadays, however, Deaf people are switching to videophones (VP) to serve the same function. The advantage of the VP is that we can use ASL to communicate instead of English text. Typed conversations on TTY are tedious, time consuming, and lack almost any sense of the caller’s emotions or state of being. Even if we were able to overlook all these drawbacks, at the rate that TTYs are being abandoned in the community, we will not be able to continue using the TTYs for much longer.

Needed Action:

- a. Hire an expert to develop the ASL page on the college web site as well as to expand and develop multimedia materials for classroom use.*
- b. Train potential Deaf members of the Deaf community how to conduct Proficiency Interviews; find money to pay Proficiency Interviewers*
- c. Work with campus researcher to develop a survey tool for students and graduates to see if we are meeting student demand in various areas and also to determine if there is sufficient demand to begin offering more advanced courses such as “Introduction to Interpreting”.*
- d. Hire a tutor, ideally a native signer.*
- e. Develop an assessment tool for incoming students to ASL so they can be properly placed.*
- f. Begin offering motivational opportunities for current students to build interest in the field and their completion of the program*
- g. Consult with IT department about needed software; set up VPs in BCC*
- h. Hire an expert to consult on special features to web page and on how to use digital media in the classroom*
- i. Offer some workshops for Deaf and interpreting communities.*
- j. Reform Advisory Committee*
- k. Develop strategies to better market the program to the local service area.*
- l. Develop a system to follow graduates progress and success.*

CIS (Business and Technology):

In the mid-1990s the Applied Microcomputer Information Systems program was developed based on what the other Peralta colleges would allow us to teach and based on the resources available in our computer labs. As the Internet dot-com mania peaked in the late 1990's, enrollment in CIS classes was very high as students sought to learn about the Internet and the opportunities associated with setting up businesses on the Internet. Then in 2001 enrollments started to drop as the dot-com bubble burst.

With the collapse of the dot-com bubble in 2001 and 2002 CIS enrollments declined nationwide. The BCC CIS department has attempted to counter this trend by developing three new programs: Computer Programming, Web Programming, and Network Support Technician. Because of low CIS enrollments at all Peralta Colleges the Computer Programming and Network Support Technician programs were put under review in spring 2007. The department will be focusing on the Web Programming Degree Certificate (which has some potential synergy with Multimedia) as well as the Applied Microcomputer Information Systems Certificate/Degree Program.

There are many indications that IT employment is picking up, that the trend is starting to turn around, and more companies are hiring technical workers, which should lead to increased demand for IT courses. The Bureau of Labor Statistics issued in 2004 a projection of job growth from 2004 to 2014. The report stated that an associate or bachelor's degree is the most significant source of postsecondary education of training for 6 out of the 10 fastest growing jobs. Three of the ten fastest growing occupations were computer related: Network systems and data communications analysts, Computer software engineers, applications, and Computer software engineers, systems software. In fact, the lack of technically trained workers is approaching a national crisis. As baby boomers retire, there will not be enough well-trained workers to replace them.

Much has been made in the press about overseas outsourcing of technical jobs. However, in February of 2006, a study released by the Association of Computing Machinery (ACM) on the future of IT jobs found that new tech jobs are being created in the U.S. faster than they are being shipped overseas. According to ACM President, David Patterson, "People who could have wonderful careers in the field aren't even considering computer science because they've got the wrong facts. If you've got talent, this is a pretty exciting field with lots of exciting things to do."

The January 2, 2006 *Computerworld* magazine—a well respected publication for IT professionals—included a forecast for 2006. In a table entitled "What's Hot: The job skills IT executives will be hiring for in 2006" they list the following:

- Programming/ Application Development: 88% (taught in our Web Programming and Computer Programming certificates)
- Information Security: 74% (taught in our Network Support Technician program)
- Project Management: 67% (not currently taught, but we could)
- Help Desk/Technical Support: 60% (taught in Applied Microcomputer Program)
- Data center/databases: 52% (taught in varying courses)
- Networking: 50% (taught in Network Support Program)

The article states "Over the past year, companies have started working through their backlog of IT projects. As a result, demand for developers with .NET and Java skills has increased." We teach .NET in CIS 23 and CIS 47 and Java in CIS 36A and 36B and 82.

An October 27, 2006 online article on the website cnmmoney.com was entitled "Most lucrative degrees for college grads" reported that employers continue to boost starting salaries for the class of 2006. "The biggest beneficiaries are graduates who majored in information sciences and systems: they are taking home 7.5% more than they did last year, according to the Fall 2006 edition of *Salary Survey*, a quarterly report by the National Association of Colleges and Employers."

More recently, a May 1, 2007 *Computerworld* article was headlined “More IT jobs, less filling of them”. The article cited several reports of employment trends showed an increase in IT hiring.

An April 13, 2007 article in the *San Francisco Chronicle* entitled “High-tech temps are in demand,” says “U.S. employers are bidding up high-tech temporary workers.” Examples of hourly wages for temporary tech workers in the San Francisco area included Database administrator \$59.80/hr., Java developer \$57.27/hr, and Microsoft .NET developer \$53.40 per hour.

In addition, the state of California has changed its requirements for certification of state IT employees. Representatives of the CIS department are in touch with employees of state agencies to see how we could offer CIS classes which help employees meet these requirements.

Transfer/Employment/Community/Outreach: CIS includes both a vocational component and a transfer component. Sixteen CIS courses qualify for elective transfer credit at UC, and forty qualify for elective transfer credit at CSU.

In spring 2004, the CIS Department Chair consulted with the CSU Hayward (now East Bay) Computer Science Department Chair to work out an articulation agreement. However, the agreement required more math courses (Calculus III and Discrete Math) which our math department had in the catalog, but were not offering due to budgetary constraints. Currently Calculus III is being offered but not Discrete Math. As BCC has more resource to offer Discrete Math, discussion may continue to set up a full-fledge transfer program. As this report was being written it was learned that CSU East Bay had modified its CIS program. The department will review the new requirements.

The CIS Advisory Committee meets at least annually and many informal contacts with industry professionals are conducted throughout the year.

CIS Faculty attend conferences and maintain contacts with industry. For instance in spring 2006, the CIS Department Chair was in contact with representative from Oracle—a leading data base company. The college had an opportunity to become an Oracle academy which would give access to over \$100,000 worth of software for an expenditure of approximately \$2,000. However, the department could not get the support of the administration to spend the \$2,000.

The college does not have a formal system for tracking job placements, however, faculty constantly hear anecdotal stories about students who have taken classes and gotten jobs.

Some students already have degrees and take one or two courses to update their technical knowledge in order to get a better job. Students have been known to drop out of class because they have gotten a job in another location. The system does not count that as a success, but from a societal standpoint it is a success.

Equity, Access, and Student Success: The data furnished for use with this accelerated program review entitled “Berkeley CC Selected Outcomes: Success and Course Retention” listed the success rate and retention rate for individual courses, but did not show the averages for each department or for the college as a whole. When averaged, CIS shows a 58.5% success rate and at 79.37% retention rate vs. 68% and 74% for all departments. However, it was not clear whether students who received “CR” grades were treated as a success.

Another report entitled “Berkeley (Vista) College: Successful Course Completion Rates by Department Using Total Letter Grades” did provide rates by department. This report show a range of success rates from 55.6% for the 2003-2004 school year to 61% for the 2005-2006 school year.

One of the main barriers to student success is lack of English proficiency. We have many students in CIS classes for whom English is their second language, but they have not taken appropriate ESL classes. In the spring of 1999 the department chair participated in writing a grant proposal for working with the English department to develop strategies to teach computer students English language skills. The grant was approved but not funded.

Again in June 2005 the CIS Department Chair attended a college sponsored workshop on grant writing and worked with the ESL instructor in researching grant opportunities for integrating CIS and ESL for ESL students. However, after that workshop was completed no resources were available to continue the process of seeking grants.

There is no provision for private one-on-one tutoring outside of class. However, as part of our self-paced learning format, after completion of a beginning class, students may enroll in the CIS 230, Lab Practice class which allows them additional practice to supplement their class work. It is offered in morning, evening and Saturday sections to offer flexibility. CIS 230 sections are scheduled concurrently with CIS lecture classes with line of sight supervision from the classroom into the lab. Student aides are available to work with CIS 230 students.

In the late 1980's Vista's CIS department pioneered the use of short-term courses for our vocational classes. Nine week courses were established which were half a semester in length. These short-term classes have been successful and have allowed students more flexibility in placing themselves in the appropriate course. For example a four unit course in spreadsheets was divided into two nine week courses so that student who already had some spreadsheet knowledge could skip the first course and only take the second one. Another benefit of nine week classes is offering students more entry points than the traditional fall, spring and summer. By offering nine week courses students may start their program in mid-semester.

Many BCC students work during the day and take CIS classes evenings and weekend to upgrade their skills for job advancement. For this reason, courses required for the current CIS degree program are offered evenings and weekend.

In the late 1990's we began offering 1 unit classes which met four times for four hours each in topics such as Introduction to the Internet, Web Page Design, Introduction to Microsoft Access, Introduction to PowerPoint. These classes are offered in the evenings, weekend, or on Friday afternoons. This scheduling was based on requests from the advisory committee to schedule short-term modularized courses during work hours.

Much of our instruction is project and performance based. Students are encouraged to bring in problems from their job to work on real world problems which simulate the work place. Recent projects have included developing accounting systems for small business, programs to emulate an automobile dealership, etc.

For many years Vista/BCC's student population was comprised of older students many of whom had degrees in subjects such as social science or humanities. These students wanted to acquire computer skills and were not concerned about the transferability of CIS courses because they already had degrees. With changes in demographics and increased recruiting to younger populations, we are getting younger students more interested in transfer. The departmental demographic data show that the 19-24 year old age group increased from 14% in 1998 to 20% in 2001. Conversely, the 40-44 age group decreased from 12% to 8% during that same time period. Age data was not made available for this accelerated program review.

Because many of the students were working adults, we found that evenings and weekends were the best times to schedule classes. We have experimented with scheduling morning and afternoon classes and have found that some introductory classes will fill in the mornings. We have scheduled some transfer level classes in the afternoons with mixed results.

Needed Action:

- a. Adapt curriculum to the changing needs of business and industry in order to increase our enrollments. Some short term goals include:*
- b. Offer the required courses for our Web Programming Certificate so that we can have some program completers this year.*
- c. Develop a course in GIS (Geographic Information Systems) in conjunction with the geography department.*
- d. Develop a certificate in Using Open Source Software to repackage some of our existing classes under the umbrella of the increasing popular open software movement*
- e. Continue to develop more course articulations with the UC Berkeley Computer Science Department.*
- f. Review and update all course outlines (including content and SLOs).*
- g. Develop assessment methods to measure success and achievement, linked to program and course student learning objectives*

Social Services/Health Programs (Civic Engagement; Business):

The Social Services Paraprofessional Program is designed to offer both a Certificate and Associate in Arts Degree. Berkeley City College's Social Services Paraprofessional program provides individuals with the skills necessary for entry-level responsibilities in the social service industry. Current labor market data for California reflects a high demand for employees, particularly in entry-level positions, in social services. This program provides an in-depth exploration of specific areas of concentration that are in high demand including child and family services, gerontology, and California welfare programs and services. Students receive on-the-job training that provides them with opportunities to practice the theory and principles of the program.

The Social Services Paraprofessional Program is undergoing significant programmatic changes. The program began in 2003. In May 2007, the program chair submitted program and course changes that would move the program from a two year core curriculum to a one year core curriculum. BCC will continue to offer a Certificate of Completion as well as an Associates of Arts degree.

The Social Services Paraprofessional Program was originally designed as a two year curriculum and combined vocational classes with IGETC transferable courses with recommendations from the SSP CAB that included Alameda County Social Services Agency and the University of California, Berkeley.

In August, 2006, BCC, in collaboration with CCSF, was awarded a two year JDIF grant. This JDIF collaboration is the Transbay Training and Education Collaborative (T-TEC). The focus of T-TEC is on solidifying the Social Services Paraprofessional program as well as expanding community linkages. A main element of the T-TEC project is formative research. The program chair based curriculum and program changes on both enrollment as well as retention and persistence data and research conducted with Alameda County and San Francisco social services agencies for T-TEC.

Several curricular and program changes have been proposed for 2007-2008. First, students will be able to complete the core program requirements in one year. Second, five new course outlines have been submitted to BCC curriculum committee. A final substantive program change report along with the new course outlines will be submitted in August 2007 and to CIPD in September 2007. Third, six concentration courses will be deactivated and will be replaced by two Specialization courses. Fourth, the English and math requirements have been removed from the core curriculum. The English course will be replaced with Business communications and will provide students will oral and written communication skills for the social services field. Fifth, three IGETC transferable courses will be removed from the program, but will remain active and under review by the social sciences department.

Student Success: Because most students enter the program with reading and writing skills below those needed to successfully complete transfer level courses, the original curriculum was not effective. First semester courses would fill with approximately 25-30 students but the second semester showed a dramatic drop in program enrollment.

Student retention data for the Social Services Paraprofessional Program does not accurately reflect the challenges the program faces. Retention rates are high for students who are enrolled and range from 70-100%. However the number of students enrolled as they progress in the program declines with each additional semester.

The T-TEC grant was written and activities selected to actively address program challenges. Included in these activities are program outreach, dedicated counseling, instructional support, and field site development to assist students in obtaining field placements. All of these activities are designed to increase enrollment, retention and program completion rates. Student Success will continually be assessed and program enhancements will be made accordingly.

One key element not reflected in retention data is the lack of reading and writing skills that many students struggle with leading to the attrition rates. We only know about this trend through instructor input and counselor relationships with students. Dedicated counseling will support students in enrolling in appropriate courses. Dedicated instructional assistants are another key element that would promote retention and student success. Through T-TEC, the SSP program will have instructional support for the first time since program inception.

The program chair is currently working with instructors on assessing student learning in courses. Through T-TEC, we are collecting data through surveys. The T-TEC researcher is dedicated to providing program reports regarding effectiveness and student satisfaction. We have engaged in program level assessment as part of the T-TEC formative research. Environmental scans of agencies in both Alameda County and San Francisco County have been launched to assess employer/employee needs. Curriculum and programmatic changes have been designed to respond to this research.

As with many new programs, completion rates for the SSP program are low. In May 2005, 1 student graduated with a Certificate of Completion and in 2006, 5 students graduated with an Associate of Arts degree and 3 students graduated with a Certificate of Completion.

Currently, there is not any employment data for the SSP program. Through T-TEC, we will be able to capture employment and field placement data.

Current research indicates a continued demand in the Social Services industry. High demand areas include child and family services, California Welfare, and Adult and Aging.

Community/Outreach/Advisory Committees: Throughout 2006-07, the SSP program has significantly strengthened community connections. Through T-TEC, the advisory board has increased to include several community based organizations in Alameda County and San Francisco County. The CAB meets quarterly to discuss program recommendations, changes, student enrollment and the social services industry needs.

The SSP courses have been scheduled in the afternoon and evening to allow working students access to the program. T-TEC formative research found that students are also interested in morning classes. Through T-TEC, research on program effectiveness and student preferences is ongoing and the program chair along with the T-TEC team will analyze and make changes accordingly.

In 2007-2008, varying formats for course delivery as well as scheduling will be introduced. Through T-TEC, student surveys will be collected to assess these variations. As a result of the strengthened community partnerships developed through T-TEC and increased outreach, BCC will be offering courses for BOSS and Berkeley Public Health in Fall 2007. Courses developed for BOSS will be in a hybrid format including seat time and online instruction.

BCC has also partnered with Rubicon and Alameda County Social Services Agencies in a PASS grant to offer courses for CalWORKs recipients who are currently employed in low wage jobs. Courses for the PASS grant will also be delivered in a hybrid format to meet student needs.

Needed Action:

- a. Do more to publicize the social services paraprofessional program, especially through the CAA grant program*
- b. Improve student retention and success through participation in the DBA basic skills initiative program*
- c. Make the necessary curriculum changes to maximize relevance*
- d. Pursue grants that will help finance additional staffing.*

Travel (Global Awareness; Business and Technology):

The BCC Travel/Tourism vocational program has just completed its twenty-ninth academic year since its inception in 1978. Its goal is to provide high quality, accessible, adult instruction to a culturally-varied audience interested in employment (or upgrading) in travel and tourism, the world's largest industry.

Classes are held weekday evenings and weekends to enable working students to participate. Many courses include heavy emphasis on industry guest speakers, field trips to travel companies, an industry internship, and general community outreach.

Industry trends most critical for the future viability of the program hang on the world's ability to avoid future "9/11 incidents." We know this because of the devastation to world tourism caused by 9/11. But as the world changes, the program must be ready to change with it. The U.S. is second (after France) in inbound visitors and perhaps the program should reflect greater emphasis on tourism and hospitality within our own country. The greater San Francisco/Bay Area is a major hub for inbound travel from overseas and is boasting a particularly healthy hotel occupancy rate --- partially because of the fall of the U.S. dollar *vis à vis* the Euro, partially because of recovery from the post-9/11 fears, and partially because of the continued popularity of our area as a "must see" destination for the world. See attachments.

Recommendations and priorities include ongoing need for new classes to keep the program current. Planned are a possible hotel/hospitality 3-unit full semester course (perhaps leading to a new strand), a specialty class on Women's Travel, and development of new destination classes - particularly to Asia and Africa--as instructors with this expertise may become available. Another major recommendation is building beyond the current certificate level program to an AA program. Exploration of this possibility has begun in cooperation with the Chair of the Curriculum Committee but more time and monies need to be spent in this direction. Consideration is being given to offering online classes

The program presently offers two principal certificates and five specialty certificates, two of which appear to be unique nationwide: Inbound Travel and Adventure Travel

Student Success/Employment: Student retention has been excellent, in accordance with figures provided: in 2003-04 a 90.1% retention rate; in 2004-05 an 89.5% retention rate, and in 2005-06 an 86.2% rate. I don't believe many initiatives to improve this are required.

Student learning outcomes, phase one, were completed in spring '08, and additional phases will be undertaken in future semesters as funding becomes available to the part-time travel department director for this apparently ongoing project.

Also, students expect guidance outside the classroom, and since career guidance is not provided by the counselors (due to their workload and because they do not intimately know the travel industry), the students frequently request consulting sessions with the department chair. This relationship must be fostered and continue.

However, completion rates are another story. Many in the program choose not to complete for a myriad of reasons: they obtain employment before completing or they become disillusioned when realizing limited income possibilities in certain segments of the multi-faceted travel industry. Also some become aware that they do not have the cultural/educational background to handle the job or they are unable or not willing to relocate if they want employment in certain specialty areas of the industry, etc. Others do not complete for personal reasons: illness, inability to dedicate sufficient time to study, demands on the home front, their unrealistic expectations of a career in the industry, and personal commitments.

Many of the students do not plan to take the entire certificate program from the outset; they are only coming in for certain limited one or two course goals....often because they plan to travel in the near future. The perspective that these students do not succeed is not correct. Completion of a certificate should not be a valid benchmark of "student success."

Students completing the program have attained a broad foundation of technical and career skills—much more than minimum requirements for entry level employment. We are told so often by our travel industry colleagues in the field. A study to formalize completion rates will be addressed in cooperation with administration research personnel in the near future."

The college has no employment placement program so employment rates are not available. Anecdotal success is apparent when contact with leading travel companies in the area brings us face to face with former students now working in these companies, often in management positions and willing to come back to the college as speakers and internship providers.

Resources: The department consists entirely of part-timers: four "regulars" and a couple who teach occasional one-day classes in particular areas of their expertise. There are no half-time or full-time instructors, no classified staff, no student helpers or other categories of employment dedicated to the program.

The program is assigned a desk, computer, telephone, filing cabinet, and book shelf similar to that assigned to chairs of other departments. Usage of classrooms and all other building facilities such as photocopy machines, mail, etc. are the same as all other departments. The department website is still notable by its absence.

Physical resources such as classroom space, facilities, and equipment in the new building are at present adequate for the department's needs. Staffing needs are not adequate as there is no full-time or half-time chair, only a part-timer and this issue has never been adequately addressed.

As time goes on, there will be a need for additional instructors with specific expertise: on-line class teaching, knowledge of Asia and Africa, hotel management expertise, and others. Also as mature instructors choose to retire, there will be an eventual need for replacement personnel.

Community Outreach: The program's connection with industry and the community is the basis of its success. There is a long-time advisory board, and while not meeting frequently, its members are consulted often through-out the year and did meet fall semester '07. They are guest speakers in the classroom and also provide internships in their companies. The program is indeed adequately preparing students for careers in the field. Additionally, the program's director continues to sit on the Berkeley Convention & Visitors' Bureau board of directors, thus providing a liaison between BCC and the city.

The department's effort to ensure that the curriculum responds to its constituencies requires that the program management and instructors continue to be active in the industry as well as in teaching. It must never make the mistake that some other academic institutions have made, which is to hire exclusively long retired, out-of-touch personnel or have the program administered by someone from outside the particular vocational field of travel/tourism. One such incident happened with a college here in Northern California when, in a cost-cutting effort, the administration decided to have their travel program administered by someone in Political Science. It failed.

Needed Action:

- a. Keep the program current by planning possible hotel/hospitality 3-unit full semester course (perhaps leading to a new strand), a specialty class on Women's Travel, and development of new destination classes - particularly to Asia and Africa—as instructors with this expertise may become available.*
- b. Invest the time and money to build the current certificate level program to an AA program in cooperation with the Chair of the Curriculum Committee.*
- c. Offer online classes.*
- d. Survey present and recent students for input on revising the program.*
- e. Train counselors to better understand the program.*
- f. Consider a child-care facility or inform students of ways they can handle this issue to allow family caregivers to enroll in this program.*
- g. Inform students in some way about expected ethics and personal behavior, as well as professional expectations that will await them in the workplace.*
- h. Consider a faculty half-time position. Chairing a department for 28 years on a part-timers' income has been a work of love and shouldn't be expected of a future individual if this program is to live.*
- i. Assess student learning at the course level other than by final examinations, or at department level. This could be accomplished by a survey.*

OVERVIEW OF PACE, A PROGRAM FOR ADULT COLLEGE EDUCATION

The Program for Adult College Education (PACE) is designed for students seeking the Associate in Arts degree in Liberal Arts. PACE also allows students to complete the Intersegmental General Education Transfer Curriculum (IGETC), which is the primary means by which community college students satisfy the admission requirements for the California State University and University of California systems respectively.

PACE mostly comprises students who are employed full-time; consequently, PACE courses are offered in the evenings and on weekends. Students enroll in PACE after completing an assessment test (to determine their proficiency in reading, writing, and mathematics), and consulting with the PACE counselor. Based upon the results of the assessment test and an appraisal of their prior academic coursework, students then register for the appropriate PACE courses.

Curriculum

The PACE course of study has been revised significantly over the 2006-2008 academic years; however, PACE continues to provide students with an excellent foundation in the liberal arts, preparing them for academic success at the institutions to which they transfer.

The PACE course of study 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.

To align itself with the IGETC requirements, PACE removed Biology 12 (General Ecology) from its course of study effective Fall 2007. Biology 13 (Principles of Ecology) is the more appropriate course for students, as it offers the laboratory component that the former course did not. Prior to making this change, students seeking admission to the CSU and UC systems had to “opt out” of PACE for a semester in order to take an approved IGETC course.

Another recent change is the incorporation of lower-level math courses. In order to better prepare students for Math 13 (the statistics course that PACE offers to meet the Quantitative Reasoning requirement), PACE discarded its six week summer “pre-statistics” offering and replaced it with several courses: Math 250 (Basic Arithmetic), Math 201 (elementary algebra) and Math 203 (intermediate algebra). Students begin their math instruction by their third semester, and are thus adequately prepared for the statistics course.

The elimination of telecourses and the adoption of “hybrid courses” mark an additional shift in the PACE course of study. Psychology 7 (Psychology of Childhood) and Sociology 1 (Introduction to Sociology) were formally offered as telecourses, where students would attend class bi-weekly and watch video broadcasts of course materials during the week they did not attend. PACE abandoned this model in favor of offering these courses every week. Our instructors and students reported that these courses would be far more effective if these classes met weekly. As most of those enrolled in these courses are first-year students, there is a greater need for them to spend more time in the classroom interacting with classmates and the instructor.

We have redesigned such courses as Humanities 30 (Ethics), English 20 (Introduction to Dramatic Literature), English 21 (Film: Art and Communication), and Physical Science 20 (Introduction to the Marine Environment) as “hybrid courses” (classes that meet on campus but also have an online component as well). This format is consistent with our goal of ensuring that students receive quality instruction while being able to maintain a full-time work schedule. Furthermore, online instruction gives our teachers the flexibility to present course material in compelling and innovative ways.

Finally, PACE has introduced two counseling courses aimed at helping students overcome the academic challenges that can impede their progress. Counseling 200 (Orientation to College) provides students with the necessary information and tools to be successful in the classroom, while Counseling 221 (Preparing for College/University Transfer) familiarizes them with the college selection process, admission requirements, and financial aid procedures.¹

¹ PACE courses such as English 101A and English 101B (integrated composition courses), Math 201 (elementary algebra) and Math 203 (intermediate algebra) satisfy the Language and Rationality requirement for the Associate in Arts degree, but are not transferable to the California State University or University of California systems. Courses such as English 269 (Foundations in Reading and Writing) and Math 250 (Basic Arithmetic) are non-degree applicable, but are offered to PACE students who need to address deficiencies in these disciplines. Math 201 and Math 203 are courses that require five hours of meeting time and are difficult to teach just one evening a week; consequently, PACE offers these math classes as hybrid courses.

Student Learning Outcomes

To ensure that our students graduate with the requisite skills to successfully continue their academic careers, PACE incorporates several Student Learning Outcomes (SLOs) into the curriculum. Upon completion of the program students will have the following skills and competencies: 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; 2) *Communication Skills*: the facility to speak, read, and write clearly and effectively with appropriate diction and content for the intended audience; 3) *Critical Thinking Skills*: the ability to identify a problem/argument and use evidence and sound reasoning to justify a well-informed opinion.

Instruction:

In addition to the careful coordination of course offerings that enables our students to complete the Associate in Arts degree in Liberal Arts while working full-time, 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 course 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 provides another of example of this interdisciplinary approach. In this case the latter instructor assists in the field study carried out by the former.

PACE also integrates learning by offering a "core night" of instruction, which incorporates joint assignments between the English and history courses. Students enrolled in the history course, for example, are given an essay assignment that requires them to analyze an autobiography or historical novel. While the social and political aspects of the work are discussed in the history course, the English instructor helps students develop a thesis, outline their essay, and follow a line of argumentation. The expectation is that by the end of the semester student will have produced analytically and grammatically sound essays.

Student Success:

PACE provides students with a first-rate educational experience. This is reflected in the impressive retention and graduation rates, student evaluations of the program, and our strong enrollment (Berkeley City College's initiation of two competing programs—the Online Saturday and Weekend Transfer colleges). At the end of the spring 2007 semester PACE had an active enrollment of 191 students (the total BCC enrollment at that time approached 4,300). Simple calculation reveals that PACE students made up roughly **4.5%** of the student population. But PACE students accounted for **34.5%** of the graduation petitions filed at the college. Enrollment at BCC has increased dramatically (over 6,000 as of spring 2008), and while PACE maintains solid enrollment, PACE students now represent 3.3% of the total student population. We expect, however, to again account for a disproportionately high percentage of graduation petitions.

For an overview of the course of study, student demographics, PACE services, and program needs please see the attached summary.

CC5 Implement and Institutionalize CSEP Grow/Revitalize Criteria in Unit Planning/Program Review

The Vice Presidents, Deans, and Vice Chancellor, Educational Services will coordinate the implementation of the criteria developed by the Committee for Strategic Educational Planning (CSEP). There are two forms of the CSEP analysis:

- a. *Disciplines Using General Classrooms: Productivity standard is 17.5*
- b. *Disciplines Using Specialized Labs: Productivity standards will be established based on class-size limits from specialized accreditation standards or regulations; and safety requirements.*

CSEP ANALYSES OF MAJOR ACADEMIC PROGRAMS AT BERKELEY CITY COLLEGE

FALL 2004-SPRING 2008

NOTES:

It is difficult to analyze data for BCC using the Grow, Maintain, Watch or Revitalize, since most programs are growing without specific effort other than continued excellent publicity and advertising. However, growth may be affected by lack of space and staff.

Only two programs merit a Watch/Revitalize rating: Travel/tourism and International Trade, both of which are moving through a revitalization process.

It would be useful to have CSEP data for interdisciplinary programs such as Global Studies, Ethnic Studies, basic skills programs and transfer courses.

The programs below are organized in the order of Watch, Maintain, Continue Growth, with academic programs listed first, and career-technical programs following. **The letter codes C, B, & A are used to indicate respectively decline, mixed pattern, or growth in this order: enrollment growth, class size consistently over 15, and productivity of at least 17.5.**

Because many full time faculty have essential non-teaching assignments, the load used to assess percentage of FTEF is teaching load only and is not equal to the number of full time faculty in that discipline.

BUSINESS: B/A/B (MAINTAIN: UNEVEN BUT STEADY GROWTH)

Research of International Business programs at 4 year schools shows that most transfer schools require a foundation in Business Administration as lower division courses and save the major in International Business for upper division or master's programs. Nevertheless, BCC faculty felt it was important to give students a foundation in the topic., so a proposal was made to add an international element to most discussions in business classes.

In 08-09, two international trade courses were added to the Business Administration AA Degree: Global Political Economy and Globalization and Culture.

However, a recommendation to deactivate the International Trade Certificate is pending (See CTE CSEP analysis). International Trade is a vocational program which does not seem to result in students getting jobs. Some students in the program intended to open their own small international businesses. The primary audience was international students who needed a one year certificate to study abroad which caused problems for them when classes were regularly cancelled due to low enrollment, thus not allowing them to complete the program and endangering their visas. (See Career and Technical Programs–International Trade)

Business courses were showing uneven growth, but fall 2007- spring 2008 show results of efforts stemming from faculty attention to the 2007 program review. From fall, 03-04 to fall 07-08, enrollment in business grew 36% and FTES by 24%, with an average productivity of 16.36 and a sharp increase of productivity in 07-08.

Economics courses are also under the purview of business, and show steady enrollment and productivity average of 21.26 over the four years since the courses were initiated at BCC.

In 07-08, the teaching load of the one full time business instructor was .83, 66% of the total FTEF of business and economics combined.

BUSINESS		Sec	Enr	Class Size	FTEF	FTES	FTES/ FTEF
03-04	Fall	10	267	27	1.91	29.59	15.49
03-04	Spring	11	355	32	2.12	35.41	16.70
04-05	Fall	10	268	27	1.920	28.000	14.58
04-05	Spring	13	334	26	2.520	34.463	13.68
05-06	Fall	9	255	28	1.750	26.946	15.40
05-06	Spring	12	309	26	2.270	31.784	14.00
06-07	Fall	8	268	34	1.460	27.885	19.10
06-07	Spring	15	434	29	3.020	45.112	14.94
07-08	Fall	10	365	37	1.800	38.757	21.53
07-08	Spring	12	402	34	2.180	39.666	18.20

ECON		Sec	Enr	Class Size	FTEF	FTES	FTES/ FTEF
04-05	Fall	3	102	34	0.600	10.200	17.00
04-05	Spring	2	86	43	0.400	8.600	21.50
05-06	Fall	3	122	41	0.600	12.200	20.33
05-06	Spring	2	84	42	0.400	8.400	21.00
06-07	Fall	3	122	41	0.600	12.200	20.33
06-07	Spring	3	133	44	0.600	13.300	22.17
07-08	Fall	3	123	41	0.600	12.300	20.50
07-08	Spring	3	158	53	0.580	15.800	27.24

COUNSELING B/A/B (GROW)

No CSEP data was provided for the years 03-04, but counseling courses are small, connected to orientation, and basic skills, and not required of most students. . The counseling program traditionally focuses on one-on-one academic advising and assistance to students. The data below refers only to counseling courses offered as academic classes. The Equity Report indicates that counseling has plans to more specifically focus on success and support strategies for different student cohorts, but suffers from lack of faculty and staff. Counseling courses are becoming more integrated into the academic basic skills programs, which should help the courses grow in enrollment and productivity. Grant funding from basic skills is providing temporary help with staffing shortages.

From spring, 04-05 to spring, 07-08, counseling classes show a 66% growth in enrollment and a 24% growth in FTES, and an average 14.6 productivity.

Counseling		Sec	Enr	Class Size	FTEF	FTES	FTES/ FTEF
04-05	Fall	3	295	98	0.330	10.337	31.32
04-05	Spring	3	105	35	0.330	5.953	18.04
05-06	Fall	3	86	29	0.460	7.386	16.06
05-06	Spring	8	148	19	0.780	9.095	11.66
06-07	Fall	3	75	25	0.460	6.494	14.12
06-07	Spring	5	110	22	0.930	10.993	11.82
07-08	Fall	6	227	38	0.690	13.012	18.86
07-08	Spring	9	175	19	1.100	12.843	11.68

ENGLISH A/A/C (CONTINUE GROWTH)

BCC English FTES was third highest in the district in 2007. In English, productivity rates that average 14 are not low, considering that the vast majority of students enrolled in English are enrolled in composition classes, which are the cornerstone of the college transfer program, and in which the maximum enrollment is 30 by union mandate. Creative writing and literature classes in English have higher productivity and success rates. As the basic skills cohort classes grow, the productivity will rise. Successful basic skills students move into college-level and transfer programs, which in the long run will increase FTE.

Costs for English instruction are low, especially with grant programs paying for tutors and instructional assistants to increase the success and retention rate in basic skills English classes, which will eventually increase overall enrollment and productivity.

From fall, 03-04 to fall, 07-08, enrollment in English grew by 40% and FTES by 36%. The average productivity is 14.42.

In 07-08 the full time faculty load was 3.25, 20.6% of the FTEF. Since the addition of a full time contract faculty for 08-09, the percentage of full time instructor teaching load to FTEF is approximately 27% if growth is not considered. However, if the 28% growth from spring 07 to spring 08 continues through spring 08–spring 09, the percentage of full time faculty to FTEF in 08-09 could be closer to 18%.

ENGLISH		Sec	Enr	Class Size	FTEF	FTES	FTES/ FTEF
03-04	Fall	43	1,327	31	9.010	148.250	16.45
03-04	Spring	45	1,449	32	9.350	160.960	17.21
04-05	Fall	51	1,365	27	11.910	161.580	13.57
04-05	Spring	49	1,391	28	11.090	164.084	14.80
05-06	Fall	51	1,415	28	12.180	169.567	13.92
05-06	Spring	51	1,355	27	11.340	160.739	14.17
06-07	Fall	53	1,428	27	12.360	172.973	13.99
06-07	Spring	55	1,466	27	12.990	179.173	13.79
07-08	Fall	57	1,577	28	13.880	201.733	14.53
07-08	Spring	66	1,863	28	15.770	230.078	14.59

ESL: A/A/C (GROW)

ESL classes are essential for the success of the many immigrant populations and international students who are drawn to Berkeley. Productivity rates have risen from 9.89 in spring, 2005 to 15.21 in spring, 2007. FTES more than tripled during the same period. ESL also has a 75-80% success/retention rate, higher than most other programs in the district. These students move into higher level transfer courses, providing future enrollment.

ESL enrollment grew by 179% and FTES by 464% from fall, 03-04 to fall, 07-08. Average productivity is 12.6. Sections offered grew by 47%.

In 07-08, the percentage of contract faculty teaching load (.80) to FTEF (5.125 averaged) was 15.6%. Since the addition of a full time contract faculty in 08-09, the percentage of full time instructor teaching load to FTEF became approximately 35%, if no growth. However, if the 45% growth from spring 07- spring 08 continues, the percentage of full time faculty instruction to FTEF in 08-09 could be approximately 24%.

ESL		Sec	Enr	Class Size	FTEF	FTES	FTES/ FTEF
03-04	Fall	4	93	23	1.06	11.77	11.10
03-04	Spring	4	89	22	1.06	12.03	11.35
04-05	Fall	4	79	20	1.060	10.500	9.91
04-05	Spring	6	111	19	1.580	15.619	9.89
05-06	Fall	6	138	23	1.590	19.494	12.26
05-06	Spring	9	250	28	2.200	31.662	14.39
06-07	Fall	10	276	28	2.470	35.480	14.36
06-07	Spring	13	388	30	3.380	51.413	15.21
07-08	Fall	19	504	27	4.660	66.394	14.25
07-08	Spring	23	564	25	5.590	73.131	13.08

LANGUAGES A/A/ C (CONTINUE GROWTH)

Language classes, as performance classes, traditionally show productivity rates around the 15.5 mark. This is partly because few students try to progress beyond the beginning classes of learning a language, yet it is essential to offer advanced classes for those whose goal is degree completion. It may also be due to scheduling too many sections of a language, especially Spanish, when there's a consistent pattern of low enrollment. Spanish Arabic is a new offering, and is expected to grow. Portuguese has also been approved and will be offered spring, 2009. Mandarin courses are also being planned after research into area demand.

From fall, 03-04 to fall, 07-08, enrollment in languages grew by 43% and FTES by 35%. Productivity averages 16.3. Spanish is the only language with full time faculty, whose teaching load of 2.8 in 07-08 was 43% of the FTEF of Spanish.

The percentage of contract instructor teaching load to FTEF for all languages is 38%. If the 9% growth from spring 07 to spring 08 continues, the percentage of full time instructors to FTEF is 35.7%. Currently, one full time Spanish instructor has transferred to the district distance education program. If this position is not filled, the percentage of full time drops to 23%.

FREN		Sec	Enr	Class Size	FTEF	FTES	FTES/ FTEF
03-04	Fall	1	36	36	0.33	6.00	18.18
03-04	Spring	2	73	37	0.66	12.17	18.43
04-05	Fall	2	63	32	0.660	10.500	15.91
04-05	Spring	2	70	35	0.660	11.667	17.68
05-06	Fall	2	65	33	0.660	10.834	16.42
05-06	Spring	2	65	33	0.660	10.833	16.41
06-07	Fall	2	65	33	0.660	10.834	16.42
06-07	Spring	2	65	33	0.660	10.833	16.41
07-08	Fall	2	62	31	0.660	10.333	15.66
07-08	Spring	2	72	36	0.660	12.000	18.18

SPAN		Sec	Enr	Class Size	FTEF	FTES	FTES/ FTEF
03-04	Fall	11	418	38	3.36	66.15	19.69
03-04	Spring	11	365	33	3.36	57.84	17.21
04-05	Fall	12	388	32	3.820	63.127	16.53
04-05	Spring	13	420	32	4.030	66.913	16.60
05-06	Fall	13	376	29	4.030	59.546	14.78
05-06	Spring	14	422	30	4.320	65.133	15.08
06-07	Fall	18	516	29	4.900	77.920	15.90
06-07	Spring	20	568	28	5.790	85.113	14.70
07-08	Fall	21	597	28	5.980	88.819	14.85
07-08	Spring	22	623	28	6.440	97.000	15.06

ARAB		Sec	Enr	Class Size	FTEF	FTES	FTES/ FTEF
07-08	Fall	1	31	31	0.330	5.167	15.66
07-08	Spring	1	31	31	0.330	5.167	15.66

ARTS AND CULTURAL STUDIES A/A/A (CONTINUE GROWTH)

The interdisciplinary department of Arts and Cultural Studies was created Fall 2008, joining programs from three pre-existing departments; the department includes: Art (Studio Art and Art History), Communication, Humanities, Philosophy, Music, and Theater Arts. The music, philosophy, and humanities (includes film studies and religious studies) are also growing and show good productivity. The film classes are regularly full and students turned away; likewise with music. A number of philosophy and humanities classes are cross-listed with women's studies and thus support that intra-departmental program.

Art classes at BCC continue to grow in FTES and have very high productivity, perhaps because the college is located so near the arts community of the East Bay area. Each semester students are turned away because of lack of space for drawing and painting classes, most of which enroll 40 students each semester. The Art department recently joined with the Humanities, which is also growing music, philosophy, film studies, communication, and theater art courses, which also show growth and good productivity. These classes appeal to the population of the local community as enrichment, and are highly transferable.

Fall, 03-04 in art is an anomaly because at that time art and multimedia were combined. From spring, 03-04–spring, 07-08, enrollment in art grew by 86% and FTES by 88%. Average productivity is 18.79. In 07-08 the contract instructor teaching load for Art was .9, 20% of the FTEF (4.5) for that academic

year. The hiring of an additional full time faculty for 08-09 increased that percentage to 41.5%, but if 34% growth from spring 06–spring 07 continues, that percentage could drop to approximately 24%..

