Berkeley City College
2009-2010 Program Review Report
(for the years 06-07, 07-08, 08-09)

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Demographic Highlights

The year 06-07 marked the first year of Berkeley City College in its new facility at 2050 Center Street. A remarkable growth trend began almost immediately. The fall 2006 schedule began with only a 2% increase in sections over the spring 2006 schedule. Yet by the end of that year, the annual FTES had grown 17%. The growth trajectory confirmed that BCC had not been previously able to meet the base level of service required in the communities of Berkeley, Albany, and Emeryville. This was further borne out during the current Program Review cycle.

During the three-year period of this Program Review cycle, annual headcount increased by 42% from 6,921 in 2006-07 to 9,808 in 2008-09. Annual FTES increased by 66% from 2,594 in 2006-07 to 4,299 in 2008-09. FTEF levels increased 33% while section numbers increased 31%. Across the schedule, productivity rose from 16.85 to 17.63, for a 4.6% increase.

Student retention levels increased dramatically from an 06-07 average of 63.5% to 74.2% in 08-09. Even with the rapid overall growth in enrollments, and the significant increase in retention rates, student success held relatively steady with an average 63.4% in 08-09, from 63.5% in 06-07. The result is that many more BCC students are retained and succeed than at the start of this program review cycle. Transfers were reported at 43%, compared with a statewide average of 25%.

During the period of dramatic growth, student clients in student services also increased:
- Admissions and Records served 100% students with a 3-year service growth of 42%.
- Assessment and Orientation served 82% students with a 3-year service growth of 25%.
- Counseling served 82% students, with a 3-year service growth of 258%.
- DSPS served 4.5% students, with a 3-year service growth of 21%. The retention rate of DSPS students was approximately 10% higher than non-DSPS students, and persistence rate was 12% higher.
- EOPS/CARE served over 400 or 4.2% of all BCC students, while state funding was designated for 160 students. EOPS/CARE students represented 30% of BCC annual graduates. Their persistence rate was 2% above the average college rate. The retention rate of CalWorks students was approximately 5% higher than the BCC average, while the persistence rate was 10% higher.
- Financial Aid served 335 students, with over 20% being actual financial aid recipients.
- Learning Resource Center served 27% of all BCC students, experiencing a 3-year growth of 82%. 
Programmatic Highlights

New program opportunities to link the college with community partners were productive. Internships and paid work experience partnerships were strengthened in the Deaf community. Civic art projects, including public murals and Youth Works programs, collaborations with Subterranean Shakespeare, Magnolia Press, and the Institute of Contemporary Art, were among those linking programs with the community. Stronger relationships with service area high schools in Berkeley and Emeryville, and with the Aspire Charter Schools in Oakland-Berkeley, provided at-risk high school students greater opportunities to realize college-going goals.

Activities were added in a number of programs to better serve BCC students. The ESL program initiated an intensive ESL orientation linked with assessments for entering students. Student ambassadors were trained and employed to provide peer assistance in online enrollment, answering individual student questions, offering high school orientation sessions, and serving as mentors and tutors in basic skills classes. Civic engagement activities became stronger in a number of programs.

In fall 2006, BCC offered only 3 online sections, (2 hybrid and 1 online classes) and in spring 2007 the college added just one more 100% online class for a total of 4 (2 hybrid and 2 online). In spring 2008, 19 online classes were created: 16 hybrids and 3 completely online. Furthermore, 26 face-to face courses used the college Learning Management System (Moodle). In summer 2008 we offered 5 online sections and 6 hybrid sections; in Fall 2008: 18 online and 15 hybrid sections; in Spring 2009: 18 online and 22 hybrid sections; furthermore, 48 face-to face courses were using our college Learning Management System. In Summer 2009, there were 8 online and 8 hybrid sections offered.

On-line Student Services increased, with more admissions services being offered, and increased elements of advising, counseling, financial aid, assessment and orientation available electronically.

Technology enhancements provided increased availability of supplemental instruction support across the campus and especially to service clients in DSPS-PSSD.

The college’s commitment to interdisciplinary programs and student cohort emphases was strengthened through PACE, Global Studies, Women’s Studies, and Persist programs. New cohort programs in student activities and in basic skills job training were explored.

Student learning outcomes assessment continued across the campus. In this program review cycle, institutional learning outcomes were identified and course outcomes were developed, along with many of the program outcomes. Assessments began in 08-09, and a multi-year plan to complete the assessment cycle in all programs was agreed upon. Training of program representatives began the process of ensuring the sustainability of SLO work undertaken.

External funding was enhanced with a number of successful grant applications, including large awards for teacher preparation ($200,000, ending 12/09), enhancing learning outcomes assessment and institutional outcome achievement for basic skills students ($2 million over 4 years, beginning October 2009), and paid internship opportunities for biotechnology students ($1.1 million over 3 years, beginning Summer 2010).
Resource Needs Highlighted

Several themes related to resource needs arose in the 09-10 program reviews:
- Ready access to psychological counseling and mental health services for students.
- Greater and more diverse ways to offer student instructional support in all of the programs. Refocusing tutoring and supplemental instruction resources to better serve basic skills students.
- Increased availability of academic counseling and advising. Enhanced tools and resources for general and customized program and course information.
- Access to book, periodical, and database resources to meet changing curriculum needs and represent developments in fields of study.
- Heightened communication and collaboration on shared issues between instruction and student services. Increased opportunities for interdisciplinary approaches in the instructional programs. Use of cohort approaches in delivery of student services, instruction, and student activities.
- Full time faculty and staff are not available in proportion to the number of students being served. The ability to serve students while maintaining essential curriculum, planning, development and governance functions is being impacted.
- Facilities are not sufficient to meet the base level instructional demands in BCC’s service area. The growth experienced since the new campus has opened creates a marked need for more space to use for classrooms, service centers, labs, offices, and student activities at BCC.
- Technology and Equipment needs have become a significant element in effective higher education practice, and maintaining current, functioning, and accessible technology (hardware and software) for operations, instructions, and services is a resource challenge that must be met at BCC.
Berkeley City College
Program Review, 2009-2010
For the years 06-07, 07-08, and 08-09
Summary of Student Services Program Reviews

Berkeley City College Unduplicated Headcount, 2006-07, 2007-08, and 2008-09

Berkeley City College Annual FTES Trend, 2006-07, 2007-08, and 2008-09
During this program review reporting period, the service growth rates of BCC Student Services ranged from 0% (EOPS has continuously during this period served more than double the number of students funded by the state) to 258% (counseling).

The three-year BCC Student Services staffing levels in all service areas either remained stable, or declined, despite tremendous increases in demand for services (and in the numbers actually served).

<table>
<thead>
<tr>
<th>Program Title</th>
<th>Number of Students Served in 2006-07</th>
<th>Number of Students Served in 2007-08</th>
<th>Number of Students Served in 2008-09</th>
<th>% of Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions and Records</td>
<td>6,921</td>
<td>7,876</td>
<td>9,808</td>
<td>42%</td>
</tr>
<tr>
<td>Assessment and Orientation</td>
<td>6,431</td>
<td>8,165</td>
<td>8,035</td>
<td>25%</td>
</tr>
<tr>
<td>CalWorks</td>
<td></td>
<td>50</td>
<td>47</td>
<td>32%</td>
</tr>
<tr>
<td>Counseling</td>
<td>2,234</td>
<td>5,173</td>
<td>7,992</td>
<td>258%</td>
</tr>
<tr>
<td>DSPS</td>
<td>365</td>
<td>417</td>
<td>442</td>
<td>21%</td>
</tr>
<tr>
<td>EOPS/CARE*</td>
<td>411</td>
<td>426</td>
<td>409</td>
<td>-0.02%</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>1,155</td>
<td>956</td>
<td>1,899</td>
<td>64%</td>
</tr>
<tr>
<td>Learning Resource Center</td>
<td>1,448</td>
<td>2,121</td>
<td>2,628</td>
<td>82%</td>
</tr>
<tr>
<td>Veteran Affairs</td>
<td>66</td>
<td>50</td>
<td>76**</td>
<td>15%</td>
</tr>
</tbody>
</table>

*EOPS/Care has continuously served more than 2 ½ times the student population allocated by state funding.

** The program has seen an additional 18% growth in 09-10, confirming a rising trend in student clients.
Admissions and Records
[This is a function managed in the central District Office; no program review submitted at the time of this summary.]

Articulation
About the program
The Berkeley City College Articulation Program is focused on student access, equity, and success by building transfer course agreements for students who apply to four-year institutions. Students intending to transfer to a public four-year institution in California are using "articulation agreements" for transfer purposes and are using those agreements to make them a competitive applicant for transfer.

The Berkeley City College Articulation Program is focused on student access, equity, and success by building transfer course agreements for students who apply to four-year institutions. BCC Articulation Program work connects with the strategic goals of the college.

Program Highlights
The Articulation Program engaged regularly with outside partners, specifically fellow Articulation Officers, at four-year institutions who are the key to establishing articulation agreements.

The Articulation Program worked with Berkeley City College’s Programs of Distinction to ensure the maximum transferability of courses in those programs.

The Articulation Program assisted in building a college culture of collaboration in order to provide the best and most for students whose educational objective is to transfer to a four-year institution.

Key Recommendations
Human Resources: Increase from .5 to 1 FTE. In stating a plan for increasing articulation agreements, it should be noted that the BCC Articulation Officer position is half-time (0.5 FTE), which equates to 15 hours per week. The focus has been specifically on four-year public colleges and universities. This proposal for increasing human resource from .5 to 1 FTE will enable the College to begin to initiate articulation agreements with the surrounding private and other institutions of higher education.

IT: the program needs additional IT personnel to enhance the PCCD/BCC Articulation Website. With the enhanced information to be placed on the Web, faculty, students, and the current and potential transferring institutions will receive more upgraded and up-to-date information in a timely fashion.

Assessment and Orientation
About the program
The mission that drives the college is to promote student success, to provide our diverse community with educational opportunities to assist them in transforming their lives.

Assessment and orientation together are step two of the Berkeley City College Student Matriculation process. After the application process, most students who are new college will attend the orientation and assessment, learning more about the college requirements and resources, and receiving course recommendations (from the assessment) that they will discuss with an academic counselor. The purpose
of assessment and orientation is to support students to choose courses that will address their current academic needs and will enable them to persist and reach their education goals.

**Program Highlights**

In most cases, students who utilize matriculation services tend to have a better student success, persistence and completion rate as well as a higher GPA.

Assessment testing assists students and faculty in placing students in more adequate course level.

As the student population increases the need for better equipment and web based student access has also increased. In recent years there has been an increase in student attending two-year colleges and a decrease in staff serving students in the core student services areas. The District Matriculation Committee has a Task Force to look into online assessment instruments and other recommendations for online student services.

The number of matriculating students has increased from 3,041 in fall 2006 to 3,724 in 2007.

Also, the District Matriculation Committee is currently working to identify vendors to better accommodate individuals/students with disabilities; and is looking into making more web based accommodations for all students, including those with disabilities.

**Key Recommendations**

IT: The Assessment & Orientation Program is in need of some additional tools such as a scantron scoring unit ($895 Grand Master 600FC), Brother Digital Copier ($179.99), Laptop ($1,300.00).

Human Resources: An additional staff person (.5 p/t clerical assistant II / $18,720 w/benefits) is also needed to assist and provide support with initial assessment sign-up, preparation, and support for ongoing assessment and orientation activities such as filing, data entry, student follow-up and to provide sound information to students related to assessment, orientation and matriculation services.

In addition the Assessment & Orientation Program is in need of a space devoted solely for on-going assessments during the academic year.

**CalWORKs**

**About the program**

The CalWORKs program serves students who are welfare recipients to achieve long-term self-sufficiency by providing educational and career opportunities combined with effective support services that enable students to complete their educational goals, find meaningful employment, and successfully transition into the workforce. Through collaboration and advocacy with campus and community partners CalWORKs prepares these students for career employment and economic self-sufficiency.

The CalWORKs program at Berkeley City College plays an important role in supporting this population by developing career focused programs and providing counseling, child care, job development/placement and other essential services. The program works very closely with the County of Alameda in ensuring CalWORKs students have access to available county services, and contributing towards meeting the College’s strategic planning goals of student equity and success.
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**Program Highlights**

CalWORKs students show greater retention and persistence rates than the college average in 2004, 2006 and/or 2007.

Retention Rates: 81.0% vs. 71.3%, 79.1% vs. 73.0% and 80.0% vs. 76%. (for 2004, 2006, and 2007 respectively).

Persistence Rates: 64.1% vs. 56.9%, 73.8% vs. 58.9% (for 2004 & 2006, respectively).

In spite of sever budget cuts the program continues to support students vigorously by integrating services and activities with EOPS and CARE programs and collaborating with community based organizations, i.e. Child Care Links, BANNANAS, North Cities One-Stop-Center and the County of Alameda.

**Key Recommendations**

Meet student demand by:

Increasing Job Developers' assignment from 7 hrs./wk. to 15 hrs./wk to expand training and job placement opportunities for students.

Hiring a .5 Clerical Assistant to provide increased customer service.

Improving program outreach, recruitment and orientation to increase enrollment and student satisfaction by collaborating with the College Outreach Coordinator.

Expanding resources by integrating further program services and human resources in collaboration with EOPS/CARE programs.

Maximizing student job training and placement opportunities in collaboration with the Berkeley One-Stop Center.

Exploring additional child care resources by collaborating with BANNANAS and Child Care Links.

**Counseling**

**About the program**

The BCC Counseling Department is located on the second floor of the college. Drop-in and appointment counseling is available Monday through Thursday from 9:00 a.m. to 7:00 p.m. and on Friday from 9:00 a.m. to 5:00 p.m. in order to provide access to all students, including working adults.
Berkeley City College (BCC) has doubled in student population, while at the same time, the Counseling department has decreased in full time employees by 25% (there were four contract counselors, there are now three). The BCC Counseling Department is located on the second floor of the college. Drop-in and appointment counseling is available Monday through Thursday from 9:00 a.m. to 7:00 p.m. and on Friday from 9:00 a.m. to 5:00 p.m. in order to provide access to all students, including working adults.

Program Highlights
At BCC, the number of student served by counseling increased by 125% over a three-year period, from 2,234 to 2,992.

With decreasing resources, BCC Counseling Department has been able to offer a wide array of professional counseling services for its students, such as:
- Academic Counseling
- Career Counseling
- Transfer Counseling
- High School Concurrent enrollment
- Veteran’s Affairs Counseling
- Basic Skills Counseling
- Probation and Dismissal Counseling
- Early Alert Counseling
- High School Liaison Program Counseling

In order to meet the growing demand for counseling, the department is adopting innovative and efficient counseling strategies to include online counseling, group counseling (short-term or semester-length classes), and one on one counseling (for confidentiality).

Furthermore, the counseling department has developed and will implement the “engagement counseling method” in order to increase retention and student success.

Resource Needs
Due to the diverse student population, the BCC counseling department sees a tremendous need for psychological counseling and the adaptation of technology, e.g., maximize our SARS function, our electronic transcripts and electronic imaging, in general.