Cultural Studies courses, which include communication, humanities (film studies and religious studies), music and philosophy, grew in enrollment by 57% and in FTES by 42% with an average productivity of 20.0. Theater Arts was added in 07-08.

In 07-08 contract faculty teaching load for Cultural Studies was 1.8, 30% of the total FTEF. In 08-09, one full time faculty is on leave, reducing the full time faculty load percentage of FTEF to 14.8%. If growth of 66% from spring 07 to spring 08 continues, the percentage of full time faculty teaching to FTEF could drop to approximately 24%.

ART		Sec	Enr	Class Size	FTEF	FTES	FTES/FTEF
03-04	Fall	38	1088	29	7.84	139.83	17.84
03-04	Spring	13	437	34	2.74	57.74	21.07
04-05	Fall	12	377	31	2.740	48.946	17.86
04-05	Spring	13	364	28	2.940	47.782	16.25
05-06	Fall	11	338	31	2.500	43.820	17.53
05-06	Spring	13	364	28	2.760	43.655	15.82
06-07	Fall	15	454	30	3.110	59.226	19.04
06-07	Spring	15	487	32	3.240	64.320	19.85
07-08	Fall	17	606	36	3.740	78.684	21.04
07-08	Spring	23	813	35	5.260	108.397	20.61

SPCH/COMM		Sec	Enr	Class Size	FTEF	FTES	FTES/FTEF
03-04	Fall	4	166	42	0.92	26.81	29.14
03-04	Spring	5	195	39	1.07	21.13	19.74
04-05	Fall	7	226	32	1.52	32.87	21.63
04-05	Spring	5	178	36	1.07	18.80	17.57
05-06	Fall	7	236	34	1.520	35.290	23.22
05-06	Spring	6	203	34	1.270	22.272	17.54
06-07	Fall	8	265	33	1.760	37.490	21.30
06-07	Spring	7	245	35	1.470	27.192	18.50
07-08	Fall	9	288	32	1.870	32.491	17.37
07-08	Spring	10	325	33	1.980	36.040	18.20

HUMANITIES		Sec	Enr	Class Size	FTEF	FTES	FTES/ FTEF
03-04	Fall	4	211	53	0.80	22.18	27.73
03-04	Spring	4	201	50	0.78	22.14	28.38
04-05	Fall	5	220	44	1.000	22.900	22.90
04-05	Spring	6	225	38	1.180	24.400	20.68
05-06	Fall	7	276	39	1.400	28.940	20.67
05-06	Spring	5	216	43	1.000	23.200	23.20
06-07	Fall	7	277	40	1.400	29.340	20.96
06-07	Spring	7	274	39	1.400	31.360	22.40
07-08	Fall	7	285	41	1.400	30.220	21.59
07-08	Spring	10	340	34	2.160	38.400	17.78

MUSIC		Sec	Enr	Class Size	FTEF	FTES	FTES/ FTEF
03-04	Fall	2	158	79	0.40	16.66	41.65
03-04	Spring	2	158	79	0.40	16.76	41.90
04-05	Fall	2	151	76	0.400	15.840	39.60
04-05	Spring	2	153	77	0.400	16.320	40.80
05-06	Fall	1	56	56	0.200	6.720	33.60
05-06	Spring	2	89	45	0.400	10.020	25.05
06-07	Fall	3	114	38	0.620	13.280	21.42
06-07	Spring	3	114	38	0.620	13.627	21.98
07-08	Fall	5	207	41	0.940	22.980	24.45
07-08	Spring	4	176	44	0.830	20.073	24.18

PHILOSOPHY		Sec	Enr	Class Size	FTEF	FTES	FTES/ FTEF
03-04	Fall	1	36	36	0.20	3.60	18.00
04-05	Fall	2	71	36	0.40	7.74	19.35
04-05	Fall	2	71	36	0.400	7.740	19.35
04-05	Spring	2	68	34	0.400	7.560	18.90
05-06	Fall	2	58	29	0.400	6.480	16.20
05-06	Spring	3	82	27	0.600	9.380	15.63
06-07	Fall	3	96	32	0.600	10.400	17.33
06-07	Spring	4	96	24	0.600	11.080	18.47
07-08	Fall	3	115	38	0.600	12.300	20.50
07-08	Spring	5	167	33	1.000	19.120	19.12

THART		Sec	Enr	Class Size	FTEF	FTES	FTES/ FTEF
07-08	Fall	1	25	25	0.170	2.500	14.71

SOCIAL SCIENCES A/A/A (CONTINUE GROWTH)

BCC has the most comprehensive history offerings of any college in the district. BCC faculty have added many special courses that focus on area and ethnic studies. The growth of social science courses at BCC is not only because of excellent transferability of courses, but also because of the interdisciplinary programs in the social sciences such as Global Studies, Ethnic Studies, and Women's Studies, for which we have no cumulative data. The Global Studies Program also sponsors many lectures and other special events for the college community, including a yearly Ecofair co-sponsored by the Berkeley Ecology Center.

The decline in Political Science is the result of the loss of the one full time faculty who guided the department and has not been replaced.

The CSEP data below is for separate departments and courses. Overall unduplicated enrollment in social science courses is 1882. From fall 03-04 to fall 07-08, enrollment grew by 45% and FTES by 56%. Average productivity is 20.0.

In 07-08 the contract faculty teaching load in Social Sciences was 4.8, 44% of the total FTEF of 10.79. History has the largest number of full time faculty, with a combined teaching load of 1.2 in 07-08. The addition of a .5 history/PACE contract faculty in 08-09 increased full time teaching to 1.7, 63% of the FTEF for history.

Anthropology has one full time instructor, whose teaching load was 41.8% of FTEF in 07-08. Psychology and Sociology each have one full time instructor whose teaching loads were 43.6% and 55% of FTEF respectively in 07-08, but all three programs are growing in enrollment.

AFRAM		Sec	Enr	Class Size	FTEF	FTES	FTES/FTEF
03-04	Fall	1	37	37	0.20	4.44	22.20
03-04	Spring	2	88	44	0.40	10.56	26.40
04-05	Fall	2	80	40	0.400	8.840	22.10
04-05	Spring	2	70	35	0.400	8.400	21.00
05-06	Fall	2	66	33	0.400	7.420	18.55
05-06	Spring	3	93	31	0.600	10.740	17.90
06-07	Fall	2	64	32	0.400	7.220	18.05
06-07	Spring	2	72	36	0.400	8.640	21.60
07-08	Fall	2	79	40	0.400	8.760	21.90
07-08	Spring	2	79	40	0.400	9.480	23.70

ANTHROPOLOGY		Sec	Enr	Class Size	FTEF	FTES	FTES/FTEF
03-04	Fall	5	189	38	1.01	21.58	21.37
03-04	Spring	6	293	49	1.21	31.19	25.77
04-05	Fall	6	225	38	1.210	25.940	21.44
04-05	Spring	7	290	41	1.420	47.743	33.62
05-06	Fall	6	199	33	1.210	22.913	18.94
05-06	Spring	7	261	37	1.420	40.310	28.39
06-07	Fall	8	248	31	1.620	29.153	18.00
06-07	Spring	9	329	37	1.830	47.647	26.04
07-08	Fall	8	276	35	1.620	32.673	20.17
07-08	Spring	11	398	36	2.200	44.943	20.43

ASAME		Sec	Enr	Class Size	FTEF	FTES	FTES/ FTEF
03-04	Fall	1	38	38	0.20	3.80	19.00
03-04	Spring	1	28	28	0.20	2.80	14.00
04-05	Fall	1	38	38	0.200	3.800	19.00
04-05	Spring	2	43	22	0.400	4.480	11.20
05-06	Fall	1	32	32	0.200	3.200	16.00
05-06	Spring	1	36	36	0.200	3.600	18.00
06-07	Fall	2	63	32	0.400	6.820	17.05
06-07	Spring	2	54	27	0.400	5.760	14.40
07-08	Fall	2	70	35	0.400	7.580	18.95
07-08	Spring	1	32	32	0.200	3.200	16.00

HISTORY		Sec	Enr	Class Size	FTEF	FTES	FTES/ FTEF
03-04	Fall	18	574	32	2.85	54.31	19.06
03-04	Spring	16	481	30	2.76	42.95	15.56
04-05	Fall	18	483	27	2.910	46.474	15.97
04-05	Spring	19	575	30	2.860	49.770	17.40
05-06	Fall	18	482	27	3.050	45.189	14.82
05-06	Spring	21	506	24	3.360	46.425	13.82
06-07	Fall	19	472	25	3.030	46.141	15.23
06-07	Spring	19	560	29	3.230	57.612	17.84
07-08	Fall	14	456	33	2.720	50.593	18.60
07-08	Spring	16	545	34	2.650	58.494	22.07

POSCI		Sec	Enr	Class Size	FTEF	FTES	FTES/ FTEF
03-04	Fall	3	146	49	0.60	14.78	24.63
03-04	Spring	3	116	39	0.60	12.34	20.57
04-05	Fall	4	185	46	0.800	30.540	38.18
04-05	Spring	4	159	40	0.800	17.400	21.75
05-06	Fall	6	240	40	1.200	37.120	30.93
05-06	Spring	6	214	36	1.200	23.520	19.60
06-07	Fall	6	259	43	1.200	25.813	21.51
06-07	Spring	5	167	33	1.000	18.660	18.66
07-08	Fall	8	336	42	2.120	34.584	16.31
07-08	Spring	6	198	33	1.200	22.160	18.47

PSYCHOLOGY		Sec	Enr	Class Size	FTEF	FTES	FTES/ FTEF
03-04	Fall	6	245	41	1.20	26.74	22.28
03-04	Spring	5	194	39	1.00	21.58	21.58
04-05	Fall	7	260	37	1.400	28.480	20.34
04-05	Spring	9	294	33	1.800	32.180	17.88
05-06	Fall	9	340	38	1.800	36.660	20.37
05-06	Spring	9	327	36	1.800	35.540	19.74
06-07	Fall	11	431	39	2.180	46.156	21.17
06-07	Spring	10	371	37	2.000	40.600	20.30
07-08	Fall	11	442	40	2.180	47.679	21.87
07-08	Spring	12	454	38	2.400	49.760	20.73

SOCIOLOGY		Sec	Enr	Class Size	FTEF	FTES	FTES/FTEF
03-04	Fall	2	65	33	0.40	7.40	18.50
03-04	Spring	3	175	58	0.60	18.36	30.60
04-05	Fall	2	80	40	0.400	8.920	22.30
04-05	Spring	4	201	50	0.810	20.940	25.85
05-06	Fall	5	181	36	1.000	21.000	21.00
05-06	Spring	7	231	33	1.400	24.820	17.73
06-07	Fall	6	198	33	1.200	22.220	18.52
06-07	Spring	7	248	35	1.400	26.640	19.03
07-08	Fall	6	223	37	1.820	24.760	13.60
07-08	Spring	9	330	37	1.800	36.120	20.07

SCIENCE A/A/A&B (CONTINUE GROWTH)

The prominence of Biotechnology and Green technology, and the demand for math and science graduates in many sectors of society demand that we continue to grow these programs. The addition of new labs in the BCC build-out will spur further growth and will require additional technical assistants and full time faculty. Plans are also underway to reorganize departments, joining Physics and Astronomy and making a case for a full time faculty position in this area. Additional costs are part of high quality science programs, but high productivity defrays costs.

From fall 03-04 to fall 07-08, enrollment in science courses grew by 24% and FTES by 33%. However, from spring, 2007 to spring, 2008 enrollment increased by 26%. Average productivity is 18.77.

In 07-08 contract faculty teaching load was 2.6, 31% of the total FTEF in science. Individually, biology instructors' teaching load of 1.6 was 46% of biology FTEF, and the chemistry instructor's full load was 37.7% of chemistry FTEF. Other science disciplines have no full time faculty.

If spring 07- spring 08 growth of 26% continues, in 08-09 the percentage of full time faculty to FTEF drops to 25%.

ASTRONOMY		Sec	Enr	Class Size	FTEF	FTES	FTES/FTEF
03-04	Spring	1	43	43	0.20	4.30	21.50
04-05	Spring	1	38	38	0.200	3.800	19.00
05-06	Spring	2	46	23	0.330	4.333	13.13
06-07	Spring	1	40	40	0.200	4.000	20.00
07-08	Fall	1	24	24	0.130	1.600	12.31
07-08	Spring	1	31	31	0.200	3.100	15.50

BIOLOGY		Sec	Enr	Class Size	FTEF	FTES	FTES/ FTEF
03-04	Fall	7	250	36	2.89	62.50	21.63
03-04	Spring	10	296	30	3.44	65.22	18.96
04-05	Fall	7	259	37	2.890	65.436	22.64
04-05	Spring	9	263	29	2.980	60.423	20.28
05-06	Fall	7	226	32	2.780	57.310	20.62
05-06	Spring	10	262	26	3.600	60.477	16.80
06-07	Fall	9	296	33	3.060	66.394	21.70
06-07	Spring	9	296	33	2.670	67.060	25.12
07-08	Fall	7	302	43	2.790	78.810	28.25
07-08	Spring	12	391	33	4.180	91.284	21.84

CHEMISTRY		Sec	Enr	Class Size	FTEF	FTES	FTES/ FTEF
03-04	Fall	3	85	28	1.28	21.70	16.95
03-04	Spring	4	117	29	1.84	31.62	17.18
04-05	Fall	3	83	28	1.280	21.660	16.92
04-05	Spring	5	114	23	1.990	31.140	15.65
05-06	Fall	3	99	33	1.450	26.880	18.54
05-06	Spring	4	108	27	2.000	29.040	14.52
06-07	Fall	3	109	36	1.440	29.820	20.71
06-07	Spring	5	140	28	2.560	38.820	15.16
07-08	Fall	5	149	30	2.380	40.680	17.09
07-08	Spring	6	205	34	2.920	56.040	19.19

GEOGRAPHY		Sec	Enr	Class Size	FTEF	FTES	FTES/ FTEF
03-04	Fall	4	164	41	0.66	18.38	27.85
03-04	Spring	4	143	36	0.76	15.84	20.84
04-05	Fall	4	139	35	0.760	15.420	20.29
04-05	Spring	4	143	36	0.760	15.240	20.05
05-06	Fall	4	138	35	0.760	15.300	20.13
05-06	Spring	4	120	30	0.760	12.820	16.87
06-07	Fall	4	139	35	0.760	15.500	20.39
06-07	Spring	5	179	36	0.940	19.240	20.47
07-08	Fall	5	184	37	0.900	20.620	22.91
07-08	Spring	6	220	37	1.120	24.340	21.73

GEOLOGY		Sec	Enr	Class Size	FTEF	FTES	FTES/ FTEF
06-07	Spring	1	29	29	0.200	3.480	17.4
07-08	Fall	1	36	36	0.200	4.320	21.6
07-08	Spring	2	64	32	0.400	7.240	18.1

PHYSICS		Sec	Enr	Class Size	FTEF	FTES	FTES/ FTEF
04-05	Fall	1	39	39	0.260	5.200	20.0
05-06	Fall	1	37	37	0.260	4.933	19.0
06-07	Fall	1	36	36	0.260	4.800	18.5
07-08	Fall	1	43	43	0.260	5.733	22.0
07-08	Spring	1	33	33	0.420	7.700	18.3

PHYSC		Sec	Enr	Class Size	FTEF	FTES	FTES/ FTEF
03-04	Fall	1	53	53	0.20	5.30	26.50
03-04	Spring	1	29	29	0.20	2.90	14.50
04-05	Fall	1	46	46	0.200	4.600	23.00
04-05	Spring	1	27	27	0.200	2.700	13.50
05-06	Fall	1	30	30	0.200	3.000	15.00
05-06	Spring	1	30	30	0.200	3.000	15.00
06-07	Fall	2	64	32	0.400	6.273	15.68
06-07	Spring	2	47	24	0.400	4.920	12.30
07-08	Fall	2	80	40	0.400	8.000	20.00
07-08	Spring	2	65	33	0.400	6.500	16.25

MATH : A/A/A (CONTINUE GROWTH)

Math is a growing program at BCC but suffers from lack of full time faculty as adjunct faculty are difficult to find in Math and math classes are growing rapidly in enrollment. The issue of students lacking basic math skills is being addressed by a focused tutor and mentoring training program sponsored by the Basic Skills Initiative. This program should increase both enrollment and retention in math courses.

From fall 03-04 to fall 07-08 math enrollment grew by 66% and FTES by 86%. Average productivity is 18.9. In 07-08 the contract faculty teaching load of 2.0 was 22% of FTEF, although one faculty was on sabbatical, making the percentage 11%.

The hiring of a new contract faculty in math and assigning of mathematics chair brings the 08-09 percentage of full time faculty load to approximately 33.8% of 07-08 FTEF, but if growth of 22.6% from spring 07–spring 08 continues through spring 08–spring 09, the percentage would be approximately 27.6%. If the 22.6% growth continues through 09-10, the percentage of full time instruction could drop to approximately 22.5%

MATH		Sec	Enr	Class Size	FTEF	FTES	FTES/ FTEF
03-04	Fall	19	771	41	4.89	99.46	20.34
03-04	Spring	23	886	39	6.00	118.04	19.67
04-05	Fall	21	820	39	5.410	106.198	19.63
04-05	Spring	26	879	34	6.660	115.393	17.33
05-06	Fall	25	867	35	6.390	113.414	17.75
05-06	Spring	26	888	34	6.730	117.672	17.48
06-07	Fall	29	1018	35	7.320	131.629	17.98
06-07	Spring	32	1081	34	7.930	142.774	18.00
07-08	Fall	35	1281	37	8.610	163.148	18.95
07-08	Spring	39	1326	34	9.330	184.953	19.82

CAREER TECHNICAL PROGRAMS FALL 2004–FALL 2007

INTERNATIONAL TRADE C /B/C (WATCH)

Research of International Business programs at 4 year schools shows that most of our transfer schools require a foundation in Business Administration as lower division courses and save the major in International Business for upper division or master's programs. Nevertheless, we feel it is important to give our students a foundation in the topic. This is primarily accomplished by adding an international element to most discussions in our business classes. In addition, a proposal will be made this semester to add two international trade courses to the Business Administration AA Degree: INTRD 34/POSCI 34 Global Political Economy and INTRD Globalization and Culture. VTEA money may be allocated for this purpose.

The fall, 2007–spring, 2008 data for this program (not on chart) shows some improvement.

The recommendation to deactivate the International Trade Certificate is still pending. International Trade is a vocational program which does not seem to result in students getting jobs. Some students in the program intended to open their own small international businesses. The primary audience was international students who needed a one year certificate to study abroad which caused problems for them when classes were regularly cancelled due to low enrollment, thus not allowing them to complete the program and endangering their visas.

From fall 03-04 to fall, 07-08, enrollment declined by 16% and FTES by 45%. Average productivity is 10.9. Currently this program has no full time faculty instructors and in 07-08 an average FTEF less than 1.0.

INTRD		Sec	Enr	Class Size	FTEF	FTES	FTES/FTEF
03-04	Fall	8	156	20	0.75	10.87	14.50
03-04	Spring	7	155	22	0.89	8.70	9.78
04-05	Fall	9	207	23	0.780	10.118	12.97
04-05	Spring	6	128	21	0.690	7.052	10.22
05-06	Fall	6	110	18	0.520	4.524	8.70
05-06	Spring	6	107	18	0.520	5.116	9.84
06-07	Fall	9	109	12	0.780	5.285	6.78
06-07	Spring	6	103	17	0.350	4.362	12.46
07-08	Fall	8	134	17	0.580	5.990	10.33
07-08	Spring	3	82	27	0.600	8.200	13.67

TRAVEL/TOURISM C/A/C (WATCH)

This program is on “watch,” and is going through extensive updating and revision, moving away from the service of booking trips and making reservations and moving into preparing students for careers in travel advising and planning and in hospitality.

The College is also exploring the viability of expansion of the program curriculum into the arena of hotel hospitality management. A number of hotels, including the planned new downtown hotel, are in the college’s draw area. Additionally, conversations with Cal State, East Bay have begun to link with their growing hospitality degree program

A recent proposal that may help revitalize this program is to make the Travel/Tourism certificate a goal of the Career Advance Academy career preparation program.

From fall 03-04 to fall, 07-08 this program shows a decline of 24% in enrollment and 25% in FTES. From fall 02-03 to fall 07-08 productivity declined by 40%. Average productivity is 10.8. Enrollment did grow in spring 08, and shows growth in fall 08 (not on chart), but productivity remains low. This program has no full time faculty: an adjunct faculty instructor is assigned as coordinator.

TRAV		Sec	Enr	Class Size	FTEF	FTES	FTES/ FTEF
03-04	Fall	11	370	34	0.84	15.08	17.95
03-04	Spring	9	250	28	0.84	12.11	14.41
04-05	Fall	14	253	18	1.080	12.089	11.19
04-05	Spring	14	220	16	0.990	7.785	7.86
05-06	Fall	12	272	23	1.040	11.485	11.04
05-06	Spring	14	224	16	0.990	6.530	6.60
06-07	Fall	12	274	23	1.040	11.230	10.80
06-07	Spring	14	205	15	1.150	9.800	8.52
07-08	Fall	12	257	21	1.040	11.265	10.83
07-08	Spring	14	280	20	1.130	10.108	8.95

ASL: B/A/B (MAINTAIN: DECLINE HALTED)

ASL, now part of the Modern Language department, shows a decline beginning in 2006, perhaps because of the loss of full time faculty instruction. However, ASL faculty have made efforts to restore energy to the program, and 08-09 shows resurgence of enrollment and productivity.

From fall 03-04 to fall 07-08 enrollment declined by 8% and FTES by 8.5%. Average productivity is 17.44. In 07-08 the contract faculty teaching load was 1.3, 36.7% of FTEF. The addition of a new full time faculty in 08-09 brings the percentage of full time faculty teaching load, 2.3, to approximately 65% of 07-08 FTEF. Program shows continued growth in fall 08 data (not on chart).

ASL		Sec	Enr	Class Size	FTEF	FTES	FTEF/FTES
03-04	Fall	13	391	30	4.11	75.75	18.43
03-04	Spring	12	335	28	3.98	68.48	17.21
04-05	Fall	13	408	31	4.070	76.567	18.81
04-05	Spring	13	381	29	4.340	78.267	18.03
05-06	Fall	13	380	29	4.110	71.093	17.30
05-06	Spring	12	292	24	3.980	61.042	15.34
06-07	Fall	13	336	26	4.110	66.333	16.14
06-07	Spring	12	307	26	3.940	61.280	15.55
07-08	Fall	11	337	31	3.330	64.280	19.30
07-08	Spring	12	333	28	3.750	68.853	18.36

CIS B/A/B (WATCH/MAINTAIN:DECLINE HALTED)

The data for combined fall, 2007- spring, 2008 show that this program is regaining strength, due partly to newly revived careers in technology and partly to efforts on the part of faculty to revise curriculum. A proposal will be made this semester to add two international trade courses to the Business Administration AA Degree: I NTRD 34/POSCI 34 Global Political Economy and INTRD Globalization and Culture.

From fall 02-03 to fall 07-08 enrollment declined by 16% and FTES by 7%. However, from 06-07 to 07-08 data indicates a resurgence of enrollment growth of 23%, FTES of 36% and productivity of 33%. In 07-08, CIS had three full time faculty with a combined teaching load of 2.8, 77% of FTEF.

CIS		Sec	Enr	Class Size	FTEF	FTES	FTES/FTEF
03-04	Fall	27	548	20	4.71	57.26	12.16
03-04	Spring	29	560	19	5.29	60.96	11.52
04-05	Fall	27	496	18	5.370	51.977	9.68
04-05	Spring	29	542	19	5.270	58.940	11.18
05-06	Fall	23	452	20	4.460	48.800	10.94
05-06	Spring	24	494	21	4.460	45.608	10.23
06-07	Fall	19	404	21	3.380	49.672	14.70
06-07	Spring	19	434	23	3.670	50.400	13.73
07-08	Fall	18	458	25	3.520	61.511	17.47
07-08	Spring	20	573	29	3.700	75.496	20.40

HEALTH/SOCIAL PROGRAMS B/A/B (GROW)

These are small programs (Health Education, Health Occupations, Human Services, and Social Services) that need some attention to grow. Unevenness occurs between spring and summer semesters because of connection to grant-funded programs such as PACE and CAA. These programs are important to grow as they connect to community service and careers in social work and public service

Although the programs vary, overall between fall 03-04 and fall 07-08 enrollment grew by 61% and FTEs by 89%. However, Human Services saw enrollment growth of 230% and FTES growth of 240%, Social Services enrolment growth of 145% and FTES of 140% whereas Health education declined in growth by 19% and in FTES by 15%. Health Occupation remained fairly constant. On the other hand, Human Services productivity averages 8.02, and Social Services 13.52 whereas Health Education and Health Occupations average higher productivity. These programs have no contract faculty; an adjunct instructor in Health Education is currently coordinator of Outreach, a position that seems to complement these service programs.

HLTED		Sec	Enr	Class Size	FTEF	FTES	FTES/FTEF
03-04	Fall	1	40	40	0.20	4.80	24.00
03-04	Spring	2	75	38	0.40	8.32	20.80
04-05	Fall	1	44	44	0.200	5.280	26.40
04-05	Spring	2	71	36	0.400	7.900	19.75
05-06	Fall	1	44	44	0.200	5.280	26.40
05-06	Spring	2	67	34	0.400	7.480	18.70
06-07	Fall	1	42	42	0.200	5.040	25.20
06-07	Spring	1	41	41	0.200	4.920	24.60
07-08	Fall	2	51	26	0.400	6.120	15.30
07-08	Spring	1	42	42	0.200	5.040	25.20

HLTOC		Sec	Enr	Class Size	FTEF	FTES	FTES/ FTEF
03-04	Fall	1	45	45	0.13	3.00	23.08
03-04	Spring	1	19	19	0.13	1.27	9.75
04-05	Fall	1	45	45	0.130	3.000	23.08
04-05	Spring	1	18	18	0.130	1.200	9.23
05-06	Fall	1	41	41	0.130	2.733	21.02
05-06	Spring	1	19	19	0.130	1.267	9.75
06-07	Fall	1	45	45	0.130	3.000	23.08
06-07	Spring	1	23	23	0.130	1.533	11.79
07-08	Fall	1	44	44	0.130	2.933	22.56
07-08	Spring	1	21	21	0.130	1.400	10.77

HUSV		Sec	Enr	Class Size	FTEF	FTES	FTES/ FTEF
04-05	Fall	3	34	11	0.390	2.266	5.81
04-05	Spring	4	47	12	0.650	4.533	6.97
05-06	Fall	4	39	10	0.520	2.600	5.00
05-06	Spring	5	43	9	0.780	3.867	4.96
06-07	Fall	4	39	10	0.520	2.599	5.00
06-07	Spring	2	32	16	0.390	3.533	9.06
07-08	Fall	5	113	23	0.580	7.724	13.32
07-08	Spring	5	128	26	0.650	9.166	14.10

socsc		Sec	Enr	Class Size	FTEF	FTES	FTES/ FTEF
03-04	Fall	1	35	35	0.20	3.50	17.50
04-05	Fall	3	85	28	0.600	8.500	14.17
04-05	Spring	1	21	21	0.200	2.100	10.50
05-06	Fall	3	65	22	0.600	6.500	10.83
05-06	Spring	1	17	17	0.200	1.700	8.50
06-07	Fall	3	69	23	0.600	6.900	11.50
06-07	Spring	1	45	45	0.190	4.500	23.68
07-08	Fall	3	86	29	0.600	8.420	14.03
07-08	Spring	3	58	19	0.530	5.800	10.94

MULTIMEDIA ARTS: A/A/B (CONTINUE GROWTH)

MULTIMEDIA ARTS is a signature program, praised by industry professionals and artists for its quality. Fall 2007-Spring 2008 shows continued strong growth, but the program suffers from lack of full time faculty, particularly in its web and digital culture strands. In spite of current enrollment of 1520 and FTES of over 370 per year, the program as of now has just 2 full time faculty. A new contract faculty will begin employment in January, 2009.

Large classes and numerous labs require more instructional assistants than are currently budgeted. Material fees are being instituted where possible to cover some of the equipment and supply costs of the program. Since many professionals take these classes for knowledge and skill rather than degree, a fee-based College Emeritus program is being considered.

From spring 03-04, when the program separated from art, to spring 07-08, enrollment grew by 40% and FTES by 38%. Average productivity is 18.5. In 07-08 the contract faculty teaching load was 1.7, just 18% of the total FTEF. The addition of a full time faculty to begin January, 2009 will bring the percentage of full time teaching load to approximately 29% of FTEF. However, if the growth of 9% between spring 07 and spring 08 continues, percentage of full time faculty instruction to total FTEF would be approximately 25%.

MMART		Sec	Enr	Class Size	FTEF	FTES	FTES/ FTEF
03-04	Spring	36	1,098	31	7.07	135.88	19.22
04-05	Fall	41	1,004	24	7.700	124.544	16.17
04-05	Spring	38	994	26	7.310	122.601	16.77
05-06	Fall	38	939	25	7.390	117.854	15.95
05-06	Spring	37	1,099	30	7.100	135.246	19.05
06-07	Fall	42	1,306	31	7.960	161.180	20.25
06-07	Spring	45	1,411	31	8.300	169.915	20.47
07-08	Fall	46	1,456	32	8.830	177.052	20.05
07-08	Spring	52	1,540	30	9.960	188.003	18.88

Berkeley City College Degrees and Certificates Data

Degrees & Certificates Overview

Awards at BCC show a loss of certificate awards since 2003-04. The loss is located in vocational certificate programs. Efforts continue to support award success.

In counterpoint to the certificate loss, BCC's dramatic growth is displayed in the strength of the college's academically-oriented transfer studies. The Liberal Arts program remains the strongest transfer and award area by far; it is the largest and shows a slight gain since 2004-05. Important success indicators include awards, but also transfer and enrollment growth to fulfill BCC's promise as a premiere transfer community college and other aims.

Shift in the Economy, Programs and Students

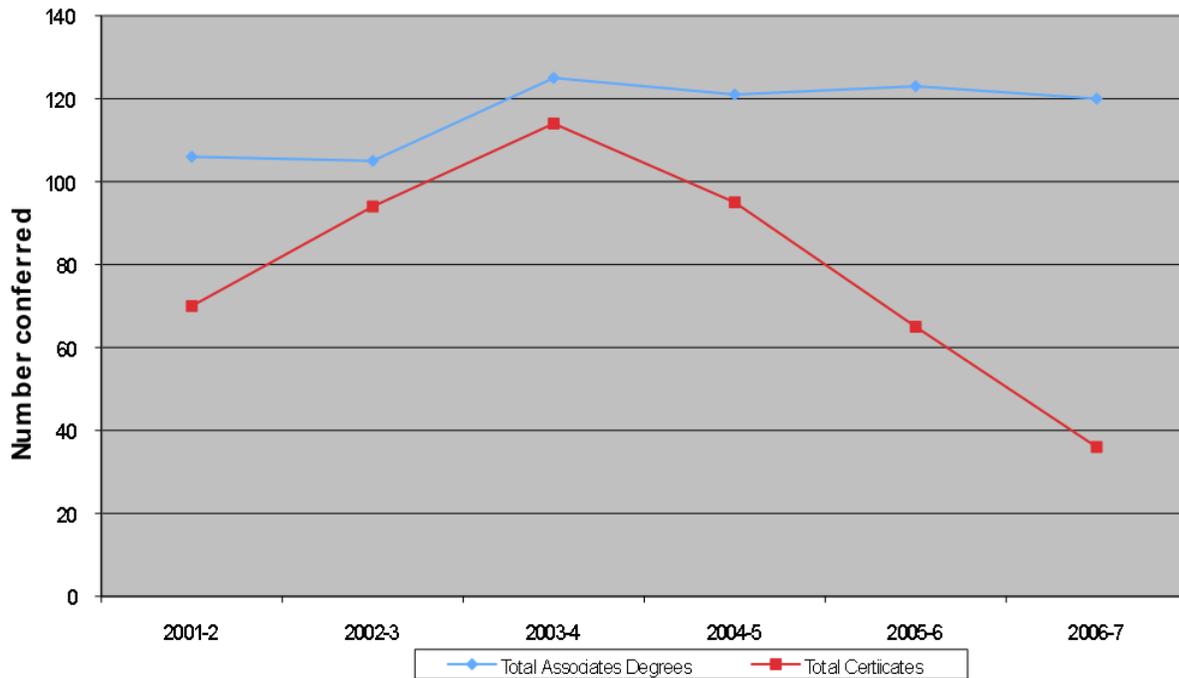
The new building and name change to Berkeley City College spurred unprecedented growth in student enrollment since 2006, reaching 5280 in fall 2007, growing from 4034 enrollees in fall 2005, an increase of more than 1000 enrollments. (This information and all other data are based on data from the Peralta mainframe, except otherwise noted). The student population demographics also shifted: younger students are choosing academic and selected vocational areas.

Economic shifts have also influenced BCC award outcomes. The dot-com bust decreased the perceived value of concentrations in business and computer-related programs. Some vocational programs at BCC—popularized by the rise of the computer industry and international business—currently seem to be decreasing in popularity.

Transfer studies continue to attract the new enrollees, even while some vocational programs are adversely affected by the demographic and economic shifts. Transfers and transfer programs are growing. Selected vocational programs also deliver solid enrollment growth. Multi-media Art and ESL, for example, are the fastest growing programs at BCC. These programs are linked to emerging economic and demographic segments, offering skills required to succeed in today's economy. In these areas, qualifications are evaluated by demonstrated skills gained in the program rather than by traditional institutional awards.

In the future at BCC, the wave of students interested in transfer is expected to swell, while the emerging vocational programs offer skill-based employment. Awards are one of several indicators of educational value.

Awards 2001-07



Shifts in Awards: Degrees and Certificates

From the academic year 2002-2003 to 2006-2007, BCC has experienced an erosion of awards, particularly certificates, as shown in *Figure 1* above and *Table 1* on the next page. Associate of Arts degrees fluctuated between 125 and 120 over the last four years, with no precipitous decline. The real decline is shown in certificates over the last 3 years, falling from 114 in 2003-4 to 36 in 2006-7.

Table 1: Degree Awards by Major 2001-07

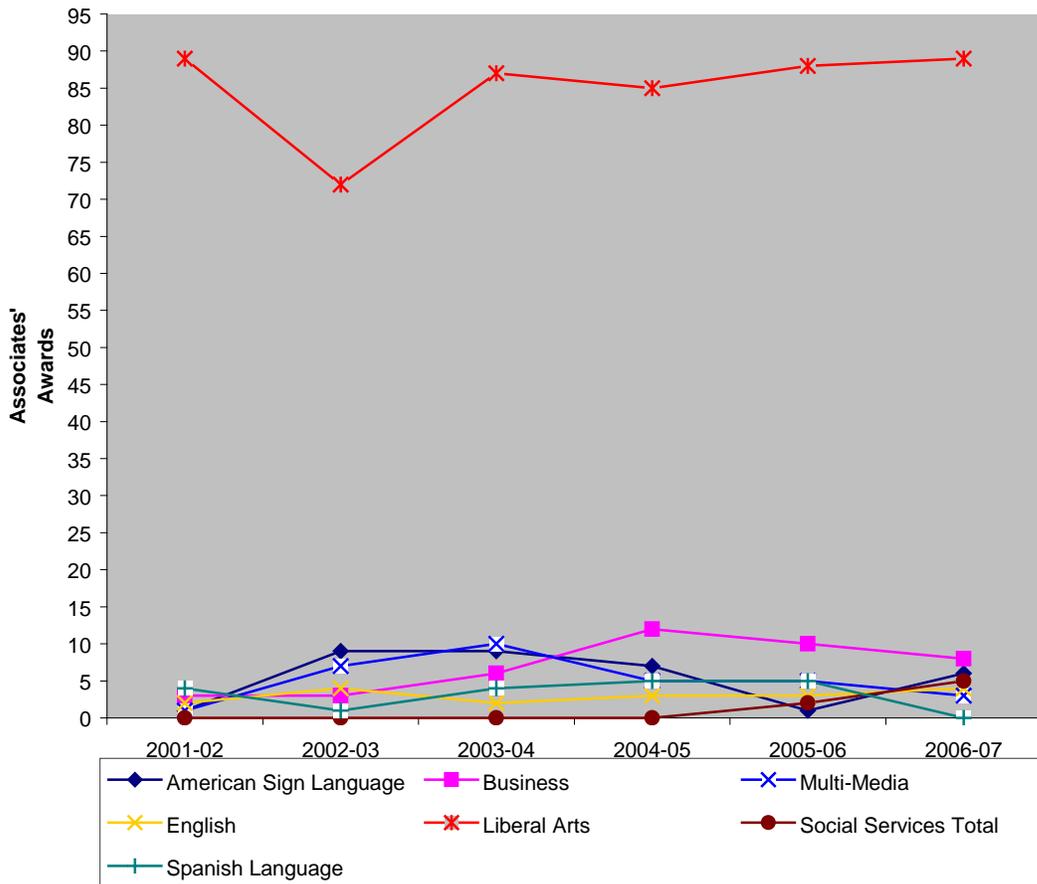
BERKELEY CITY COLLEGE: 2001-02 - 2006-07							
DEGREES BY MAJOR							
MAJOR	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	TOTAL
AA DEGREES							
AMERICAN SIGN LANG	1	9	9	7	1	6	33
BUS/BUSINESS ADMIN	1	2	1	2	2	3	11
BUS/GENERAL BUSINESS	0	0	0	0	1	1	2
BUS/GENERAL CLERICAL	0	0	0	1	0	0	1
BUS/INFO TECH	2	0	0	2	5	1	10
BUS/INFO TECH/MED	0	1	0	0	0	0	1
BUS/OFC TECH/ADMIN	0	0	1	0	0	0	1
BUS/OFFICE TECHNOL	0	0	3	0	0	0	3
BUSINESS/ACCOUNTING	0	0	1	7	2	3	13
Business Total	3	3	6	12	10	8	42
DIG VIDEO LEVEL II	0	0	0	0	1	0	1
DIGITAL IMAGING	1	5	4	3	1	0	14
DIGITAL VIDEO ARTS	0	0	4	0	1	3	8
WEB DESGN/PRODUCTION	0	2	2	2	1	0	7
WEB DSGN/PROD LEV I	0	0	0	0	1	0	1
Multi-Media Total	1	7	10	5	5	3	31
ENGLISH LANG/WRITING	0	2	1	1	2	2	8
ENGLISH LITERATURE	2	2	1	2	1	2	10
English Total	2	4	2	3	3	4	18
F/APP ARTS/ART	1	1	1	1	0	0	4
F/APP ARTS/FIGURE DR	0	0	0	0	1	0	1
GENERAL CURRICULUM	0	1	1	0	0	0	2
GLOBAL STUDIES	0	0	0	0	0	1	1
INTERNATIONAL TRADE	0	0	0	0	1	0	1
LIBERAL ARTS	89	72	87	85	88	89	510
SOC SVCS FAMILY SVCS	0	0	0	0	5	4	9
SOC SVCS GERONTOLOGY	0	0	0	0	0	1	1
SOC SVCS WELFARE PGM	0	0	0	0	2	0	2
Social Services Total	0	0	0	0	2	5	12
SOCIAL SCIENCES	0	1	0	1	0	0	2
SPANISH LANGUAGE	4	1	4	5	5	0	19
Total Associate of Arts	101	99	120	119	121	116	676
AS DEGREES							
BIOTECHNOLOGY	1	5	0	0	2	2	10
CIS/APP MICROCOM INF	4	1	5	2	0	2	14
Total Associate of Science	5	6	5	2	2	4	24
Total Associates Degrees	106	105	125	121	123	120	700

Further inspection of Associate degree awards shows that the Liberal Arts comprise most BCC degrees; Liberal Arts degrees have been increasing in number since 2002-03. Compared with the Liberal Arts, other degree awards comprise a small proportion.

A new Social Services degree award has emerged since 2006 with 5 awards. American Sign Language, with 6 awards in 2006-7, shows recovery relative to the previous year. However, a decline is noted in Spanish language which fell to zero in 2006-07 from 5 in the previous year. Degrees in Multimedia Art have also fallen, even while this large program continued to grow dramatically. The student enrollment total for Multimedia Art reached 170 FTES in spring 2007, representing an additional 34 FTES above spring 2006 levels of 135. In emerging fields such as Multimedia, students with skills are able to find employment in the second year of their program. Once students are experiencing success on the job, the perceived value of the degree may diminish, so that students may not seek the degree.