In order to meet the increasing students’ demand for counseling, the Department’s needs may be summarized as:
- Psychological counseling services
- Increased full-time counseling staff to reflect 1 to 900 students ratio
- Electronic imaging capability
- State of the art computer technology to run the updated assistive software programs
- Automated SARS calling service
- Equipment (i.e., panic buttons in counseling offices, ergonomic furniture/chairs, double computer monitors for each counselors.)
- Small meeting room for counselors
DSPS-PSSD

About the program
The mission of Programs and Services for Students with Disabilities (PSSD) is to provide students who have disabilities with accommodations and assistance in order to facilitate their achievement of educational goals. PSSD has a strong track record relative to this mission and its goals. PSSD seeks to work with the entire college community in order to provide reasonable accommodations for students with disabilities, and to be in compliance with the Americans with Disabilities Act and the Rehabilitation Act of 1973, Section 504.

Program Highlights
The number of PSSD students served by Berkeley City College (BCC) increased by 21% over the past three years. The office is serving approximately 450 students in 2009-2010, representing over 4% of BCC students. The most prevalent disabilities among PSSD students are:
- mobility impairments,
- psychological disabilities, and
- learning disabilities

Retention: Over the past three years, BCC PSSD students’ retention rates were approximately 10% higher than those of the non-PSSD students.

Persistence: Over the past three years, BCC PSSD students’ persistence rates were approximately 12% higher than those of non-PSSD students.

Services and resources offered to BCC students with disabilities include:
- adaptive equipment and alternate media
- sign language interpreting
- test accommodations
- note-taker assistance
- learning disability assessments and services
- individual academic, vocational and disability related counseling
- priority registration
- referral to other campus and community resources.

PSSD continuously monitors and evaluates the quality and effectiveness of its services in consideration of student needs while honoring obligations to protect the integrity of the college’s programs and services.

Key Recommendations
Human Resources: In order to provide reasonable accommodations for the growing student population with disabilities, and to be in compliance with the Americans with Disabilities Act, the Office needs to hire:
- a full-time Coordinator / Counselor
- an additional full-time Counselor
- a full-time Alternate Media Specialist
- a Psychologist responsive to the needs of students with psychological disabilities
Technological updates and new purchases also are required to ensure PSSD’s continuing capacity to accommodate disabled student needs. Electronic Imaging, updates of assistive software, and acquisition of new software with correlating hardware purchases are needed.

**EOPS/Care**

**About the program**

EOPS program's primary goal is to encourage the enrollment, retention and transfer of students handicapped by language, social, economic and educational disadvantages, and to facilitate the successful completion of their goals and objectives in college. EOPS offers academic and support counseling, financial aid and other support services.

Cooperative Agencies Resources for Education (CARE) program is "a unique educational program geared toward the welfare recipient who desires job-relevant education to break the dependency cycle.

The EOPS program at Berkeley City College enrolls a large proportion of the colleges’ full-time students and graduates; thereby supporting the college’s student access, success and retention goals. Through its effective services and activities that promote the success of disadvantaged students, the program has also made a positive contribution towards the college’s equity mission. Given its committed staff and the respect and appreciation it enjoys within the campus community, if with increased resources, the program will be positioned well to make greater contributions in transforming the lives of non-traditional students.

**Program Highlights**

EOPS/CARE has been serving over 400 students over the last three years, in spite of the fact that the state funding only supports slightly over 100 students.

EOPS graduates make up about 30% of BCC’s graduates and Associate Degree recipients.

EOPS students show greater persistence rate both in 2007 and 2008 than the college average (70.3% vs. 64.5%, and 67.3% vs. 65.4%, respectively).

**Key Recommendations**

Program needs to meet student demand by:

- Developing an 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 local feeder schools.
- Increasing peer advisors training and academic counseling services to implement an intensive monitoring, intervention, referrals and follow-up process in collaboration with Basic Skills Initiative and Title III Grant programs.
- Expanding the book loan program by designing and implementing a college wide text book donation campaign.
- Expanding tutorial services for the new and continuing EOPS/CARE students.
Filling the vacant full-time EOPS counseling position is needed to fulfill the level of services required by BCC students.

Financial Aid

About the program

Berkeley City College Student Financial Services conducts its business per the philosophy that every single student who comes through our front door is a V.I.P. and we aim to treat each student in a respectful, caring, and efficient manner. Our service reflects the mission of the college, in that we are committed to our students’ success by providing those who meet federal, state, and institutional requirements the financial means to help defray their educational costs. By playing a vital role in our students’ retention and completion, we are likewise supporting our students’ transformation to becoming productive, valuable, contributing members of our rich, thriving, multi-cultural community.

Program Highlights

Shortened the turn-around processing time and provide students with more speedy financial aid services.

Minimize college and district liability at the federal level.

Completed a major portion of the work left over from 2006-07 and 2008-09 in Fall 2009.

While the process of applying for Federal and State financial assistance in theory should be fairly easy for college students, the process is often perceived as confusing and complicated for many Berkeley City College (BCC) students who are from disadvantaged backgrounds and who are not familiar with vital information required for Financial Aid applications, e.g., income tax returns filed on time. To respond to the increase of students applying for aid, BCC financial aid (FA) staffing recently increased from 3.5 FTE to 4.5 FTE in spring 2010. The level of service has improved, and the turn-around service time has also decreased slightly.

Key Recommendations

To provide services to all BCC Financial Aid applicants so that they could receive financial support to continue their higher education in a timely fashion. The BCC FA office requests the following:

Human Resources: staffing to be increased to 6 FTE from the current 4.5 FTE.

Office Space: a bigger and better designed work location and filling system to accommodate increased staffing and effectiveness.

Equipment: One additional monitor, two laptops, four small printers/printer supplies, replacement parts for the outdated scanner.

Hi Tech Electronic Imaging: Using computers and/or specialized hardware/software to capture (copy), store, process, manipulate, and distribute 'flat information' documents (transcripts, Student Educational Plan (SEP), and educational supporting documentation) through digitization.
Learning Resource Center
About the program
The Learning Resource Center (LRC) is an important centerpiece to student learning at BCC. The LRC provides timely, professional tutoring assistance across a wide spectrum of subjects including: English, Spanish, math, physics, chemistry, biology and ASL. Students needing help in these subjects can make appointments with any of 24 tutors (both student and classified tutors) or can get help on a drop in basis time and space permitting.

In addition, students have access to an open student computer lab to complete projects, write papers, or do research on the internet.

Program Highlights
It is noteworthy that the number of students being served by LRC has increased by 82% in a 3-year period, from 1,448 in 2006-07 to 2,628 in 2008-09.

Enhance communication and coordination with Basic skills, EOPS/CARE.

Many BCC students find they cannot pass their classes without seeking help from tutors in the subject areas they do not understand, or need support in solving assigned problems related to that subject area. Because the LRC serves a very diverse group of students coming into BCC with different levels of subject comprehension and with different learning styles, some are invariably “lost” in particular classes and need help from LRC tutors quickly in order to “stay afloat” and learn the material. With basic skills math in particular, if a student flunks out of a class there is a high likelihood that they will not go on to achieve their educational goals. We are here to prevent that from happening.

Key Recommendations
Human Resources: The LRC needs a Program Coordinator. Currently this function is fulfilled by one of the Instructional Assistants without any additional compensation. It would be important to recognize such need and provide a position upgrade and appropriate compensation to the “lead” instructional assistant.

With increasing enrollment and demand for services, and a fixed/declining resource base, BCC needs to hone the efficiency and effectiveness of the LRC as well as strive to provide for future personnel and equipment needs.

Matriculation
About the program
The Student Services program reviews serve as an overview of various matriculation components. For details related to each core matriculation component (Admission, Orientation, Assessment, Counseling and student follow-up), please refer to the individual program reviews.

The College mission is “to promote student success, to provide our diverse community with educational opportunities, and to transform lives.”
Program Highlights
In general, students who use the core matriculation services have a higher success rate, higher completion rate, higher GPA and higher persistence rate.

At BCC, the number of matriculating students increased from 3041 in Fall 2006 to 3724 in Fall 2007.

The District Matriculation Committee has formed a Task Force to examine the web based online assessment instrument and another Task Force to make recommendations for online student services policy and procedures.

Resource Needs
Human Resources: There is an urgent need to increase the number of counseling faculty and staff to support the college’s mission.

IT. Online student services are the direction that the college is moving towards. As such, the counseling faculty needs dual monitor computers for productive online advising services.

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Outreach and Student Ambassadors
About the program
The mission of Community Outreach Services is to have a presence in the local communities, including schools, community organizations and churches. The involvement in the community is one of ensuring that persons of all ages and backgrounds have a clear understanding of all the growth and learning possibilities that exist at Berkeley City College (BCC) and that they feel that the college is a place that can readily turn to satisfy their growth and learning needs.

Program Highlights
BCC Outreach and Student Ambassador Program has been cited nationwide, and by the ACCJC Accrediting Team, as an exemplary program.

In recent years, both the number of student ambassadors and the number of the community events and K-12 schools have been increased significantly.

Create Internship for BCC students to serve at various local public offices.

Invite high school students to participate in Student Ambassador program in order to receive early training and provide services to the community.

Expand the program by inviting volunteers.

Establish internal and external partnership, e.g., Berkeley City Mayor’s Office.
Key Recommendations
Create internships for BCC students to serve at various local public offices.

Invite high school students to participate in the Student Ambassador program in order to receive early training and provide services to the community.

Expand the program by inviting community volunteers.

Establish additional internal and external partnerships, e.g., Berkeley City Mayor’s Office.

Supplies: Provide handout materials explaining what BCC is in the community.

Space: Provide space where materials can be stored when visiting local partners and conduct outreach activities. The space is further needed due to the growing number of student ambassadors and local requests for BCC information and tours.

Budget: Consistent budget to finance BCC outreach program. Currently the office budget is partially funded by the District and the College. However, the funding has been extremely unstable and continuously changing. This challenge has made the office planning impossible.

Student Activities
About the program
Student success is the primary goal of Berkeley City College (BCC), as is “transforming lives.” The Office of Student Activities has supported students to better them through learning how to engage in activities and events outside of the traditional classroom to promote student life on campus.

Student Activities, which includes the Associated Students of Berkeley City College (ASBCC) and campus clubs, is the cradle for campus life programming. It is an information and resource center as well as the hub for student leadership, community service and recreational and cultural programming. Student success is the primary goal of Berkeley City College (BCC), as is “transforming lives.” The Office of Student Activities has supported students to better them through learning how to engage in activities and events outside of the traditional classroom to promote student life on campus.

Program Highlights
ASBCC and student clubs activities:

(a) Play a significant role in teaching and learning, the concept and activity is similar to Service Learning and Co-Op, and

(b) Are proven to be significant and positive factors of increasing student retention and success by numerous nationally renowned educational researchers.

(c) The number of BCC clubs tripled over a 3-year period.

Students participated more on committees and shared governance. The ASBCC has learned to do a significant job in improving their skills as they relate to planning, developing, promoting, leading, and implementing activities and events. Students have improved their advocating skills via participation in
shared governance, state-wide community college initiatives, town hall meetings, demonstrating and creating awareness to their peers.

Key Recommendations
Equipment/Material/Supply/ Classified/Student Assistant Needs:

Supplies: We need to develop a brochure for this program. Currently researching costs and working with the Chief Information Officer and other campus agents to generate campus resources to be included in the brochure.

Facilities Needs: In order to make the ASBCC and Student Activities become more effective, the Program requests for more space and relocate the office function to another location that is more student- faculty-, and staff-friendly. We need to identify a consistent location for Student Clubs to congregate for office space.

Transfer and Career Information Center
About the program
The Transfer and Career Information Center is a hub of student services activity. Berkeley City College’s identity as a transfer institution is strong and the focus of supporting students to successfully transfer to four year institutions is promoted throughout campus from basic skills courses through transfer level classes which comprise the majority of our class offerings. An active and visible transfer center is vital to reach as many students as possible and the Transfer and Career Information Center currently has established a solid and accessible presence on campus.

Program Highlights
Transfer rates continue to increase for BCC. Student Right-to-Know transfer rates are reported at 43% (compared to statewide transfer rate of 25%).

BCC students transfer to many public and private institutions: most frequently to UC Berkeley, UC Davis, UC Santa Cruz, and UCLA; San Francisco State University, Cal State East Bay, and San Jose State University; Mills College and Golden Gate University.

A series of workshops are offered each semester covering the basics of the transfer process, and opportunities such as concurrent enrollment and transfer admission guarantees that students may qualify to participate in. Classes visit the center and college reps are invited to make presentation to classes as instructors’ request.

Key Recommendations
Technology: We plan to utilize technology effectively in the future to capture student use, and assess student learning outcomes related to center services. Future software needs may include other career interest assessment tools for students to access.

BCC is projected to experience continued growth, and as the student population increases, and more students attend community college as a pathway to a four-year college or university, the center will expand services. More space will be needed as well as staffing.
AMERICAN SIGN LANGUAGE
About the Program
The mission of the American Sign Language (ASL) program is to provide students with the necessary
language fluency and cultural awareness to enable students to interact appropriately within the Deaf
community. These skills will allow them to: (1) pursue careers that require ASL fluency, (2) interact
with Deaf people from their community (i.e., neighbors, coworkers, friends and family members)
successfully; (3) apply to interpreting program for further training, and/or (4) fulfill foreign language
requirements.

The program offers a comprehensive course of study of ASL and Deaf Culture. Students can receive an
AA degree or a certificate of achievement. The program consists of 30 units and serves as a model for a
number of ASL programs throughout the United States. The program is proficiency based and in order
for students to advance they must demonstrate language skills appropriate to the level. Because of our
rigorous program, a large number of students successfully complete entrance exams for interpreter
training programs and other programs that require a demonstration of ASL fluency prior to entry.
Comments from faculty in these programs have been positive about our students’ language skills,
cultural awareness and attitude towards ASL and deaf people. Additionally, feedback from people who
are members of the local Deaf Community provide anecdotal evidence that our students have met the
proficiency goals for student learning.

Highlights
Fall 2009 FTES 69.57, Productivity 16.78; Spring 2010 FTES 62.96, Productivity 17.74

The student retention rate has been above 70% since fall 2006. The number of students enrolling our
program has been steadily increasing since fall 2007 and our productivity is above 17.5%.

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
Occupational Work 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
participate on state and local boards that deal with issues for the Deaf.

Recommendations
Our goal is to increase the number of students to 1,000 or above by 2013. To do this The program must
add more sections and hire a new full-time faculty.

The Deaf community has experienced significant impact from new video based technology. As a result,
our department should not only 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 wants
to hire an expert to provide assistance and technology training for faculty. The goal is to go beyond the
basic, text-based webpage and make it a true resource for students. The program would like to feature a
video log (vlog) for the students and faculty. This will be a great advance because it will be in American Sign Language, rather than English. Additionally, The program want to work with the expert to use the same technology to make short “movies” to place on social networking sites like “YouTube” or personal blogs for students 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 market the program. The program expects such tools to raise awareness and enrollment once deployed.

The program would like to work with the expert to expand and develop multimedia materials for classroom use. The program have many videotapes that The program would like to transfer to DVD be able to readily use those digital files in various courses. Also, The program would like to explore the option 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.

In order to stay current on trends and information in our field and keep curriculum fresh and up to date, The program would like to have an ongoing budget for ASL materials, including DVDs, texts, upgrading software and renewing software licenses, replacing or repairing equipment and visual materials, and for up to date reference materials for instructors.

To capture a wider audience, the ASL department would like to explore the feasibility of offer a hybrid course (part online and part in-person). Three of our courses are possibilities: Structure of ASL and History and Culture of Deaf people in America I and II. The program also needs an interpreting program here at BCC. Our advisory committee, over the years, has strongly urged us to start an interpreting program. The program began with a few classes to determine the level of need. The program offered two courses one was Introduction to Interpreting to give students an overview of the field. The other course was Introduction to Consecutive to give students a taste of interpreting.