Figure 2:

Associate of Arts Awards in Selected BCC Programs 2001-2007



Certificates

Certificate awards in majors are demonstrated in Figure 3 and Table 2 below. BCC Certificate awards peaked in the years 2002-2005. The programs which awarded the most degrees in that period were *Travel* as well as *ASL*; these programs suffered the biggest losses since 2004 together with Business areas. The decline in certificates over the last two years extends equally to programs that are gaining enrollment and to programs losing enrollment. The most dramatic example is *Digital (Multimedia) Arts*. This program added 80 FTES or 32% in 2006-7 academic year over 2005-6. *Digital (Multimedia) Arts* lost fully half of certificate awards (falling from 10 to 5 certificates) in the last year, and has not been gaining certificates since 2003, a period of dramatic enrollment expansion. The program in *Travel* shrank in enrollment during 2004-05. *Travel* dropped to 20 FTES from 27 the previous year and held steady for the last two years. The loss of *Travel* certificates has been great, dropping from 53 in 2003-04 to 12 in 2006-07, a 75% decline.

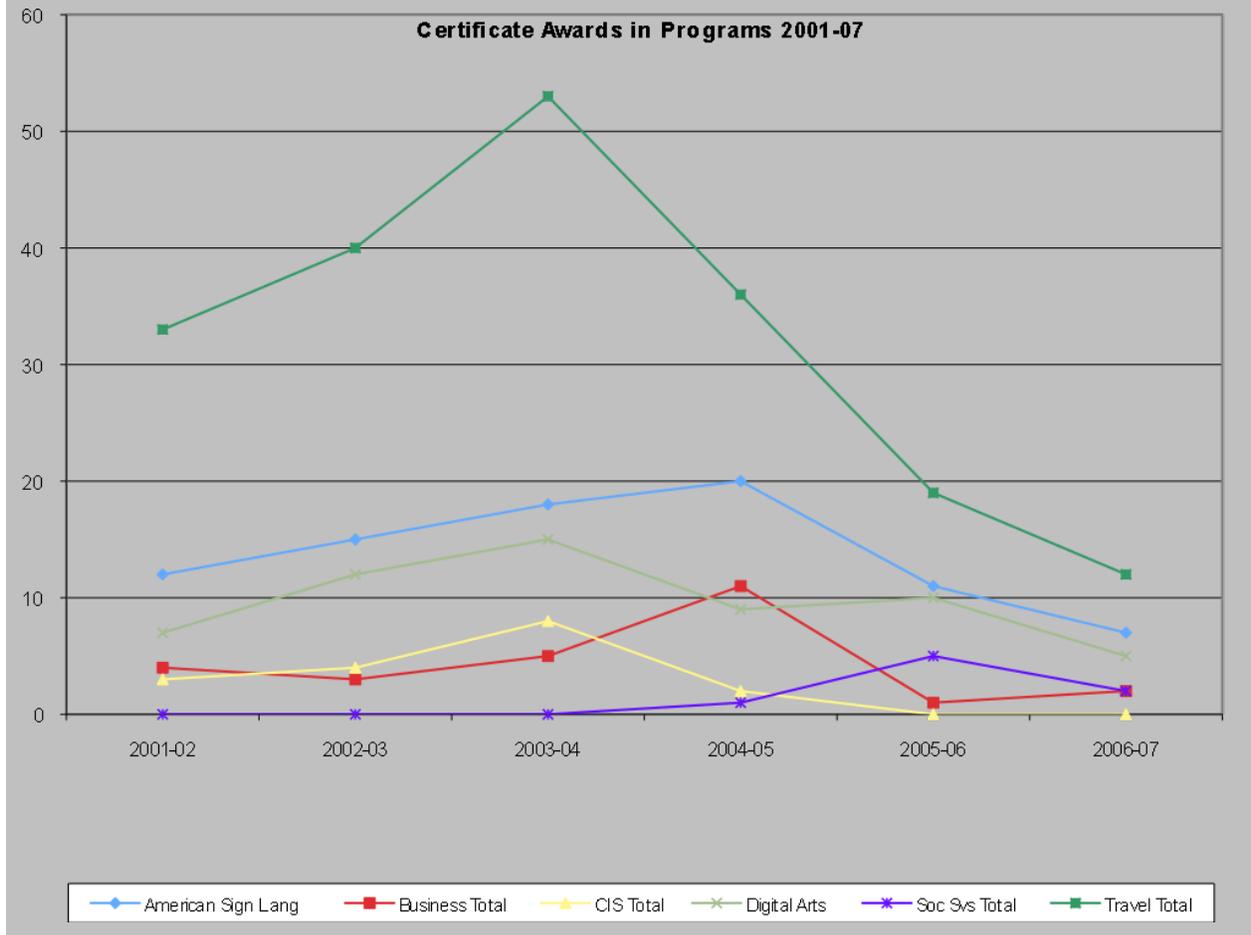


Table 2: CERTIFICATES	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	TOTAL
AMERICAN SIGN LANG	12	15	18	20	11	7	83
BIOTECHNOLOGY	0	4	1	1	2	1	9
BUS/BUSINESS ADMIN	0	0	1	3	0	0	4
BUS/INFO TECH/ACCTG	0	0	0	1	0	0	1
BUS/INFO TECH/ADMIN	3	3	0	0	0	0	6
BUS/INFO TECH/MED	1	0	0	0	0	0	1
BUS/OFC TECH/ADMIN	0	0	1	0	1	0	2
BUS/OFFIC TECH/ACCTG	0	0	0	1	0	0	1
BUS/OFFICE TECH/MED	0	0	1	1	0	2	4
BUS/OFFICE TECHNOL	0	0	1	0	0	0	1
BUSINESS/ACCOUNTING	0	0	1	5	0	0	6
Business Total	4	3	5	11	1	2	26
CIS/APP MICROCOM INF	3	4	7	2	0	0	16
CISCO NETWRK ACADEMY	0	0	1	0	0	0	1
CIS Total	3	4	8	2	0	0	17
DIG VIDEO LEVEL I	0	1	4	4	1	2	12
DIG VIDEO LEVEL II	0	0	0	0	0	1	1
DIG/IMAGING LEVEL I	5	7	6	2	3	2	25
DIG/IMAGING LEVEL II	1	1	1	0	2	0	5
WEB DESGN/PRODUCTION	0	0	0	1	0	0	1
WEB DSGN/PROD LEV I	1	2	4	1	3	0	11
WEB DSGN/PROD LEV II	0	1	0	0	0	0	1
WRIT/MULTIMEDA LEV I	0	0	0	1	0	0	1
DIGITAL VIDEO ARTS	0	0	0	0	1	0	1
Digital Arts	7	12	15	9	10	5	58
ENGL LANG/FICTION WR	2	0	0	0	1	0	3
F/APP ARTS/FIGURE DR	1	1	3	1	0	0	6
INTERNATIONAL TRADE	0	5	0	1	7	2	15
SOC SVCS FAMILY SVCS	0	0	0	1	3	1	5
SOC SVCS GERONTOLOC	0	0	0	0	0	1	1
SOC SVCS WELFARE PGM	0	0	0	0	2	0	2
Soc Svs Total	0	0	0	1	5	2	8
SPANISH LANGUAGE	0	0	0	1	3	1	5
CRUISE INDUSTRY	8	10	11	12	6	4	51
ADVENTURE TRAVEL	6	5	8	4	3	0	26
AIR TRAVEL	7	10	11	10	6	4	48
GROUP TRAVEL	8	7	11	5	4	2	37
INBOUND TRAVEL	0	0	0	1	0	0	1
TRAVEL ENTRY LEVEL	2	7	9	7	2	3	30
TRAVEL INDUSTRY	10	11	14	9	4	3	51
Travel Total	33	40	53	36	19	12	193
TOTAL CERTIFICATES	70	94	114	95	65	36	474

The decline in certificates over the last two years extends equally to programs that are gaining enrollment and to programs losing enrollment. The most dramatic example is Digital (Multimedia) Arts. The program added 80 FTEs or 32% in 2006-7 over 2005-6. Digital (Multimedia) Arts lost fully half of certificate awards (falling from 10 to 5 certificates) in the last year, and has not been gaining certificates since 2003, a period of dramatic enrollment expansion. The program in Travel shrank in enrollment during 2004-5. Travel dropped to 20 FTEs from 27 the previous year and held steady for the last two years. The loss of Travel certificates has been great, dropping from 53 in 2003-4 to 12 in 2006-7, a 75% decline.

Figure 4: FTES in Selected Certificate-Granting Programs

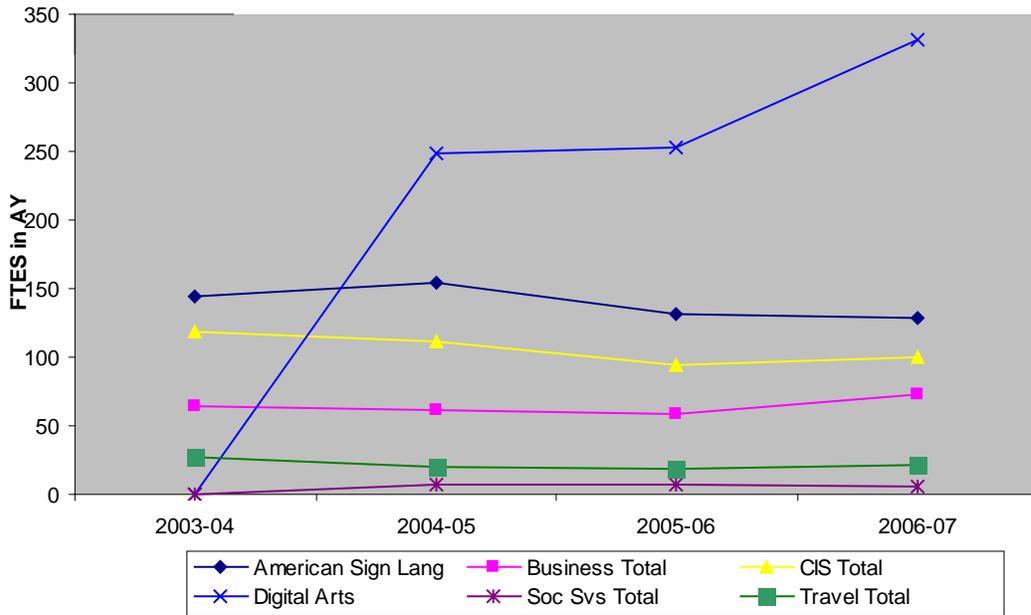


Figure 5

ASL: 3 Cohorts

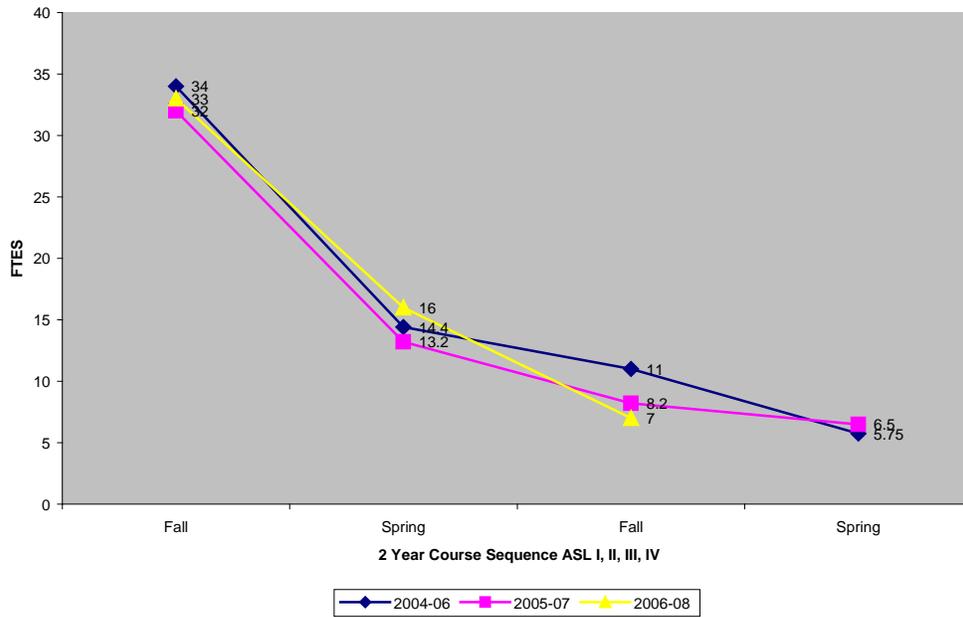


Table 3: Degree Awards by Ethnic Groups 2005-06

AcYr	Deg	Tot	African/Am		Asian/PI		Filipino		Hisp/ Lat		Native		White		Unknown	
2005-06	AA	121	39	32%	17	14%	2	2%	20	17%	3	2%	31	26%	9	7%
	AS	2			1	50%			1	50%						
	CA	16	4	25%					3	19%					9	56%
	CE	49	7	14%	6	12%			9	18%			20	41%	7	14%
Total		188	50	27%	24	13%	2	1%	33	18%	3	2%	51	27%	25	13%

AA=Associate of Arts; AS=Associate of Sciences; CA=Certificate of Achievement 6-18 units; CE=Certificate of Completion 6-18 units.

Transfer growth

Transfers and Awards 2004 to 2006

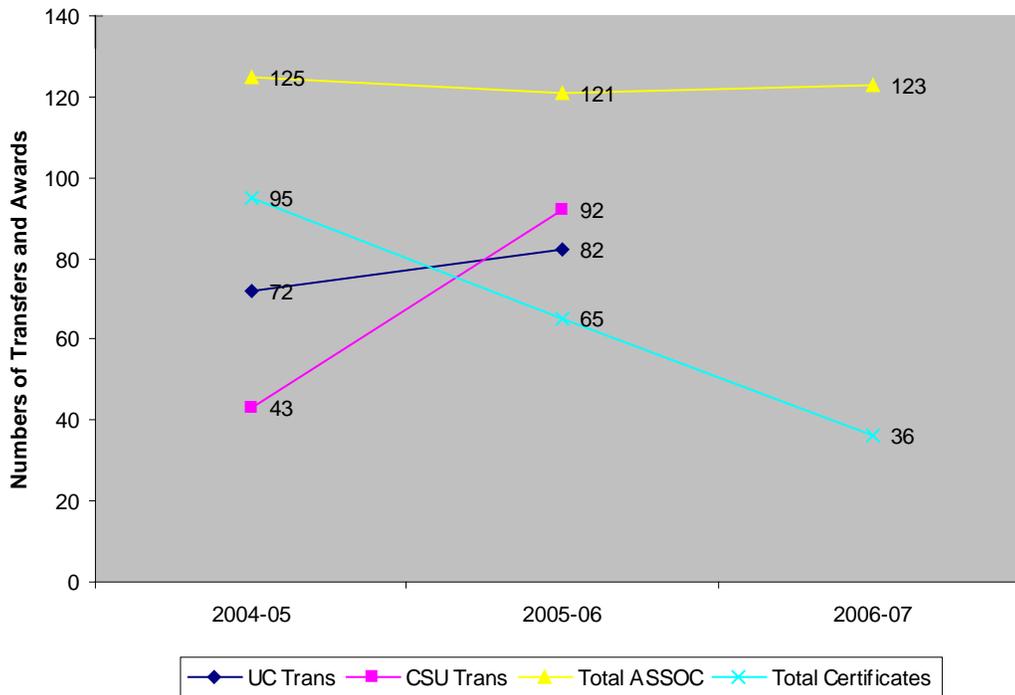


Figure 5 shows transfers for 2004-5 and 2005-6 together with awards in the last 3 academic years. Transfer data for 2006-07 is not yet available at the time of writing from the Community College Chancellor’s Office. In 2004 through 2006, CSU and UC transfers are climbing, while Associate of Arts degrees remain stable. However, as discussed above, certificates fall dramatically.

The Future of Awards: Supporting and renewing award results

Although the number of conferred certificate awards has fallen in the most recent period since 2004, the sources of BCC strength remain striking and important. Awards are only one type of success indicator, especially for transfer-oriented programs or programs developing skills in the emerging economy.

For some Community College programs, skills are demonstrated directly, while awards may be downplayed. Some eligible students may not apply to receive awards. In some programs, students do not stay in the program long enough to achieve an award. Scrutiny of the structure of the learning experience, as well as student needs, may assist in keeping students long enough to derive maximum benefits from their education.

The potential for growth in awards also lies in stimulating student, faculty and employer interest in certificates and degrees. Programs focus on their core mission of developing student learning. Greater integration of awards in programs as a symbol and prize of learning will increase their value. Certificates may be awarded for work done for the period of one year and certificates may also be awarded for work done over the two-year program. College leaders and faculty continue to recognize the importance of awards. Eligible students can also receive reminders of the awards they earn.

While awards, particularly certificates, seem to be entering a period of lower activity, learning programs remain strong at BCC. The learning community can scrutinize the learning structure, delivering support where needed to help students surmount obstacles. In addition, the value of awards might be renewed through increased employer interest and through increased awareness of certificates as an integrated part of learning.

Needed Action:

- *Encourage students to make the achieving of certificates, degrees and awards part of goals, recognizing that these achievements are an essential component of resumes and job applications, along with crucial preparation for further educational goals.*

CC6 Implement Annual Process of Collaborative Discipline Planning (CDP)

The Vice Presidents, deans, and Vice Chancellor, Educational Services will coordinate a process of district-wide discussions within each discipline. Collaborative Discipline Planning will identify areas of common concern or opportunity for the discipline as a whole within Peralta. The process is intended to explore possible collaborative actions that would benefit the discipline and students. The end product would be a collaborative action plan describing joint initiatives and resource sharing opportunities. The table on page 36 provides an example of collaborative discipline planning. **Berkeley City College** will participate and/or take leadership in these discussions.

There are two areas for discussion:

Key Issues and Opportunities

Discipline members will collectively consider key issues and opportunities related to Curriculum, Equipment and resources, Staffing, Academic standards, Basic skills / preparation, SLO's, productivity, etc. The review will also examine district wide productivity data, student success, and environmental scan data.

Options and Action Plans

The discipline will identify strategies or next steps to be pursued collectively.

Berkeley City College will participate in the above and plans to:

- *Pursue collaborative discipline planning in subjects such as music and theater, which require additional facilities and resources.*
- *Develop other areas for collaboration through discussion and planning and will continue to develop distance education as a collaborative venture.*

CC7 Partnering with Areas Colleges and Universities

“Partnering”, in the broadest sense, with four-year colleges and universities provides opportunities for clear transfer pathways for PCCD students. One “path” is the concurrent enrollment and cross registration program. This provides students the opportunity to enroll concurrently in one class per semester/ quarter at schools such as the University of California, Berkeley; California State University, East Bay; Mills College; Holy Names University; and John F. Kennedy University. A second “path” is the Transfer Admissions Guarantee (TAG) program which guarantees admission to a student who completes a TAG form and meets the contractual requirements of the program. The four Peralta colleges have such agreements with schools such as UC Davis, UC Riverside, UC Santa Barbara, UC Santa Cruz, and CSU East Bay. As agreements become available with other institutions, the colleges readily participate. An additional “pathway” is the ongoing work in course-to-course articulation providing students the opportunity to complete lower-division major preparation coursework in an effort to be more competitive when applying for a specific major at a four-year institution. Such articulation is an ongoing effort between college articulation officers and instructional faculty. Further, a decision will need to be reached as to the use of the Lower Division Transfer Patterns (LDTP) with the CSU system and whether it provides “value” to students.

PCCD colleges’ close proximity to many four-year colleges and universities in the East Bay offers the opportunity for partnerships that should ease barriers to the transfer transition for PCCD students

Arrangements with East Bay four-year colleges and universities that encourage and ease transfer for potential PCCD students will make its colleges more competitive and further guarantee a viable transfer function in the face of the predicted decline in numbers of PCCD service area young students progressing through feeder high schools after 2008.

Berkeley City College has concurrent enrollment and cross registration processes in place with feeder high schools, and participates in the TAG programs established by the district along with agreements with other universities such as UCB. BCC also has a strong transfer program, much of it course-by-course, and works on an ongoing basis to increase transfer offerings and to constantly evaluate new courses and programs for transferability. An articulation agreement with Cal State for education majors is in process, and BCC is involved in A CTE grant that involves training future teacher and teacher aides through transferable courses.

BCC also has contract education in ESL and is initiating a contract education program in Multimedia Web Design with UCB. Close proximity to UCB allows BCC use of classroom facilities for evening classes and is in the process of negotiating use of their darkroom facilities for BCC photography program.

CC8: Schedule Coordination

Conduct a regular and early process of schedule coordination across the colleges. The goal is to make most effective use of resources, avoid duplication, and provide more schedule and access options for students.

Berkeley City College will participate in any activities that will coordinate scheduling in such a way as to allow students to better achieve academic and career goals.

PRIORITY 3: SHARED GOVERNANCE AND DECISIONMAKING

SG1: Implement Annual Planning-Budgeting Integration Cycle

The Strategic Management Team will oversee a structured process for linking research data, district-wide planning, college planning, and budget allocation. The planning and budgeting integration calendar was developed based on work of the District Wide Educational Planning Committee and the District Budget Advisory Committee. This integrates district wide educational and budget planning and encompasses education, facilities, staffing, IT, marketing, and is inclusive of the four colleges and the communities served by the district.

Berkeley City College will base resource decisions on this cycle. The college also recognizes the role played by the state budget process in terms of budget allocation and calendar, and by the Peralta Board of Trustees in terms of necessary approval.

It is important to note here that **Berkeley City College** participates in all the collaborative activities sponsored by the district. Within the college itself, constant collaboration occurs among administrators, faculty, student services, and the public information officer. Collaboration at BCC is facilitated by the fact that everything is located within a single building. Faculty in ESL collaborate with faculty in Global Studies, English faculty collaborate with humanities and art, student services and counseling collaborate with basic skills programs and instructors, and administrators consistently work with department chairs on academic curriculum and scheduling.

College committees at BCC that engage in Shared Governance and Decision Making are the President's Leadership Council, the Curriculum Committee, Academic Senate, Classified Senate, and a variety of other committees focused on specific tasks, all of which will make recommendations to the **College Roundtable**, now the major shared governance committee on campus. Several open meetings have been held to discuss the facilities build-out, all employees have been informed as to the direction of the discussion, and a major philosophy of the president and other administrators is that decision-making processes should be as transparent as possible.

The **College Roundtable for Planning and Budget**, pp. 104-109, which articulates BCC's mission, vision, membership, goals, and guidelines for allocation of resources illustrates Berkeley City College commitment to shared Governance and Decision making.

SG2: Implement Annual and Multi-Year Planning Calendar

The Associate Vice Chancellor, Research and Planning in coordination with the Vice Presidents and guidance and input from DWEMPC, will support a multi-year planning calendar. (See Section IV for details.)

Cycle	Process
Annual	Update Unit Plans
Three Years	Program Review
Five Years	Master Plan Updates
Six Years	Accreditation Self Study

Berkeley City College will ensure that unit plans are updated each year, more extensive program reviews are conducted every three years, and the Educational Master Plan is updated every five years in preparation for the accreditation visit.

IV. CULTURE OF EVIDENCE AND ACCOUNTABILITY

The colleges will use the District Wide Educational Master Plan as a living document. There will be annual reviews of the implementation milestones listed for each strategy in Section III, as well as the establishment of a regular cycle of planning.

Berkeley City College intends its Educational Master Plan to be a living document to be implemented collaboratively in a regular cycle.

Annual Unit Plan Updates

Each year, all instructional and student service units at **Berkeley City College** will update their unit plans based on an assessment of issues and completion of prior year initiatives. This will form the foundation of an integrated planning and budgeting process. Annual updates are also needed to provide continuity to multi-year improvement efforts, especially where emerging programs are being piloted or watch programs are being revitalized.

Annual EMP Milestone Progress Reviews

Progress on implementing each of the strategies of the **Berkeley City College Educational Master Plan** will be conveyed to SMT and DWEMPC to inform development of annual educational planning priorities.

Three-Year Program Review Cycle

Every three years **Berkeley City College** will engage in program reviews. Program reviews will use many of the same data elements and topics as unit review but also include a more comprehensive set of data items and have a longer-time horizon.

Educational Master Plan Update and Accreditation Self Study Cycle

Berkeley City College will update its Educational Master Plan every five years, in the year preceding the accreditation self-study. This will allow the district as a whole to review comprehensively its programs and services.

APPENDICES

CSEP Data Chart

Unit Reviews for Requested Positions

Academic Unit Reviews

Career-Technical Unit Reviews

CSEP DATA CHART BERKELEY CITY COLLEGE

Fall 04–Spring 08

BERKELEY CITY COLLEGE: DEPARTMENTAL PRODUCTIVITY: 04-05 THROUGH 07-08								
DEPT	ACYEAR	TERM	SECTIONS	ENR	AVG.	FTEF	FTES	FTES/ FTEF
AFRAM	04-05	Fall	2	80	40	0.400	8.840	22.10
	04-05	Spring	2	70	35	0.400	8.400	21.00
	05-06	Fall	2	66	33	0.400	7.420	18.55
	05-06	Spring	3	93	31	0.600	10.740	17.90
	06-07	Fall	2	64	32	0.400	7.220	18.05
	06-07	Spring	2	72	36	0.400	8.640	21.60
	07-08	Fall	2	79	40	0.400	8.760	21.90
	07-08	Spring	2	79	40	0.400	9.480	23.70
ANTHR	04-05	Fall	6	225	38	1.210	25.940	21.44
	04-05	Spring	7	290	41	1.420	47.743	33.62
	05-06	Fall	6	199	33	1.210	22.913	18.94
	05-06	Spring	7	261	37	1.420	40.310	28.39
	06-07	Fall	8	248	31	1.620	29.153	18.00
	06-07	Spring	9	329	37	1.830	47.647	26.04
	07-08	Fall	8	276	35	1.620	32.673	20.17
	07-08	Spring	11	398	36	2.200	44.943	20.43
ARAB	07-08	Fall	1	31	31	0.330	5.167	15.66
	07-08	Spring	1	31	31	0.330	5.167	15.66
ART	04-05	Fall	12	377	31	2.740	48.946	17.86
	04-05	Spring	13	364	28	2.940	47.782	16.25
	05-06	Fall	11	338	31	2.500	43.820	17.53
	05-06	Spring	13	364	28	2.760	43.655	15.82
	06-07	Fall	15	454	30	3.110	59.226	19.04
	06-07	Spring	15	487	32	3.240	64.320	19.85
	07-08	Fall	17	606	36	3.740	78.684	21.04
	07-08	Spring	23	813	35	5.260	108.397	20.61
ASAME	04-05	Fall	1	38	38	0.200	3.800	19.00
	04-05	Spring	2	43	22	0.400	4.480	11.20
	05-06	Fall	1	32	32	0.200	3.200	16.00
	05-06	Spring	1	36	36	0.200	3.600	18.00
	06-07	Fall	2	63	32	0.400	6.820	17.05
	06-07	Spring	2	54	27	0.400	5.760	14.40
	07-08	Fall	2	70	35	0.400	7.580	18.95
	07-08	Spring	1	32	32	0.200	3.200	16.00
ASL	04-05	Fall	13	408	31	4.070	76.567	18.81
	04-05	Spring	13	381	29	4.340	78.267	18.03
	05-06	Fall	13	380	29	4.110	71.093	17.30
	05-06	Spring	12	292	24	3.980	61.042	15.34
	06-07	Fall	13	336	26	4.110	66.333	16.14
	06-07	Spring	12	307	26	3.940	61.280	15.55
	07-08	Fall	11	337	31	3.330	64.280	19.30
	07-08	Spring	12	333	28	3.750	68.853	18.36
ASTR	04-05	Spring	1	38	38	0.200	3.800	19.00
	05-06	Spring	2	46	23	0.330	4.333	13.13
	06-07	Spring	1	40	40	0.200	4.000	20.00

	07-08	Fall	1	24	24	0.130	1.600	12.31
	07-08	Spring	1	31	31	0.200	3.100	15.50
BIOL	04-05	Fall	7	259	37	2.890	65.436	22.64
	04-05	Spring	9	263	29	2.980	60.423	20.28
	05-06	Fall	7	226	32	2.780	57.310	20.62
	05-06	Spring	10	262	26	3.600	60.477	16.80
	06-07	Fall	9	296	33	3.060	66.394	21.70
	06-07	Spring	9	296	33	2.670	67.060	25.12
	07-08	Fall	7	302	43	2.790	78.810	28.25
	07-08	Spring	12	391	33	4.180	91.284	21.84
BUS	04-05	Fall	10	268	27	1.920	28.000	14.58
	04-05	Spring	13	334	26	2.520	34.463	13.68
	05-06	Fall	9	255	28	1.750	26.946	15.40
	05-06	Spring	12	309	26	2.270	31.784	14.00
	06-07	Fall	8	268	34	1.460	27.885	19.10
	06-07	Spring	15	434	29	3.020	45.112	14.94
	07-08	Fall	10	365	37	1.800	38.757	21.53
	07-08	Spring	12	402	34	2.180	39.666	18.20
CHEM	04-05	Fall	3	83	28	1.280	21.660	16.92
	04-05	Spring	5	114	23	1.990	31.140	15.65
	05-06	Fall	3	99	33	1.450	26.880	18.54
	05-06	Spring	4	108	27	2.000	29.040	14.52
	06-07	Fall	3	109	36	1.440	29.820	20.71
	06-07	Spring	5	140	28	2.560	38.820	15.16
	07-08	Fall	5	149	30	2.380	40.680	17.09
	07-08	Spring	6	205	34	2.920	56.040	19.19
CIS	04-05	Fall	27	496	18	5.370	51.977	9.68
	04-05	Spring	29	542	19	5.270	58.940	11.18
	05-06	Fall	23	452	20	4.460	48.800	10.94
	05-06	Spring	24	494	21	4.460	45.608	10.23
	06-07	Fall	19	404	21	3.380	49.672	14.70
	06-07	Spring	19	434	23	3.670	50.400	13.73
	07-08	Fall	18	458	25	3.520	61.511	17.47
	07-08	Spring	20	573	29	3.700	75.496	20.40
COMM	05-06	Spring	6	203	34	1.270	22.272	17.54
	06-07	Fall	8	265	33	1.760	37.490	21.30
	06-07	Spring	7	245	35	1.470	27.192	18.50
	07-08	Fall	9	288	32	1.870	32.491	17.37
	07-08	Spring	10	325	33	1.980	36.040	18.20
COPED	04-05	Fall	1	33	33	0.060	3.167	52.78
	04-05	Spring	2	51	26	0.120	4.250	35.42
	05-06	Fall	1	28	28	0.200	2.467	12.34
	05-06	Spring	1	38	38	0.280	2.866	10.24
	06-07	Fall	1	28	28	0.240	2.833	11.80
	06-07	Spring	2	40	20	0.190	4.000	21.05
	07-08	Fall	1	39	39	0.280	3.717	13.28
	07-08	Spring	3	76	25	0.670	6.699	10.00
COUN	04-05	Fall	3	295	98	0.330	10.337	31.32
	04-05	Spring	3	105	35	0.330	5.953	18.04
	05-06	Fall	3	86	29	0.460	7.386	16.06
	05-06	Spring	8	148	19	0.780	9.095	11.66
	06-07	Fall	3	75	25	0.460	6.494	14.12
	06-07	Spring	5	110	22	0.930	10.993	11.82
	07-08	Fall	6	227	38	0.690	13.012	18.86
	07-08	Spring	9	175	19	1.100	12.843	11.68

ECON	04-05	Fall	3	102	34	0.600	10.200	17.00
	04-05	Spring	2	86	43	0.400	8.600	21.50
	05-06	Fall	3	122	41	0.600	12.200	20.33
	05-06	Spring	2	84	42	0.400	8.400	21.00
	06-07	Fall	3	122	41	0.600	12.200	20.33
	06-07	Spring	3	133	44	0.600	13.300	22.17
	07-08	Fall	3	123	41	0.600	12.300	20.50
	07-08	Spring	3	158	53	0.580	15.800	27.24
EDUC	04-05	Spring	1	23	23	0.200	2.300	11.50
	05-06	Spring	2	44	22	0.200	4.000	20.00
	06-07	Fall	2	37	19	0.200	3.123	15.62
	06-07	Spring	2	23	12	0.200	2.233	11.17
	07-08	Fall	1	21	21	0.200	2.520	12.60
	07-08	Spring	2	26	13	0.200	2.200	11.00
ENGL	04-05	Fall	51	1365	27	11.910	161.580	13.57
	04-05	Spring	49	1391	28	11.090	164.084	14.80
	05-06	Fall	51	1415	28	12.180	169.567	13.92
	05-06	Spring	51	1355	27	11.340	160.739	14.17
	06-07	Fall	53	1428	27	12.360	172.973	13.99
	06-07	Spring	55	1466	27	12.990	179.173	13.79
	07-08	Fall	57	1577	28	13.880	201.733	14.53
	07-08	Spring	66	1863	28	15.770	230.078	14.59
ESL	04-05	Fall	4	79	20	1.060	10.500	9.91
	04-05	Spring	6	111	19	1.580	15.619	9.89
	05-06	Fall	6	138	23	1.590	19.494	12.26
	05-06	Spring	9	250	28	2.200	31.662	14.39
	06-07	Fall	10	276	28	2.470	35.480	14.36
	06-07	Spring	13	388	30	3.380	51.413	15.21
	07-08	Fall	19	504	27	4.660	66.394	14.25
	07-08	Spring	23	564	25	5.590	73.131	13.08
FREN	04-05	Fall	2	63	32	0.660	10.500	15.91
	04-05	Spring	2	70	35	0.660	11.667	17.68
	05-06	Fall	2	65	33	0.660	10.834	16.42
	05-06	Spring	2	65	33	0.660	10.833	16.41
	06-07	Fall	2	65	33	0.660	10.834	16.42
	06-07	Spring	2	65	33	0.660	10.833	16.41
	07-08	Fall	2	62	31	0.660	10.333	15.66
	07-08	Spring	2	72	36	0.660	12.000	18.18
GEOG	04-05	Fall	4	139	35	0.760	15.420	20.29
	04-05	Spring	4	143	36	0.760	15.240	20.05
	05-06	Fall	4	138	35	0.760	15.300	20.13
	05-06	Spring	4	120	30	0.760	12.820	16.87
	06-07	Fall	4	139	35	0.760	15.500	20.39
	06-07	Spring	5	179	36	0.940	19.240	20.47
	07-08	Fall	5	184	37	0.900	20.620	22.91
	07-08	Spring	6	220	37	1.120	24.340	21.73
GEOL	06-07	Spring	1	29	29	0.200	3.480	17.40
	07-08	Fall	1	36	36	0.200	4.320	21.60
	07-08	Spring	2	64	32	0.400	7.240	18.10
HIST	04-05	Fall	18	483	27	2.910	46.474	15.97
	04-05	Spring	19	575	30	2.860	49.770	17.40
	05-06	Fall	18	482	27	3.050	45.189	14.82
	05-06	Spring	21	506	24	3.360	46.425	13.82
	06-07	Fall	19	472	25	3.030	46.141	15.23
	06-07	Spring	19	560	29	3.230	57.612	17.84

	07-08	Fall	14	456	33	2.720	50.593	18.60
	07-08	Spring	16	545	34	2.650	58.494	22.07
HLTED	04-05	Fall	1	44	44	0.200	5.280	26.40
	04-05	Spring	2	71	36	0.400	7.900	19.75
	05-06	Fall	1	44	44	0.200	5.280	26.40
	05-06	Spring	2	67	34	0.400	7.480	18.70
	06-07	Fall	1	42	42	0.200	5.040	25.20
	06-07	Spring	1	41	41	0.200	4.920	24.60
	07-08	Fall	2	51	26	0.400	6.120	15.30
	07-08	Spring	1	42	42	0.200	5.040	25.20
HLTOC	04-05	Fall	1	45	45	0.130	3.000	23.08
	04-05	Spring	1	18	18	0.130	1.200	9.23
	05-06	Fall	1	41	41	0.130	2.733	21.02
	05-06	Spring	1	19	19	0.130	1.267	9.75
	06-07	Fall	1	45	45	0.130	3.000	23.08
	06-07	Spring	1	23	23	0.130	1.533	11.79
	07-08	Fall	1	44	44	0.130	2.933	22.56
	07-08	Spring	1	21	21	0.130	1.400	10.77
HUMAN	04-05	Fall	5	220	44	1.000	22.900	22.90
	04-05	Spring	6	225	38	1.180	24.400	20.68
	05-06	Fall	7	276	39	1.400	28.940	20.67
	05-06	Spring	5	216	43	1.000	23.200	23.20
	06-07	Fall	7	277	40	1.400	29.340	20.96
	06-07	Spring	7	274	39	1.400	31.360	22.40
	07-08	Fall	7	285	41	1.400	30.220	21.59
	07-08	Spring	10	340	34	2.160	38.400	17.78
HUSV	04-05	Fall	3	34	11	0.390	2.266	5.81
	04-05	Spring	4	47	12	0.650	4.533	6.97
	05-06	Fall	4	39	10	0.520	2.600	5.00
	05-06	Spring	5	43	9	0.780	3.867	4.96
	06-07	Fall	4	39	10	0.520	2.599	5.00
	06-07	Spring	2	32	16	0.390	3.533	9.06
	07-08	Fall	5	113	23	0.580	7.724	13.32
	07-08	Spring	5	128	26	0.650	9.166	14.10
INTRD	04-05	Fall	9	207	23	0.780	10.118	12.97
	04-05	Spring	6	128	21	0.690	7.052	10.22
	05-06	Fall	6	110	18	0.520	4.524	8.70
	05-06	Spring	6	107	18	0.520	5.116	9.84
	06-07	Fall	9	109	12	0.780	5.285	6.78
	06-07	Spring	6	103	17	0.350	4.362	12.46
	07-08	Fall	8	134	17	0.580	5.990	10.33
	07-08	Spring	3	82	27	0.600	8.200	13.67
LRNRE	04-05	Fall	2	577	289	0.050	7.324	146.48
	04-05	Spring	2	642	321	0.050	8.321	166.42
	05-06	Fall	2	436	218	0.050	7.731	154.62
	05-06	Spring	2	634	317	0.850	10.339	12.16
	06-07	Fall	2	753	377	0.050	6.746	134.92
	06-07	Spring	2	737	369	0.050	16.500	330.00
	07-08	Fall	3	1103	368	0.050	26.230	524.60
	07-08	Spring	2	1238	619	0.850	6.621	7.79
MATH	04-05	Fall	21	820	39	5.410	106.198	19.63
	04-05	Spring	26	879	34	6.660	115.393	17.33
	05-06	Fall	25	867	35	6.390	113.414	17.75
	05-06	Spring	26	888	34	6.730	117.672	17.48
	06-07	Fall	29	1018	35	7.320	131.629	17.98

	06-07	Spring	32	1081	34	7.930	142.774	18.00
	07-08	Fall	35	1281	37	8.610	163.148	18.95
	07-08	Spring	39	1326	34	9.330	184.953	19.82
MMART	04-05	Fall	41	1004	24	7.700	124.544	16.17
	04-05	Spring	38	994	26	7.310	122.601	16.77
	05-06	Fall	38	939	25	7.390	117.854	15.95
	05-06	Spring	37	1099	30	7.100	135.246	19.05
	06-07	Fall	42	1306	31	7.960	161.180	20.25
	06-07	Spring	45	1411	31	8.300	169.915	20.47
	07-08	Fall	46	1456	32	8.830	177.052	20.05
	07-08	Spring	52	1540	30	9.960	188.003	18.88
MUSIC	04-05	Fall	2	151	76	0.400	15.840	39.60
	04-05	Spring	2	153	77	0.400	16.320	40.80
	05-06	Fall	1	56	56	0.200	6.720	33.60
	05-06	Spring	2	89	45	0.400	10.020	25.05
	06-07	Fall	3	114	38	0.620	13.280	21.42
	06-07	Spring	3	114	38	0.620	13.627	21.98
	07-08	Fall	5	207	41	0.940	22.980	24.45
	07-08	Spring	4	176	44	0.830	20.073	24.18
P E	04-05	Fall	1	124	124	0.420	11.690	27.83
	04-05	Spring	1	122	122	0.480	11.250	23.44
	05-06	Fall	1	103	103	0.450	12.890	28.64
	05-06	Spring	1	106	106	0.490	12.550	25.61
	06-07	Fall	1	80	80	0.450	9.438	20.97
	06-07	Spring	1	85	85	0.490	9.316	19.01
	07-08	Fall	1	71	71	0.460	9.025	19.62
	07-08	Spring	1	76	76	0.480	10.080	21.00
PHIL	04-05	Fall	2	71	36	0.400	7.740	19.35
	04-05	Spring	2	68	34	0.400	7.560	18.90
	05-06	Fall	2	58	29	0.400	6.480	16.20
	05-06	Spring	3	82	27	0.600	9.380	15.63
	06-07	Fall	3	96	32	0.600	10.400	17.33
	06-07	Spring	4	96	24	0.600	11.080	18.47
	07-08	Fall	3	115	38	0.600	12.300	20.50
	07-08	Spring	5	167	33	1.000	19.120	19.12
PHYS	04-05	Fall	1	39	39	0.260	5.200	20.00
	05-06	Fall	1	37	37	0.260	4.933	18.97
	06-07	Fall	1	36	36	0.260	4.800	18.46
	07-08	Fall	1	43	43	0.260	5.733	22.05
	07-08	Spring	1	33	33	0.420	7.700	18.33
PHYSC	04-05	Fall	1	46	46	0.200	4.600	23.00
	04-05	Spring	1	27	27	0.200	2.700	13.50
	05-06	Fall	1	30	30	0.200	3.000	15.00
	05-06	Spring	1	30	30	0.200	3.000	15.00
	06-07	Fall	2	64	32	0.400	6.273	15.68
	06-07	Spring	2	47	24	0.400	4.920	12.30
	07-08	Fall	2	80	40	0.400	8.000	20.00
	07-08	Spring	2	65	33	0.400	6.500	16.25
POSCI	04-05	Fall	4	185	46	0.800	30.540	38.18
	04-05	Spring	4	159	40	0.800	17.400	21.75
	05-06	Fall	6	240	40	1.200	37.120	30.93
	05-06	Spring	6	214	36	1.200	23.520	19.60
	06-07	Fall	6	259	43	1.200	25.813	21.51
	06-07	Spring	5	167	33	1.000	18.660	18.66
	07-08	Fall	8	336	42	2.120	34.584	16.31

	07-08	Spring	6	198	33	1.200	22.160	18.47
PSYCH	04-05	Fall	7	260	37	1.400	28.480	20.34
	04-05	Spring	9	294	33	1.800	32.180	17.88
	05-06	Fall	9	340	38	1.800	36.660	20.37
	05-06	Spring	9	327	36	1.800	35.540	19.74
	06-07	Fall	11	431	39	2.180	46.156	21.17
	06-07	Spring	10	371	37	2.000	40.600	20.30
	07-08	Fall	11	442	40	2.180	47.679	21.87
	07-08	Spring	12	454	38	2.400	49.760	20.73
SOC	04-05	Fall	2	80	40	0.400	8.920	22.30
	04-05	Spring	4	201	50	0.810	20.940	25.85
	05-06	Fall	5	181	36	1.000	21.000	21.00
	05-06	Spring	7	231	33	1.400	24.820	17.73
	06-07	Fall	6	198	33	1.200	22.220	18.52
	06-07	Spring	7	248	35	1.400	26.640	19.03
	07-08	Fall	6	223	37	1.820	24.760	13.60
	07-08	Spring	9	330	37	1.800	36.120	20.07
SOCSC	04-05	Fall	3	85	28	0.600	8.500	14.17
	04-05	Spring	1	21	21	0.200	2.100	10.50
	05-06	Fall	3	65	22	0.600	6.500	10.83
	05-06	Spring	1	17	17	0.200	1.700	8.50
	06-07	Fall	3	69	23	0.600	6.900	11.50
	06-07	Spring	1	45	45	0.190	4.500	23.68
	07-08	Fall	3	86	29	0.600	8.420	14.03
	07-08	Spring	3	58	19	0.530	5.800	10.94
SPAN	04-05	Fall	12	388	32	3.820	63.127	16.53
	04-05	Spring	13	420	32	4.030	66.913	16.60
	05-06	Fall	13	376	29	4.030	59.546	14.78
	05-06	Spring	14	422	30	4.320	65.133	15.08
	06-07	Fall	18	516	29	4.900	77.920	15.90
	06-07	Spring	20	568	28	5.790	85.113	14.70
	07-08	Fall	21	597	28	5.980	88.819	14.85
	07-08	Spring	22	623	28	6.440	97.000	15.06
SPCH	04-05	Fall	7	226	32	1.520	32.870	21.63
	04-05	Spring	5	178	36	1.070	18.798	17.57
	05-06	Fall	7	236	34	1.520	35.290	23.22
THART	07-08	Fall	1	25	25	0.170	2.500	14.71
TRAV	04-05	Fall	14	253	18	1.080	12.089	11.19
	04-05	Spring	14	220	16	0.990	7.785	7.86
	05-06	Fall	12	272	23	1.040	11.485	11.04
	05-06	Spring	14	224	16	0.990	6.530	6.60
	06-07	Fall	12	274	23	1.040	11.230	10.80
	06-07	Spring	14	205	15	1.150	9.800	8.52
	07-08	Fall	12	257	21	1.040	11.265	10.83
	07-08	Spring	14	280	20	1.130	10.108	8.95

ACADEMIC UNIT REVIEWS for REQUESTED POSITIONS FALL 2008

Political Science

Mathematics

ESL

Multimedia Arts

English

UNIT PLAN UPDATE ~ September 2008

Berkeley City College

Each discipline will complete this form to update the unit plans developed in 2007. 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 2009-10 budget year.

I. OVERVIEW

		Date Submitted:	September 24, 2008
Discipline	Political Science	Dean: Gloria Vogt	
Department Chair	Charles Wollenberg Joan Berezin		
Mission/History <i>Brief, one paragraph</i>	The primary goals of the discipline are to inform students about themselves, the societies in which they live, and other special groups both past and present. The courses in this program deal with American politics and law, comparative politics, and international relations, as well as political economy and global studies. The discipline serves transferring students and those seeking AA degrees.		

II. EVALUATION AND PLANNING

Please review the program review data and the CSEP review criteria and complete the following matrix.

Baseline Data

Year	Annual FTES	%FTES growth	FTEF in program	FTES/FTEF	comments
2007/08	56.74	22%	1.3	17.49	POSCI enrollment is characteristically higher in fall than in spring.
2006/07	44.47	-26%	1.1	20.08	
2005/06	60.64		1.2	25.46	

	Fall						
	2003	2004	2005	2006	2007	CODE	Comments
Quantitative Assessments							
1. Enrollment (duplicated)	146	185	240	259	336	A	
2. Sections (master sections)	3	4	6	6	8		
3. FTEF	.6	.8	1.2	1.2	2.1		
4. FTES	14.78	30.5	37.12	25.81	34.58	B	
5. FTES/FTEF	24.63	38.18	30.93	21.51	16.31	B	
6. Student Success	61.3%	61.3%	64.0%	68.9%			
7. Program Cost (Cost methodology is under development. Please complete the remaining items. This step to be completed later.)							

Qualitative Assessments	Narrative
8. Community and labor market relevance Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, etc. This applies primarily to career-technical (i.e., vocational programs).	Instructors work with local four-year institutions; two instructors are American Cultures Instructors at USB. Serves transfer and AA degree programs

9. College strategic plan relevance	
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Check all that apply

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

Action Plan Steps to Address CSEP Results

Please describe your plan for responding to the above data. Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges.

ACTION PLAN -- Include overall plans/goals and specific action steps.

- Add new courses on religion and politics, security and terrorism, and global studies.
- Add more on-line courses.

Additional Planned Educational Activities

Health/safety/legal issues:	None
Certificates and Degrees Offered	None
Student Retention and Success	Student retention is close to 65%, though some individual courses have a rate as high as 80%.
Progress on Student Learning Outcomes. (SLO % Complete)	Course outlines are under review now as part of a curriculum review. Student learning outcomes are under development and will be incorporated into outlines as completed.

III. RESOURCE NEEDS

Personnel Needs

FT/PT ratio	Current 2008 (addition of .5 History/.5 PACE)	If filled	If not filled	# FTE faculty assigned
0 full time in POSCI – FTEF average 07-08: 1.66	POSCI FTES grew by 27.6% from 2006-07 to 2007-08.	FT contract would be 60% of FTEF, with no growth. If growth of 27.6% continues, FTEF would be 3.59 and. percentage of FT instruction could drop to approximately 27.8%.	POSCI: Growth continues w/o any FT instructor commitment.	0
<p>Narrative: <i>are PT faculty available? Can FT faculty be reassigned to this program? Implications if not filled</i></p> <p>Social Sciences at BCC consists of several distinct and separate disciplines. Instructors from one discipline cannot teach in another without additional degrees. Each discipline needs a full time faculty to maintain academic quality. POSCI full-time position was never restored after unexpected death of the contract faculty.</p>				

Equipment/Material/Supply/ Classified/Student Assistant Needs:

Hire tutor(s) to assist students with remedial work.

Facilities Needs (Items that should be included in our Facilities master Plan) for Measure A funding:

Add wireless capability for internet access in the building.

UNIT PLAN UPDATE ~ September 2008

Berkeley City College

Each discipline will complete this form to update the unit plans developed in 2007. 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 2009-10 budget years.

I. OVERVIEW

		Date Submitted:	September 24, 2008
Discipline	MATH	Dean: Gloria Vogt	Berkeley City College
Department Chair	Salvador Garcia		
Mission/History <i>Brief, one paragraph</i>	The mission of the Math Department at Berkeley City College is to serve all students in need of mathematics courses regardless of background preparation. Courses include arithmetic, pre-algebra, elementary algebra, intermediate algebra, pre-calculus, calculus I, II and III, differential equations, linear algebra and statistics. One of the goals of the math department is to provide courses in developmental math (arithmetic–elementary algebra) that will be taught by a separate faculty specializing in challenges facing students starting from the beginning.		

II. EVALUATION AND PLANNING

Please review the program review data and the CSEP review criteria and complete the following matrix.

Baseline Data

Year	Annual FTES	%FTES growth	FTEF in program	FTES/FTEF	comments
2007/08	348.10	21%	8.87	19.4	
2006/07	274.40	16%	7.64	18.0	
2005/06	231.08		6.6	17.6	

	Fall						
	2003	2004	2005	2006	2007	CODE	Comments
Quantitative Assessments							
1. Enrollment (duplicated)	771	820	867	1018	1281	A	
2. Sections (master sections)	19	21	25	29	35		
3. FTEF	4.9	5.4	6.4	7.3	8.6		
4. FTES	99.5	106.2	113.4	131.6	163.15	A	
5. FTES/FTEF	20.3	19.6	17.7	18.0	18.9	A	
6. Student Success	56.6	56.4	51.5	57.3			
7. Program Cost (Cost methodology is under development. Please complete the remaining items. This step to be completed later.)							

Qualitative Assessments	Narrative
8. Community and labor market relevance Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, etc. This applies primarily to career-technical (i.e., vocational programs).	Competency in mathematics is required for many vocational and academic endeavors. At BCC, students enrolled in the biotechnology program must have a strong facility with mathematics through pre-calculus.

9. College strategic plan relevance	
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Check all that apply

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

Action Plan Steps to Address CSEP Results

Please describe your plan for responding to the above data. Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges.

ACTION PLAN -- Include overall plans/goals and specific action steps.

- (1) Consolidate the new Mathematics Department
- (2) Develop and consolidate a division of the department devoted to Basic Skills/Developmental Math (arithmetic - elementary algebra)
- (3) Continue to offer and expand, as, needed , advanced courses in calculus, linear algebra, differential equations, etc (in the last 3 years we have been offering some of this advanced classes to Berkeley High School students)
- (4) Develop a division devoted to statistics.

2008-2009 goals

- (1) Hire one or two full time developmental math instructors
- (2) Replace Wilson Au position (retired S06) with an advanced mathematics instructor
- (3) Add at least two more faculty, one specialized in statistics and one able to teach classes at any level (but specially the advanced ones)

Additional Planned Educational Activities

Health/safety/legal issues:	. N/A
Certificates and Degrees Offered	N/A
Student Retention and Success	There is a need for a rigorous analysis of student success. At present, too many students in statistics and pre-calculus classes at BCC do not have a working knowledge of arithmetic and (or)

	<p>algebra despite passing grades in the required courses. Many students cannot proceed to calculus despite passing grades in pre-calculus.</p> <p>There is also a need to experiment with year- long courses in arithmetic and elementary algebra that may go a long way to improving student success.</p> <p>Retention would improve with class sizes capped at 30!</p>
Progress on Student Learning Outcomes. (SLO % Complete)	100 %

III. RESOURCE NEEDS

Personnel Needs

FT/PT ratio	Current (addition of one contract faculty)	2007-2008: (addition of one contract faculty)	If filled 2009-10	If not filled	# FTE faculty assigned
07-08: .22	w/o growth: .33.8 Est. sp 06-sp. 07 growth of 22.6% continuing; .27.6		w/22.6% growth in 08-09: .375 w/22.6% growth in 09-10: .305	If 22.6% growth in 08-09: .276 If add. 23% growth in 09-10: .225	
<p>Narrative: <i>are PT faculty available? Can FT faculty be reassigned to this program? Implications if not filled</i></p> <p>Finding effective and committed adjunct instructors for math is very difficult and requires a rare ability to teach students with widely varying abilities and commit to teaching with a pay scale lower than what is available through industry.</p>					

Equipment/Material/Supply/ Classified/Student Assistant Needs:

Basic Skills math tutors for students without the requisite foundational knowledge of math. Teaching assistants for some of the intermediate and advance courses, especially if classes have large enrollment.

Facilities Needs (Items that should be included in our Facilities master Plan) for Measure A funding:

Please describe any facilities needs. N/A

Peralta Community College District

UNIT PLAN UPDATE ~ September 2008

Berkeley City College

Each discipline will complete this form to update the unit plans developed in 2007. 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 2009-10 budget year.

I. OVERVIEW

		Date Submitted:	September 30, 2008
Discipline	ESL	Dean:	Bonita Schaffner
Department Chair	Jenny Lowood Laurie Brion		
Mission/ History <i>Brief, one paragraph</i>	<p>In keeping with the California Community College mission to provide instruction in “Basic Skills and English Language Proficiency”, in Fall 2004 the college hired its first full-time ESL instructor as part of the English Department faculty. Since that time, the ESL program has become the fastest growing program in the college, highlighting the need in the Berkeley community for college-level credit ESL classes. ESL classes offer instruction in reading, writing, speaking, and listening skills in English to speakers of English as a Second Language, whether they are immigrants or international students. From the '04-'05 academic year through the '07-'08 academic year the number of active ESL sections increased more than fourfold from 10 to 42, and student enrollment increased from 190 to 1,068. As more sections have been added, class size has also risen. FTES increased more than five times, from 26.1 to 139.5, and FTES/FTEF increased from 9.9 to 13.7. The ESL program also has among the highest course retention and completion rates in the college. As ESL classes do not lead directly to degrees or certificates, persistence rates are not available. However, it is expected that the ESL program will increasingly serve as a feeder for certificate and degree programs within the college.</p>		

II. EVALUATION AND PLANNING

Please review the program review data and the CSEP review criteria and complete the following matrix.

Baseline Data

Year	Annual FTES	% FTES growth	FTEF in program	FTES/FTEF	comments
2007/08	139.53	38%	5.1	13.6	
2006/07	86.89	41%	2.9	14.8	
2005/06	51.16		1.9	13.3	

	Fall						
	2003	2004	2005	2006	2007	CODE	Comments
Quantitative Assessments							
1. Enrollment (duplicated)	93	79	138	276	504	A	
2. Sections (master sections)	4	4	6	10	19		
3. FTEF	1.06	1.0	1.6	2.5	4.6		
4. FTES	11.77	10.5	19.5	35.5	66.39	A	
5. FTES/FTEF	11.10	9.9	12.26	14.36	14.25	C	
6. Student Success	86%	84%	78%	74%	74.4%		
7. Program Cost (Cost methodology is under development. Please complete the remaining items. This step to be completed later.)							

Qualitative Assessments	Narrative
<p>8. Community and labor market relevance</p> <p>Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, etc. This applies primarily to career-technical (i.e., vocational programs).</p>	<p>ESL is a direct response to community need for instruction in English because of the growth of non-English speaking immigrants into the area as specified in the McIntyre Report. Recently BCC has instituted contract education for UCB employees in ESL at the university's request, and plans to expand this program.</p>

<p>9. College strategic plan relevance</p>	<p>Classes in this program teach skills addressed in the college-wide SLO's and are critical for success in other programs and for transfer. ESL addresses issues of student access, equity, and success in a major way. The statewide basic skills initiative specifically addresses the importance of ESL classes.</p>
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<p>Check all that apply</p> <p>X New program under development: ESL program is new to college and still in the process of adding needed classes and levels. In addition a new vocational ESL program is under development in partnership with U.C. Berkeley.</p> <p>X Program that is integral to the college's overall strategy</p> <ul style="list-style-type: none"> ▪ <i>Program that is essential for transfer</i> X <i>Program that serves a community niche.</i> X <i>Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc.</i> <p>Other _____</p>

Action Plan Steps to Address CSEP Results

Please describe your plan for responding to the above data. Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges.

ACTION PLAN -- Include overall plans/goals and specific action steps.

BCC's ESL program is the fastest growing program in the college, and the fastest growing ESL program in PCCD. Moreover, ESL is currently PCCD's third-largest discipline, right behind English and Math, and enrollment increases are expected to continue. According to the McIntyre Report (2008), half of the increase in PCCD's overall demographic growth is due to foreign immigration, meaning that "an increasing proportion of students are speaking English as a second language and need help with their language skills." The report also states that the "delivery of ESL should be allocated sufficient PCCD resources if the ever-increasing language needs of its community are to be adequately-served."

Beyond the local community, BCC's ESL program is also serving increasing numbers of international students, most likely lured not only by the expanding course offerings in ESL, but also by the cachet of the college's location and new name and building.

BCC's ESL program had only one full-time faculty member between 2004-2008, a period of rapid growth in which FTES rose 534%, from 26.1 to 139.5. Although a second full-time faculty member has been added for Fall 2008, this instructor's time is being divided by the development of a new VESL program in partnership with UC Berkeley, and the college's in-house ESL program remains understaffed. Another full-time faculty member is urgently needed to help stabilize the existing program and build the infrastructure for future growth, and to assist with substantial administrative responsibilities such as evaluating part-time instructors, assessing student learning outcomes, administering a departmental essay exam, developing new programs in contract education and in response to the basic skills initiative, coordinating the UC Berkeley VESL program, recruiting and mentoring new instructors and tutors, scheduling classes, representing ESL on college and district committees, and other departmental business.

The McIntyre Report mentions BCC as a site where it "may be useful" to expand ESL course offerings. Currently, the ESL classes being offered are primarily at the intermediate and advanced levels, building on the classes that existed at the program's inception. However, in order to most equitably serve the community, there is now a need to start adding beginning level classes, and to offer a full complement of classes in the major skill areas (grammar, reading, speaking and writing) in both the day and evening. Meeting the demand for the full range of ESL courses at all the levels and skill areas will require the college's continued commitment to the ESL program in terms of classroom space and staffing. It should be noted that the strategy of supporting smaller class sizes in order to build the program has so far been successful, and that ESL class productivity is limited overall by an enrollment cap of 35 district-wide (30 for composition classes).

Meeting the increasing demand for ESL classes is hindered by the difficulty of recruiting ESL faculty, as also noted in the McIntyre Report. The district's part-time ESL instructor pool is stretched thin due to the high number of ESL classes offered district-wide and the cap on the number of units an instructor can teach within the district. This makes it challenging to find instructors to staff unfilled classes, another reason why a core of full-time faculty are needed to stabilize the existing program and prepare the way for the future. Other program needs include ongoing support for ESL students in the form of dedicated counselors and tutors.

Additional Planned Educational Activities

Health/safety/legal issues:	None
Certificates and Degrees Offered	None
Student Retention and Success	ESL has a retention and success rate of over 70%.
Progress on Student Learning Outcomes. (SLO % Complete)	All courses in the ESL program currently have SLOs. Assessment of ESL writing classes will begin in Fall 2008, with speaking classes to be assessed in Spring 2009.

III. RESOURCE NEEDS

Personnel Needs

FT/PT ratio	Current 08-09 (addition of one contract faculty)	if filled	if not filled	# FTE faculty assigned
06-07: .15.6%	w/2007 Enrlmt: .35	w/no add. growth 09-10: 37.6%	w/45% growth in 09-10: .17%	
	w/ sp. 07- sp.08 cont.45% growth: .24	If add. 45% growth: 26%	if only 08-09 est. growth: .24%	
<p>Narrative: <i>are PT faculty available? Can FT faculty be reassigned to this program? Implications if not filled</i></p> <p>The desire of PCCD to increase contract education in ESL will be impossible without additional full time faculty. UCB contract ed in ESL is already absorbing the time limits of the new faculty hire who began fall, 2008.</p>				

Equipment/Material/Supply/ Classified/Student Assistant Needs:

The department utilizes **turnitin.com**, an online tool for responding to electronic submissions of essays, in all online and hybrid classes, and in many traditionally taught classes. In addition to the plagiarism detection feature for which it is well known, it also provides tools for responding to student work that allow for improved teaching/learning opportunities.

The department employs **instructional assistants** to

- provide tutoring in composition to students who are taking ESL classes, English classes, or other classes in the college that require students to write essays.

- receive weekly training sessions and constant mentoring by experienced tutors and BCC faculty in order to ensure that they avoid editing papers for students and to provide them with an arsenal of tutoring skills to help students improve their writing at every level.

At BCC in the initial phase of identifying institutional learning objectives, faculty most consistently identified communication in writing as a prime learning objective at BCC. The statewide basic skills initiative has also identified it as a learning objective which is essential to student success and has indicated that effective tutoring, which includes a training component and placement of tuors in basic skills classrooms who are also available outside of the classroom, is one of its essential “effective practices.”

Open computer access is essential for students who now must not only enroll online, but must work with computer programs and online to fulfill assignments and engage in language learning.

Facilities Needs (Items that should be included in our Facilities master Plan) for Measure A funding:

CTE UNIT PLAN Multimedia Arts~

October 2008

Berkeley City College

I. OVERVIEW

		Date Submitted:	October, 2008
Discipline	Multimedia Arts	Dean: Bonita Schaffner	
Department	Joe Doyle		
Chairs	Lee Marrs		
Mission/ History <i>Brief, one paragraph</i>	<p>The Multimedia Arts Program is a cross-disciplinary program integrating instruction in fine art, critical thinking, computer technical skills. The program has five Associate in Arts. and Certificates of Completion tracks in Digital Imaging, Web Design/Production, Digital Video Arts, Animation, and Writing for Multimedia. All five curriculums have been approved at the state level.</p> <p>The MMART program has always sought to teach with the latest industry software and hardware, reflecting tools used in industry. Therefore, faculty in the discipline must routinely upgrade their skills, and the institution must routinely upgrade its facilities and software licenses.</p>		

II. PRODUCTIVITY STANDARD WORKSHEET

A. RECOMMENDED PRODUCTIVITY STANDARD

Please complete the following matrix to develop a recommended productivity standard.

<p>EXTERNAL STANDARDS (State, Federal, Trade Association, special accreditation)</p> <p>What external standards does the program need to meet? How do these standards influence productivity, if at all?</p>	<p>None</p>
<p>SAFETY (and staffing strategies to ensure safety)</p> <p>What safety issues affect productivity and/or class size? What staffing or other strategies are recommended or currently used to address safety issues?</p>	<p>None</p>
<p>STATION AND ROOM CAPACITY</p> <p>What station and room factors affect productivity?</p>	<p>Room capacity is limited in lab classes by the number of available computers.</p>

<p>TEACHING NEEDS AND STRATEGIES (pedagogical requirements)</p> <p>What teaching needs related to the discipline impact productivity?</p>	<p>Student assistants are essential in these programs as lab instructors must supervise students from a variety of multi-media courses and do not have expertise in every software application. The labs are offered concurrently in a variety of time slots. The allotted 07-08 budget for MM student assistants is \$11,000. The requested amounts for fall, 2008, already can be estimated at a least \$6,000. Budget for student assistants has not kept pace with the growth of the program. MM also has two classified assistants at a cost of \$15,000 each.</p>
<p>PRODUCTIVITY OF PROGRAMS IN COMPARABLE COMMUNITIES</p> <p>If available, what data exists about the productivity of this CTE field in communities with comparable socio-economic conditions?</p>	<p>Multimedia Arts at Berkeley City College routinely surpasses the 17.5 productivity target. Multimedia at BCC is considered a superior program by the community and local industries connected to the various strands of the program.</p>
<p>RECOMMENDED PRODUCTIVITY STANDARD</p> <p>What is the recommended productivity standard?</p>	

III. EVALUATION AND PLANNING

Please review the program review data and the CSEP review criteria and complete the following matrix.

Baseline Data

Year	Annual FTES	%FTES growth		FTEF in program	FTES/FTEF	comments
2007/08	365.05	9%		9.4	19.46	
2006/07	331.09	23%		8.1	20.36	
2005/06	253.10			7.2	17.5	

	Fall						
	2003	2004	2005	2006	2007	CODE	Comments
Quantitative Assessments							Sp.08
							1540Enr
1. Enrollment (duplicated)	N/A	1004	939	1306	1456	A	
2. Sections (master sections)		41	38	42	46		
3. FTEF		7.7	7.3	7.9	8.8		
4. FTES		124.5	117.85	161.18	177.0		S08 188.003
5. FTES/FTEF		16.17	15.95	20.25	20.05	A	
Student Success		59.5	61.4	63.6	65.5		

FTES/FTEF Trend Assessment: What is the recent trend in productivity (growing, declining, stable)? What factors explain these trends? For example, what positive factors help explain high and/or increasing productivity, and what limiting factors help explain low and/or declining productivity?	Average enrollment is approximately 28. So, enrollments have not shifted much in the 5 year period. We had highest in fall of '05 to lowest in fall of 06. Even with these trends, we remain significantly higher than the suggested standard of productivity.						
	2003	2004	2005	2006	2007	CODE	Comments
6. Student Success							
7. Program Cost compared to Total Resources What is the full cost of the program; what are all the sources and amounts of revenues the program secures (state; grant; in-kind, etc.); and what is the difference between cost and revenue?							

8. What are additional program health indicators? If available, what are the data for the years indicated to the right?							
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Qualitative Assessments	Narrative
<p>8. Market Responsiveness and Future Growth Potential</p> <p>Present evidence of the program's responsiveness to community and labor market need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, etc. Also, what is the future growth potential of the vocational area?</p>	<p>MM has an advisory board whose members have been recently updated and who meet formally once a year. Employment placement in this field is free-lance rather than permanent, but BCC students have found success in this area. MM keeps up with current technological trends. For example, the shift to HD TV will have an impact on equipment purchasing decisions. MMART communicates with CSU-EB for articulation of art and multimedia classes. Articulation with SF State's cinema & TB/Broadcast programs is under discussion. Few 4-year institutions in this area have equivalent programs but where they exist, BCC's program meets or exceeds preparatory standards. BCC hires faculty with current knowledge bases, reviews and revises curriculum based on trends in the field, maintains current software and hardware, organizes events, internships, and networking opportunities for students, invites guest speakers from the field, and makes use of student evaluations and surveys. Multimedia Arts at BCC directly relates to the industry of the East Bay area.</p>

9. College strategic plan relevance
<p>Check all that apply</p> <p><input checked="" type="checkbox"/> New program under development</p> <p><input checked="" type="checkbox"/> Program that is integral to the college's overall strategy</p> <p><input checked="" type="checkbox"/> Program that is essential for transfer</p> <p><input checked="" type="checkbox"/> Program that serves a community niche.</p> <ul style="list-style-type: none"> ▪ Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc. <p>Other _____</p>

Action Plan Steps to Address CSEP Results

Please describe your plan for responding to the above data. Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges.

ACTION PLAN -- Include overall plans/goals and specific action steps.

- 1.) establish a Digital Photography Studio to support new digital photography, short term studio specialization classes, and documentation for the Fine Art Dept.
- 2.) Build a Video Production Studio.
- 3.) Up grade the Video Production equipment.

All the serious trade journals discuss the conversion to HD TV as the most serious shift of technology in the video area. This will have a serious impact on our equipment purchasing decisions. Currently we are trying to decide whether to equip our new video studio for HD, which may be impractical from a cost standpoint for our students since the acquisition media for HD cameras are at this point prohibitively expensive. What may be more practical is to purchase Standard Definition digital video equipment at a lower price point, which will maximize student access to equipment. When costs drop on HD, we could consider at that point upgrading our equipment.

- 1.) Update the MMART core to match current trends.
- 2.) We are planning a Weekend Super School to enhance the existing MMART program and to provide professional upgrade lifelong learning.
- 3.) To make the Animation Lab fully functional.
- 4.) Establish and staff a media equipment center **
- 5.) Budgeting and hiring teaching assistants.
- 6.) Dedicate an additional 2 small Multimedia Lab—take pressure off the CIS labs

.
 ** Beyond excellent instruction, MMART students need access to equipment, through computer labs and through a media equipment center (which does not yet exist). MMART has recommended numerous times to the BCC admin that the college establish and staff a media equipment center where students at designated times can check in and out equipment (e.g. video cameras, lights) to use to complete their class work.

Additional Planned Educational Activities

Health/safety/legal issues:	None.
Certificates and Degrees Offered	The program has five Associate in Arts. and Certificates of Completion tracks in Digital Imaging, Web Design/Production, Digital Video Arts, Animation, and Writing for Multimedia. All five curriculums have been approved at the state level.
Student Retention and Success	Tracked since 2003-04, MMART retention rates have been fairly steady. ATT/RTN rates are as follows: 1135 (65.6%) in 2003-04, 2146 (62.8%) in 2004-05, and 2177 (66.5%) in 2005-06. Course completion rates have been just slightly

	<p>lower overall.</p> <p>Graduation trends have developed from 8 students in 2001-02 to 19 in 2002-03 to 25 in 2003-04 to 20 in 2005-06. MMART looks forward to higher numbers in future years.</p> <p>The department curriculum is quite complex and an ongoing need has been to mentor counselors so they can better guide our students. MMART should develop better informational materials, print and web, to distribute to students and make available to counselors.</p>
Progress on Student Learning Outcomes. (SLO % Complete)	<p>As of Fall 2008 we've completed our SLOs. SLO assessments are being developed. These will be based on recommendations of BCC assessment committee, MMART department and advisors, and SCANS competencies supplied by the federal government.</p>

III. RESOURCE NEEDS

Personnel Needs

FT/PT ratio	Current	If filled	If not filled	# FTE faculty assigned
<p>1:7</p> <p>The addition of a full time faculty to begin January, 2009 will bring the percentage of full time teaching load to approximately 29% of FTEF. However, if the growth of 9% between spring 07 and spring 08 continues, percentage of full time faculty instruction to total FTEF would be approximately 27%.</p>	<p>As of spring 2009, 3 full time/22 part time.</p> <p>In 07-08 the contract faculty teaching load was 1.7, just 18% of the total FTEF.</p>	<p>Four faculty would bring full time instruction to 3.6 of FTEF, which with 9% growth could be 9.62, making percentage of full time to part time instruction 37%.</p>	<p>Three faculty with 9% growth would make percentage of full time to part time instruction at 27%.</p>	

Equipment/Material/Supply/ Classified/Student Assistant Needs:

Please describe any needs in the above categories.

Student assistants are essential in these programs as lab instructors must supervise students from a variety of multi-media courses and do not have expertise in every software application. The labs are offered concurrently in a variety of time slots. The allotted 07-08 budget for MM student assistants is \$11,000. The

requested amounts for fall, 2007, already can be estimated at a least \$6,000. MM also has two classified assistants at a cost of \$15,000 each.

Supplies such as printing ink and paper are estimated at a cost of \$5,000 per year.

Staying current with software is also essential—no estimated cost at this time.

Facilities Needs (Items that should be included in our Facilities master Plan) for Measure A funding:

Please describe any facilities needs.

At this time BCC is renting space at Berkeley Community Media for video production. Cost for fall semester is \$3,570

Currently the program has use of 2.4 computer labs with 30-33 workstations, 2 Mac labs, .5 PC lab (shared with CIS).

Other estimated possible costs:

Multimedia	Doyle	\$225,000	Complete the Video/Sound studios in 4th floor
Multimedia	Marrs	\$23,500	Make the Animation lab fully functional.
Multimedia	Doyle	\$255,000	Dedicate an additional 2 MMART labs
BCC			Establish and staff a media equipment center.
Multimedia	Doyle	\$150,000	Establish a Digital Photography Studio
Multimedia	Doyle	\$175,000	Upgrade the Video Production equipment
Multimedia	Marrs	\$20,500	Sound studio upgrades

UNIT PLAN UPDATE ~ September 2008

Berkeley City College

Each discipline will complete this form to update the unit plans developed in 2007. 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 2009-10 budget year.

I. OVERVIEW

		Date Submitted:	September 24, 2008
Discipline	English	Dean: B. Schaffner	
Department Chair	Jenny Lowood		
Mission/ History <i>Brief, one paragraph</i>	<p>The English department at Berkeley City College is the largest in the college, currently accounting for 13% of its FTES; its goals include providing all students with strong skills in reading and writing (a primary institutional student learning objective), preparing students for transfer, and providing basic skills instruction in English. English courses at the college tend to fall into four broad categories: literature, creative writing, reading and composition, and basic skills. The majority of sections of English classes offered at the college are those classes in reading and composition which are required of all students who wish to transfer to four-year colleges or otherwise matriculate, and remedial courses which help underprepared students to ready themselves for these higher level courses. The department also offers a sequence of classes especially designed for English majors planning to transfer to U.C. Berkeley; this has been a particularly successful endeavor, as more than 90% of the students from these courses applying to transfer to U.C. Berkeley as English majors each year from 2004-2008 have successfully accomplished this goal. It also offers creative writing classes in poetry writing, fiction writing, and play writing, which are heavily enrolled; the creative writing program, along with the fine arts program at BCC, produces a literary arts journal each year, <i>Milvia Street</i>, which has earned several national awards.</p>		

II. EVALUATION AND PLANNING

Please review the program review data and the CSEP review criteria and complete the following matrix.

Baseline Data

Year	Annual FTES	%FTES growth	FTEF in program	FTES/FTEF	comments
2007/08	431.81	18%	14.8	14.56	
2006/07	352.15	35%	11.8	13.89	
2005/06	230.20		11.5	14.04	

	Fall						
	2003	2004	2005	2006	2007	CODE	Comments
Quantitative Assessments							
1. Enrollment (duplicated)	1326	1365	1415	1428	1577	A	Spring 08 1863 Enr, 66 sect.
2. Sections (master sections)	43	51	51	53	57		
3. FTEF	9.01	11.91	12.18	12.36	13.88		15.77
4. FTES	148.25	161.58	169.57	172.97	201.73		230.08
5. FTES/FTEF	16.45	13.57	13.92	13.99	14.53	C	14.59 (cls. Lmtd.)
6. Student Success	67.8%	68.1%	65.8%	64.7%			
7. Program Cost (Cost methodology is under development. Please complete the remaining items. This							

step to be completed later.)							
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Qualitative Assessments	Narrative
<p>8. Community and labor market relevance</p> <p>Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, etc. This applies primarily to career-technical (i.e., vocational programs).</p>	<p>English has a strong transfer and a strong basic skills program, both of which respond to McIntyre Environmental scans.</p>

<p>9. College strategic plan relevance</p>	<p>Classes in this department teach skills addressed in the college-wide SLO's and are critical for success in other programs and for transfer. The statewide basic skills initiative specifically addresses the importance of basic skills English classes.</p>
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<p>Check all that apply</p> <p><i>X New program under development (BASIC SKILLS)</i></p> <p><i>X Program that is integral to the college's overall strategy</i></p> <p><i>X Program that is essential for transfer</i></p> <p><i>X Program that serves a community niche.</i></p> <p><i>X Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc.</i></p> <p><i>Other _____</i></p>
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Action Plan Steps to Address CSEP Results

Please describe your plan for responding to the above data. Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges.

ACTION PLAN -- Include overall plans/goals and specific action steps.

Currently, the English department at Berkeley City College is the second largest department in the district, with significantly more FTES (431.81 during 07-08) than College of Alameda (283.72 during 07-08) or Merritt College (254.67 during 07-08) and a higher productivity rate (14.56 during that period) than College of Alameda (13.2) or Merritt College (12.15). In fact, the FTES in the English department at BCC is 83.7% of the FTES in the English department at Laney College (431.81 and 516.12, respectively) and the FTES/FTEF is also close to that of Laney (94.8%, with 14.56 for BCC and 15.37 for Laney). The percentage of classes at BCC taught by full-time instructors dropped from 33.59% in 2004-05 to 29% in 2006-7. Even with the addition of a full-time instructor in fall 2008, the percentage is still below what it was in 2004; based on the statistics from spring 2008 (fall 2008 statistics are not yet available, but enrollment has increased in the department in that period, so the estimate using spring 2008 numbers is conservative), the percentage would have dropped to 31.7%; again, it is clear that the actual percentage is lower. This translates to a department in which the number of full-time instructors (5), compared to the number of part-time instructors (30) is alarmingly inadequate. For example, the tasks of evaluating part-time instructors and assessing student learning outcomes (along with administering a departmental essay exam, developing new programs in response to the basic skills initiative, training and scheduling tutors, mentoring new instructors, and dealing with routine departmental business, such as programmatic changes required by changes to Title V legislation) are overwhelming for the few full-time instructors in a department of this size. It is essential that the college hire additional faculty in the English department.

Action Plan: With additional faculty:

Pursue the establishing, staffing, and developing of a Teaching/Learning Center for improvement of student access, retention and success

Pursue budget line items for the Milvia Street Journal, Shakespeare and other literary festivals and programs, and for web-based online programs essential to composition classes such as Turnitin.com.

Additional Planned Educational Activities

Health/safety/legal issues:	None
Certificates and Degrees Offered	The department awards an associate of arts degree in English language and literature, an associate of arts degree in English language/writing, and certificates of completion in creative writing focusing on fiction, playwriting and screenwriting, or poetry.
Student Retention and Success	Student success rates are consistently about 65%, but strategies to improve this are being implemented via the Basic Skills Initiative action plans.
Progress on Student Learning Outcomes. (SLO % Complete)	All courses and programs in the English department currently have SLO's in place. During fall 2008, the department is beginning the task of assessment, using eighteen sections of English 1A as its pilot. The planning stage has begun; the assessment of in-class essays and research papers should be finished by the beginning of spring 2008, leading to analysis of and responses to the findings during that semester.

III. RESOURCE NEEDS

Personnel Needs

FT/PT ratio	Current 2008-09 (addition of one contract faculty)	If filled 2009-10	If not filled	# FTE faculty assigned
07-08: .20.6%	.27 w/2007 Enrmt. w/ continued 28% growth (sp 06-sp 08): .18%	w/est. 28% growth: .26	w.est. 28% growth: .18	
Narrative:	Full-time faculty are essential in the English department to work on a number of initiatives, including SLO assessment, the basic skills initiative, the development of the Teaching-Learning Center, application for grants, training of tutors, program review, mentoring of new instructors, and assessment of 30+ part-time instructors.			

Equipment/Material/Supply/ Classified/Student Assistant Needs:

Please describe any needs in the above categories.

The department utilizes **turnitin.com**, an online tool for responding to electronic submissions of essays, in all online and hybrid classes, and in many traditionally taught classes. In addition to the plagiarism detection feature for which it is well known, it also provides tools for responding to student work that allow for improved teaching/learning opportunities. Without this tool, it would not be possible to teach the fourteen sections of online/hybrid classes which are scheduled to be offered in Spring, 2009. Cost for Turnitin.com for an academic year is \$12,000.

Instructional assistants and student assistants are essential to provide tutoring in English composition to students who are taking English classes and other classes in the college that require students to write essays.

Tutors

- provide one-on-one tutoring in the Learning Resources Center,
- assist in pre-collegiate English classes, and staff the writing workshop classes (English 208 and 258), which provide the bulk of tutorial assistance in writing at BCC.
- receive weekly training sessions and constant mentoring by experienced tutors and BCC faculty in order to ensure that they avoid editing papers for students and to provide them with an arsenal of tutoring skills to help students improve their writing at every level.

At BCC, in the initial phase of identifying institutional learning objectives, faculty most consistently identified communication in writing as a prime learning objective at BCC. The statewide basic skills initiative has also identified communication skills as a learning objective which is essential to student success and has indicated that effective tutoring, which includes a training component and placement of tutors in basic skills classrooms who are available outside of the classroom, is one of its essential “effective practices.”

At this time BSI and CAA grant monies help with tutoring costs, approximated at \$70,000, but it is important to plan for sustainability when grant monies are no longer available.

Facilities Needs (Items that should be included in our Facilities master Plan) for Measure A funding:

Please describe any facilities needs.