There is no open computer lab that has camcorders and/or webcams available for students to practice, review, download and ed:te movie files or for faculty to bring their class to so that students can do a class assignment (e.g. developing “portfolios”). The program needs a lab that is open during college hours.

To better serve ASL students will require working with the counseling department, providing trained tutors right away, and providing students with more opportunities to sign outside of the classroom. The program believes it could retain more students if there was an open learning center/lab where they could work on their language skills and get tutoring.

ART

About the Program
The mission of the art program at BCC 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. Due to its recent success, the program is considered a Program of Distinction at Berkeley City College.

The Art program is now part of Arts and Cultural Studies (formerly Art and Humanities) which 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. *Global Awareness; Civic Engagement*

The curriculum and activities of the Art program support the college’s values of academic excellence and global awareness, and contribute to the college goals of building programs of distinction, advancing student access and success, and engaging our community and partners.

**Highlights**
Fall 2009 FTES 134.37, Productivity 22.07; Spring 2010 FTES 137.18, Productivity 23.49

The program has initiated a Mural Design and Creation course (Art 133A and 133B) that has already contributed four highly visible murals to Berkeley City College and the local community. This ongoing project, called True Colors, increases college–community partnerships and visibility in the local area, and requires ongoing administrative support and funding. In order to create the four (a fifth is now in progress) community based projects, the instructor has teamed up with a coalition of agencies to support the murals, including the City of Berkeley, Youth Works, the Civic Arts Commission, BAHIA (Bay Area Institute for Hispanic Advancement). This academic year, Earth Island Institute (based in downtown Berkeley) became the fiscal sponsor for True Colors, providing fund raising and administrative support, as well as international connections with over forty community based, arts and environmental organizations. These alliances with local agencies in the downtown arts district help to promote our art programs in the community as well as recruit students, build local culture and collaborate with the existing agencies. The program are located a block away from The Jazz School, Berkeley Repertory Theater, Anna’s Jazz Island, the Freight and Salvage Coffee House (traditional music center) and a new street arts fair, the Center Street Art Walk, currently under development.

The Art Program is in the process of developing online CTE courses as well as a fee-based curriculum that would especially offer a variety of studio and art appreciation courses to the life-long learners of the Berkeley community that the college has served since its inception.

**Gallery**
In conjunction with the Digital Art Club and Multimedia, the Art program is now sponsoring exhibitions in the Jerry Adams Center Gallery located in the Jerry Adams Center on the first floor. This new exhibition space supports approximately seven shows per year, which include juried student and faculty shows, and two invitational shows for artists from the local community. The gallery plays an important role for studio and art history students alike in giving them opportunities to show and study the work of professional artists.

**Recommendations**
A full time faculty member in art is needed to maintain the growth in the department’s instructional offerings, community partnerships, events, and facilities management.

**Darkroom**
Berkeley City College is now one of the few local institutions that still offers courses in traditional darkroom photography, but the college has not had an on-campus darkroom. Our current instructor, Dana Davis, has built a total of six different darkrooms using his own personal equipment, resources,
and labor in the past thirteen years. The current home at Associated Students of University of California is inadequate and cannot serve the 40 students enrolled. Rent of the ASUC is currently at $1500 per semester. Even with this extra cost, the course itself brings in a wide margin of profit. Consistent high enrollment indicates that darkroom photography is a critical mode of artistic and professional expression, despite the recent developments in digital photography. Berkeley City College’s course offerings are unique to the district because of its emphasis on photography as a liberal art, not a vocational practice. The construction of a small darkroom, measuring approximately 450 square feet, is mandatory and would offset the additional costs once and for all. This lab would be used to support the two courses currently offered, and an additional course Art 97, which is already in the catalogue. In addition to these classes, a robust fee-based program in wet darkroom techniques could also be developed; the local East Bay has only one other location for public access to a wet darkroom.

Sculpture studio
With the development of a New Genres and/or Public Art program, a third studio for sculpture will also be needed. This studio would support three-dimensional techniques in sculpture, ceramic tiles, mosaics, and glass. All of these techniques would be part of the program’s unique emphasis on public art, and support the Multimedia’s offerings in animation and digital imaging.

Instructional Supplies
In order to run each of the robust courses in fine and applied art, instructors need supplies for demonstrations and limited use by students. Currently, a yearly supply budget from Fund 17 of $4000 is required to run the program: $2000 for classes in drawing, painting, figure drawing, watercolor, sculpture, photography, etc. and $2000 for the Mural Design and Creation courses.

Digital/Technology
Currently our art history and studio faculty and students rely on ARTstor, a digital image database that is essential for image access and continued quality instruction, especially in light of the limited access to book in the BCC library. Continued financial support of this database (roughly $1300/yr) is critical for the success of the department as it is now and during its promised expansion.

In addition, the program will need to purchase a new skeleton ($1500) in one year, as the current skeleton (used by all studio classes) is starting to break from overuse.

Also, a part-time classified staff member hired as a studio assistant for 10 hours per week is critical to the safety of our facilities and effectiveness and success of the art program. The program currently has no staff to monitor studio safety, clean and repair equipment, inventory and maintain tools and materials.

BUSINESS
About the Program
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.

**Highlights**

**Bus:**
Fall 2009 FTES 51.29, Productivity 20.35; Spring 2010 FTES 51.35, Productivity 20.32

**Econ:**
Fall 2009 FTES 17.50, Productivity 21.88; Spring 2010 FTES 18.50, Productivity 22.00

Experimental courses are being developed in areas where technology and practices are changing. For instance during the spring 2010 semester we are offering a short-term course in using social media for job search—a very contemporary topic.

The assessment process is being used to insure the integrity and consistency of academic standards within the department. In Spring 2009, three sections of BUS 10 were assessed. The three instructors provided the same case study assignment to all students. Using a rubric developed by the team approximately 30% of the case studies were evaluated. Areas of weakness in the students’ work were clearly identified and a plan for improvement was developed. Jayne Matthews and Sharon Garrett assigned the same case study in Fall 2009 and Spring 2010. Improvement was noted by both instructors.

**Recommendations**

We strive to incorporate current technology into the instruction of all our classes. Some of the off-site classes such as those taught at the UC campus do not have Internet access. Business classes should be scheduled into classrooms which have full Internet access.

The success rates (60-70%) are listed in the data elements and are comparable to the rest of the college. There are many reasons for students not succeeding including lack of English language proficiency. The college has been attracting more international students for whom English is a second language. BCC’s ESL department needs more resources to offer contextualized ESL classes for Business students. We also need student tutors to provide additional assistance.

The department has only one contract Business instructor. Most instruction is done by part-time instructors. There is the need for a full time faculty with FSA’s in Accounting or Economics—two of our most high demand areas.

**Computer Information Systems (CIS)**

**About the Program**

With the collapse of the dot-com bubble in 2001 and 2002 CIS enrollments declined nationwide. The BCC CIS department 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 is now 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 which should lead to increased demand for IT courses.

**Highlights**

Fall 2009 FTES 66.92, Productivity 18.45; Spring 2010 FTES 62.46, Productivity 18.66

All course outlines were reviewed in the 08 and 09 school years and student learning outcomes developed for all courses which are currently taught. Student learning outcomes are listed on all course syllabi. In this process prerequisite and co requisites were reviewed. The program is in the process of removing prerequisites and co requisites.

The program has begun exploration of a new Game Design and Development program, to be offered in conjunction with BCC’s Multimedia Art department. There would be two certificate programs: Games Development and Games Design. The CIS program would take the lead on the development courses and certificate. When completed the new certificates should articulate with UC Santa Cruz for the Game Design and Development degree.