Along with other departments, the English department has worked within the framework of the basic skills initiative to recommend the addition of a **Teaching-Learning Center** at BCC. The Basic Skills Initiative documents outline the need for the TLC to promote teaching and learning at the college.

Academic Unit Reviews

Arts and Cultural Studies

Language

History

Anthropology

Psychology

Sociology

Biology

Physics/Astronomy

Chemistry

Geography

UNIT PLAN UPDATE ~ September 2008

Berkeley City College

I. OVERVIEW

		Date Submitted:	November, 2008
Discipline	Humanities/Philosophy/Music/ Communication/Theater Arts	Dean: Bonita Schaffner	
Department Chairs	Laura E. Ruberto Jennifer Braman (co-chairs Arts and Cultural Studies)		
Mission/ History <i>Brief, one paragraph</i>	<p>The Department houses a number of interdisciplinary programs. In addition to Fine and Applied Arts the department houses five interdisciplinary programs that encompass general humanities (including religious studies and film studies), philosophy, communication, theater arts, and music (including music history and choir).</p> <p>All of the programs have been developing at BCC over the last four years. In Fall 2004 the first Full Time Instructor was hired to teach both Humanities and Philosophy classes. In Fall 2005 the first Full Time Instructor was hired to teach Communication (on leave 2008-09 year).</p> <p>All of the programs have been growing, adding new courses, more sections of pre-existing courses, online courses, and hiring new adjunct instructors. There are currently over 20 adjuncts teaching this semester.</p> <p>In particular, movement has been made to increase the number of film studies classes and general philosophy classes, with the hope of creating a Film Studies major and a Philosophy major and/or certificates in the future.</p> <p>In addition, classes that are cross-listed with Women Studies have been added to both the Humanities and Philosophy sections; these classes have since been added to BCC's interdisciplinary Women's Studies Certificate program.</p>		

II. EVALUATION AND PLANNING :

Baseline Data (FTES totaled; FTES etc. averaged)

Year		Annual FTES	%FTES growth	FTEF in program	FTES/FTEF	comments
2007/08	COM	68.53	6%	1.615	17.78	Faculty in these programs can sometimes cross-over, so cumulative data is useful. Two contract faculty are currently assigned.
	HUM	68.62	13%	1.75	21.68	
	MUS	43.05	60%	.885	24.315	
	PHIL	31.42	46%	1.6	19.8	
Total		211.62		5.85		
2006/07	COM	64.68	12.3%	1.615	19.9	
	HUM	60.7	16%	1.4	21.68	
	MUS	26.91	60.7%	.62	21.7	
	PHIL	21.48	35%	.6	16.48	
2005/06	COM	57.56		1.395	20.38	
	HUM	52.28		1.2	20.675	
	MUS	16.74		.3	29.3	
	PHIL	15.86		.5	15.915	

		Fall Only						
		2003	2004	2005	2006	2007	CODE	Comments
Quantitative Assessments								
1. Enrollment (duplicated)	COM	166	226	236	265	288	A	Anomalies in music caused by move and loss of 80+ size classroom
	HUM	211	220	276	277	285	A	
	MUS	158	151	56	114	207	A	
	PHIL	36	71	58	96	115	A	
	Total		571	668	626	864	895	

2. Sections (master sections)	COM	4	7	7	8	9		
	HUM	4	5	7	7	7		
	MUS	2	2	1	3	5		
	PHIL	1	2	2	3	3		
	Total	11	16	17	21	24		
3. FTEF	COM	.92	1.52	1.52	1.76	1.87		
	HUM	.8	1.0	1.4	1.4	1.4		
	MUS	.4	.4	.2	.62	.94		
	PHIL	.2	.4	.4	.6	.6		
	Total	2.32	3.32	3.52	4.38	4.81		
4. FTES	COM	26.81	32.87	35.29	37.49	32.49	B	
	HUM	22.18	22.9	28.94	29.34	30.22	A	
	MUS	16.66	15.84	6.7	13.28	22.98	A	
	PHIL	3.6	7.74	6.48	10.4	12.3	A	
	Total	69.25	79.35	77.41	90.51	97.99	A	
5. FTES/FTEF	COM	29.14	21.63	23.22	21.3	17.37	B	
	HUM	27.73	22.9	20.67	20.96	21.59	A	
	MUS	41.65	39.6	33.6	21.42	24.45	A	
	PHIL	18.0	19.35	16.2	16.33	20.5	B	
	Total	116.52	103.48	93.69	80.01	83.91	B	
6. Student Success	COM	77.7%	80%	74.1%	80.6%			
	HUM	79.9%	77.8%	77.7%	79%			
	MUS	82.1%	85.2%	84.1%	73.9%			
	PHIL	78.4%	69.8%	73.6%	72.5%			
7. Program Cost								
(Cost methodology is under development. Please complete the remaining items. This step to be completed later.)								

Comments for Quantitative Assessments

Phil 35 is cross-listed with WMS 35 but the numbers here *do not reflect* increased enrollment due to WMS 35.

Qualitative Assessments	Narrative
<p>8. Community and labor market relevance</p> <p>Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, etc. This applies primarily to career-technical (i.e., vocational programs).</p>	<p>The Humanities, Philosophy, Music, and Communication classes offer rich transfer possibilities and fulfill a variety of general education requirements at the CSUs and UCs.</p> <p>The theater arts class offers enrichment as well.</p>

<p>9. College strategic plan relevance</p> <p>Check all that apply</p> <p><i>X New program under development</i></p> <p><i>X Program that is integral to the college's overall strategy</i></p> <p><i>X Program that is essential for transfer</i></p> <p><i>X Program that serves a community niche.</i></p> <p><i>Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc.</i></p> <p>Other _____</p>

Action Plan Steps to Address CSEP Results

Please describe your plan for responding to the above data. Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges.

ACTION PLAN -- Include overall plans/goals and specific action steps.

- Develop new classes (especially in the area of Humanities and Philosophy).
- Work on SLOs;
- Streamline exer-expanding music offerings
- Develop a *film studies certificate*.
- Develop Humanities to meet the needs of a growing Women Studies program at BCC.
- Collaborate with other programs at BCC to develop a new Arts and Humanities degree.

Additional Planned Educational Activities

Health/safety/legal issues:	Not Applicable
Certificates and Degrees Offered	Create Film Studies Certificate and eventually a major. Create Philosophy and Humanities majors.
Student Retention and Success	Faculty should be encouraged to use the early alert system and to work with counselors in order to assess students and get them the assistance they need. Student retention in philosophy and should be raised, by being certain students have completed basic skills classes in English so that they are prepared for Humanities/Philosophy/Communication classes. Overall, success rates in these courses is higher than the college and/or state averages.
Progress on Student Learning Outcomes. (SLO % Complete)	Due to the fact that the majority of the instructors for the courses are part-timers AND that major administrative and organizational changes were made in the program over the last 6-9 months, the programs are about 70% completed with SLOs.

III. RESOURCE NEEDS

Personnel Needs

FT/PT ratio	Current	If filled	If not filled	<p style="text-align: center;"># FTE faculty assigned</p> <hr/> <p style="text-align: center;">1.8</p> <p>Only humanities and communication have FT faculty assigned. FT in communications on leave 08-09</p>
<p>07-08:</p> <p>FT faculty is 30% of combined FTEF.</p>	<p>Growth in all Cultural Studies area will soon make ratio of FT/PT even more unacceptable than 30/70.</p>			
<p>Narrative: <i>are PT faculty available? Can FT faculty be reassigned to this program? Implications if not filled</i></p>		<p>PT faculty are available but cannot administer the program. Other FT cannot be reassigned to this program. Given the continued increase in FTES and the development of the program generally, a third Full Time Instructor in Humanities, Philosophy, Music, and/or Religious Studies should be added within the next two years.</p>		

Equipment/Material/Supply/ Classified/Student Assistant Needs:

Please describe any needs in the above categories.

*** Second Full-Time Instructor**

Given the continued increase in FTES and the development of the program generally, a *second FTE* in Humanities (including Religious Studies), Philosophy, and/or Music should be added within the **next two** years. Each of these areas has a potential for growth. Another FTE in Humanities (perhaps with the ability to teach Religious Studies specifically OR Music, for instance), is needed. This addition would complement the current FTE's strengths and help develop the program further.

Equipment/Material/Supply/ Classified/Student Assistant Needs:

Please describe any needs in the above categories.

***Keyboard (multi-use)**

The Choir class requires a working, high quality keyboard. The previous keyboard appears to have been stolen from BCC, and the instructor is currently using a personal keyboard. A keyboard, perhaps purchased with the intent that others who come to the campus for events could also use, is important.

*** Instructional Aids**

If classroom size is increased, especially in Film Studies, *instructional aids* would need to be hired as well. For instance, a class of 100 (given the proper facility space), should have at least two (2) instructional aids hired at ten (10) hours a week each.

*** Film Library Budget**

If the Film Studies program is allowed to grow, BCC will need to invest in *more films* (or online access to films). There has been discussion between the BCC Library and the Humanities Program in order to be sure that the BCC Library invests some of its resources into a film and video library, but these alliances need to be confirmed. Regardless, a program budget for films/access to films should be at least \$1000 per academic year, renewed each year. If the BCC Library can not house and maintain this library, than, an additional budget would need to be implemented for student-workers who could maintain the “film library” as well as a proper facility location to house the library.

*** Technology Training**

In order to increase the number of online/hybrid courses, *adequate training and release time* should be given to Full Time and/or Part Time Instructors. It is not reasonable to expect instructors to create hybrid courses without release time and/or extra pay.

Facilities Needs (Items that should be included in our Facilities master Plan) for Measure A funding:

Please describe any facilities needs.

*** *Appropriate classroom* space and student work space for Film Studies**

(a) We need a **screening room** where students can screen films in small groups (a room that holds about 7-15 students). There has been some discussion with one of the librarians about creating a screening room that is some how connected to the library. The BCC Multimedia program may also require such a space. Regardless, appropriate faculty should be involved in the planning of the room. At this point the “build-out” has not made room for this space.

(b) We need a **lecture-hall/auditorium style room** for film classes, preferably one which holds 75-100 students so we can expand our class sizes. It is the understanding of the department that in the current “build out” plans, such a space is being built. The hope that is adequately tiered and properly equipped for such a purpose. Regardless, the room should be an internal room in the building, without windows and with appropriate screening and lighting; appropriate faculty should be involved in the planning of the room.

EXPLANATION FOR FACILITIES NEEDS:

In order to create a strong Film Studies program, BCC students must be able to screen films on their own time and be able to screen films/clips in an appropriate classroom setting. The Film Studies program would complement the BCC’s Multimedia program as well as complement Film Studies programs at local four-year institutions.

The size of the introductory film studies classes (Humanities 21) is consistently high, if given the appropriate Instructional Aids and classroom space, this class could be offered as a large, lecture-hall style class. It is imperative that BCC look ahead in creating the appropriate space for the Film Studies program.

The issue of appropriate facilities space has been raised in the curriculum committee meetings when new film studies classes have been approved. New classes are ready to be implemented but need the appropriate facilities in place in order to do so.

UNIT PLAN UPDATE ~ September 2008

Berkeley City College

Each discipline will complete this form to update the unit plans developed in 2007. 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 2009-10 budget year.

I. OVERVIEW

		Date Submitted:	Oct 20, 2008
Discipline	Modern Languages	Dean: Bonita Schaffner	
Department	Robert Manheimer		
Chairs	Gabriela Pisano		
Mission/ History <i>Brief, one paragraph</i>	<p>The Spanish program is a strong and vibrant area of studies at Berkeley City College. The program offers a complete range of lower division courses and an Associate of Arts Degree and Certificate of Completion. It has approximately 50% of the total of students studying Spanish in the district and consistently offers not only introductory courses, such as Spanish 1a and 1b, but also intermediate level courses such as Spanish 2a and 2b, Spanish 15, 38, 39 and 40. Furthermore, the program offers four conversation courses, 30a and 30b, Beginning Conversational Spanish, 31a and 31b Intermediate Conversational Spanish and Spanish 10a and 10b, Intermediate Conversational Spanish. Finally, the program includes a vocational component that is in the process of expansion. The focus of this area is to prepare students, both linguistically and culturally, to become medical interpreters. Two courses currently offered in this area are Medical Spanish and Spanish for the Work place.</p> <p>The Spanish program offers the possibility of studying abroad during the summer and winter. The Study Abroad program provides students with the opportunity to experience and gain appreciation of Spanish or Hispanic culture while studying the language. The intensive language courses meet five days a week and are offered alternately in Salamanca, Spain and Guadalajara, Mexico every year. We also have a new winter program, for a full semester's credit, in Oaxaca, Mexico.</p> <p>The Spanish program at BCC College prepares its students for transferring to a four-year institution and completing a Spanish major. It offers the foreign language component required by many institutions for transfer students and helps them to acquire a level of Spanish proficiency necessary for careers that emphasize the value of familiarity with diverse cultures and global issues. The only prerequisite for upper-division work in Spanish at Berkeley not offered at BCC is Spanish 25: Reading and Literary Analysis. The program at BCC is in the process of creating this course in the near future.</p> <p>The program anticipates expanding in many areas: vocational courses, advanced literature and culture courses, theme based conversation classes, and online courses. Since the Spanish-speaking population in California is constantly growing and the</p>		

need for bilingual individuals is increasingly required, the Spanish program at BCC is working to offer courses that will train and prepare interpreters for the workplace. The person in charge of this project is Dr. Gabriela Pisano. The second area of expansion is in the creation of courses that will help already fluent students complete their AA or credential degree. Although many BCC students speak Spanish fluently before entering BCC, this ability makes them ineligible for basic language courses such as Spanish 1a, 1b and in many cases, 2a. Because of this, there are not enough courses available for them to complete a degree. In addition to the courses that advanced Spanish speakers can take, such as Spanish, 38, 39 and 40 and Spanish 15, an intermediate composition course. Furthermore, the program plans to create two new courses on Latin American and Spanish film.

Because of the large Spanish heritage speaker community in Northern California, for many students Spanish is a home language. These fluent Spanish speaking students have had a limited number of courses to take. The Department needs to create an alternative track for these students so they can complete their AA or CC in Spanish. We may want to amend the degree requirements so that first year Spanish classes could be substituted with classes in another language.

The department, aside from Spanish, is offering first and second semester courses in French, Portuguese, and Arabic. Enrollment in first year courses in these languages is strong and we are planning on submitting new course proposals for second year Arabic and Portuguese. Likewise, we are planning on upping our language offerings to include Mandarin and probably either Persian, Korean, or Italian. We are also examining the feasibility of offering a remedial grammar course (1 or 2 unit) as well as an introduction to linguistics (San Joaquin Delta offers such a class which they say is transferable to both the CSU and UC systems).

II. EVALUATION AND PLANNING

Please review the program review data and the CSEP review criteria and complete the following matrix.

Baseline Data

Year		Annual FTES	%FTES growth	FTEF in program	FTES/FTEF	comments
2007/08	French	11.17	3.14%	6.21	16.92	
	Spanish	92.91	13.99%	0.66	14.96	
2006/07	French	10.83	0	5.345	16.41	
	Spanish	81.51	30.75%	0.66	15.30	
2005/06	French	10.83		4.175	16.41	
	Spanish	62.34		0.66	14.93	

	Fall						
	2003	2004	2005	2006	2007	CO DE	Comments
Quantitative Assessments							
1. Enrollment (duplicated)	454	451	441	580		A	
2. Sections (master sections)	12	14	15	20			
3. FTEF (French)	0.33	0.660	0.660	0.660	0.660		
3. FTEF (Spanish)	3.36	3.820	4.030	4.900	5.980		
4. FTES (French)	6.0	10.5	10.83	10.83	10.33	B	
4. FTES (Spanish)	66.15	63.13	59.55	77.92	88.82	A	
5. FTES/FTEF (French)	18.18	15.91	16.42	16.42	15.66	C	
5. FTES/FTEF (Spanish)	19.69	16.53	14.78	15.90	14.85	C	
6. Student Success (French)	62.4%	68.5%	59.2%	61.6%	No data		
6. Student Success (Spanish)	65%	63.2%	66.7%	62.2%	No data		
7. Program Cost (Cost methodology is under development. Please complete the remaining items. This step to be completed later.)							

Qualitative Assessments	Narrative
8. Community and labor market relevance Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, etc. This applies primarily to career-technical (i.e., vocational programs).	N/A

9. College strategic plan relevance	
<p>Check all that apply</p> <ul style="list-style-type: none"> ▪ <i>X</i> New program under development ▪ <i>X</i> Program that is integral to the college's overall strategy ▪ <i>X</i> Program that is essential for transfer ▪ Program that serves a community niche. ▪ Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc. <p>Other _____</p>	

Action Plan Steps to Address CSEP Results

Please describe your plan for responding to the above data. Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges.

<p>ACTION PLAN -- Include overall plans/goals and specific action steps.</p> <p>Because of the large Spanish speaking community in Northern California, for many students Spanish is their first or second language. These Spanish heritage speaking students have had a limited number of courses to take. The Department needs to create an alternative track for these students so they can complete their AA or CC in Spanish in case they want to.</p> <ul style="list-style-type: none"> • Support faculty to engage in scholarly activity and to expand program curriculum for online course offerings and vocational area • Continue planned efforts to make sure program courses are not overlapped in schedule and to increase number of online and weekend courses to support working professional students. • Develop a plan, including budget and a site, for a physical language lab as well as the regular updating of software used in the Language Lab. • The college needs to create a method of tracking why all students, not just Spanish students, withdraw from classes so that each program can take the appropriate steps to increase student retention and completion; • The department would like to pilot an experimental basics of grammar and language learning class to see if at-risk students who take this class can have higher success rates (at risk would be defined as students with poor knowledge of grammar in their native language) • The district should conduct a study of student success for students who register online versus those who work with a counselor; • The program should work with the college assessment committee to develop documentation for student learning. • The department needs to create an alternative track for native or near native students. Such tracks have been developed in other institutions in California in order not to discriminate native students who want to get an AA degree in Spanish. • Continue to expand the Language program, adding two new languages, Mandarin and either Persian, Korean, or Italian. The department has recently started to offer first year Arabic and Portuguese and
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would like to offer conversational classes in these languages as well as second year classes.

- Explore the feasibility of offering an introductory linguistics course that is not strictly anthropological linguistics. Such a course is presently taught at San Joaquin Delta College and is transferrable to UC and CSU.
- Expand our conversational language classes so they are theme based after 30A. The themes would include current affairs, homes/construction, food and food service industry, film, art, etc.
- Try to hire another full time professor specializing in second language acquisition and program development as Dr. Banga is presently at the district office and is currently more involved with distance education than foreign language education.
- Develop or purchase a Spanish placement exam for recommendations of student level.

Additional Planned Educational Activities

Health/safety/legal issues:	N/A
Certificates and Degrees Offered	AA and CC Spanish
Student Retention and Success	See above for details on new courses, and placement testing.
Progress on Student Learning Outcomes. (SLO % Complete)	100% per last year’s report

III. RESOURCE NEEDS

Personnel Needs

FT/PT ratio 07-08: Spanish FT is 69% of FTEF. Other languages have no FT	Current	# FTE faculty assigned 2.87 Spanish; 0 Other Lang.
	Spanish shows 14% growth in FTES from sp 07–sp 08. Other lang. have steady Enrmt.	

Narrative: *are PT faculty available? Can FT faculty be reassigned to this program? Implications if not filled*

Equipment/Material/Supply/ Classified/Student Assistant Needs:

Please describe any needs in the above categories.

Current staffing is adequate for our course offerings. However the department is in urgent need of a language lab plus an expert to develop and apply new software, a foreign language lab coordinator. In order to be successful and make good use of these technologies, the language program at BCC needs a foreign language lab coordinator. This person has to be an expert in second language acquisition and instructional technology. Programs like the BLC (Berkeley Language Center) at UC Berkeley could be a model for this new lab. The department is already designing a Lab for the new building This lab will work also as a language lab, with round tables and laptops connected to a wireless network. This structure will allow having multiple uses and lowering dramatically the price and resources needed for the lab (Per Banga). Since complementary material for workbooks such as videos and audios are offered today in digital form, the laptops can be used as VCR and audio player and recorders. This dramatically reduces the cost and makes for better use of space. Even though the cost in technology had been drastically reduced since there is not need for audio and video equipment, special furniture and extra space to accommodate all this technology is critical, as is the college's understanding that a coordinator for the lab is needed. This person can work as a trainer, developer and manager of the lab. This is a specialized position that cannot be replaced by an IT programmer.

Facilities Needs (Items that should be included in our Facilities master Plan) for Measure A funding:

Please describe any facilities needs.

We need a physical language lab on campus as we cannot expect all of our students to have computer access as well as headphones, a microphone and a high-speed internet connection at home. It also does not make sense to have language lab strictly an in-class activity as is currently the situation with laptops. If a language is in the plans (see comments from Banga, above), it would need to be open most hours the campus is open.

UNIT PLAN UPDATE ~ September 2008

Berkeley City College

Each discipline will complete this form to update the unit plans developed in 2007. 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 2009-10 budget year.

I. OVERVIEW

		Date Submitted:	November, 2008
Discipline	History	Dean: Gloria Vogt	
Department Chairs	Joan Berezin & Chuck Wollenberg		
Mission/ History <i>Brief, one paragraph</i>	<p>The primary goals and objectives of the History discipline at BCC are to inform students about themselves, the societies in which they live, and how their past has impacted them and continues to impact on their present. The courses in this discipline, in addition to the traditional US and History of Western Civilization courses, include a wide range of courses including ethnic studies, area studies, and specialized courses. The discipline serves transfer and AA degree programs and via selected course some majors. It is the largest program in the Social Sciences. BCC's History discipline provides courses to meet the Peralta District's Ethnic Studies requirement and the University of California at Berkeley's American Cultures requirement. The development of the Global Studies Program has led to a big increase of new and reactivated history courses, and both deepened and widened the breadth of our history offerings. We have added nearly 20 history courses in the last five years! We have recently created a number of online and hybrid courses in history, including History 2A, 5, 7A, 7B, and History 46A.</p>		

II. EVALUATION AND PLANNING

Please review the program review data and the CSEP review criteria and complete the following matrix.

Baseline Data

Year	Annual FTES	%FTES growth	FTEF in program	FTES/FTEF	comments
2007/08	54.54	5%	2.68	20.33	
2006/07	51.88	13%	3.13	16.53	
2005/06	45.8		3.2	14.32	

	Fall						
	2003	2004	2005	2006	2007	CODE	Comments
Quantitative Assessments							
1. Enrollment (duplicated)	574	483	482	472	456	C	
2. Sections (master sections)	18	18	18	19	14		
3. FTEF	2.85	2.91	3.05	3.03	2.72		
4. FTES	54.31	49.77	45.19	46.14	50.59	B	
5. FTES/FTEF	19.06	17.40	13.82	17.84	22.07	B	
6. Student Success	64.1%	68.375	61.67	65.97%			
7. Program Cost (Cost methodology is under development. Please complete the remaining items. This step to be completed later.)							

Qualitative Assessments	Narrative
8. Community and labor market relevance Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, etc. This applies primarily to career-technical (i.e., vocational programs).	History courses are all transferable

9. College strategic plan relevance	
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Check all that apply

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

Other _____

Action Plan Steps to Address CSEP Results

Please describe your plan for responding to the above data. Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges.

ACTION PLAN -- Include overall plans/goals and specific action steps.

ACTION PLAN -- Include overall plans/goals and specific action steps.

1. Provide more opportunity for interdisciplinary courses.
2. Develop course on Immigration and Transmigration, History of Southeast Asia, History of India, History of US Social Movements, and History of Colonial Settler States.
3. Have more frequent discipline meetings at the college and district.
4. Provide incentives for faculty to engage in more technical training, including distance education techniques and webpage design.
5. Strengthen the college Foundations Program and ESL Program.
6. Increase the number of full time counselors.
7. Provide more faculty office space and more conference space for faculty

Additional Planned Educational Activities

Health/safety/legal issues:	None.
Certificates and Degrees Offered	None.
Student Retention and Success	Our completion rate is good, ranging from 61-69 % over the last five years. Our retention rate is also good, ranging from 71-78%. In both cases, it was at the lower end in the most recent statistics which is a reflection of a recent statewide trend of younger and less academically prepared students, ESL students and international students coming into the community colleges.
Progress on Student Learning Outcomes. (SLO % Complete)	In progress—not yet on course outlines

III. RESOURCE NEEDS

Personnel Needs

FT/PT ratio	Current	If filled	If not filled		# FTE faculty assigned
07-08: FT faculty instruction 64% of FTEF.	3 FT faculty; Sp 07–Sp 08: 1.5% growth in FTES				1.7
Narrative: <i>are PT faculty available? Can FT faculty be reassigned to this program? Implications if not filled</i>		History at BCC has two full time History instructors, 1 in the Global Studies Program, and the other in the PACE Program. In addition, there is a half-time contract History instructor, 1 full-time Political Science instructor who teaches some History courses, a contract instructor on partial leave who teaches both Anthropology and History, and between 8 and 12 adjunct instructors teaching History, depending on the semester.			

Equipment/Material/Supply/ Classified/Student Assistant Needs:

Please describe any needs in the above categories.

- Provide staff assistants to the Social Science department.
- Increase our budget for both instructional supplies and equipment.

Facilities Needs (Items that should be included in our Facilities master Plan) for Measure A funding:

Please describe any facilities needs.

Assign classrooms for history instruction and mount permanent maps.

UNIT PLAN UPDATE ~ September 2008

Berkeley City College

Each discipline will complete this form to update the unit plans developed in 2007. 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 2009-10 budget year.

I. OVERVIEW

		Date Submitted:	October 2008
Discipline	Anthropology	Dean: Bonita Schaffner	Full-time Instructor: Roger Newman
Department	Charles Wollenberg		
Chairs	Joan Berezin		
Mission/History <i>Brief, one paragraph</i>	<p>Anthropology at Berkeley City College is not a program or a department; rather there are a series of Anthropology courses housed within the Social Sciences Department. We provide instruction in the four basic sub-fields of Anthropology: Physical Anthropology, Archaeology and Prehistory, Social and Cultural Anthropology, and Linguistic Anthropology, as well as more specialized lower-division courses of interest to our students and faculty. These courses are designed to be transferable to 4-year colleges and many of our students do, in fact, transfer. In addition, we attract many students with an avocational interest.</p>		

II. EVALUATION AND PLANNING

Please review the program review data and the CSEP review criteria and complete the following matrix.

Baseline Data

Year	Annual FTES	%FTES growth	FTEF in program	FTES/FTEF	comments
2007/08	77.62	1.1	1.91	40.64	
2006/07	76.8	21.47	1.725	44.52	

2005/06	63.223			1.315	48.08	
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	Fall						
	2003	2004	2005	2006	2007	CODE	Comments
Quantitative Assessments							
1. Enrollment (duplicated)	189	225	199	248	276	A	
2. Sections (master sections)	5	6	6	8	8		
3. FTEF	1.01	1.21	1.21	1.62	1.62		
4. FTES	21.58	25.94	22.913	29.153	32.673	A	
5. FTES/FTEF	21.37	21.44	18.94	18.0	20.17	A	
6. Student Success	69.7%	69.1%	76.6%	71.3%			
7. Program Cost (Cost methodology is under development. Please complete the remaining items. This step to be completed later.)							

Qualitative Assessments	Narrative
8. Community and labor market relevance Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, etc. This applies primarily to career-technical (i.e., vocational programs).	Courses are transferable.

9. College strategic plan relevance	
<p>Check all that apply</p> <p>3. <i>New program under development</i></p> <p style="padding-left: 20px;"><input checked="" type="checkbox"/> <i>Program that is integral to the college's overall strategy</i></p> <p><input checked="" type="checkbox"/> <i>Program that is essential for transfer</i></p> <p><input checked="" type="checkbox"/> <i>Program that serves a community niche.</i></p> <p>4. <i>Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc.</i></p> <p>Other _____</p>	

Action Plan Steps to Address CSEP Results

Please describe your plan for responding to the above data. Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges.

<p>ACTION PLAN -- Include overall plans/goals and specific action steps.</p> <ol style="list-style-type: none"> 1. Consider adding more sections of ANTHR 1 due to high demand. 2. Adopt ANTHR 7, Anthropological Perspectives on Magic, Witchcraft and Religion from sister Peralta college. (students interested in this course recently submitted a petition to have it offered) 3. Develop a lower division primate social behavior course similar to the one now offered at Diablo Valley College. 4. Review course outlines for all Anthropology courses over a 3-year period. 5. Evaluate all part-time faculty as time and contractual issues allow. 6. Add new courses in accord with community and faculty interests, evaluating their viability with initial offerings as 48s (selected topics). 7. Adopt Anthropology of Native Americans as a separate Anthropology course: currently it is taught in a History/Anthropology combination which is unworkable for most faculty due to credentialing issues
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Additional Planned Educational Activities

Health/safety/legal issues:	None
Certificates and Degrees Offered	None
Student Retention and Success	Student retention and success rates are somewhat above the average for the district and the college but could be improved. Average for 03–06 is 71.6%.
Progress on Student Learning Outcomes. (SLO % Complete)	All SLOs are complete

III. RESOURCE NEEDS

Personnel Needs

FT/PT ratio	Current	If filled	If not filled		# FTE faculty assigned)
078-08: FT is 41.8% of FTEF	0.8 Full-time. Growth from Sp 07–Sp 08 was 6%.				0.8
Narrative: <i>are PT faculty available? Can FT faculty be reassigned to this program? Implications if not filled</i>		Our only full-time instructor, Roger Newman, is retiring on January 1, 2008. Even now (Fall 08) teaching is primarily done by part-time teachers, without job security skilled part-time teachers leave BCC for full-time jobs elsewhere. We have a critical need to fill the full-time slot with a new hire.			

Equipment/Material/Supply/ Classified/Student Assistant Needs:

Please describe any needs in the above categories.

1. Funding for expansion and updating of fossil hominid and primate skull and skeleton replica collection.
2. Provide continued funding for purchase of new AV materials.
3. Hire a tutor to work with students, especially for the genetics portion of the Physical Anthropology course.

Facilities Needs (Items that should be included in our Facilities master Plan) for Measure A funding:

Please describe any facilities needs.

1. Find a way to adequately darken the Physical Sciences Lab so that projection equipment can be used during daylight hours.
2. Keep Physical Sciences Lab locked when not in use.
3. Provide all instructors with keys to 512 & 513.

UNIT PLAN UPDATE ~ September 2008

Berkeley City College

Each discipline will complete this form to update the unit plans developed in 2007. 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 2009-10 budget year.

I. OVERVIEW

		Date Submitted:	10/15/08
Discipline	Psychology	Dean: Gloria Vogt	Full-time instructor: Katherine Kocel
Department Chairs	Joan Berezin & Chuck Wollenberg		
Mission/ History <i>Brief, one paragraph</i>	The primary goals of the Psychology courses at Berkeley City College include enabling students to better describe and understand their own behavior, feelings and thinking, and those of others. In addition, ongoing objectives include appreciation and utilization of the scientific method and the information accumulated through its contemporary use. The gateway course, Introduction to Psychology, is followed by Life Span and Child Psychology, and Social Psychology. The Psychology of Men and Women is a more specialized course of interest to students and faculty. The courses are designed to prepare students to transfer to 4-year colleges and to meet AA degree requirements.		

II. EVALUATION AND PLANNING

Please review the program review data and the CSEP review criteria and complete the following matrix.

Baseline Data

Year	Annual FTES	%FTES growth	FTEF in program	FTEF/FTEF	comments
2007/08	97.439	12.3	2.29	21.300	
2006/07	86.756	20.2	2.09	20.735	
2005/06	72.200		1.80	20.055	

	Fall						
	2003	2004	2005	2006	2007	CODE	Comments
Quantitative Assessments							
1. Enrollment (duplicated)	245	260	340	431	454	A	
2. Sections (master sections)	6	6	8	8	11		
3. FTEF	1.20	1.40	1.80	2.18	2.18		
4. FTES	26.74	28.48	36.66	46.156	47.679	A	
5. FTES/FTEF	22.28	20.34	20.37	21.17	21.87	A	
6. Student Success	68%	70%	68.9%	68%			
7. Program Cost (Cost methodology is under development. Please complete the remaining items. This step to be completed later.)							

Qualitative Assessments	Narrative
8. Community and labor market relevance Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, etc. This applies primarily to career-technical (i.e., vocational programs).	Courses are transferable

9. College strategic plan relevance	
<p>Check all that apply</p> <ul style="list-style-type: none"> ▪ <i>New program under development</i> X <i>Program that is integral to the college's overall strategy</i> X <i>Program that is essential for transfer</i> X <i>Program that serves a community niche.</i> ▪ <i>Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc.</i> <p>Other _____</p>	

Action Plan Steps to Address CSEP Results

Please describe your plan for responding to the above data. Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges.

<p>ACTION PLAN -- Include overall plans/goals and specific action steps.</p> <ol style="list-style-type: none"> 1. Add more sections of PSYCH 1A because of large student demand. 2. Add PSY 8, Introduction to Research Methods in Psychology, and PSY 10, Introduction to Biological Psychology, to comply with recent IMPAC recommendations for Psychology majors. 3. Review all Psychology course outlines over a 3-year period, include SLOs and prerequisites for transfer level courses. 4. Evaluate all part time-time faculty as time and contractual issues allow. 5. Add new courses in response to community and faculty interests, initially as selected topics.

Additional Planned Educational Activities

Health/safety/legal issues:	none
Certificates and Degrees Offered	none
Student Retention and Success	Student retention averaged 77% in 2002-2006 period. Student success averaged 65% in 2002-2006 period.
Progress on Student Learning Outcomes. (SLO % Complete)	All SLOs are complete

III. RESOURCE NEEDS

Personnel Needs

FT/PT ratio	Current	If filled	If not filled	
<p>07-08: One FT is 43.6% of FTEF which in 07-08 averaged 2.29.</p>	<p>1 Full-time faculty—but strong growth (12% from 06-07 to 07-08) will reduce % of FTEF taught by FT faculty.</p>			<p style="text-align: center;"># FTE faculty assigned</p> <hr/> <p style="text-align: center;">1.0</p>
<p>Narrative: <i>are PT faculty available? Can FT faculty be reassigned to this program? Implications if not filled</i></p>		<p>The one full time instructor teaches five classes and part timers will be teaching seven classes in the spring. Part time instructors develop teaching skills and then leave for job security elsewhere. An additional full time instructor would allow the development of more classes to serve the community</p>		

UNIT PLAN UPDATE ~ September 2008

Berkeley City College

I. OVERVIEW

		Date Submitted:	November 2008
Discipline	Sociology	Dean: Bonita M. Schaffner	Berkeley City College
Department Chairs	Joan Berezin & Chuck Wollenberg		
Mission/History <i>Brief, one paragraph</i>	The discipline of sociology is represented at Berkeley City College by a series of core sociological courses offered through the department of Social Sciences. These courses are structured as primarily transfer classes and as such focus not only on the major lines of inquiry within sociology but also on strengthening general educational skills such as facilitating critical thinking, improving student writing, and increasing computational competency. Sociology courses at Berkeley City College are also interconnected with other college programs such as PACE (Program for Adult College Education), the Social Services Paraprofessional AA degree program and certificate, and as elective components of the Women's Studies Certificate.		

II. EVALUATION AND PLANNING

Please review the program review data and the CSEP review criteria and complete the following matrix.

Baseline Data

Year	Annual FTES	%FTES growth	FTEF in program	FTES/FTEF	comments
2007/08	60.88	24.6%	1.81	16.83	
2006/07	48.86	6%	1.3	18.77	
2005/06	45.82		1.2	19.36	

	Fall						
	2003	2004	2005	2006	2007	CODE	Comments
Quantitative Assessments							
1. Enrollment (duplicated)	65	80	181	198	223	A	
2. Sections (master sections)	2	2	5	6	6		
3. FTEF	.4	.4	1.0	1.2	1.8		
4. FTES	7.4	8.9	21.0	22.22	24.76	A	
5. FTES/FTEF	18.50	22.3	21.0	18.52	13.60	B	Sp 08 Prod. 20.07
6. Student Success	64.1%	72.4%	69.9%	69%			
7. Program Cost (Cost methodology is under development. Please complete the remaining items. This step to be completed later.)							

Qualitative Assessments	Narrative
8. Community and labor market relevance Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, etc. This applies primarily to career-technical (i.e., vocational programs).	Courses are transferable.

9. College strategic plan relevance	
<p>Check all that apply</p> <p>5. <i>New program under development</i></p> <p><input checked="" type="checkbox"/> <i>Program that is integral to the college's overall strategy</i></p> <p><input checked="" type="checkbox"/> <i>Program that is essential for transfer</i></p> <p><input checked="" type="checkbox"/> <i>Program that serves a community niche.</i></p> <p>6. <i>Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc.</i></p> <p>Other _____</p>	

Action Plan Steps to Address CSEP Results

Please describe your plan for responding to the above data. Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges.

<p>ACTION PLAN -- Include overall plans/goals and specific action steps.</p> <ol style="list-style-type: none"> 1. SOC 10, Introduction to the Sociology of Work, should be deactivated given this is an atypical introductory level sociology course offering and also that key components of this course are covered by other current courses at Berkeley City College. 2. Explore the possibility and interest in developing and offering a "methods for the social sciences" course similar to UC Berkeley's lower division Evaluation of the Evidence course. 3. Have SOC 05, Sociology of Minorities, approved as meeting the American Cultures requirement at UC Berkeley as it already is at College of Alameda. 4. Evaluations of part-time instructors should be done regularly. 5. Increase advertising of tutoring and counseling services available to all students. 6. Implement a system where forms similar to the EOPS progress academic reports are required for all students and that students needing assistance are directed to the proper resources. 7. Move away from the "whole grade" grading system and incorporate + and -. 8. Reduce the lengthy add period at the beginning of the semester to improve success and retention.

Additional Planned Educational Activities

Health/safety/legal issues:	None.	
Certificates and Degrees Offered	Social Services Paraprofessional degree incorporates some sociology courses.	
Student Retention and Success	Average student retention rate from 2002-2006 was 74.3%. This rate is consistent with the other disciplines within the Social Science program. Student Success averaged 64.4% over the same academic calendar years.	
Progress on Student Learning Outcomes. (SLO % Complete)	Preliminary course SLOs for sociology's six course offerings are in place. Measurements and rubrics are constructed for Soc. 01 and are being implemented in Fall 2008. Soc. 02: Social Problems is scheduled for measurement in Spring 09. All other sociology courses are scheduled for measurement by Spring 10.	

III. RESOURCE NEEDS

Personnel Needs

FT/PT ratio	Current	If filled	If not filled		# FTE faculty assigned
07-08: 1 F/T faculty teaches 99% of FTEF of 1.81.	Nearly entire program taught by FT instructor, but program grew nearly 25% from 06-07 to 07-08.				1.8
Narrative: <i>are PT faculty available? Can FT faculty be reassigned to this program? Implications if not filled</i>			Adding any additional sections of sociology would require another part-time instructor		

Equipment/Material/Supply/ Classified/Student Assistant Needs:

Please describe any needs in the above categories.

- All social science faculty should be encouraged to remain current in their discipline and be actively connected with scholarship in their field. To this end we recommend department funding for professional association membership fees.
- Funds should be provided to bring sociology video collection in alignment with ADA requirements and update audio-visual materials.

UNIT PLAN UPDATE ~ September 2008

BERKELEY CITY COLLEGE

Each discipline will complete this form to update the unit plans developed in 2007. 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 2009-10 budget year.

I. OVERVIEW

Discipline	Biology/ Biotechnology	Date Submitted:	September, 2008
Department Chairs		Dean: Gloria Vogt	BERKELEY CITY COLLEGE
Mission/ History <i>Brief, one paragraph</i>	As disciplines that are part of the Science department, the most important goal is to provide students with the knowledge and skills they will need in order to perform successfully in the next stage of their careers, whether that stage involves transfer to a 4-year institution, entering a professional program of study such as nursing, or entering the workplace in a specialized field such as biotechnology. Another important goal is to build 'stepping stones to science' in order to make careers in science accessible to students who have little or no background in science and math but who have been excited by the news and the potential of interesting jobs in biotechnology and other science related fields. A third goal of the science department is to provide the community with informative courses to enhance their understanding and appreciation of the world of science and these would include seminar-style courses taught by local scientists and scientific laboratories and a monthly science seminar series.		

II. EVALUATION AND PLANNING

Please review the program review data and the CSEP review criteria and complete the following matrix.

Baseline Data

Year	Annual FTES	%FTES growth	FTEF in program	FTES/FTEF	comments
2007/08	170.1	27%	3.48	25.0	
2006/07	133.45	13%	2.86	23.4	
2005/06	117.787		3.19	18.7	

	Fall					CODE	Comments
	2003	2004	2005	2006	2007		
Quantitative Assessments							
1. Enrollment (duplicated)	250	259	226	296	302	A	
2. Sections (master sections)	7	7	7	9	7		
3. FTEF	2.89	2.89	2.78	3.06	2.79		
4. FTES	62.50	65.44	57.31	66.39	78.8	A	
5. FTES/FTEF	21.6	22.6	20.6	21.7	28.25	A	
6. Student Success	78.4^	76.2%	74.5%	71.1%			
7. Program Cost (Cost methodology is under development. Please complete the remaining items. This step to be completed later.)							

Qualitative Assessments	Narrative
<p>8. Community and labor market relevance</p> <p>Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, etc. This applies primarily to career-technical (i.e., vocational programs).</p>	<p>Students trained in Biotechnology can apply for positions in industry, state and federal research labs, college and university research labs, private research labs and clinical labs.</p> <p>In the SF Bay area there are 200+ industries related to biotechnology that are in need of a highly trained workforce. Also, there are also private, state and federal research labs in need of a highly skilled workforce including the University of California, Berkeley and San Francisco campuses, the State of California Department of Health Services, the California Department of Justice, Forensic Division, and the Lawrence Berkeley National Laboratory.</p>

9. College strategic plan relevance	
<p>Check all that apply</p> <p><i>New program under development</i></p> <p><input checked="" type="checkbox"/> <i>Program that is integral to the college's overall strategy</i></p> <p><input checked="" type="checkbox"/> <i>Program that is essential for transfer</i></p> <p><input checked="" type="checkbox"/> <i>Program that serves a community niche.</i></p> <p><i>Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc.</i></p> <p>Other _____</p>	

Action Plan Steps to Address CSEP Results

Please describe your plan for responding to the above data. Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges.

<p>ACTION PLAN -- Include overall plans/goals and specific action steps.</p> <p>I. Goals for the science department include the following:</p> <ol style="list-style-type: none"> 1. Develop 3 additional laboratory rooms, two that will accommodate the addition of more biology and chemistry labs and one that will accommodate the inclusion of physics in the science curriculum. 2. Establish "Divisions": Physical Sciences (Physics, and possibly nanotechnology and engineering in the future), Earth Sciences (Astronomy, Geography and Geology), Life Sciences (Biology, Chemistry, Biotechnology, Environmental sciences) with each division coordinating the
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curriculum needs of students in these majors.

3. Add additional full time faculty: (1) Physics, (2) Organic Chemistry, (3) Geography/geology, (4) Biology
4. Establish a monthly science seminar series open to the public.
5. Produce a biannual BCC Science Newsletter to attract high school and members of the community to consider careers in science and enrollment in BCC science classes.
6. Support the development of a Science Club for students and the development of a Web Site.

II. 2008–2009 Goals for the Biology Department

1. Complete the physical development of the present laboratory (e.g. additional work spaces in the prep rooms).
2. Develop the following course: Scientific Instrumentation C: Advanced techniques in biotechnology (will include techniques needed by technicians working in regenerative medicine and stem cell research labs.
3. Work with the local high schools to encourage students to enroll in BCCs Level One Certificate in Biotechnology.
4. Develop a Post Baccalaureate Certificate in Biotechnology for students with strong backgrounds in science
5. Develop an A.S. Degree in Biological Sciences
6. Investigate the feasibility of changing the format of Biology 1A and 1B to include Biology 1C as follows: 1A (molecular and cell biology), 1B (animals: taxonomy, physiology, ecology, evolution), 1C (plants: taxonomy, physiology, ecology and evolution).
7. Continue to upgrade all laboratory experiments in the biology and biotechnology classes.
8. Consider another full time faculty member that will allow for the development of courses in environmental sciences and continued growth in biotechnology (2009–2010 or 2010 - 2011).

Additional Planned Educational Activities

Health/safety/legal issues:	Biology and biotechnology laboratory classes carry the risk of injury due to contact with hazardous chemicals and contaminants. If chemicals and hazardous materials are not handled properly OSHA can fine the college and district and shut down the laboratories
Certificates and Degrees Offered	A.S. degree in Biotechnology Certificate in Biotechnology Level One Certificate in Biotechnology

	* A.S. Degree in Biological Sciences planned for 2009 - 2010
Student Retention and Success	Retention is excellent. Judging from comments from employers, graduates of the Biotechnology program have proven competent and successful in the workplace. Student success averages 75%.
Progress on Student Learning Outcomes. (SLO % Complete)	Completed

III. RESOURCE NEEDS

Personnel Needs

FT/PT ratio	Current	If filled	If not filled		# FTE faculty assigned
07-08: 40.6% of FTEF are full time instructors.	Two FT instructors. Growth from sp 07-sp 08 was 13.6%. Growth will decrease percentage of full time to FTEF.				1.7
Narrative: <i>are PT faculty available? Can FT faculty be reassigned to this program? Implications if not filled</i>		It is extremely difficult to find competent part time faculty in the sciences. Other faculty cannot be reassigned to the program. The new labs completed in 2010 will increase growth in science.			

Equipment/Material/Supply/ Classified/Student Assistant Needs:

Please describe any needs in the above categories.

1. EQUIPMENT AND MATERIAL SUPPLIES:

2. Staffing:

- A. **Student Worker:** 20 hours/week to assist w/ cleaning biology laboratory prep and lab room.
- B. **Instructional Aides:** Each laboratory class should have one instructional aide to ensure the safety of the students as they conduct experiments.
- C. **Laboratory Technician:** Biology presently has 1 full time laboratory technician
- D. **Laboratory Manager:** The Science Department will need a laboratory manager to oversee the maintenance and purchasing of new equipment, the organization of the laboratories and the upkeep of materials and supplies

3. Other:

A number of equipment items in the science laboratory must have a service agreement or preventive maintenance (PM) agreement. These items include the autoclave, centrifuges, spectrophotometers and biological safety hoods (laminar flow hoods).

Facilities Needs (Items that should be included in our Facilities master Plan) for Measure A funding:

Please describe any facilities needs.

- 1. One New “wet” laboratory will be needed to accommodate the demand for more classes in the biological sciences
- 2. The present laboratory room needs additional bench space
- 3. The present prep room needs additional bench space and cabinets.
- 4. The present prep rooms need flooring installed.

UNIT PLAN UPDATE ~ September 2008

Berkeley City College

Each discipline will complete this form to update the unit plans developed in 2007. 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 2009-10 budget year.

I. OVERVIEW

Discipline	Physics/ Astronomy	Date Submitted:	October, 2008
Department Chairs	Des Rochers, Barbara	Dean: Vogt	Berkeley City College
Mission/ History <i>Brief, one paragraph</i>	<p>Physics</p> <p>As part of the Science department, the most important goal is to provide students with the knowledge and skills they will need in order to perform successfully in the next stage of their careers, whether that stage involves transfer to a 4-year institution, entering a professional program of study such as nursing, or entering the workplace in a specialized field such as biotechnology. Another important goal is to build ‘stepping stones to science’ in order to make careers in science accessible to students who have little or no background in science and math but who have been excited by the news and the potential of interesting jobs in biotechnology and other science related fields. A third goal of the science department is to provide the community with informative courses to enhance their understanding and appreciation of the world of science and these would include seminar-style courses taught by local scientists and scientific laboratories and a monthly science seminar series.</p>		

II. EVALUATION AND PLANNING

Please review the program review data and the CSEP review criteria and complete the following matrix.

Baseline Data: Physics/Astronomy combined. Physics offered fall, Astronomy in spring. Physics not offered 03-04.

Year	Annual FTES	%FTES growth	FTEF in program	FTES/FTEF	comments
2007/08	10.4	18%	.59	17.6	Two sections of astronomy were offered spring 07. Astronomy was offered both fall and spring in 07-08. Moving into the new building with labs increased enrollment in 07-08
2006/07	8.8	-4%	.46	16.0	
2005/06	9.2		.59	19.0	

	Fall (physics) /Spring (astron) Combined					CODE	Comments
	2003	2004	2005	2006	2007		
Quantitative Assessments							07-08 astron. offered both sems.
1. Enrollment (duplicated)	43	77	73	76	74	B	
2. Sections (master sections)	2	2	3	2	2		
3. FTEF	.20	.46	.59	.46	.46		
4. FTES	4.3	9.0	9.2	8.8	12.8	B	
5. FTES/FTEF	21.5	19.5	16.1	19.2	18.7	B	

6. Student Success Astronomy	62.5%	83.8%	66.7%	71.1%			
Student Success Physics	67.5%	70.3%	74.3%	72.2%			
7. Program Cost (Cost methodology is under development. Please complete the remaining items. This step to be completed later.)							

Qualitative Assessments	Narrative
8. Community and labor market relevance Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, etc. This applies primarily to career-technical (i.e., vocational programs).	Physics and Astronomy are important components of degrees and certificates in the sciences, which in turn, as important to industry.

9. College strategic plan relevance	
<p>Check all that apply</p> <p><i>X New program under development</i></p> <p><i>X Program that is integral to the college's overall strategy</i></p> <p><i>X Program that is essential for transfer</i></p> <p><i>X Program that serves a community niche.</i></p> <p>7. <i>Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc.</i></p> <p>Other _____</p>	

Action Plan Steps to Address CSEP Results

Please describe your plan for responding to the above data. Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges.

ACTION PLAN -- Include overall plans/goals and specific action steps.

Goals for the science department include the following:

1. Develop 3 additional laboratory rooms, two that will accommodate the addition of more biology and chemistry labs and one that will accommodate the inclusion of physics in the science curriculum.
2. Establish "Divisions": Physical Sciences (Physics, and possibly nanotechnology and engineering in the future), Earth Sciences (Astronomy, Geography and Geology), Life Sciences (Biology, Chemistry, Biotechnology, Environmental sciences) with each division coordinating the curriculum needs of students in these majors.
3. Add additional full time faculty: (1) Physics, (2) Organic Chemistry, (3) Geography/geology, (4) Biology
4. Establish a monthly science seminar series open to the public.
5. Produce a biannual BCC Science Newsletter to attract high school and members of the community to consider careers in science and enrollment in BCC science classes.
6. Support the development of a Science Club for students and the development of a Web Site.

II. 2008–2010 Goals for Physics

1. Offer Physics 4A, B and C along with Physics 10
2. Secure a full time faculty position so that a viable physics department can be developed
3. Plan to establish a second series of Physics for biology and pre-med majors (3A, 3B, 3C)
4. Investigate the feasibility of starting a Nanotechnology technician training program

Additional Planned Educational Activities

Health/safety/legal issues:	Physics laboratory classes carry the risk of injury due to contact with heavy equipment and in one section, the handling of radioactive materials.
Certificates and Degrees Offered	None at this time.
Student Retention and Success	Retention in Physics 10 is excellent. We offered Physics 4A for the first time last spring semester—more time is needed to evaluate student success, but it will be critical to keep the class size to 30.
Progress on Student Learning Outcomes. (SLO % Complete)	Completed

III. RESOURCE NEEDS

Personnel Needs

FT/PT ratio	Current	If filled	If not filled	# FTE faculty assigned
0 contract faculty: 07-08: .34 FTEF Physics; .165 FTEF Astronomy.	Sp 07–Sp 08: Growth in Physics: 38%. Astronomy shows loss of growth: --43%			0
Narrative: <i>are PT faculty available? Can FT faculty be reassigned to this program? Implications if not filled</i>		It is extremely difficult to find competent part time faculty in the sciences. Other faculty cannot be reassigned to the program		

Equipment/Material/Supply/ Classified/Student Assistant Needs:

Please describe any needs in the above categories.

1. Equipment, Materials, Supplies: See Attached
2. Staffing
 - A. **Laboratory Technician:** One part time position
 - B. **Laboratory Manager:** The Science Department will need a laboratory manager to oversee the maintenance and purchasing of new equipment, the organization of the laboratories and the upkeep of materials and supplies

Facilities Needs (Items that should be included in our Facilities master Plan) for Measure A funding:

Please describe any facilities needs.

One new laboratory dedicated to physics has been designed and should be available starting in 2010.

UNIT PLAN UPDATE ~ September 2008

Berkeley City College

Each discipline will complete this form to update the unit plans developed in 2007. 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 2009-10 budget year.

I. OVERVIEW

		Date Submitted:	November, 2008
Discipline	CHEMISTRY	Dean: Vogt	
Department	Des Rochers		
Chairs			
Mission/ History <i>Brief, one paragraph</i>	As a discipline that is part of the Science Department, the most important goal is to provide students with the knowledge and skills they will need in order to perform successfully in the next stage of their careers, whether that stage involves transfer to a 4-year institution, entering a professional program of study such as nursing, or entering the workplace in a specialized field such as biotechnology. Another important goal is to build 'stepping stones to science' in order to make careers in science accessible to students who have little or no background in science and math but who have been excited by the news and the potential of interesting jobs in biotechnology and other science related fields. A third goal of the science department is to provide the community with informative courses to enhance their understanding and appreciation of the world of science and these would include seminar-style courses taught by local scientists and scientific laboratories and a monthly science seminar series.		

II. EVALUATION AND PLANNING

Please review the program review data and the CSEP review criteria and complete the following matrix.

Baseline Data

Year	Annual FTES	%FTES growth	FTEF in program	FTES/FTEF	comments
2007/08	96.72	40.9%	2.65	18.14	
2006/07	68.64	22.7%	2.0	17.93	
2005/06	55.92		1.72	16.53	

	Fall						
	2003	2004	2005	2006	2007	CODE	Comments
Quantitative Assessments							
1. Enrollment (duplicated)	85	83	99	109	149	A	
2. Sections (master sections)	3	3	3	3	5		
3. FTEF	1.28	1.28	1.45	1.44	2.38		
4. FTES	21.70	21.66	26.88	29.82	40.68	A	
5. FTES/FTEF	16.95	16.92	18.54	20.71	17.09	B	Growth required more sections-limited labs
6. Student Success	73.4%	57.5%	56.8%	62.3%			
7. Program Cost (Cost methodology is under development. Please complete the remaining items. This step to be completed later.)							

Qualitative Assessments	Narrative
8. Community and labor market relevance Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, etc. This applies primarily to career-technical (i.e., vocational programs).	There are a number of job opportunities for chemistry technicians. Students enrolled in the biotechnology program must have a strong background in chemistry

9. College strategic plan relevance	
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Check all that apply

8. *New program under development*

X *Program that is integral to the college's overall strategy*

X *Program that is essential for transfer*

X *Program that serves a community niche.*

9. *Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc.*

Other _____

Action Plan Steps to Address CSEP Results

Please describe your plan for responding to the above data. Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges.

ACTION PLAN -- Include overall plans/goals and specific action steps.

I. Goals for the science department include the following:

1. Develop 3 additional laboratory rooms, two that will accommodate the addition of more biology and chemistry labs and one that will accommodate the inclusion of physics in the science curriculum.
2. Establish "Divisions": Physical Sciences (Physics, and possibly nanotechnology and engineering in the future), Earth Sciences (Astronomy, Geography and Geology), Life Sciences (Biology, Chemistry, Biotechnology, Environmental sciences) with each division coordinating the curriculum needs of students in these majors.
3. Add additional full time faculty: (1) Physics, (2) Organic Chemistry, (3) Geography/geology, (4) Biology
4. Establish a monthly science seminar series open to the public.
5. Produce a biannual BCC Science Newsletter to attract high school and members of the community to consider careers in science and enrollment in BCC science classes.
6. Support the development of a Science Club for students and the development of a Web Site.

II. 2008–2010 Goals for the Chemistry Department

1. Add Organic Chemistry series; add Environmental Chemistry with laboratory
2. Hire a new Full time Faculty for Organic Chemistry
3. The above 2 goals cannot be accomplished without the addition of a second chemistry laboratory
4. Hire a full time chemistry laboratory technician.

Additional Planned Educational Activities

Health/safety/legal issues:	Chemistry classes carry the risk of injury due to contact with hazardous chemicals and contaminants. If chemicals and hazardous materials are not handled properly OSHA can fine the college and district and shut down the laboratories.
Certificates and Degrees Offered	None at this time. We should consider a chemistry technician certificate program in the near future.
Student Retention and Success	Chemistry 1A traditionally has a high attrition rate due to the number of students with inadequate backgrounds in mathematics and chemistry. However, many students completing Chem 1A and 1B and transferring to 4-year schools return to comment that they have been successful in their advanced courses due to the education they received at BCC.
Progress on Student Learning Outcomes. (SLO % Complete)	Completed

III. RESOURCE NEEDS

Personnel Needs

FT/PT ratio 07-08:	Current	If filled	If not filled	<div style="font-size: 1.5em; font-weight: bold; color: #0056b3;"># FTE faculty assigned</div> <hr style="width: 50%; margin: 0 auto;"/> <div style="font-size: 1.2em; font-weight: bold;">1.0</div>
1 FT is 34% of total FTEF of 2.65. This is below recommended rate of 75:25.	41% growth 07-08; FTEF grew 32%	No request at this time—growth, helped by new labs—will require more contract faculty in the future.	If growth continues at same rate, ratio of FT to PT will be even more unacceptable	
Narrative: <i>are PT faculty available? Can FT faculty be reassigned to this program? Implications if not filled</i>		It is extremely difficult to find competent part time faculty in the sciences. Other faculty cannot be reassigned to the program		

Equipment/Material/Supply/ Classified/Student Assistant Needs:

- **Equipment and supplies essential to chemistry lab**
 - a. **Student Worker:** 20 hours/week to assist w/ cleaning chemistry laboratory prep and lab room.
 - b. **Laboratory Technician:** One full time position to prep all labs
 - c. **Instructional Aides:** Each laboratory class should have one instructional aide to ensure the safety of the students as they conduct experiments.
 - d. **Laboratory Manager:** The Science Department will need a laboratory manager to oversee the maintenance and purchasing of new equipment, the organization of the laboratories and the upkeep of materials and supplies

Facilities Needs (Items that should be included in our Facilities master Plan) for Measure A funding:

Please describe any facilities needs.

- a. A second wet lab developed for organic chemistry will be completed by 2010. The present labs lack the necessary drains in the fume hoods.
- b. Present chemistry lab rooms needs the addition of 24 writing slabs for the students
- c. The prep room needs flooring installed
- d. The prep room needs more bench top space for preparation

UNIT PLAN UPDATE ~ September 2008

Berkeley City College

Each discipline will complete this form to update the unit plans developed in 2007. 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 2009-10 budget year.

I. OVERVIEW

		Date Submitted:	October, 2008
Discipline	<u>Geography</u>	Dean: GloriaVogt	
Department Chairs	Barbara Des Rochers		
Mission/ History <i>Brief, one paragraph</i>	<p>Geography/Geology/Astronomy/Physical Sciences</p> <p>These four disciplines will eventually be incorporated into a Division of Earth and Planetary Sciences that will be a part of the Science Department of BCC. The data presented in this Unit Plan is that of Geography as it is presently the largest of the 4 disciplines. As disciplines that are part of the Science department, the most important goal is to provide students with the knowledge and skills they will need in order to perform successfully in the next stage of their careers, whether that stage involves transfer to a 4-year institution, entering a professional program of study such as nursing, or entering the workplace in a specialized field such as biotechnology. Another important goal is to build ‘stepping stones to science’ in order to make careers in science accessible to students who have little or no background in science and math but who have been excited by the news and the potential of interesting jobs in biotechnology and other science related fields. A third goal of the science department is to provide the community with informative courses to enhance their understanding and appreciation of the world of science and these would include seminar-style courses taught by local scientists and scientific laboratories and a monthly science seminar series.</p>		

II. EVALUATION AND PLANNING

Please review the program review data and the CSEP review criteria and complete the following matrix.

Baseline Data GEOGRAPHY ONLY

Year	Annual FTES	%FTES growth	FTEF in program	FTES/FTEF	comments
2007/08	44.96	29.4%	1.01	22.32	
2006/07	34.74	91.7%	.85	20.43	
2005/06	18.12		.76	18.5	

	Fall					CODE	Comments
	2003	2004	2005	2006	2007		
Quantitative Assessments GEOGRAPHY							
1. Enrollment (duplicated)	164	139	138	139	184	A	
2. Sections (master sections)	4	4	4	4	5		
3. FTEF	.66	.76	.76	.76	.9		
4. FTES	18.38	15.42	15.3	15.5	20.62	A	
5. FTES/FTEF	27.85	20.29	20.13	20.39	22.91	A	
6. Student Success	83.7%	79.85	80.3%	74.8%			
7. Program Cost (Cost methodology is under development. Please complete the remaining items. This step to be completed later.)							

Qualitative Assessments	Narrative
<p>8. Community and labor market relevance</p> <p>Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, etc. This applies primarily to career-technical (i.e., vocational programs).</p>	<p>Earth and Planetary sciences are strong transfer courses.</p>

9. College strategic plan relevance	
<p>Check all that apply</p> <p><i>10. New program under development</i></p> <p><i>X Program that is integral to the college's overall strategy</i></p> <p><i>X Program that is essential for transfer</i></p> <p><i>11. Program that serves a community niche.</i></p> <p><i>12. Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc.</i></p> <p>Other _____</p>	

Action Plan Steps to Address CSEP Results

Please describe your plan for responding to the above data. Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges.

<p>ACTION PLAN -- Include overall plans/goals and specific action steps.</p> <p>Goals for the science department include the following:</p> <ol style="list-style-type: none"> 1. Develop 3 additional laboratory rooms, two that will accommodate the addition of more biology and chemistry labs and one that will accommodate the inclusion of physics in the science curriculum. 2. Establish "Divisions": Physical Sciences (Physics, and possibly nanotechnology and engineering in the future), Earth Sciences (Astronomy, Geography and Geology), Life Sciences (Biology, Chemistry, Biotechnology, Environmental sciences) with each division coordinating the curriculum needs of students in these majors. 3. Add additional full time faculty: (1) Physics, (2) Organic Chemistry, (3) Geography/geology, (4) Biology 4. Establish a monthly science seminar series open to the public. 5. Produce a biannual BCC Science Newsletter to attract high school and members of the community

to consider careers in science and enrollment in BCC science classes.

6. Support the development of a Science Club for students and the development of a Web Site.

II. 2008–2010 Goals for Geography/Geology/Astronomy/Physical Sciences

1. Incorporate these disciplines in a new “Division of Earth and Planetary Sciences”
2. Design more classes attractive to a general audience, e.g.
3. Secure a full time faculty position so that a viable Earth Sciences Division can be developed
4. Develop a laboratory/field class for Geology 10
5. Institutionalize the course “Interplanetary Weather” (Astr 48UA): developed and taught by scientists from the Space Sciences Laboratory at the University of California, Berkeley.

Additional Planned Educational Activities

Health/safety/legal issues:	There are potential safety considerations in field courses thus underscoring the need for instructional aides.
Certificates and Degrees Offered	None at this time.
Student Retention and Success	Thus far retention and success has been excellent in all earth science disciplines
Progress on Student Learning Outcomes. (SLO % Complete)	Completed

III. RESOURCE NEEDS

Personnel Needs

FT/PT ratio: 07-08:	Current	If filled	If not filled	<div style="text-align: center;"> <p># FTE faculty assigned</p> <hr/> <p>0</p> </div>
<p>0 FT/1.01 FTEF (Geography)</p>	<p>No FT, but nearly 30% growth in one year will soon make ratio of FT/PT unacceptable. FTEF grew from .9 in Sp 07 to 1.01 in Fall 08</p>		<p>New science labs and institution of Earth and Planetary Science program will require more FT faculty in this area.</p>	
<p>Narrative: <i>are PT faculty available? Can FT faculty be reassigned to this program? Implications if not filled</i></p>		<p>It is difficult to find qualified adjunct instructors in Geography. Fully enrolled classes have been cancelled because of difficulty in finding instructors.</p>		

Equipment/Material/Supply/ Classified/Student Assistant Needs:

Please describe any needs in the above categories.

- A. **Instructional Aides:** Should be available in all field-based laboratory classes when they are offered.
- B. **Laboratory Manager:** The Science Department will need a laboratory manager to oversee the maintenance and purchasing of new equipment, the organization of the laboratories and the upkeep of materials and supplies

Facilities Needs (Items that should be included in our Facilities master Plan) for Measure A funding:

Please describe any facilities needs.

A new physical science laboratory is scheduled to be completed in 2010.

CAREER –TECHNICAL PROGRAMS

ASL

CIS

Business

Travel

PERALTA COMMUNITY COLLEGE DISTRICT

CTE UNIT PLAN ~ September 2008

Berkeley City College

Each discipline will complete this form to update the unit plans developed in 2007. 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 2009-10 budget year.

I. OVERVIEW

		Date Submitted:	October, 2008
Discipline	ASL	Dean: Bonita Schaffner	
Department Chair	Karen Carruthers		
Mission/History <i>Brief, one paragraph</i>	The mission of the American Sign Language (ASL) program is to provide students with good language and cultural skills that will allow them to (1) pursue careers working with the deaf community or provide services to deaf customers, clients, or students in their current job; (2) interact effectively with any deaf people from their personal lives, such as family members (including children), neighbors, coworkers and friends; (3) allow deafened or hard of hearing adults to become part of the deaf community, and (4) fulfill foreign language requirements with ASL.		

II. PRODUCTIVITY STANDARD WORKSHEET

A. RECOMMENDED PRODUCTIVITY STANDARD

Please complete the following matrix to develop a recommended productivity standard.

EXTERNAL STANDARDS (State, Federal, Trade Association, special accreditation) What external standards does the program need to meet? How do these standards influence productivity, if at all?	None.
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SAFETY (and staffing strategies to ensure safety) What safety issues affect productivity	FIRE HAZARD Classroom size for rooms 223 & 226: If you review the blueprints and other plans for these rooms, you will notice that they always show the chairs in a semi-circle. There are several pedagogical reasons why the chairs must be configured in this way (see the end of this section for complete explanation).
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<p>and/or class size? What staffing or other strategies are recommended or currently used to address safety issues?</p>	<p>Having the chairs in a semi-circle reduces the total number of chairs that will fit in the room. As such, we recommend reducing the maximum enrollment to 25 so that we can always provide ADA-required physical access and so that in an emergency, everyone will be able to vacate the room in a safe and timely fashion.</p>
<p>STATION AND ROOM CAPACITY What station and room factors affect productivity?</p>	<p>The need for chairs to be in a semi-circle, and the limitation of stations for filming students for testing and analysis purposes.</p>

<p>TEACHING NEEDS AND STRATEGIES (pedagogical requirements) What teaching needs related to the discipline impact productivity?</p>	<p>Chairs need to be in a semi-circle (see article from the American Sign Language Teachers Association on this topic at: www.aslta.org/size.php) because</p> <ul style="list-style-type: none"> • ASL is a visual language and everyone must be able to see all the other people in the room. • In a visual language, participants must be able to see not only a signer's hands but also body movement, speed and size of signs, the space in front and to the side of the signer, facial expressions, head movements, and eye gaze. The role of facial expressions, head movements and eye gaze in American Sign Language is critical and grammatical. The students increase their language learning in the classroom by following all conversations whether between the teacher and class, teacher and student, or student and student. <p>When we designed the classrooms, our intention was that the maximum enrollment would be 25 students. It is physically impossible to put more than 30 students in our rooms with the chairs in a semi-circle—essential in teaching sign language - and still maintain an environment where all can see. However, at 30 the room is uncomfortably cramped.</p> <p>In addition to the physical discomfort of the rooms, cramming too many students in is also not creating a good educational experience. It is not possible to give language students all the attention they need when enrollments exceed 30 students. Their experience in the class suffers and we are not able to retain students because of these difficulties.</p>
<p>PRODUCTIVITY OF PROGRAMS IN COMPARABLE COMMUNITIES If available, what data exists about the productivity of</p>	<p>Productivity in this program is comparable, and at times better, than in other language programs, but is affected by the need to limit classes to 30 students.</p>

this CTE field in communities with comparable socio-economic conditions?	
RECOMMENDED PRODUCTIVITY STANDARD What is the recommended productivity standard?	We believe our class maximum should be 25 students, or at the most 30, which produces productivity of about 15.0. However, in recent semesters, productivity has been consistently higher.

III. EVALUATION AND PLANNING

Please review the program review data and the CSEP review criteria and complete the following matrix.

Baseline Data

YEAR	ANNUAL FTES	% FTES GROWTH	FTEF IN PROGRAM	FTES/FTEF	COMMENTS
2007/08	133.13	+4%	3.54	18.83	
2006/07	127.9	-3%	4.04	16.27	
2005/06	132.13		4.22	18.35	

Quantitative Assessments	FALL					CODE	Comments
	2003	2004	2005	2006	2007		
1. Enrollment (duplicated)	391	408	380	336	337	B	Mixed Pattern
2. Sections (master sections)	13	13	13	13	11		
3. FTEF	4.11	4.070	4.110	4.110	3.330		
4. FTES	75.75	76.57	71.09	66.33	64.28	B	
5. FTES/FTEF	18.43	18.81	17.30	16.14	19.30	B	Mixed Pattern
6. Student Success	75.8%	73.6%	68.9%	73.1%			

ASL, now part of the Modern Language department, shows a decline beginning in 2006, perhaps because of the loss of a full time faculty member. However, ASL faculty have made efforts to restore energy to the program, and 08-09 shows resurgence of enrollment and productivity. From fall 03-04 to fall 07-08 enrollment declined by 8% and FTES by 8.5%. Average productivity is 17.44. In 07-08 the contract faculty teaching load was 1.8, 51% of FTEF. The addition of a new full time faculty in 08-09 brings the percentage of full time faculty teaching load, 2.8, to 79% of FTEF.

FTES/FTEF Trend Assessment: What is the recent trend in productivity (growing, declining, stable)? What factors explain these trends? For example, what positive factors help explain high and/or increasing productivity, and what limiting factors help explain low and/or declining productivity?	Class size averages 28 from 2002-2006. So, enrollments have not shifted much in the 5 year period. We had the highest enrollment in fall 05 and the lowest in fall 06. Even with these trends, we remain significantly higher than the suggested standard of productivity.						
	2003	2004	2005	2006	2007	CODE	Comments
6. Student Success	73.0%	69.6%	68.1%	68.4%			
7. Program Cost compared to Total Resources What is the full cost of the program; what are all the sources and amounts of revenues the program secures (state; grant; in-kind, etc.); and what is the difference between cost and revenue?							
8. What are additional program health indicators? If available, what are the data for the years indicated to the right?							

Qualitative Assessments	Narrative
8. Market Responsiveness and Future Growth Potential Present evidence of the program's responsiveness to community and labor market need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, etc. Also, what is the future growth potential of the vocational area?	Relations with the wider Deaf community are extensive. Service providers to or employers of deaf persons and their organizations often furnish field placements for the advanced students in the Field Experience class, where the students' supervisors are themselves Deaf. These sites in turn often become employment opportunities for the students who complete the program. Faculty members participate on state and local boards that deal with issues for the Deaf. To further involve the Deaf community (as well as interpreters) with our department and campus as well as try to solve the problem of lack of qualified people to teach here, we want to begin offering workshops for Deaf and interpreting communities. Some of the courses would be to train Deaf people to be tutors and/or mentoring people who would like to become ASL instructors. Our relationship with the Deaf and interpreting communities is excellent and we are well-known in the Deaf community, but we are relatively unknown in our local service area of Berkeley, North Oakland, Emeryville, and Albany. We will work with the Public Information Officer to alter our marketing plan to focus more on businesses and agencies in our local area that could be interested in or benefit from exposure to sign language.

There is no formal system in place to obtain information on graduates. A number of students meet their vocational goals without completing our program. We should also track their success and progress as well as graduates.

The ASL Department circulates a newsletter to the students, faculty, potential students who are on our mailing list, graduates, and agencies in the Deaf and interpreting communities. The newsletter contains articles written by students and former students, staff, and others in the community, as well as job announcements, events, new and developments and regulations in the field, opportunities for workshops, media and other materials as they become available, in addition to news and services on campus.

The newsletter is sent by mail or email 4 times a year to people who have contacted our department expressing interest in our program. It highlights the excellent work being done by our students, comments on topics of interest in the field and otherwise provides some insight into professions working with Deaf people. It gives students information about how to get involved in the Deaf community, keeps them informed on hot topics, gives information on how to succeed in ASL, creates connection to the greater campus, and helps maintain connection within the department and the local community. Anecdotal comments have informed us how valuable members of the community find the newsletter.

We formed an Advisory Committee in the past but it has not met for quite a long time. We will need to see if the same individuals are still available and determine if others would better assist us. The chair plans to use the Fall 2007 semester as an organizing period and to have the new committee begin meeting in Spring 2008.

Berkeley City College is fortunate to have one of the authors of the textbook *Signing Naturally*, teaching here. This curriculum is number one for ASL instructors nationally and what we use exclusively in ASL 50-53. *Signing Naturally Level 1* was printed in 1988. The authors are working to have a revised version printed in the late fall of 2007. Some teachers here, including the chair, have been pilot testing their early materials. We find that students learn best when activities are meaningful and experiential, which the new edition builds in nicely. This curriculum does an even better job of demonstrating that ASL is the subtle, elegant, powerful language of rich and complex culture than the old edition. We will be adopting the new edition as soon as it is available.

The department supports the idea of a change in our scheduling. Specifically we are interested in offering afternoon classes to reach a wider range of students, but we are concerned about our ability to do so. The reasons are: 1) In order to staff the class we would have to pull one of our full time teachers from her regular load because all of our part time teachers work during the day at other jobs. 2) If we pull one of those teachers, it may be difficult finding another teacher who is available and qualified to teach an advanced course. 3) We have a problem hiring new teachers due to the district's rules. Because ASL is a vocational subject, they require that instructors have at least 4 years of related full time work experience (more than the state standard). We have been

	able to find many otherwise qualified people, a number of whom have an MA, but very, very few who have both the number of years of experience AND meet the minimum educational requirement.
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9. College strategic plan relevance	
<p>Check all that apply</p> <ul style="list-style-type: none"> ▪ <i>New program under development</i> X <i>Program that is integral to the college's overall strategy</i> ▪ <i>Program that is essential for transfer</i> X <i>Program that serves a community niche.</i> ▪ <i>Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc.</i> <p>Other _____</p>	

Action Plan Steps to Address CSEP Results ACTION PLAN --

- Hire an expert to develop the ASL page on the college web site as well as to expand and develop multimedia materials for classroom use.
- Hire an expert to teach PI to some Deaf members of the Deaf community.
- Work with campus researcher to develop a survey tool for students and graduates to see if we are meeting student demand in various areas and also to determine if there is sufficient demand to begin offering more advanced courses such as "Introduction to Interpreting".
- Hire a tutor, ideally a native signer
- Develop an assessment tool for incoming students
- Set up a learning lab
- Begin offering motivational opportunities for current students to build interest in the field and their completion of the program
- Hire a Long Term Sub for Fall 2007
- Hire a full time teacher for Spring 2008
- Find money to pay Proficiency Interviewers
- Consult with IT department about software needed during Fall 2007
- Set up Video Phones on all four desks in the faculty office
- Hire an expert to consult on special features to web page and to use digital media in the classroom (see information under section #2 & 3, page 6)
- Staff the college AV position
- Offer some workshops for Deaf and interpreting communities.
- Reform Advisory Committee
- Develop strategies to better market the program to the local service area.
- Develop a system to follow graduates progress (college-wide).
- Offer some workshops for Deaf and interpreting communities.
- Reform Advisory Committee
- Develop strategies to better market the program to the local service area.
- Develop a system to follow graduates progress (college-wide).
- Re-instate our course (ASL 50) in University of California–Berkeley
- Cameras are yet to be determined. We do not know if they do fit our need until we receive the new ones.

Additional Planned Educational Activities

Health/safety/legal issues:	Some aspects of this program are ADA issues. Deaf faculty and part-time teachers must be reasonably accommodated. Some health issues with the air quality in ASL faculty room, classrooms and in ground floor classrooms.
Certificates and Degrees Offered	Associate in Arts Degree and Certification of Achievement in American Sign Language.

<p>Student Retention and Success</p>	<p>The program is designed for student success, although achieving this is not easy. Final assessment of students' skills occurs during comprehension and expressive exams at the end of levels 50 and 51 as a precondition to move on to the next level. Each course has a specific curriculum that builds on the previous skills achieved. Exit skills of ASL 50, for example match the entry skills for ASL 51 and so on. The faculty has been using the American Sign Language Proficiency Interview (ASLPI) instrument to determine if students completing ASL 52 & 53 have met all the exit requirements.</p> <p>The purpose of the ASLPI is to have objective members of the Deaf community determine the level of ASL skill an individual demonstrates, both expressively and receptively. It is used in various organizations including Gallaudet University, California State University - Northridge, McDaniel College Deaf Education program, Maryland School for the Deaf (for teachers), State of Oregon (Oregon School for the Deaf), York University, and the Canadian Cultural Society of the Deaf.</p> <p>The Language Proficiency Interview (LPI), used and developed by the Foreign Service Institute, is the model for the ASLPI. The basic precept in this type of evaluation is to find out, through a face-to-face interview, what an individual <i>can do</i> with the knowledge and skills the individual has in the target language at a given point in time. The ASLPI involves an <i>interactive process</i> between a trained interviewer and the student being evaluated. This process is video recorded and holistically scored by three specially trained raters. Students being assessed are scrutinized in five major areas, which are grammar, vocabulary, fluency, accent, and comprehension. The interviewer and the student spend about 20 to 30 minutes together to complete the interview. Then the interviewer rates the student's skill according to the rating form that has further detail about each of the five areas. The interviewer must be a native user of ASL. He or she must be trained to steer the conversation and/or ask appropriate questions to truly be able to see the extent of the interviewee's skills. It can be a delicate situation to really push someone to the limits of their skill without significantly going over that point and causing the student to withdraw. The videotape of the interview is then rated by two other trained individuals. The three scores are averaged for one total.</p> <p>Students cannot receive the Certificate of Achievement or Associate degree without passing these interviews.</p> <p>In the ASL department at BCC, the chair was trained to give ASLPI when she lived in Canada and another faculty took the training from a teacher at California State University–Northridge. They both have been training the other</p> <p>instructors and Deaf community members to interview and rate our</p>
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	<p>students. We have determined the minimum scores for ASL 52 and ASL 53 are 1.3 and 2.2 respectively out of a maximum score of 5. * A copy of the Description for the ratings in the PI scale is included with this report at the end (page 19). We need to expand our Proficiency Interview pool and hire an expert to train them as well as share new information and give brush up to currently trained faculty.</p> <p>In spite of the logistic difficulty of collaboration for part-time instructors, the department has reached good agreement on the competencies requisite at the end of each level. Completion of the program provides students with the preparation necessary to enroll in an ASL-English Interpreter Training Program as well as eligibility for bilingual jobs that provide support services in education, social work and medicine. Students also demonstrate an understanding of and respect for American Deaf Culture.</p> <p>In the past, tutors increased the success and retention rate of students. The higher rate of success in 2002 may be due to available of trained tutors.</p>
<p>Progress on Student Learning Outcomes. (SLO % Complete)</p>	<p>Student learning outcomes for the program and for each course should be in place on course outlines by fall 2008.</p>

III. RESOURCE NEEDS

PERSONNEL NEEDS

FT/PT ratio 07-08: FT 36.7% of FTEF	Current: Addition of new faculty 08-08	If filled	If not filled		# FTE faculty assigned 1.3 (reduced load assignment)
	08-09: FT 65% of FTEF.				<p>Narrative: There are three contract faculty positions. The first position is fully staffed and she is also the department chairperson. The second position is held by someone utilizing the reduced workload program (“Willie Brown Act”) and teaches only in Spring semesters. Additionally, she has sufficient banked leave time that during those spring semesters she typically is working less than 15.0 equated hours and relying on banked time to make up the rest. Part-time instructors teach the sections that she would otherwise be teaching without the banked time. The third position was held by a teacher who, for a number of years, was on a reduced load due to an occupational injury. She has been officially retired since the end of the Fall 2006 semester. Part-time instructors have covered the sections she would normally have taught. There are enough sections that we also have a number of part-time instructors to fill the remaining need. Until recently, the part-time instructors have been a relatively constant group with a low turnover rate. Of the 9 faculty members working in this program, 7 are Deaf and native users and there is 1 hearing native user.</p> <p>In the last few years, we have been struggling to staff all the sections we offer with qualified teachers.</p>

There are two reasons for this. First, two positions that should have individuals working full time are actually only working part time. Because they were still categorized as full time, we could only hire part time teachers to fill in. Second, there is a lack of qualified, experienced teachers in the field of ASL instruction. It is especially difficult to staff sections that meet during the daytime as a number of our part time teachers work at other jobs during the day and are only available to us at night. It is urgent that we will fill the vacant instructor position and until the vacant position can be permanently filled, we must have a long-term substitute to fill that role to prevent further difficulty and to be sure that our instructors are the best possible.