**Recommendations**

The success rates (60-70%) are listed in the data elements and are comparable to the rest of the college. There are many reasons for students not succeeding including lack of English language proficiency. The college has been attracting more International students for whom English is a second language. Our ESL students need contextualized ESL classes for Business students. The program also needs student tutors to provide additional assistance. Funding for student aids will also improve student outcomes.

BCC needs additional instructional computer labs, and all should be upgraded so they can run Windows 7. CIS hopes to gain one additional computer lab from the third floor remodeling.

The program has an active advisory committee which meets at least once a year. Faculty are working closely with the Advisory Committee to match program offerings to community needs. Continue to work with employers to fine tune our programs.

**COMMUNICATION**

**About the Program**

The discipline of Communication is represented at Berkeley City College by a series of core communication courses offered through the Department of Arts and Cultural Studies. These courses are structured as primarily transfer classes and as such focus not only on the major lines of inquiry within communication (rhetoric and speech) but also on strengthening general educational skills such as critical thinking, student writing, and student study skills. Communication 1A, the basic communication course, does an excellent job providing students with basic public speaking skills and also providing them with a foundation regarding rhetorical principles used in most professional settings.

The Communication Department currently offers no associate degrees or certificates. Communication courses at BCC are also part of degrees, certificates and cohort programs at the college (i.e. PACE and the Liberal Arts AA). The majority of sections of Communication classes offered at the college are those classes required of students for transfer through IGETC, primarily Introduction to Speech and Interpersonal Communication, but also including Public Speaking, Persuasion/Critical Thinking, and the
Dynamics of Group Discussion. Interpersonal Communication, Intercultural Communication, and Oral Interpretation of Literature are elective classes.

**Highlights**

Fall 2009 FTES 57.58, Productivity 22.15; Spring 2010 FTES 57.61, Productivity 26.19

The retention rate is over 73%, a 5% increase since 2007. Student retention is always a priority, and Communication works within BCC guidelines to help with retention.

**Recommendations**

To standardize our course content and provide consistency in our approaches and evaluation at each course level, it is imperative that we hire a fulltime instructor. Part-time teachers, many of whom work at several campuses, cannot participate in many of the department’s activities and discussions where rubrics and standards are developed. We must have one fulltime instructor.

Develop and offer online courses in communication.

The program should meet more regularly, even informally among instructors teaching similar subjects, in order to exchange ideas and teaching approaches. Communication instructors should be encouraged to incorporate new media and new pedagogical methods into their teaching through proper administrative support of such training and implementation.

**ENGLISH AND EDUCATION**

**About the Program**

As of 2008/09, the English department at Berkeley City College is the largest in the college, accounting for 14.8% of its FTES; its goals include providing all students with strong skills in reading and writing (a primary institutional learning objective), preparing students for transfer, and providing basic skills instruction in English. 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/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 basic skills courses which help underprepared students to ready themselves for these higher level courses. Thus, English courses at the college tend to fall into four broad categories: literature, creative writing, reading and composition, and basic skills.

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 other literature classes and is changing course offerings in literature in order to do so.
The Education department at Berkeley City College is very small, consisting of only two classes, Education 1 and Education 97. BCC has offered one section of Education 1 every semester for the past several years. Its enrollments have been strong; for example, the class currently has a productivity level of 19.75, and in fall 2009 it was 20.8. Education 97 is a field studies class, which is undergoing development; it should be a valuable complement to Education 1 since it offers students the opportunity for hands-on training in the field.

**Highlights**

**English:**
Fall 2009 FTES 247.59, Productivity 15.36; Spring 2010 FTES 264.22, Productivity 17.47

**Education:**
Fall 2009 FTES 4.16, Productivity 8.91; Spring 2010 FTES 3.95, Productivity 19.75

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 is also a training ground for student editors and has received support and accolades from throughout the college; however, it has been underfunded. The department offered a successful summer creative writing intensive program in 2008 and 2009.

The acceptance rate for B.C.C. English majors applying for transfer to U.C. Berkeley who have taken at least two of these classes has been approximately 90% over the last five years, with 21 students accepted in fall 2009.

The department is changing its literature offerings. It will be deactivating many of the literature offerings currently listed in the catalog, and is currently adding a new class, “Multicultural American Literature”; the department will be working to ensure that this class meet the American Cultures requirement at U.C. Berkeley to give students an added incentive to enroll.

The department has been using new technologies to improve instruction. Approximately 66% of the faculty in the English department use turnitin.com to improve feedback to students (using the program’s “grademark” feature) and to stem problems with plagiarism. Additionally, the department offers three online and eleven hybrid classes.

The department collaborates with the English departments at UCB, SFSU, and others. Other local organizations with which the English department collaborates include the *California Shakespeare Festival* and Berkeley’s *Subterranean Shakespeare* (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 Aspire schools, where a B.C.C. instructor will be teaching English 201, working closely with a teacher from the high school.
In January 2006, the Peralta Community College District jointly signed a memorandum of understanding with California State University, East Bay, which reads, in part, as follows: The Peralta Community College District through its colleges, College of Alameda, Laney College, Merritt College, and Vista College [now Berkeley City College], and California State University, East Bay (CSUEB) agree to establish a joint Fast Track Liberal Studies/Multiple Subjects Credential Program. The purpose of this program is to provide an accelerated pathway for community college students who begin their higher education careers in the Peralta Community College District to achieve a Bachelor of Arts Degree in Liberal Studies plus a Multiple Subjects Teaching Credential. Since then, Berkeley City College has articulated eleven classes with the Liberal Studies B.A. Elementary Teacher Preparation Option) at California State University, East Bay.

English faculty have taken on lead roles in college-wide activities including the Basic Skills Initiative, Student Learning Outcomes development and assessment, the Learning Resource Center, and the Persist program.

Recommendations
While many students are well served by BCC composition and basic skills classes, many others who need tutorial assistance are unable to receive it because of a shortage of English tutors at the college. Additionally, as BSI research indicates, it is important to structure tutoring initiatives at the college carefully in such a way that the students who most need the services are the ones who are most likely to use them. Thus, students are likely to benefit from greater departmental involvement in the structuring of English tutorial services.

English instructors at BCC consistently cite the English assessment tool used by PCCD as a cause of poor student placement in English classes (see appendix 2). Research conducted by the National Council of Teachers of English confirms that an assessment test for English placement should include a writing sample. Departmental efforts to change the PCCD assessment tool should continue.

The English department is currently composed of five full-time permanent faculty members and twenty-six part-time faculty members; of the 74 sections of English classes scheduled for fall, 2007, 76% (56) are slated to be taught by part-time instructors. Currently, 1.5 permanent classified staff, as well as additional part-time classified staff and student workers, are hired as English tutors who support the foundations program, work as writing coaches in “writing workshop” classes (English 208 and 258), and tutor students individually in the Learning Resources Center. One .5 permanent classified staff member who worked as an English tutor has left this position, but was not replaced. Because training English tutors is time-consuming but essential and because the department has experienced a great deal of turnover among temporary workers, it would be in the best interests of the department and the college to refill this .5 permanent classified position.

The department should develop further collaborations with California State University/East Bay and Berkeley High School, among others.

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 [have been] possible to teach the fourteen sections of online/hybrid classes which [were] scheduled to be offered in Spring, 2009.

Because there is an anticipated need for elementary school teachers in California within the next few years, and because the courses which have been articulated are currently at Berkeley City College, most of them taught routinely, and they fulfill important general education requirements for IGETC, the department recommends the development of an associate of arts program entitled the Liberal Arts A.A. – Elementary Education.

ENGLISH AS A SECOND LANGUAGE

About the Program
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. Currently, the ESL program offers intermediate and advanced level classes. ESL classes do not lead directly to degrees or certificates. 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.