Equipment/Material/Supply/ Classified/Student Assistant Needs:

Please describe any needs in the above categories. Funding for:

- Deaf Tutors
- Proficiency Interview

In the past, the budget of the college for tutoring services has varied. During previous periods when tutoring was regularly offered and the tutor was an ASL native user with experience in teaching and tutoring, success and retention was notably better. For at least the last 3 years, the only funding available is for student workers to fill this need. It has been a good experience for students to work as tutors, but their commitment to continuing from term to term and availability to work can be difficult. This is natural as they are not only students but often have families and other commitments, including professional work that they do. The number of regularly assigned hours of tutoring needs to be expanded and the level of expertise of tutors needs to be raised. To do this, 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.

To maintain high standards with the Proficiency Interview we have a continuing need for outside testers in order to ensure objectivity and to really test a student’s ability to understand a wide variety of signers, not just the teachers they are already familiar with.

These testers were previously funded by VTEA, but we are no longer able to use that source. A new source of permanent, stable funding must be established.

Facilities Needs (Items that should be included in our Facilities master Plan) for Measure A funding:

Please describe any facilities needs.

The recently completed ASL classroom has satisfied technology and facilities concerns to some extent but there are three major concerns remaining:

- Door bell for the office of Deaf faculty, which is kept locked for safety reasons, to signal that someone is at the door.
- Air purification
- Modifications in the camera set up so that individual student video can be separated out for comment/feedback. Capacity established for video correction and explanation to individual students. Cameras are yet to be determined. We won’t know until we receive and use the new ones.

CTE UNIT PLAN Template ~ September 2008

Berkeley City College

Each discipline will complete this form to update the unit plans developed in 2007. 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 2009-10 budget year.

I. OVERVIEW

		Date Submitted:	October, 2008
Discipline	CIS	Dean: Dr. Gloria Vogt	
Department Chair	Neil Dunlop		
Mission/History <i>Brief, one paragraph</i>	<p>With the collapse of the dot-com bubble in 2001 and 2002 CIS enrollments declined nationwide. The BCC CIS department has attempted to counter this trend by developing three new programs: Computer Programming, Web Programming, and Network Support Technician. Because of low CIS enrollments at all Peralta Colleges the Computer Programming and Network Support Technician programs were put under review in spring 2007. The department will be focusing on the Web Programming Degree Certificate (which has some potential synergy with Multimedia) as well as the Applied Microcomputer Information Systems Certificate/Degree Program.</p> <p>There are many indications that IT employment is picking up which should lead to increased demand for IT courses. We need additional resources for outreach to inform that public about the range of classes which we offer</p>		

II. PRODUCTIVITY STANDARD WORKSHEET

A. RECOMMENDED PRODUCTIVITY STANDARD

Please complete the following matrix to develop a recommended productivity standard.

EXTERNAL STANDARDS (State, Federal, Trade Association, special accreditation) What external standards does the program need to meet? How do these standards influence	N/A
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productivity, if at all?	
<p>SAFETY (and staffing strategies to ensure safety)</p> <p>What safety issues affect productivity and/or class size? What staffing or other strategies are recommended or currently used to address safety issues?</p>	<p>Most of our labs have 38 computer work stations. For our larger classes we need student aids to help the instructor deal with the large numbers and levels of students attending the class</p>
<p>STATION AND ROOM CAPACITY</p> <p>What station and room factors affect productivity?</p>	<p>Since our computer labs have 38 workstations and there are always some dropouts, Class sizes of 30 to 35 are reasonable</p>

<p>TEACHING NEEDS AND STRATEGIES (pedagogical requirements)</p> <p>What teaching needs related to the discipline impact productivity?</p>	<p>All of our class rooms have Internet connectivity, computers and Projection equipment.</p>
<p>PRODUCTIVITY OF PROGRAMS IN COMPARABLE COMMUNITIES</p> <p>If available, what data exists about the productivity of this CTE field in communities with comparable socio-economic conditions?</p>	<p>The usual productivity requirement of 17.5 is reasonable for CIS programs.</p>
<p>RECOMMENDED PRODUCTIVITY STANDARD</p> <p>What is the recommended productivity standard?</p>	<p>Since our computer labs have 38 workstations and there are always some dropouts, class sizes of 30 to 35 and productivity of 17.5 are reasonable when sufficient computer stations are available.</p>

III. EVALUATION AND PLANNING

Please review the program review data and the CSEP review criteria and complete the following matrix.

Baseline Data

Year	Annual FTES	%FTES growth	FTEF in program	FTES/FTEF	comments
2007/08	137.0	37%	3.61	18.93	
2006/07	100.0	6%	3.54	14.21	
2005/06	94.4		4.46	10.58	

	Fall					CODE	Comments
	2003	2004	2005	2006	2007		
Quantitative Assessments							Sp 08 Improvement:
1. Enrollment (duplicated)	548	496	452	404	458	B	573
2. Sections (master sections)	27	27	23	19	18		
3. FTEF	4.71	5.370	4.46	3.38	3.52		
4. FTES	57.26	51.97	48.8	49.672	61.51	B	
5. FTES/FTEF	12.16	9.68	10.94	14.7	17.47	B	20.4

<p>FTES/FTEF Trend Assessment: What is the recent trend in productivity (growing, declining, stable)? What factors explain these trends? For example, what positive factors help explain high and/or increasing productivity, and what limiting factors help explain low and/or</p>	<p>Recently we have seen an increase in total enrollment and in productivity as the industry is reviving, and as more attention is paid to recruiting students for the program.</p> <p>Past decreases in enrollment reflect the downturns in the industry.</p>
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declining productivity?							
	2003	2004	2005	2006	2007	CODE	Comments
6. Student Success	54.7%	59.5	61.8%	58.1%			
7. Program Cost compared to Total Resources What is the full cost of the program; what are all the sources and amounts of revenues the program secures (state; grant; in-kind, etc.); and what is the difference between cost and revenue?							
8. What are additional program health indicators? If available, what are the data for the years indicated to the right?							

Qualitative Assessments	Narrative
8. Market Responsiveness and Future Growth Potential Present evidence of the program's responsiveness to community and labor market need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, etc. Also, what is the future growth potential of the vocational area?	<p>An October 27, 2006 online article on the website money.cnn.com was entitled "Most lucrative degrees for college grads" reported that employers continue to boost starting salaries for the class of 2006. "The biggest beneficiaries are graduates who majored in information sciences and systems: they are taking home 7.5% more than they did last year, according to the Fall 2006 edition of <i>Salary Survey</i>, a quarterly report by the National Association of Colleges and Employers"</p> <p>More recently, a May 1, 2007 <i>Computerworld</i> article was headlined "More IT jobs, less filling of them". The article cited several reports of employment trends showed an increase in IT hiring.</p> <p>An April 13, 2007 article in the <i>San Francisco Chronicle</i> entitled "High-tech temps are in demand." According to the article, "U.S. employers are bidding up high-tech temporary workers." Examples of hourly wages for temporary tech workers in the San Francisco area included Database administrator \$59.80/hr., Java developer \$57.27/hr, and Microsoft .NET developer \$53.40 per hour.</p> <p>The McIntyre Environmental Scan identified CIS as a growth area</p>

9. College strategic plan relevance	
<p>Check all that apply</p> <ul style="list-style-type: none"> ▪ <i>New program under development</i> X <i>Program that is integral to the college's overall strategy (Information and computer literacy are college level outcome goals).</i> ▪ <i>Program that is essential for transfer</i> X <i>Program that serves a community niche.</i> X <i>Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare, industry downturn, etc.</i> Other _____ 	

Action Plan Steps to Address CSEP Results

Please describe your plan for responding to the above data. Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges.

<p>ACTION PLAN -- Include overall plans/goals and specific action steps.</p> <p>We are constantly trying to adapt our curriculum to the changing needs of business and industry in order to increase our enrollments. Some short term goals include:</p> <ol style="list-style-type: none"> 1. Offer the required courses for our Web Programming Certificate so that we can have some program completers this year. 2. Develop a course in GIS (Geographic Information Systems) in conjunction with the geography department—Course will be offered in spring 09. 3. Develop a certificate in Using Open Source Software to repackage some of our existing classes under the umbrella of the increasing popular open software movement 4. Continue to develop more course articulations with the UC Berkeley Computer Science Department.\
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Additional Planned Educational Activities

Health/safety/legal issues:	None
Certificates and Degrees Offered	Associate in Science Degree and Certificate of Completion Program in Applied Microcomputer Information Systems Web Programming Associate in Science and Certificate of Completion Program

Student Retention and Success	The data furnished for use with this accelerated program review entitled "Berkeley CC Selected Outcomes: Success and Course Retention" listed the success rate and retention rate for individual courses, but did not show the averages for each department or for the college as a whole. I did modify the spreadsheet to make those calculations. According to my calculations CIS had a 58.5% success rate and at 79.37% retention rate vs. 68% and 74% for all departments. However, it was not clear whether students who received "CR" grades were treated as a success. We have had no completers of the new Web Programming Certificate/Degree Program because we have not yet been able to offer the full complement of required classes.
Progress on Student Learning Outcomes. (SLO % Complete)	All program and course SLO's were completed in Spring 08. Assessment will begin during the 2009-2010 school year.

III. RESOURCE NEEDS

Personnel Needs

FT/PT ratio	Current	If filled	If not filled	# FTE faculty assigned
07-08: FT instruction is 77.5% of total FTEF				2.6
Narrative: <i>are PT faculty available? Can FT faculty be reassigned to this program? Implications if not filled</i>		Compared to other departments in the college, CIS has required 75% FT faculty unless growth continues.		

Equipment/Material/Supply/ Classified/Student Assistant Needs:

Please describe any needs in the above categories.

We need student aids for our larger lab classes. The wide range of preparation of our students including ESL students who have not taken formal ESL classes necessitates additional help for student success.

Facilities Needs (Items that should be included in our Facilities master Plan) for Measure A funding:

Please describe any facilities needs.

We desperately need more computer labs to meet demand for additional class sections

CTE UNIT PLAN Template ~ September 2008

Berkeley City College

Each discipline will complete this form to update the unit plans developed in 2007. 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 2009-10 budget years.

I. OVERVIEW

		Date Submitted:	October, 2008
Discipline	Business	Dean: Dr. Gloria Vogt	
Department Chair	Neil Dunlop		
Mission/ History <i>Brief, one paragraph</i>	The mission of the program that includes Business, Cooperative Education, Economics, Health Education, Health Occupation, and International Trade (hereafter, Program) is to educate students so that they can compete and perform successfully in today's ever-changing global business environment. This requires not only job specific technical skills but also more general skills. The Program fully supports the general institutional student learning outcomes of Ethics and Personal Responsibility, Information Competency, Communication, Critical Thinking, Computational Skills, Global Awareness and Valuing Diversity, Self-awareness and Interpersonal Skills. In this Program students acquire the knowledge and skills needed for initial employment, skill upgrades, career advancement, and career changes as well as the undergraduate courses needed to move into four-year business degree programs that have similar goals.		

II. PRODUCTIVITY STANDARD WORKSHEET

A. RECOMMENDED PRODUCTIVITY STANDARD

Please complete the following matrix to develop a recommended productivity standard.

EXTERNAL STANDARDS (State, Federal, Trade Association, special accreditation) What external standards does the program need to meet? How do these standards influence productivity, if at all?	N/A
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<p>SAFETY (and staffing strategies to ensure safety)</p> <p>What safety issues affect productivity and/or class size? What staffing or other strategies are recommended or currently used to address safety issues?</p>	N/A
<p>STATION AND ROOM CAPACITY</p> <p>What station and room factors affect productivity?</p>	<p>The capacity of most classrooms is 35 to 40. In some cases there have not been a sufficient number of chairs in classrooms for the number of students enrolled in the class.</p>

<p>TEACHING NEEDS AND STRATEGIES (pedagogical requirements)</p> <p>What teaching needs related to the discipline impact productivity?</p>	<p>In our new building all classrooms are equipped with computer projection equipment and Internet access which enhances our ability to use technology in teaching. However, for classes taught at UC Berkeley there have been problems accessing the Internet</p>
<p>PRODUCTIVITY OF PROGRAMS IN COMPARABLE COMMUNITIES</p> <p>If available, what data exists about the productivity of this CTE field in communities with comparable socio-economic conditions?</p>	<p>The recommended productivity of 17.5 is reasonable, provided sufficient chairs and/or computer stations are available when needed..</p>
<p>RECOMMENDED PRODUCTIVITY STANDARD</p> <p>What is the recommended productivity standard?</p>	<p>A class size of 35 and productivity of 17.5 seems reasonable</p>

III. EVALUATION AND PLANNING

Please review the program review data and the CSEP review criteria and complete the following matrix.

Baseline Data

Year	Annual FTES	%FTES growth	FTEF in program	FTES/FTEF	comments
2007/08	78.423	7.4%	1.99	19.86	
2006/07	72.997	24%	2.24	17.02	
2005/06	58.73		2.01	14.7	

	Fall					CODE	Comments
	2003	2004	2005	2006	2007		
Quantitative Assessments							Mixed patterns but strong growth last 2 yrs.
1. Enrollment (duplicated)	267	278	255	268	365	B	
2. Sections (master sections)	10	10	9	8	10		
3. FTEF	1.91	1.920	1.75	1.46	1.8		
4. FTES	29.59	28	26.946	27.885	38.757	B	
5. FTES/FTEF	15.49	14.58	15.4	19.1	21.53	B	

FTES/FTEF Trend Assessment: What is the recent trend in productivity (growing, declining, stable)? What factors explain these trends? For example, what positive factors help explain high and/or increasing productivity, and what limiting factors help explain low and/or declining productivity?	Program has shown growth in both enrollment and productivity						
	2003	2004	2005	2006	2007	CODE	Comments
6. Student Success	62.8	64.3%	67.5%	61.7%			
7. Program Cost compared to Total Resources What is the full cost of the program; what are all the sources and amounts of revenues the program secures (state; grant; in-kind, etc.); and what is the difference between cost and revenue?							

8. What are additional program health indicators? If available, what are the data for the years indicated to the right?							
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Qualitative Assessments	Narrative
<p>8. Market Responsiveness and Future Growth Potential</p> <p>Present evidence of the program’s responsiveness to community and labor market need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, etc. Also, what is the future growth potential of the vocational area?</p>	<p>Faculty are working closely with the Advisory Committee to match program offerings to community needs. A faculty task force will be working during the 2009 school year to revitalize the International Trade program</p>

9. College strategic plan relevance	
<p>Check all that apply</p> <ul style="list-style-type: none"> ▪ <i>New program under development</i> <input checked="" type="checkbox"/> <i>Program that is integral to the college’s overall strategy</i> ▪ <i>Program that is essential for transfer</i> <input checked="" type="checkbox"/> <i>Program that serves a community niche.</i> <p><i>Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare industry downturns, etc.</i></p> <p>Other _____</p>	

Action Plan Steps to Address CSEP Results

Please describe your plan for responding to the above data. Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges.

ACTION PLAN -- Include overall plans/goals and specific action steps.

- Submit curriculum revisions to BCC Curriculum Committee, CIPD, and State Chancellor's Office

Curriculum revisions will be submitted to BCC Curriculum Committee on 11/20/08; to CIPD in December 2008; to the State Systems Office Spring 2009.

- Review and update all course outlines (including content and SLOs). Develop assessment methods to measure success and achievement, linked to program and course student learning objectives

All course outlines were reviewed and updated Spring 2008; SLOs and Draft Assessment Methods were put in place at the same time.

- Review revisions for all programs with CalWorks counselors to ensure continued eligibility

Curriculum revisions will be reviewed with CalWorks counselors in November 2008.

- Review all curriculum with the program advisory committee for relevancy and appropriateness

Spring 09

- Assign teaching faculty a primary role in course outline review process to be completed.

All course outlines were reviewed and updated Spring 2008; SLOs and Draft Assessment Methods were put in place at the same time. Teaching faculty had an active role in the process.

- Schedule agenda items in department meetings for sharing creative and effective teaching strategies each semester.
- Communicate staff development opportunities to all staff and encourage participation each semester.
- Offer distance education courses beginning fall 2008.

Distance education courses in ECON were offered beginning Summer 2008.

- Increase student services support, including more counselors who are familiar with all degree and certificate programs and more tutors in all disciplines.
- Develop formal student mentor programs, formal process for managing study groups, and formal tutor training programs.
- Develop a tutoring plan/program for business students if resources are available
- Offer short term seminars on such topics as time management, job search, test taking, self-esteem, study skills, and memory, with a marketing campaign targeted to business students.
- Ensure faculty availability to students through paid office hours.

Part time faculty are being paid for office hours through June 2009.

- Schedule business advisory committee meetings.

Business Advisory Committee was revitalized in Spring 2008. Ongoing meetings resulted in a Job Education Event on October 24, 2008.

Additional Planned Educational Activities

<p>Health/safety/legal issues:</p>	<p>None</p>																												
<p>Certificates and Degrees Offered</p>	<p>During the 09 school year a faculty task force will be reviewing and recommending changes to the International Trade Certificate.</p> <ul style="list-style-type: none"> • Accounting AA Adding a Certificate of Achievement in Accounting • Business Administration AA • General Business AA and Certificate of Achievement • International Trade Certificate of Achievement (under review/revision) • Business–Office Technology AA • Office Technology–Administrative Assistant Certificate of Achievement • Office Technology–Administrative/ Accounting Assistant Certificate of Achievement • Office Technology–Administrative Assistant/Medical Certificate of Achievement 																												
<p>Student Retention and Success</p>	<p>Student Retention and Success</p> <ul style="list-style-type: none"> • From 2001-2006, students completed degrees and certificates in the Program as follows: <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Accounting:</td> <td style="text-align: right;">10 AA degrees</td> </tr> <tr> <td>Business Administration:</td> <td style="text-align: right;">8 AA degrees</td> </tr> <tr> <td>General Business:</td> <td style="text-align: right;">2 AA degrees; 4 certificates of completion</td> </tr> <tr> <td>International Trade:</td> <td style="text-align: right;">14 certificates of completion</td> </tr> <tr> <td>Office Technology:</td> <td style="text-align: right;">14 AA degrees; 20 certificates of completion</td> </tr> <tr> <td>Totals:</td> <td style="text-align: right;">34 AA degrees; 38 certificates</td> </tr> </table> <ul style="list-style-type: none"> • Student Retention Average 2003-2006 <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Business</td> <td style="text-align: right;">73.7%</td> </tr> <tr> <td>COPED</td> <td style="text-align: right;">73.2%</td> </tr> <tr> <td>ECON</td> <td style="text-align: right;">66.0%</td> </tr> <tr> <td>HLTED</td> <td style="text-align: right;">80.5%</td> </tr> <tr> <td>HLTOC</td> <td style="text-align: right;">82.2%</td> </tr> <tr> <td>INTRD</td> <td style="text-align: right;">80.9%</td> </tr> <tr> <td></td> <td style="text-align: right;">69.4% (excluding one day classes)</td> </tr> <tr> <td>BCC</td> <td style="text-align: right;">72.8%</td> </tr> </table>	Accounting:	10 AA degrees	Business Administration:	8 AA degrees	General Business:	2 AA degrees; 4 certificates of completion	International Trade:	14 certificates of completion	Office Technology:	14 AA degrees; 20 certificates of completion	Totals:	34 AA degrees; 38 certificates	Business	73.7%	COPED	73.2%	ECON	66.0%	HLTED	80.5%	HLTOC	82.2%	INTRD	80.9%		69.4% (excluding one day classes)	BCC	72.8%
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	<ul style="list-style-type: none"> • Student Success Average 2003-2006 <table border="0"> <tr><td>Business</td><td>69.1%</td></tr> <tr><td>COPED</td><td>67.1%</td></tr> <tr><td>ECON</td><td>65.2%</td></tr> <tr><td>HLTED</td><td>57.2%</td></tr> <tr><td>HLTOC</td><td>65.5%</td></tr> <tr><td>INTRD</td><td>80.6%</td></tr> <tr><td></td><td>69.3% (excluding one day classes)</td></tr> <tr><td>BCC</td><td>67.0%</td></tr> </table> • Student retention and success rates are comparable with the college averages. 	Business	69.1%	COPED	67.1%	ECON	65.2%	HLTED	57.2%	HLTOC	65.5%	INTRD	80.6%		69.3% (excluding one day classes)	BCC	67.0%
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	69.3% (excluding one day classes)																
BCC	67.0%																
Progress on Student Learning Outcomes. (SLO % Complete)	Program and course level SLO's were completed in spring 08. Assessment will begin in fall 08. All are mapped to institutional outcomes																

III. RESOURCE NEEDS

Personnel Needs

FT/PT ratio	Current	If filled	If not filled		# FTE faculty assigned
07-08: One FT instructor–66% of FTEF of Bus. & Econ.					.83
<p>Narrative: are PT faculty available? Can FT faculty be reassigned to this program? Implications if not filled</p>	<ul style="list-style-type: none"> • Finding part time instructors for Business courses has not been a problem. Accounting instructors are slightly more difficult to find. Economics instructors with teaching experience are usually the most difficult to source. Full time faculty with appropriate degrees and recent experience could be considered. • One advantage to the large number of part time instructors in business is that they are currently working in their fields and can provide both academic theory and current practical application. Nevertheless, one full time instructor cannot provide sufficient marketing, community development, internship relationships, and counseling support for all students. • To further develop our accounting program, a full time accounting instructor would be a valuable addition to the department in the next three years. This position would be a valuable teaching asset as well as an excellent support person for the Program. • Another option might be to add a full time Economics instructor, as the courses are popular with both our students and UC Berkeley 				

	students.
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Equipment/Material/Supply/ Classified/Student Assistant Needs:

Please describe any needs in the above categories.

Student assistants are needed for Office Technology classes in Word Processing and Keyboarding. Classes representing beginning, intermediate and advanced levels are scheduled concurrently with one teacher. Cost: approximately \$2,000 /year

Supplies \$500/year

Facilities Needs (Items that should be included in our Facilities master Plan) for Measure A funding:

Please describe any facilities needs.

We need additional computer labs for classes such as Computerized Accounting

Additional Office space for part-timers with ability to confer with students in private

CTE UNIT PLAN Template ~ September 2008

Berkeley City College

Each discipline will complete this form to update the unit plans developed in 2007. 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 2009-10 budget year.

I. OVERVIEW

		Date Submitted:	October, 2008
Discipline	Travel/Tourism	Dean: Dr. Gloria Vogt	
Department Chair	Neil Dunlop/Marty de Souto		
Mission History <i>Brief, one paragraph</i>	The mission of this program which has been in existence since 1978 is to provide high quality, accessible, adult instruction to a culturally-varied audience interested in initial employment, career advancement, and career changes in travel and tourism, the world's largest industry, - a constantly changing industry.		

II. PRODUCTIVITY STANDARD WORKSHEET

A. RECOMMENDED PRODUCTIVITY STANDARD

Please complete the following matrix to develop a recommended productivity standard.

EXTERNAL STANDARDS (State, Federal, Trade Association, special accreditation) What external standards does the program need to meet? How do these standards influence productivity, if at all?	N/A
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<p>SAFETY (and staffing strategies to ensure safety)</p> <p>What safety issues affect productivity and/or class size? What staffing or other strategies are recommended or currently used to address safety issues?</p>	<p>N/A</p>
<p>STATION AND ROOM CAPACITY</p> <p>What station and room factors affect productivity?</p>	<p>The capacity of most classrooms is 35. A few larger classes need 50 seat rooms, which have proven difficult to schedule. Larger rooms have not been readily available.</p>

<p>TEACHING NEEDS AND STRATEGIES (pedagogical requirements)</p> <p>What teaching needs related to the discipline impact productivity?</p>	<p>In our new building all classrooms are equipped with computer projection equipment and Internet access which enhances our ability to use technology in teaching.</p>
<p>PRODUCTIVITY OF PROGRAMS IN COMPARABLE COMMUNITIES</p> <p>If available, what data exists about the productivity of this CTE field in communities with comparable socio-economic conditions?</p>	<p>Travel is a rapidly changing industry, affected by technology and by socio-economic conditions, which affects enrollment and productivity.</p>
<p>RECOMMENDED PRODUCTIVITY STANDARD</p> <p>What is the recommended productivity standard?</p>	<p>A class size of 20 minimum for vocational programs seems reasonable Initial classes in the program draw more; exit classes and some specialty classes often run smaller. One class (the airline Sabre reservations class) is dependent on number of working computers in the classroom.</p>

III. EVALUATION AND PLANNING

Please review the program review data and the CSEP review criteria and complete the following matrix.

Baseline Data

Year	Annual FTES	%FTES growth	FTEF in program	FTES/FTEF	Comments
2007/08	21.37	1.6%	1.8	8.82	
2006/07	21.03	16.7%	1.9	9.66	
2005/06	18.01		1.0	9.89	

	Fall						
	2003	2004	2005	2006	2007	CODE	Comments
Quantitative Assessments							
1. Enrollment (duplicated)	370	253	272	274	257	B	
2. Sections (master sections)	11	14	12	12	12		
3. FTEF	.84	1.08	1.04	1.04	1.04		
4. FTES	15.08	12.09	11.485	11.23	11.265	C	
5. FTES/FTEF	17.95	11.09	11.04	10.8	10.83	C	

<p>FTES/FTEF Trend Assessment: What is the recent trend in productivity (growing, declining, stable)? What factors explain these trends? For example, what positive factors help explain high and/or increasing productivity, and what limiting factors help explain low and/or declining productivity?</p>	<p>Since 9/11, enrollments have had to steadily build up after an initial drop. Similarly, the advent of travelers using the home computer for travel arrangements has adversely affected the retail travel agency sector of the industry, although other sector such as the cruise industry, inbound (receptive) travel, hotels/hospitality, adventure travel, family travel, etc. are still strong.</p>						
	2003	2004	2005	2006	2007	CODE	Comments
6. Student Success	80.8%	81.6%	76.7%	79.2%			
<p>7. Program Cost compared to Total Resources</p> <p>What is the full cost of the program; what are all the sources and amounts of revenues the program secures (state; grant; in-kind, etc.); and what is the difference between cost and revenue?</p>							
8. What are additional program health indicators? If available, what are the data for the years indicated to the right?							

Qualitative Assessments	Narrative
<p>8. Market Responsiveness and Future Growth Potential</p> <p>Present evidence of the program's responsiveness to community and labor market need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, etc. Also, what is the future growth potential of the vocational area?</p>	<p>The program director is working closely with the Advisory Committee to match program offerings to community and industry needs. Certificate offerings in Inbound Travel and Adventure Travel are unique certificates developed in response to these needs and are the only such offerings known in community colleges in the U.S. A further new program in Hotel/Hospitality Management is under development with a goal of beginning classes in fall of 2009.</p>

9. College strategic plan relevance

Check all that apply

- X *New program under development (hotel/ hospitality)*
 - *Program that is integral to the college's overall strategy*
 - *Program that is essential for transfer*
- X *Program that serves a community niche.(hotels in the East Bay)*
- X *Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc. (911 and other world events; also denial of financial aid to participants in the travel/ tourism program)*

Other _____

Action Plan Steps to Address CSEP Results

Please describe your plan for responding to the above data. Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges.

- Curriculum revisions (including content, descriptions, and SLOs) have been completed for all program permanent courses (non 48's). We are now ready to begin the assessment phase.
- All curriculum offerings were reviewed with the advisory committee.
- Paid office hours to program director are in place to ensure one office-hour per week consultation availability to all students in the program
- An online newsletter has been developed to keep in touch with present and past program students as a method of marketing new classes and keeping students updated on program developments.
- The internship program is continuing, with efforts to keep host employers in the community involved in our program both as employers and as guest speakers.
- The program director continues to be active in the travel/tourism industry through networking - membership in local travel organizations and personal travel.
- A new Hotel/Hospitality certificate program is under development with community focus activities and writing course outlines

Additional Planned Educational Activities

Health/safety/legal issues:	. None
Certificates and Degrees Offered	<p>At present the following certificates are offered:</p> <p>CERTIFICATES OF ACHIEVEMENT</p> <ul style="list-style-type: none"> • Professional Level Certificate of Achievement, 25 units. <p>CERTIFICATES OF PROFICIENCY</p> <ul style="list-style-type: none"> • Entry Level Certificate, 14 units • Adventure Travel Certificate, 17.5 units (to be corrected to 18) • Inbound Certificate, 11 units <p>SPECIALTY CERTIFICATES</p> <ul style="list-style-type: none"> • Air Travel Specialty, 6 units • Cruise Industry Specialty, 6 units • Group Travel Specialty, 6 units <p>In addition a new Hotel/Hospitality Program is under development and an AA program in Travel as well as in Hotel/Hospitality is projected for the future.</p>
Progress on Student Learning Outcomes. (SLO % Complete)	SLO's were completed in spring 08 except for 48 courses. Assessment will begin in fall 08.

III. RESOURCE NEEDS

Personnel Needs

FT/PT ratio	Current	If filled	If not filled		# FTE faculty assigned
07-08: 0/1.13					0
<p>Narrative: <i>are PT faculty available? Can FT faculty be reassigned to this program? Implications if not filled</i></p>		<p>* A major problem through the years has been that management has never justified securing a full-time program director. The founder and ongoing program director is currently (and has always been) a part-time instructor teaching in the program. She has been handling marketing, community development, internship relationships, and counseling as well as new program development and oversight of the other four part-timer instructors.</p>			

	<p>However, a major advantage is that most of the part-timers are still working in their fields, which provides both academic theory and current practical application.</p> <p>Finding new instructors for one or two present instructors who are close to retirement will prove a challenge. One of them should have online teaching experience.</p> <p>It will also be necessary to locate new instructors to teach the more advanced classes of the new hotel/hospitality program. Beginning classes in this new strand can be taught by present instructors, subject to load ceilings.</p>
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Equipment/Material/Supply/ Classified/Student Assistant Needs:

Please describe any needs in the above categories.

Ongoing funding for office supplies and other miscellaneous needs such as periodicals, maps, etc. seem to be adequate. We will have to be aware for possible periodic upgrades to the Sabre software (airline course); which cost \$300 in '07-'08 and were not budgeted for in advance.

Similarly, as the new Hotel/Hospitality Program develops, it is very likely that a software program will be required, but details are not yet available.

There is an ongoing need for updated videos/dvds. However, new ones have not been purchased due to the continuing requirement that we purchase only those captioned to accommodate deaf students and most travel videos are not so captioned.

Department/program website. Original website designed several years ago has been dumped when the district office took over with Passport.

More basic foundations study for some students in the program whose English, penmanship, and understanding of expected behavior in an academic setting and subsequently in the workplace are substandard.

Facilities Needs (Items that should be included in our Facilities master Plan) for Measure A funding:

Please describe any facilities needs.

Additional Office space for part-timers where they can store materials, work in course preparation, and confer with students in private. A child-care facility.

SUPPORT SERVICES UNIT REVIEWS & PACE

Library

Student Services

Counseling

Peralta Community College District

UNIT PLAN FORM *Library Services & Instruction*

I. OVERVIEW

		Date Submitted:	9/24/08
Department:	Library	Administrator:	Gloria Vogt
Head Librarian/	Joshua Boatright	Library Faculty:	Barbara Dorham, Fred Cisin
		Library Technicians:	Martin McGinn
Mission/ History <i>Brief, one paragraph</i>	<p>MISSION: The primary mission of the Berkeley City College Library is to support the curriculum, research, and general information needs of the diverse Berkeley City College community by providing physical and remote access to quality diverse print, electronic, and multimedia resources, services, and instruction. Consistent with the mission and institutional outcomes of Berkeley City College, the library faculty and staff strive to promote information competency, critical thinking, life long learning, and academic success. They do so by making available to Berkeley City College students faculty and staff the resources needed to conduct research related to their curriculum and endeavors and by promoting the information competency skills needed to successfully retrieve information through instructional support.</p> <p>HISTORY: Before 2005 The library staff consisted of one librarian. In 2005 an additional librarian and library tech was hired. In 2006, another faculty member, transferred from CIS, was added to the library staff working half time. Library staffing was reduced in 2007 with the loss of the department's single library technician. In May of 2008, the open tech position was filled. The library currently needs at least one additional library technician, another full time librarian position, and funding to hire part time technicians and librarians. Unfortunately without sufficient staffing to support all open hours, librarians are currently working out of class [e.g. doing library tech work]</p> <p>For instruction, the library offers orientations and reference services. If additional staffing can be obtained and the use of the library assessment lab guaranteed, it is the library's plan to offer scheduled reference desk hours, drop in workshops in the lab, drop in computer lab use with librarian faculty supervision, and a credited course or courses on library research.</p> <p>The library has begun the process of finding a new integrated library system to replace Horizon which is no longer being developed by the vendor (SirsiDynix).</p>		

Accomplishments of 2007-08, Highlights.

1. 20% INCREASE IN CIRCULATION transactions from previous year
2. 20% INCREASE IN COLLECTION SIZE IN 2008
 - There are 10,081 items in the library collection, 1,945 of these items were added to the collection 1/2008-9/22/08
 - These newly added items include 924 new books, as well as books donated to the library, and items placed on reserve by faculty.
3. Unit Plan: completed for 2007-08
4. Conducted Library User Satisfaction Survey
5. Created surveys to evaluate Reference and Orientation related student learning outcomes.
6. Completed self-study for library portion of standard IIc

II. EVALUATION AND PLANNING

Information in the following matrix is based on local campus library data and statistics, included in the program review. The CSEP review and CSEP criteria is not currently relevant for Library bibliographic instruction or library services. PCCD Head Librarians are researching ways to adapt CSEP for PCCD libraries. Berkeley City College does not currently offer a formal stand-alone course in BI (LIS85), nor does it offer drop-in workshop (LIS500). Development of a version of LIS85 is in the planning and design phase and will be offered a long with drop in workshops as soon as adequate space, funds, and staffing is available. District Librarians will conduct selection and migration process for a new integrated library system.

Quantitative Assessments: Include service area data such as number of students served by program. Include data and recommendations from program review.

** Due to lack of district statistical support and services, the above statistics are managed and collected by BCC librarians.*

Narrative: Instructional

As the district does not collect, or provide adequate service, or relevant data for PCCD Libraries, librarians at BCC have begun conducting annual surveys in order to collect data to quantify the effectiveness of the current instructional services the library currently offers.

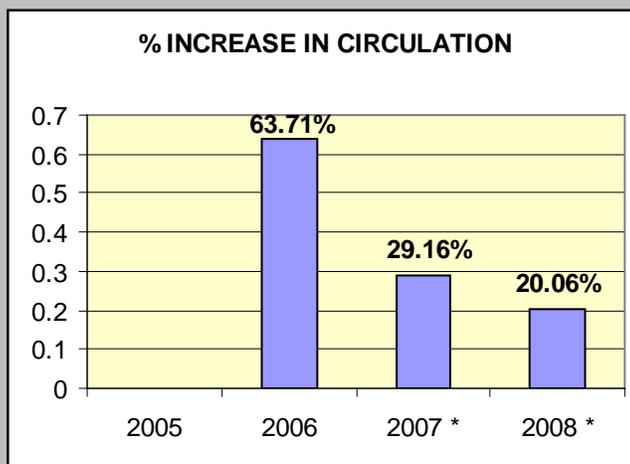
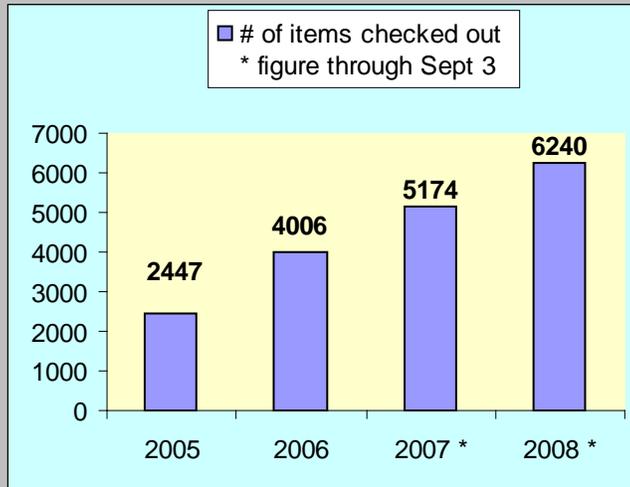
Orientations:

The number of library orientations, focused on bibliographic instruction offered in:

- 2005-06: 18
- 2006-07: 26
- 2007-08: 17
- 2008-09: 11 scheduled orientations as of 9/15/08

Narrative: Services

CIRCULATION STATISTICS



LIBRARY CIRCULATION STATISTICS indicate an increase in circulation transactions. Library circulation statistics show that a majority of the transactions involve the reserve collection: 2,038 reserve items checked out in 2007 through September 3rd, 4,607 reserve items checked out in 2008 through September 3rd. This is not surprising since many of BCC students, due to the high cost to purchase textbooks, rely on the reserve collection. The total number of items checked out in 2005 was 2477. In 2006, 4006 items were checked out. Through Sept 3rd, 5174 items were checked out in 2007. Circulation increased 20 percent in 2008 with the number of items that checked out totaling 6240. The increase can be attributed in part to the positive location of the library in the new building, the increase foot traffic in the library, improved stacks of the new building making it easier to browse the collection, a stronger reserve collection, and the increase in enrollment.

COLLECTION DEVELOPMENT: The library's materials collection is reasonably well balanced and is developed and maintained to support the college curriculum.

The library holds 10,081 catalogued items in its collection: including over 8,000 items in the open stacks [circulating and reference collections], over 1000 dvd and vhs items, recordings, and over 700 items placed on reserve.

In addition to catalogued items, the library subscribes to 40 periodical titles in print format and 19 electronic databases.

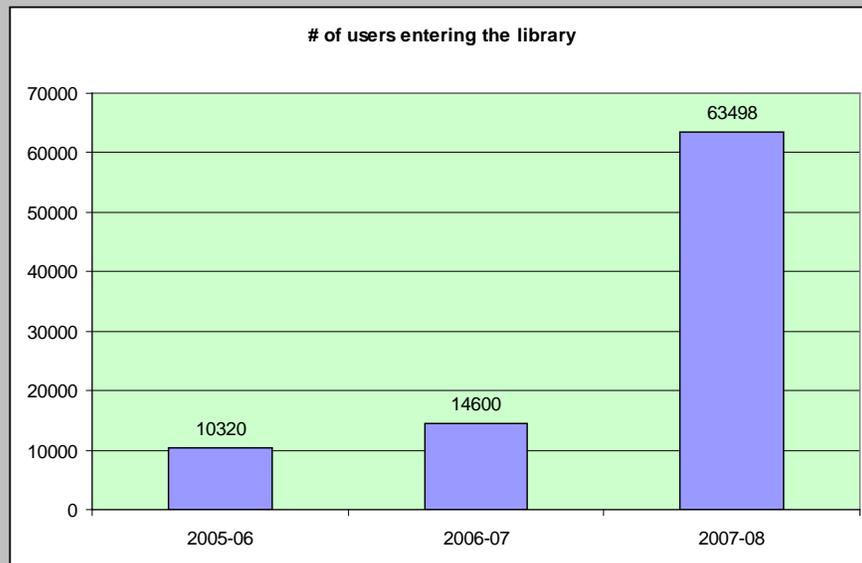
By cooperating with teaching faculty, the librarians work to maximize the usefulness of the limited budget by obtaining materials that directly meet the needs of the

current curriculum. With a librarian currently serving as a member of the College Curriculum Committee, this effort is furthered by providing additional opportunities for collaboration with discipline faculty to improve library collection resources and to ensure that there are sufficient resources for new courses. Librarians carefully monitor the library's collection development process in order to meet the curricular and lifelong learning needs of our students. This goal is accomplished through the professional and subject expertise of library faculty who work in conjunction with classroom faculty to continuously identify new titles for addition to our collection.

Since 2005, the library has been receiving additional financial support from the district and college to increase its collection, \$18,000 in 2005-2006, \$55,000 in 2007-08. In the Fall of 2008, the library received \$2,490 dollars from the student government for the purchase of textbooks for the library's reserves collection. These funds were matched by \$1500 from BCC admin in Spring of 2007 and \$1,010 from the libraries, overdue/lost book funds. The library spent \$1500 of the \$5000 earmarked for textbooks in Spring 2008 and is currently processing the \$3500 to purchase textbooks for fall 2008 and spring 2009. To date [9/23/08], no information regarding the library's book budget for 2008-09.

Reference statistics have not been kept due to a lack of regularly scheduled reference desk hours. The library needs additional staffing before it can maintain regular reference hours and begin to take statistics.

Library head count show a dramatic increase in library use since the move to the new building: 10,320 users in 2005 and 14,600 users in 2006. The library has switched to a more accurate system for tracking library use beginning in Fall 2007 and in the 2007-08 academic year users entered the library 63,498 times. Our security gate is currently in-operable, until it is working again the library will be without a system to monitor head count.



Number of Orientations	17	27	17	11	Some instructors have cancelled orientation requests due to the lack of availability of the library lab room 126.
Students Attended /Average Class Size	Info not available				
Productivity (FTES/FTEF) <i>Not applicable to current statistical data gathered.</i>					
Student Success	Info not available				
Persistence	Info not available				
Retention- <i>No meaningful outcome measure for this term's statistics</i>					
REFERENCE DESK Instruction, One-on-one	Statistics not available				

Qualitative Assessments	Narrative
<p>Community and labor market relevance</p> <p>Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, etc. This applies primarily to career-technical (i.e., vocational programs).</p>	<p>Studies from several California Community Colleges, such as those prepared by Glendale Community College, have shown that Information Literacy/ Competency increases student GPA, persistence, the number of units they complete, and their performance in individual classes.”ⁱ The Academic Senate for California Community Colleges continues to reaffirm its support for information competency (IC) for associates degrees. This body also continues to recommend that IC be a graduation requirement.ⁱⁱ</p> <p>Many elite and four year colleges university have recognized the need for inclusion of Information Literacy as a core skill and departmental priority for their programs (e.g. technology and business) including: San Francisco State University, Arizona State University, Colorado State University, Texas A&M, Virginia Tech, and Purdue University, the latter of which plans to “continue to develop effective and relevant undergraduate curricula to prepare graduates for initial and career-long success in areas of industry need that enables learners to acquire core competencies in critical thinking, global communication skills, [and] information literacy.”ⁱⁱⁱ</p> <p>Richard Levin, President, Yale University, USA, recently said that schools need to teach information literacy, which he calls “digital literacy and critical thinking skills.”^{iv} Many industry leader agree with the president of the Toshiba Corporation who recently stated that : “In the private sector, to cope with big challenges in the information age, organizations are rushing to reform business processes based on information technologies and networking. This also needs drastic change of working style of people and improvement of individual's business ability, i.e. more information-centric, and more information literate.”^v</p>
<p>Basic Skills Components:</p>	<p>Information Competency as a Basic Skill: Information Competency (IC), the contemporary re-conceptualization of academic library research for the digitized and online environment of our information age, is rapidly becoming considered a basic skill for academic, business, and vocational careers preparation. Many four year colleges (UC, CSU) and community colleges now have required courses. The State Academic Senate recommends inclusion of IC training for all students.vi It is recognized as such by the Research and Planning Group and Center for Student Success in its handbook, Basic Skill as a Foundation for Student Success in California Community Colleges. Their working definition of basic skill is as follows,</p>

	<p>“Basic skills are those foundation skills in reading, writing, mathematics, and English as a Second Language, as well as learning skill and study skill which are necessary for students to succeed in college level work.vii Information competency is essentially an applied skill of critical thinking as relates for research, and/or the need for information in an academic, or work environment. And together becomes “part of a larger framework of “academic literacy,” linking reading, writing, and thinking.viii In Information Competency classes, students learn to apply analytical skills taught throughout the curriculum to library research—a search for information resources in a variety of print, digital, and online, and multimedia environments.</p> <p>Much research is available including, “Improving Library Services for Basic Skills Students Sources: Sabbatical Report, Spring, 2007, by Bonnie Gratch Lindauer of City College of San Francisco.ix</p> <p>The library has either already integrated, or is exploring instructional practices that relate to those listed in the Basic Skills Initiative including: Application of current learning theory in information competency; Tailoring orientations to specific disciplines, assignments, and needs of instructor/student; Uses a variety of teaching methods (audio, visual, small groups, etc.) to address holistic development of all students (social, emotional, class, and cultural experience), also providing public access to research materials on campus for student without such resources; Orientations are presented in a highly structured environment physically in the library to orient student to facilities and resources [only when the library assessment lab is not being used by courses scheduled in the lab];</p>
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<p>Relevance to College strategic plans</p>	<p>The library has many services that are related to its own internal and the college and district's mission, goals, and priorities that constitute a strategic plan. See Library Program Review for Library Mission, Goals, etc.</p>
<p>NARRATIVE: LIBRARY INSTRUCTIONAL PROGRAMS AND SERVICES CAN BE SHOWN TO SUPPORT THE FOLLOWING COLLEGE AND INSTITUTIONAL PRIORITIES AND ACTION PLANS:</p> <p>1. ADVANCE STUDENT ACCESS SUCCESS: <u>ACTION PRIORITY I</u>: PROVIDE ACCESS TO HIGH QUALITY EDUCATION FOR THE DIVERSE STUDENTS OF BCC.</p> <p>ACTION ITEMS:</p> <ul style="list-style-type: none"> ▪ (DISTRICT STRATEGIC PLAN A1/A3) EXPANDED ACCESS-<i>THE LIBRARY IS SEEKING ADDITIONAL FUNDS FOR DATABASES AND ELECTRONIC BOOKS TO FURTHER ACCESS TO RESOURCES FOR DISTANCE EDUCATION.</i> ▪ (DISTRICT STRATEGIC PLAN A4/A7) DEVELOP NEW PROGRAMS INCLUDING OUTREACH TO BUSINESSES AND PUBLIC ORGANIZATIONS LINKED TO HIGH DEMAND PROFESSIONS.- <i>INFORMATION COMPETENCY IS A COMPONENT OF ALL CONTEMPORARY HIGH SKILLED PROFESSIONS.</i> ▪ (DISTRICT STRATEGIC PLAN A5/A6) PROVIDE COMPREHENSIVE AND INNOVATIVE CLASS SCHEDULING OPTIONS TO IMPROVE ACCESSIBILITY AND TIMELY PROGRAM AND DEGREE COMPLETION. <i>INNOVATIVE USE OF LOW COST INSTRUCTION, SUCH AS WORKSHOPS ARE PLANNED IF THE NECESSARY STAFFING CAN BE OBTAINED.</i> ▪ (DISTRICT STRATEGIC PLAN A6) DEVELOP AND IMPLEMENT POLICIES AND PROCEDURES THAT USE TECHNOLOGY TO COMMUNICATE RELEVANT INFORMATION TO EXISTING AND POTENTIAL STUDENTS. <i>EXTENSIVE DEVELOPMENT OF THE LIBRARY HOMEPAGE AND RESOURCES FOR DISTANCE EDUCATION AND REMOTE ACCESS OF LIBRARY RESOURCES. EXPANDING ELECTRONIC RESOURCES AND ACCESS TO RESOURCES FOR STUDENTS INCLUDING DISTANCE EDUCATION RESOURCES IS A PRIORITY IN THE LIBRARY'S BUDGET PLAN FOR GROWTH.</i> <p>2. TEACHING AND LEARNING EXCELLENCE: <u>ACTION PRIORITY II</u>: PROVIDE EXEMPLARY TEACHING AND LEARNING ENVIRONMENTS/ EXPERIENCES TO MEET STUDENTS' NEEDS THROUGH RELEVANT CURRICULA, INNOVATION, PARTNERSHIPS, ACCESSIBLE FORMATS/LOCATIONS, TECHNOLOGY, AND ONGOING EVALUATION.</p> <p>ACTION ITEMS:</p> <ul style="list-style-type: none"> ▪ INTEGRATE <i>LEARNING OUTCOMES, IMPROVE AND DEVELOP CURRICULUM IN ORDER TO MEET THE CHANGING NEEDS OF OUR STUDENTS AND COMMUNITY.</i> DEVELOPMENT OF NEW INFORMATION LITERACY CLASSES AND LEARNING OPPORTUNITIES ARE PLANNED IF APPROPRIATE STAFFING CAN BE OBTAINED. ▪ <i>CREATE A PREMIERE CENTER FOR STUDENT SUPPORT SERVICES, DEVELOPMENTAL EDUCATION, AND FOUNDATION SKILLS.</i> CONTRIBUTES TO THIS EXCELLENCE BY DEVELOPING LIBRARY SERVICES, INSTRUCTION, AND FACILITIES (UPGRADE OF COLLECTIONS), USE OF LIBRARY/ASSESSMENT CLASSROOM LAB WHEN LAB BECOMES AVAILABLE, LOOKING TO OBTAIN BETTER LIBRARY FURNITURE TO ACCOMMODATE LIBRARY USE MORE EFFICIENTLY. ▪ <i>FOSTER A LEARNING CULTURE THAT PROMOTES INSTITUTIONAL AND STUDENT EXPECTATIONS, RESPONSIBILITIES, AND RESPECT.</i> SEE Library MISSION STATEMENT. ▪ INTEGRATE INFORMATION COMPETENCY SKILLS ACROSS THE CURRICULUM. <p>3. ORGANIZATIONAL AND PROFESSIONAL DEVELOPMENT: <u>ACTION PRIORITY III</u>: DEVELOP EFFECTIVE COMMUNICATION BETWEEN INTERNAL/EXTERNAL ORGANIZATIONS AND GOVERNANCE STRUCTURES THAT STRENGTHEN AND MAINTAIN PROFESSIONAL DEVELOPMENT PROGRAMS AND PROMOTE OUTREACH TO BUSINESSES LINKED TO HIGH DEMAND PROFESSIONS.</p> <p>ACTION ITEMS:</p> <ul style="list-style-type: none"> ▪ <i>DEVELOP AND IMPLEMENT GUIDELINES FOR IDENTIFYING AND DISTRIBUTING NECESSARY AND USEFUL INFORMATION TO STAFF.</i> EXTENSIVE DEVELOPMENT OF INFORMATION AND RESOURCES ON LIBRARY HOMEPAGE FOR STUDENTS, FACULTY, AND STAFF. HANDOUTS ARE AVAILABLE AT THE LIBRARY. NEWSLETTERS REGARDING THE LIBRARY ARE SENT OUT ON A SEMESTER BASIS, ALONG WITH A PACKET OF INFORMATION FOR FACULTY. <p>4. FACILITES IMPROVEMENT: <u>ACTION PRIORITY IV</u>: OFFER ACCESSIBLE AND RESPONSIVE EDUCATIONAL OPPORTUNITIES WITHIN A SUPPORTIVE, CARING, INVITING, SAFE AND CLEAN ENVIRONMENT FOR ALL OF THE COLLEGE'S CONSTITUENCIES, BY EFFECTIVELY PLANNING FOR FUTURE NEEDS BASED ON EDUCATIONAL PROGRAMS AND SERVICES.</p> <p>ACTION ITEMS:</p> <ul style="list-style-type: none"> ▪ <i>PERIODICALLY EVALUATE AND IMPROVE FACILITIES-RELATED SAFETY.</i> ▪ <i>FIX OR REPLACE THE LIBRARY'S SECURITY SYSTEM</i> ▪ <i>REPLACE BULKY FURNITURE WITH SPACE EFFICIENT ITEMS TO ACCOMMODATE RISE IN USE OF THE</i> 	

LIBRARY.

- **MAINTAIN CURRENT EDUCATIONAL EQUIPMENT IN SUPPORT OF TEACHING AND *LEARNING*.**

5. RESOURCE MANAGEMENT: ACTION PRIORITY V: UTILIZE EXISTING HUMAN, PHYSICAL, TECHNOLOGICAL, AND FISCAL RESOURCES EFFICIENTLY AND EFFECTIVELY WHILE DEVELOPING EXTERNAL RESOURCES THAT SUPPORT PRIORITIES WITHIN THE COLLEGE'S EDUCATIONAL PLAN TO INCLUDE STUDENT LEARNING OUTCOMES AND INTEGRATED STRATEGIC PLANNING.

ACTION ITEMS:

- ***COMMIT TO THE MISSION OF THE COLLEGE BY ONGOING ASSESSMENT AND ALLOCATION OF OUR RESOURCES TO MEET OUR *institutional* PRIORITIES.***
- **UTILIZE *STRATEGIC* PLANNING AND THE EDUCATIONAL MASTER PLAN TO INFORM THE BUDGET PROCESS.**
- **WITH TECHNOLOGY COMMITTEE, DEVELOP AND IMPLEMENT A LONG-RANGE BUDGET PLAN FOR COMPUTER HARDWARE AND *SOFTWARE* UPGRADES AND/OR REPLACEMENT.**

ACTION PLAN STEPS TO ADDRESS LIBRARY ASSESSMENT OF INSTRUCTION AND SERVICES

PRIORITIZED ACTION PLANS: See details for action plans/step below by letter A-G

- **Increased and Stable Library Budget**—A stable and adequate budget impacts staffing, open library hours, and collection development, particularly for the increased weekend classes and Summer classes; in addition to a necessary increase in the book budget, an increase in FTES will impact the costs of the library's current electronic database subscriptions—funds in addition to those obtained through TTIP will need to be secured in order to continue providing access to databases.
- **Increased Library Instruction**—also effects budget if to expand.
- **Collection Development** - The BCC library collection has grown thanks to additional funds from the college and district in recent years, but there is still room and need for improvement. Furthermore with the increase in film studies and multimedia animation courses, the library's current multimedia collection is currently insufficient to meet the information needs of such courses.
- **Library Instructional Classroom**—The library needs to have greater access to the Library/Assessment lab in room 126.
- **Furniture and Equipment**—Space efficient furniture is needed to replace the bulky furniture in the library to more efficiently utilize the limited space of the library. Additional computers are needed for student use and the library workroom and reference desk [to provide a print only station for students]. Barcode Scanners are needed for the library workroom, reference desk, and librarian offices to accommodate cataloging.
- **Adequate staffing and funding to accomplish these goals.**

ACTION PLANS -- Include overall plans/goals and specific action steps.

A. GENERAL PLANNING

1. Continued development of annual reports, including refinement of all library procedures for collecting and presenting data.
2. Continue development of written policies online (e.g. copyright policy).
3. Continue development of strategic plan for a stable library budget.
4. District Librarians will conduct selection and migration process for a new integrated library system.

B. INSTRUCTIONAL PROGRAMS

1. Expansion of Bibliographic Instruction - Ideally, all Berkeley City College students should receive a minimum of three hours of instruction in library research and information competency. This could be accomplished by tying the instruction to the English Composition, General Education requirement. Also the introduction of the research class LIS85, especially as an online class. Expansion of library programs would require hiring an additional instructional librarian who would, in collaboration with other librarians, help design and teach these classes. Library faculty also plan to develop drop in workshops and a stable reference desk schedule if appropriate staffing can be obtained.
2. Formalize our SLO assessment plan and timeline (including SLOs for Workshops and access services).

C. COLLECTION DEVELOPMENT:

1. Upgrade of collections to bring BCC up to accreditation standards for appropriate and current research materials for the college.
2. Continue to update library collection development process including: research for new resources, contact time with teaching faculty for recommendations, refinement of weeding process in technical processing.
 - Staffing needs: Additional Librarian and Technical Services staff to assist with increase work flow in technical services, acquisitions, and public services.
3. Expand the number of electronic online databases. Find additional stable budget resources to support this expansion. Explore EBook collections available. Additional funds for subscriptions to new electronic/online research resources.
4. Funding Collections: Seek greater participation in existing funding by urging the college to adopt a standard practice of designating allocations from the general funds, plus a regular percentage each year to the library for acquisition of library materials from the *State Instructional Equipment and Library Materials Funds*. Also do research to seek alternative methods (e.g. grants) of funding for updating collections.
5. Continue to advocate for a stable budget for collection development, especially for books and multimedia collection.
6. Continue to advocate for additional funding for online and electronic resources in addition to state TTIP funds.
7. Continue to advocate for and/or develop additional sources for funding Reserve Textbooks Books (Book Store, Student Government funds), and/or include costs in budget plans and goals.

C.1 Collection Development & Instructional Issues for Distance Education/Online Resources:

1. Continue expansion of online instruction by developing appropriate technologies, including development of teaching materials and study guides focused on remote access to research.
2. Provide a stable platform for remote access to EBook collections (e.g. NetLibrary) collaborate with district librarians for a district-wide proxy services for access.
3. Make "Library Basics", library services and instruction, available for Distance Education students. Example: Investigate local library consortium resources for 24/7 reference—"Ask a librarian" software.
4. Explore expansion of outreach to include Distance Ed. Faculty (e.g. Library Newsletters and Basics Handout for services and resources).

D. TECHNOLOGY:

1. Expansion of access to, and development of online library reference resources.

2. Investigate & price additional new library online public access catalog system.
3. Update the Library Technology Plan, and develop plan and process, integrated with campus IT plan, for the systematic upgrading of computer hardware and software.
4. Expansion of student access to library research computers.
5. Obtain additional computers and scanners for the library workroom.
6. Obtain additional computers and appropriate furniture for a print only station and catalog only stations.

E. LIBRARY SERVICES (Public Access, Technical Services)

1. Evaluate current library hours in light of increase in weekend courses and work with the college to obtain appropriate staffing to increase hours if necessary to meet the needs of students.
2. Complete SLOs and rubric for monitoring SLOs for library services.
3. Implement plan for a regularized method for remote authentication of users to online resources, including purchase and maintenance of EZProxy server and software [may be included in new catalog module purchased by district].).
4. Initiate a detailed space analysis for library services and collections, including analysis and comparison of adequate setting and study space based on Title V and ALA standards for BCC population (FTES).

F. LIBRARY FACILITIES

1. Continue to call for greater access and control over the Library Assessment lab for library instruction.
2. Obtain the necessary funding to repair or replace the library's security gate.
3. Purchase new furniture to utilize the limited space of the library more efficiently.

G. STAFF DEVELOPMENT:

1. Continue to provide professional development workshops and provide support for attendance at conferences and workshops for librarians, especially in regards to instruction techniques and technologies.–Need for subs to cover library during attendance.

ADDITIONAL PLANNED EDUCATIONAL ACTIVITIES

Health/safety/legal issues:	The library is working on revamping it's reserves policy to follow copyright laws more closely
Student Retention and Success	As yet no classes offered, therefore no quantifiable information regarding student retention and success
Progress on Student Learning Outcomes.	The Information Competency Student Learning Outcomes have been defined.
A. INSTRUCTION	As yet no courses offered, when sufficient staffing is obtained and courses are offered, Library will be using the information competency student learning outcomes for courses
B. SERVICES	SLOs for orientation and reference services have been defined, Library is working on ways to document and measure these SLOs.

III. RESOURCE NEEDS

PERSONNEL NEEDS

FT/PT ratio	Current	If filled	If not filled		# FTE faculty assigned
	3.5/0	5.5/1.5			2.5

FACULTY / STAFF NEEDS:

At present, no funding for PT faculty is in the library budget, however PT faculty is needed to staff the Summer Sessions. Bibliographic instruction/ information literacy classes are not currently offered due to staffing limitations. The Reference Desk is staffed intermittently with librarians when they are available. Funding for additional FT faculty and P.T. hours is needed if orientations, workshops, set reference desk hours, and/or other library instruction is to be offered. In order to staff the library and provide services in parity with the other Peralta district libraries:

The library needs 1 additional FT Faculty librarian and funding for at least 2 PT librarians [1 FT equivalent] during school year and summer sessions in order to provide services discussed above: library courses, scheduled reference hours, drop-in workshops, staffing to fill in when FT librarians are sick or need to attend meetings, workshops etc., to cover summer library hours, increased hours, etc.

The library will need additional FT or PT faculty librarians if it becomes evident that library needs to increase its open hours to support the needs of the students taking the weekend transfer college courses.

Cost of purchasing new integrated library system for all four colleges and migration of existing database to new system (\$1,000,000 est.) to be paid for and maintained by District.

Equipment/Material/Supply/ Classified/Student Assistant Needs

Please describe any needs in the above categories.

CLASSIFIED / STUDENT STAFF NEEDS:

Currently, BCC Library has only 1 classified FTE staff. In order to staff the library in parity with the other Peralta district libraries and to have at least one library technician during open hours, in accordance with ed. codes, library standards and union rules:

The library needs at least an additional 1 FTE staff and 40 hours of PT staff.

Additional evening and weekend hours to support the growing weekend courses would require additional staffing. There is a need for additional staffing for technical services, acquisitions, and public services if the library is to continue to keep its current hours and/or increase hours, and process materials in a timely matter.

Currently the library receives no funds for student assistants, replying only on work study. If student assistants via work study become no longer available, the library will need appropriate funds to hire student assistants.

The library needs at least 40 hours of student assistants

Currently the library relies on students qualifying for workstudy for it's student help. This places the library in a precarious position. For example, this year, due to problems in financial aide department, the library has only been able to obtain 1 student worker for 4 hours of help. The lack of student workers has meant the library is staffed with only 1 person Monday, Tuesday, and Thursday evenings [5-7:30], Friday afternoons

[4:30-5], and Saturdays [10-2]. Being understaffed does a disservice to library staff, who are unable to take breaks when needed during this time, and to users, who are unable to get reference assistance when librarian is busy working circulation desk, unable to find books because there isn't sufficient staffing to shelve books in a timely manner or to shelf read the stacks to insure books are shelved where they are supposed to be, and unable to access books waiting to be cataloged due to lack of staffing.

EQUIPMENT NEEDS:

The library needs:

- **5-6 additional computers**, 2 for the library workroom, 3-4 to be used in the library as stand alone catalog searching stations and a print only station. The workroom computers are needed to expedite the processing of materials. The library computers are needed to accommodate the growing number of library users and provide access to computers that print documents to make up for the lack of hours in the computer lab upstairs
- **4 additional printers**, one for the library workroom and offices. The printers are needed to expedite the processing of materials and to allow for reference assistance in offices without walking to the reference desk to obtain printed documents.
- **4 bar code scanners**, for workroom, librarian offices and reference desk to accommodate the processing of new materials.
- **2 large, LCD television combo units** to support the college's cinema program and other course required film view activities;

Approximate cost for above \$40,000

FACILITIES / FURNITURE NEEDS:

In conjunction with the Assessment Office, the library needs co-control and access to the library assessment lab in room 126. The library needs new furniture to replace inappropriately bulky furniture presently in the library. These needs include magazine display racks, dictionary stands, computer stands to accommodate computers for catalog searching only and a print only stations, and table and chairs. Approximate one time cost for above listed furniture is \$20,000.

COLLECTION NEEDS

The library needs to increase its collection budget to be near to parity with the other Peralta College libraries with a **minimum of \$50,000**:

- **\$10,000** a year for it's circulating and reference book budget [preferably **\$20,000** a year]
- **\$5,000** a year for textbooks [current book budget has been insufficient to maintain an adequate circulating and reference collection, above figure(s) are just enough to support a circulating and reference collection, given the needs of current BCC students to be able to access textbooks in the library, the library would like to be able to meet that need by purchasing course textbooks rather than relying entirely upon faculty placing such items on reserve.
- **\$5,000** a year for multimedia items [DVDs, Videos, CDs, etc]
- **\$4,000** a year for periodical subscriptions.
- **\$10,00** a year for database subscriptions [in addition to TTIP funding]
- **\$15,000** [one time cost] to increase electronic book holdings in netlibrary, necessary to meet the needs of distance education and to augment the collection in lieu of sufficient room in stacks to meet ACRL collection standards.
- **\$3,000** a year to keep electronic book collection current.

SUPPLIES NEEDS

Funds necessary to obtain needed library supplies: \$1,500 a year.

MISCELLANEOUS NEEDS

- \$150 a year for membership dues
- Funds necessary to set up proxy server for off-site access to library's electronic resources, costs unknown, please consult with IT department [this may be unnecessary depending upon what new catalog the district libraries choose to purchase].
- FUTURE COST: If library use continues to increase, a computer access management system will need to be installed to ensure equitable use of computers is available to all library users, approximate cost for such a system and installation is \$5,000

PERALTA COMMUNITY COLLEGE DISTRICT

BERKELEY CITY COLLEGE

STUDENT SERVICES UNIT PLAN SUMMARY

I. OVERVIEW

	Student Services
Departments	Departments School and Community Outreach, Admission and Records, Assessment and Orientation, Counseling, Extended Opportunity Programs and Services (EOPS)/CARE, CalWORKs, Programs and Services for Students with Disabilities (PSSD), Financial Aid, Learning Resource Center, Psychological Services, Transfer Career Information Center
Department Chairs	Department Heads School and Community Outreach (Victor Flint), Admission and Records (Loretta Newsome), Assessment and Orientation (Paula Coil), Counseling (Tina Vasconcellos/Allene Young), Articulation, Extended Opportunity Programs and Services (EOPS)/CARE (Ayele Lemma), CalWORKs (Brenda Johnson), Programs and Services for Students with Disabilities (PSSD) (Ponnie Rasmussen), Financial Aid (Robert Vergas), Learning Resource Center (Jim Ward), Psychological Services (Mario Rivas), Transfer Career Information Center (Nancy Delaney)
Mission/History	(Draft) The Mission of Student Services is to support the entry, progress, and graduation/transfer of students from Berkeley City College. Using a framework of Student Centered Learning and Personal Empowerment, the Student Services departments provide students a seamless experience of learning support wherein students are guided to develop greater personal, interpersonal, and social confidence, self-esteem, learning skills improvement, and clarity regarding career and life direction. Each department is in the process of developing Student Learning Outcomes that will frame both the support of students to be successful in their studies as well as defining what students need to learn so as to make optimal use of the student services available to them.

II. EVALUATION AND PLANNING

For Student Services, productivity is defined as providing support to students that assists students to develop the skills necessary to face the developmental challenges of college. These challenges are defined in the Student Learning Outcomes that have been developed for Student Services by the college Assessment Committee. Beyond this, each student services department is developing more specific Student Learning Outcomes that define their individual work with students. With respect to evaluation, Student Service Departments are defining what data elements they will use to evaluate how well they support the success of students. The data below reflect different stages in the development of Student Service data elements that will be used for self-evaluation and planning.

School and Community Outreach

Outreach Services extend into all local secondary schools and many middle schools, community agencies and church organizations. Outreach to the schools has involved presentations at college nights, special parent meetings, school events, classrooms, and tabling during the school days. In 2006-07, 43 presentations were made to students, parents, and counselors. Data is being collected to define the total number of contacts.

Admission and Records

Movement into the new 2050 Center Street building has led to a 30% increase in the number of students enrolled in the college with a commensurate increase in the number of students who seek services such as applying to the college. Data elements to define the number of contacts made by A & R are to be defined, e.g., applications processed, add-drops, transcript requests, high school concurrent enrollment, etc.

Assessment and Orientation

Again, due to movement into the new building, there has been a large increase in the number of students who have undergone the Assessment and Orientation process. For example, in fall 2007 the number of students who attended Assessment and Orientation was equal to the number of students who used this service during the entire 2006-07 academic year! Fall 2007-08 1,123 students attended Assessment and Orientation, while 1,293 students attended Assessment and Orientation for the entire academic year 2006-07!

Counseling

The Counseling Department has seen a significant jump in the number of students who seek drop-in (9,535 for AY 2006-07) and appointment services in order to conduct registration, add-drop, complete Student Education Plans, file graduation petitions, work on dismissal/probation (averaged 238 students per semester) concerns, or work on Career Planning and Personal Development concerns.

Articulation

Articulation has seen a significant increase in initiating and completing articulation agreements with UC/CSU, private colleges, and out-of-state colleges. For 2006-07 there were 6 proposed articulation agreements, with 4 approved and 2 waiting for a decision; there were 7 proposed and approved articulation agreements with private colleges. So far for 2007-08, there have been 25 proposed CSU/UC articulation agreements proposed, with 10 approved and 15 waiting decision; 6 proposed and approved articulation agreements with private colleges; and 8 proposed and approved articulation agreements with out-of-state colleges and universities.

Extended Opportunity Programs and Services (EOPS)

The success rate of EOPS students has remained steadily around 55% for years 2005-05 through 2006-07. The retention rate of EOPS students has also remained steady, averaging 79% over the years 2004-05 through 2006-07. Finally, the persistence rate of EOPS students has increased over the last three years by a total of 7.85 percentage points to a total of 71.4%. The number of students served by the EOPS Program has averaged over 400 students for the last three years, even though the program is funded by the state for only 157 students!

Programs and Services for Students with Disabilities (PSSD)

The success rate of PSSD for years 2004-05 through 2006-07 has hovered around 60%, while the retention rate has been in the 70's for the first two years and reached a high of 80.1 in 2006-07. The persistence rate has maintained an average of 68% for the years 2005-06 and 2006-07. The enrollment of students in the program has been 397,358, and 367 for the years 2004-05 through 2006-07. Contact and testing of LD students has been 56/22, 43/24, and 40/19 for the years 2004-05-2006-07. Alternate media requests increased from 276 in 2006 to 301 for 207. Requests for conversion of textbooks to alternate formats has increased from 124 in fall 2005 to 160 in fall 2007. There has been a large increase in the number of deaf and hard-or-hearing and blind students enrolling in PSSD, as well as an increase of students with psychological disabilities.

Financial Aid

The number of student processed for financial aid awards increased from 876 in fall, 2005 to 1045 in fall 2006- an increase of 19%. Data is not available as of yet for fall 2007. There were xxxx front desk contacts during 2006-07. There were xx students on Financial Aid Probation/Dismissal for 2006-07, xx wrote contracts and saw counselors, and xx successfully passed their classes. Xxx students attended Financial Aid Loan workshops, and xxx were awarded loans. The loan default rates for 2005, 2006, 2007 were xx, xx, xx.

Learning Resource Center

The Learning Resource Center has served xxxx number of students for 2005-06 and xxxx for 2006-07. Of the students being served by the LRC during 2006-2007, xxx were probation dismissal students, xxx were basic skills students, xx were EOPS, xx were DSPS respectively. The success rate of students using the LRC tutoring services was xx% for 2005-06 and xx% for 2006-07.

Psychological Services

More students were seen in psychological counseling sessions in spring 2006 than were seen in fall 06 or spring 07. The hours of service decreased over this time from 9 hours per week in spring 06 to 6 hours per week in spring 07. This was due to budget constraints. There were 7 faculty consultations in spring 07, which indicates greater awareness and confidence on the part of faculty towards the existence of this service.

Transfer /Career Information Center

Visits to the Transfer/Career Information Center saw a 44% increase from pring, 2006 (475) to spring, 2007 (684). Student transfer from BCC to UC/CSU's has increased over the years 2003-2005 years. Transfer rates for African American students has been increasing to the CSU system, while Latino students have tripled their transfer rate to UC from 2002 to 2005.

Qualitative Assessments	Narrative
<p>7. Community and labor market relevance - Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, etc. This applies primarily to career-technical (i.e., vocational programs).</p>	<p>Berkeley High School, which enrolls nearly 3000 students, sends many of its students to BCC. A significant issue that exists in Berkeley High School is known as the "Achievement Gap," wherein African American and Latino students do not perform as well as white and Asian students. BCC is poised to make a difference in improving the access to higher education for all students at Berkeley High School and other surrounding schools; however, with our strong mission to provide basic skill instruction, vocational and transfer education, we have the opportunity to support the academic achievement of many underrepresented students who do not succeed in high school. Also, BCC is developing its ESL offerings in line with the need to respond to the growing number of ESL students who look to BCC for educational opportunity. Student services with its mission of providing access and support to all students but, in particular, underrepresented students can make a major difference in the development and success of diverse populations who need extra support in order to benefit from the opportunities of higher education.</p>

<p>8. College strategic plan relevance</p>
<p>Check all that apply</p> <ul style="list-style-type: none"> • Enhancing Access and Student Success and Equity • Community and Partnership Engagement • Creating Effective Learning Environments • Culture of Innovation and Collaboration • Enhancing Awareness and Visibility

Action Plan Steps to Address CSEP Results Please describe your plan for responding to the above data. ACTION PLAN -- Include overall plans/goals and specific action steps.

College-wide goals:

- Develop a consistent structure across all Student Services Programs that incorporates Student Learning Outcomes as a core value in guiding program strategies intended to support student persistence and success;
- Effectively incorporate technology into the on-going work of student services (e.g. PeopleSoft and SARS);
- Develop evaluation methods to determine the success of Student Services' efforts to integrate students into the academic and social life of the college;
- Orient and integrate faculty and staff as to the goals and methods of student service departments, especially focusing on creating collaboration throughout the college in support of student persistence, retention, and success;

Department Goals

Outreach

- Evaluate outreach efforts to determine what students and community populations are not being provided access;
- Develop strategies to equitably increase the enrollment of all community groups, with a special focus on the use of the new Passport (PeopleSoft) system in order to support the ease of access to the Colleges academic programs and student services' resources;

Admission and Records

- Develop information and procedures to ensure that BCC's Admission and Records Department is effective in welcoming new students to campus and in initially guiding students toward movement into the college;

Assessment and Orientation

- Look toward developing a more intensive orientation and assessment program for entering students that would involve increased participation by college faculty, students, and staff;

Counseling

- Develop liaison programs with local high school counselors to increase the participation in high school concurrent enrollment and eventual entry into BCC;
- Develop counseling strategies to ensure that prospective and new students experience support and encouragement as they approach BCC to try and meet their educational hopes, aspirations, and plans;
- Develop strategies for expediting the registration of new students, making sure to use the new Passport system to facilitate ease of initial and on-going registration;
- Implement the use of counseling courses to assist students with the task of completing Student Education Plans, choosing career and colleges, preparing to transfer, facing challenges such as Probation/Disqualification;
- Develop on-line resources to provide counseling services to prospective, new, and continuing students.

EOPS

- Evaluate whether the EOPS Program is effectively providing access and supporting the success of graduating high school students who have been part of the "achievement gap" in local high schools;
- Develop special outreach programs to the community to increase access opportunities to the program support offered through the EOPS Program

PSSD

- Continue to search for ways to ensure that disabled students receive the accommodations they need to succeed in college;
- Continue to develop ways to support the effectiveness of faculty to support the success of PSSD students in the classroom;

Learning Resource Center

- Do in-reach to the EOPS/CARE, CalWORKs, PSSD, PACE, Financial Aid, and Counseling Probation/Dismissal students to ensure that students make use of tutoring to support their academic success;
- Develop methods to retain students in the process of tutoring, including intake and monitoring strategies that allows for measuring the learning skill improvement of students;
- Use SARS software to effectively track the use of LRC services in order to garner FTES.

Psychological Services

- Increase the number of hours that psychological services are available to students;
- Make services more readily known to students, faculty, and staff;
- Develop greater links to community resources in order to refer students who need more long-term psychological support

PERALTA COMMUNITY COLLEGE DISTRICT UNIT PLAN TEMPLATE (10-25-2007) STUDENT SERVICES

BERKELEY CITY COLLEGE

This presents the common elements to be addressed by each discipline/department in unit planning. Depending on College preferences, these common elements may be formatted or addressed differently.

I. OVERVIEW

		Date Submitted:	November 1, 2007
Program/Department	Counseling	Administrator:	Brenda Johnson
Department Chair/ Coordinator	Tina Vasconcellos Allene Young		
Mission/History Service provided <i>Brief, one paragraph</i>	The mission of the Counseling Department is to engage students in a process of personal growth and empowerment. We offer academic, personal, and career counseling that fosters increased self esteem and life long learning.		

II. EVALUATION AND PLANNING

Please review the program review data and complete the following matrix.

	Fall 05	Sp 06	SS06	Fall 06	Sp 07	SS 07	Fall 07
Quantitative Assessments							
1. Enrollment Head Count	3,306	3,817	1,024	3,900	4,245	1,997	5,104 Huge Increase
2. Enrollment FTES	1,102	1,108	116	1,240	1,349	269	1,488 Huge Increase
3. Probation/Dismissal Counseling	228	234		219	238		Steady numbers
4. Quick-question Counseling				6340	3,195		9,535 QQ for 06-07

Quantitative Assessments	Narrative
Include service area data such as number of students served by program. Include data and recommendations from program review.	Between Fall 2005 and Fall 2007, there has been a 54.4 % increase in the headcount of enrolled students. This has equated to a 35% increase in FTES. During this time, there has been no increase in permanent counselors! This lack of increase undermines the support necessary to counsel students with respect to a variety of processes as they enter college, progress through college, and graduate or transfer from our college. For example, not having a sufficient number of contract counselors makes it more difficult to meet student demands for Student Education Plans, Transfer Counseling, Career and Major Exploration, Probation and Dismissal, and personal counseling

Qualitative Assessments	Narrative
	<p>BCC is positioned only two blocks from Berkeley High School that has an enrollment of 2300 students. In 2006-07, nearly ¼ of BHS students attended Peralta colleges. A significant challenge at BHS is known as the “achievement gap” wherein African American and Latino students achieve at much lower levels than white and Asian students. BCC is directly involved in trying to improve the success of all BHS students. The counseling function at BCC, in turn, is very important with respect to supporting under-prepared students who come to BCC from BHS. There is a need for the Counseling Department to take a more proactive role to improve the success of diverse students at BHS and other local high schools through greater outreach and support of students when they come to BCC.</p>

Identify strengths, weaknesses, opportunities, and limitations (from the Action Plans)

The strengths of the Counseling Department are the resilience and hard-work attitude of the faculty and staff who perform all the functions of a full-functioning counseling unit. Included in the strengths are SEP development, transfer counseling, probation-dismissal counseling, career planning, drop-in counseling, and referral to on and off campus resources.

The weaknesses of the Counseling Department include the lack of adequate faculty and staff, lack of on-line counseling, insufficient outreach and partnerships with feeder high school counselors, a dearth of counseling courses, undeveloped evaluation of counseling services, lack of a powerful Early Alert counseling Program, and insufficient money for staff development.

The opportunities of the Counseling Department include the possibility of increasing efficiency of making appointments with students and doing follow-up with different student populations by use of the SARS computer-based scheduling and student communication program. Another important opportunity available to the counseling Department is the close proximity of Berkeley High School, the largest feeder high school to Berkeley City College.

<p>College strategic plan relevance</p>	<p>Counseling/advising has been shown to be a key factor in promoting retention and success of college students. Therefore, we need a sufficient number of permanent and part-time counselors to provide students the support they need to enter, progress through, and graduate/transfer from BCC.</p>
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Action Plan Steps

Please describe your plan for responding to the above data.

ACTION PLAN -- Include overall plans/goals and specific action steps.

The Counseling Department needs to develop new strategies for handling the large increase in the number of students attending BCC. The following is an action plan to try to address the challenges faced by counseling.

Before students enter college

- Develop a high school outreach program consisting of on-site counseling in the high schools, consultation with high school counselors, and teaching of counseling courses such as college orientation, college success, and career planning;

When students enter college

- Counselors will be involved in new and expanded student orientations that will include extended orientation classes for credit, group advising following orientation, and case management of entering basic skill students;
- Counselors training Student Ambassadors to be peer advisors during registration peak periods;

As students progress through college

- Case management of probation/dismissal students, including data collection of students seen;
- Develop a program to increase participation in Early Registration;
- Establish an "All-students-complete-SEPS by end of 1st year" Program;
- Establish a college-wide program to prepare underrepresented students to transfer to 4-year colleges.

As students prepare to graduate or transfer from BCC

- Initiate a "Early Petition Submission Program"
- Establish a strong "Transfer Application Completion" Program

Additional Planned Educational Activities

Health/safety/legal issues:	N/A
Certificates and Degrees Offered	N/A
Student Retention and Success	N/A
Progress on Student Learning Outcomes. (SLO % Complete)	Being completed during Fall, 2007

III. RESOURCE NEEDS

Personnel Needs

FT/PT ratio	Current	If filled	If not filled	Faculty Needs
	2.66 FTE Permanent Counselors 1.55 FTE Hourly Counselors			3 FTE to include a General Counselor, Basic Skills Counselor, and a High School Liaison Counselor
Narrative: are PT faculty available? Can FT faculty be reassigned to this program? Implications if not filled		If not filled significant college populations (prospective, basic skill, probation/dismissal, and graduating students) will remain underserved and the general counseling function will also suffers because of the lack of sufficient certificated counselors to serve students on an on-going basis.		

Equipment/Material/Supply/ Classified/Student Assistant Needs:

Please describe any needs in the above categories.

Full-time counseling receptionist is needed to manage the flow of student appointments and quick questions, maintain student records, do in-take and appointments for students, and to maintain counseling materials such as transcripts, SEPs, etc.

Facilities Needs (Items that should be included in our Facilities Master Plan) for Measure A funding:

Please describe any facilities needs.

Need two additional offices to accommodate full-time counselors and hourly counselors.