Highlights
Fall 2009 FTES 86.79, Productivity 15.36; Spring 2010 FTES 79.39, Productivity 14.44

The ESL program has among the highest course retention and completion rates in the college. In 2008-09, the retention rate in ESL was 82.7%, considerably higher than the college average of 67.3%; between 2005 and 2009, it ranged from 82% to 83.6%. Similarly, the course completion rate in 2008-09 was 73.1%, as compared to the college average of 65.2%.

The ESL Program has been working actively with the Basic Skills Initiative (BSI) to improve instruction and services. With the support of BSI, the ESL Program has held student and faculty inquiry groups to design and implement an assessment and orientation program and a series of workshops. A BSI-funded ESL faculty inquiry group is also investigating how the program can best prepare ESL students for success in future transfer classes.

The program has completed a process of identifying its course offerings by level, to better coordinate curriculum with the other ESL programs in the district. Course outlines are currently up to date, and student learning outcomes assessment is underway in accordance with the program’s multi-year plan of completion.

Recommendations
In order to most equitably serve the community, there is a need 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 in all the skill areas requires the college’s ongoing commitment to the ESL program in terms of classroom space and staffing.
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 rapid growth of the ESL program has led to a shortage of full-time faculty to keep pace with the demands of part-time faculty supervision and program development. Another full-time ESL faculty member, a dedicated ESL counselor, and specially trained ESL tutors are needed to ensure the program’s ongoing quality and success.

**HUMANITIES**

**About the Program**
The discipline of Humanities is represented at Berkeley City College by a series of core humanities courses offered through the Department of Arts and Cultural Studies. These courses are structured as primarily transfer classes and as such focus not only on the major lines of inquiry within humanities (i.e., culture and civilization, film studies, religious studies) but also on strengthening general educational skills such as critical thinking, student writing, and student study skills. There are both online and brick and mortar courses offered.

Humanities courses at BCC are also part of degrees, certificates and cohort programs at the college (i.e., Liberal Arts AA, Women’s Studies certificate, and PACE). All courses are offered across different times of the day and week, as well as in a combination of brick and mortar, online, and hybrid courses, thus assuring access to the greatest variety of students.

Some of the courses are cross-listed with Philosophy or with Women’s Studies.

Since 2004-05, enrollment has soared: nearly doubling (from 445 to 849 census enrollment). This trend is directly correlated to the hiring of a film studies-focused fulltime, contract instructor and points to the need of more such full-time instructors.

**Highlights**

Fall 2009 FTES 45.95, Productivity 21.53; Spring 2010 FTES 53.73, Productivity 20.99

New courses have been added each year. Emphasis has been to add film studies courses as well as culture and civilization courses. Over the last three years, The program have also added online courses to pre-existing courses and connected pre-existing courses to other programs and degrees (PACE and Women’s Studies)

Persistence rates have held above 70% (peaking at 77% in 2007-2008). Success rates have increased in the last three years from 62.5% to 67.6% (this is particularly significant considering that enrollment has also practically doubled in this period of time).

Approximately 95% of the course outlines have been reviewed in the last 3 years. Student Learning Outcomes (SLOs) have been written for all courses (see taskstream)

Assessment of courses began in Spring 2008 and will continue on a pre-arranged schedule.

The faculty has started a yearly Graduate Lecture series in Humanities (Film Studies) in conjunction with local doctoral programs. This outreach benefits both the universities as graduate students obtain
important lecture experience and BCC students who are exposed to new voices and have an opportunity to meet with instructors at universities many of our students hope to transfer to.

Recommendations
To standardize our course content and provide consistency in our approaches and evaluation at each course level, it is imperative that the program hire more fulltime instructors. Part-time teachers, many of whom work at several campuses, cannot participate in many of the department’s activities and discussions where rubrics and standards are developed. The Humanities Program needs the stability and availability of fulltime contract faculty.

With the program’s large classes filling to room capacity (above the current 40 student max per transfer-level course), the program will need to hire teaching assistants to help instructors and students in the larger classes.

All humanities courses should be offered in spaces where current technology easily accessible in the classroom.

LIBRARY
About the Program
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. This mission is met 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, lifelong 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.

Librarians offer orientations and reference assistance on research techniques to all faculty and students. Librarians are also available to assist teaching faculty in developing assignments that integrate library resources and research into their curriculum. Librarians provide orientations on conducting research and the use of library resources and materials when requested by faculty. Whenever possible, librarians are available to answer students’ informational needs with one-on-one reference interviews.

The library’s materials collection is reasonably well balanced and is developed and maintained to support the college curriculum. The collection includes 12,695 catalogued items: including over 10,000 items in the open stacks [circulating and reference collections], over 600 DVD and VHS items, recordings, and over 400 items placed on reserve. In addition to catalogued items, the library subscribes to 35 periodical titles in print format. The library currently offers digital access to 15,000 books via NetLibrary, 463 reference books via Credo Reference, artwork via Artstor, and full text access to thousands of journal, magazine, and newspaper articles via EBSCO databases. The book catalog provides access to all titles available in the four libraries of the Peralta District. The library also subscribes to a number of web accessible databases such as NETLIBRARY, ARTSTOR, CREDO, and EBSCO. These resources provide citations and full-text electronic access to paintings, photographs, journals, general interest periodicals, newspapers, books, and reference works.
Librarians carefully monitor the library's collection 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.

The Library’s website http://wpmu.eberkeley.org/library/ is designed to offer students and other users a central launching point for the variety of Internet and web-based resources available including research guides, catalogs, and databases, and to provide information specific to the Berkeley City College Library.

**Highlights**

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In Fall of 2009, 50,467 users entered the library. This is nearly a 60% increase from the previous semester, and is equivalent to nearly 80% the usage of an entire school year in Fall Spring of 07-08.

**Recommendations**
It is the recommendation and priority of the department that additional staffing be obtained so that courses and workshops can be offered regularly.

The second priority is that the Library be given priority regarding use of the computer lab located next to the library so that it may be used for drop in workshops, open library lab, orientations, and library courses [i.e. that no non-library classes are scheduled in the lab].

As the college grows and programs evolve, the library must maintain and continue to add to digital resources and maintain a suitable print collection.

**MATHEMATICS**

**About the Program**
The Mathematics Department teaches many services courses, courses that are useful for other majors. At the basic level, there is a statewide mandate that students must learn mathematics up to and including the level of Math 203 (Intermediate Algebra). We begin to teach students at Math 250 (Arithmetic) and can carry interested students up to the advanced level of Math 3F and Math 3E. Although the Math Department does not offer a “major” in mathematics, if a student takes Math 3A,B,C,E, and F, they would be able to transfer in to a four year university as a math major if they so desired. The total percentage of students at BCC who have a declared major in the physical sciences or mathematics is about 1%. The approximate proportion of students who take classes from basic level to intermediate
algebra is about 55%. The proportion of BCC students who take statistics is about 20%, and the proportion of students taking calculus level classes or above is around 12%.

Highlights
Fall 2009 FTES 269.18, Productivity 20.34; Spring 2010 FTES 253.62, Productivity 21.51

In the year F05-S06, there were about 859 math students served, then in F06-S07 there were about 1,013, then 1,275 for the next year, then 1,756 for the year after that. The percentage increase was 18%, then 26%, and then 38%. Although surely this rate of increase will not continue, due to the decreased availability of classes due to the budget, this trend evidences a rapidly growing student population of Math students.

Recommendations
The department needs to have a total of five (or more) full-time faculty (currently we have three) to meet our students’ needs. This would make the Math Department commensurate in size with the English department. Our department chair also receives only 3 units of release time to manage the department, whereas the English department chair receives 5 or 6 units of release time to manage their department, and in terms of students served, the number is again, almost comparable. Mathematics classes are typically very well-enrolled and need to have more teachers so that the sections do not become too large and unwieldy. It is well-known that smaller class size with students properly counseled is conducive to higher success and higher retention rates, and this is especially the case in the many basic skills level sections offered in Math.

We would also like to be able to have the tutoring center expand as the number of students taking math classes increases. This will be key to improved retention and persistence numbers.

Math has one desk for approximately 21 part-time adjunct faculty. Perhaps we might be able to have another office for them one day, as they usually hold their office hours in a conference room, class room, or a café near the school. The new faculty office on the third floor which is being assigned to adjuncts along with three conference rooms for tutoring students will help in this regard.

For our basic skills classes, we would like to have a white grid board with the coordinate system already drawn, and this would be very helpful for the students so that they can see the coordinate system clearly.

The department’s work with SLOs and with retention and grading statistics indicates a need for norming of grades across the multiple sections of each course. This is especially difficult with the high number of part time instructors and the impacted load of the full time instructors.

MODERN LANGUAGES
About the Program
The mission of the Modern Languages 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 Modern Languages program is a strong and vibrant area of studies at Berkeley City College. The program offers a complete range of lower division courses in Spanish and an Associate of Arts Degree and Certificate of Completion. It has approximately 50% of the total of students studying Spanish in the district: BCC
104.02 total Full-time Equivalent Students (FTES), Laney 63.24 total FTES, Alameda 26.65 total FTES and Merritt 18.23 total FTES. (March 8, 2010) Spanish classes represent 83% of the department population at BCC. The total FTES of the department is 124.65; the rest is completed with French 10.40 FTES and Portuguese 12.82 (March 8, 2010).

The Modern Languages Department consistently offers not only introductory courses, such as Spanish 1a and 1b, Portuguese 1a and 1b, Arabic 1a and b and French 1a and b 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.

Highlights
Spanish:
Fall 2009 FTES 101.41, Productivity 16.72; Spring 2010 FTES 104.02, Productivity 18.36

BCC has articulated Spanish courses (Spanish 1a, 1b, 2a, and 2b) with the University of California (UC) and California State University (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).

Recommendations
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 Limited English Proficiency (LEP) population needs and will need medical, behavioral health services, and social services. These individuals cannot adequately receive health services without providers who speak their language. There are not enough bilingual providers to meet the demand in Alameda County. One way to provide linguistically competent healthcare personnel is to have trained medical interpreters. This situation has been addressed as a requirement for Healthcare Systems and Health Plans in California by SB 853 to provide interpretation services for all their members who do not speak English beginning on January 1. An interpreter certificate program will advance student access to a program that will provide employment opportunities, provide successful outcomes in skill acquisition for students, and afford equitable opportunities for those students wishing to use their language skills in the service of those who most need it.

The second area of expansion is in into strategic languages and 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 us 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 38, 39 and 40 and Spanish 15, an intermediate composition course, BCC is offering Spanish, 22a and b, Elementary and
Intermediate Spanish for students whose native language is Spanish. These courses are been offered entirely online.

According to the 2005 language data from the Modern Language Association, 35% of Alameda County households speak a language other than English as the main language. It, thus, makes sense to offer a lot of languages in this county. At this point, the program offers four foreign languages, Spanish, French, Portuguese, and Arabic. In these challenging economic times, the program wants to grow languages where there is both a demand and where the program may be able to get external funding. Laney College has applied to teach German. The department wishes to take the program in a different direction, trying to go away from traditional languages, which have stagnant growth (e.g., German and French) and into strategic languages and heritage languages. Strategic languages are those identified by government and industry as being of vital interest to the country. Presently, these languages include Arabic, Persian (AKA Farsi, political distinction), Korean, and Mandarin.

Develop a plan, including budget, for the regular updating of software and hardware used in the Language Lab. In order to be successful and make a good use of these technologies, the Department of Modern Languages at BCC needs a foreign language lab and online 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 has already designed a mobile and physical language lab. The room allocated for this lab is room 212. Software for the mobile lab has already been purchased. The software system is Auralog’s TELL ME MORE® (Spanish) language training system.

Continue planned efforts to make sure the Tutoring Center has adequate amount of tutoring hours for students.

MULTIMEDIA ART
About the Program
The Multimedia Arts Program is a cross-disciplinary integrating instruction in visual aesthetics, critical thinking and 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 Digital Culture (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.

The MMART program since 2009 has had three full-time faculty members, for each of the three curriculum programs and 22-24 adjunct teachers. In 2010, MMART was slated to hire a fourth full-time replacement instructor to head the Web Design/Production strand. Another full-time instructor in Digital Culture is needed.

Highlights
Fall 2009 FTES 242.56, Productivity 21.98; Spring 2010 FTES 259.88, Productivity 22.52
In 2009, all the course outlines were reviewed and recommendations were presented to update their contents. Prerequisites, co-requisites & advisories were validated in Fall 2008. Prerequisites and co-requisites were updated in 2009. Former prerequisites were rendered obsolete due to increasing sophistication of the student body. Faculty have been encouraged to develop rubrics for their syllabi and assignments. As of Spring 2009 all MMART courses now have SLOs incorporated into the course outlines. The question of technology cannot be separated from our basic curriculum itself, since over 90% of our courses are focused on the use of current technology for instruction/learning.

Peralta District statistics show that MMART enrollments are the greatest at BCC; 1135 (2003-04), 2146 (2004-05), 2177 (2005-06) and 1808 (2008-09). A decrease in 2008-2009 was entirely due to section cuts. Our 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, with the completion of our video studios and with planned outreach efforts, MMART can only expect continued increases in enrollment.

The quality and archive ability of our prints are setting standards in the industry. Our print lab has an ongoing relationship with Electric Works, Kala Institute, Magnolia Press, the Institute of Contemporary Art in San Jose and the Achenbach Foundation. Teachers from other institutions have been upgrading their skills in Photoshop and in digital photography here at BCC.

Computer Gaming has fueled the animation field tremendously, as have the burgeoning feature film business. A program in Computer Gaming is being developed in Spring 2010 to be offered in Spring 2011. The struggles of the Animation strand will be alleviated by the addition of this program. The fastest growing aspect of the animation industry- outstripping even film animation- is mobile computer games.

The faculty has begun the conversion about “Writing for Multimedia,” using the current courses which relate courses on blogging, twittering, podcasts, Facebook, etc. People’s lives have changed AND jobs are available in arena that is passing us by entirely if the program does not move now. This is Next Big Thing in Education.

Recommendations
The department curriculum is quite complex and an ongoing need has been to mentor counselors so they can better guide our students. Work is under way in this regards in conjunction with the department’s program review effort. The department also hopes that the forthcoming hire of a fourth full-time faculty person in MMART will further support student retention and program completion. Finally, MMART should develop better informational materials to distribute to students and make available to counselors.

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 the future years. Many students leave during their course work for jobs in the field. There is no way to track academic transfers in the multimedia fields.
Web Design: This program is unique to Berkeley and has shown consistent growth in enrollment. The program has been without a fulltime Web instructor for 4 years. Without fulltime qualified faculty the program cannot maintain quality and growth. Although PT instructors are available, they cannot administer, plan and grow the program. The advanced courses have suffered as a consequence. Other FT faculty cannot be reassigned to this program.

Digital Culture: This represents a revision of our strand “Writing for the Multimedia.” The department plans to consolidate classes currently taught by part-timers and offer additional courses on blogging, twittering, podcasts, Facebook, etc. People’s lives have changed AND jobs are available in arena that is passing us by entirely if the program doesn’t move now. This is Next Big thing in Education.

The department has 2.5 computer labs with 30-33 computer workstations, 2 Mac Labs, 2x .5 PC lab (shared with CIS) The computer labs should have 42 Macs but the wiring needs to be fixed in order for that to happen. The program need to make the Animation Lab fully functional; add an additional photographic/video studio; dedicate an additional lab to MMART plus convert Room 324 to a dual purpose (Mac/PC) lab; establish and further staff a media equipment center; and stay current with all software licenses.

**MUSIC/THEATRE ARTS**

**About the Program**
The discipline of Music is represented at Berkeley City College by a two-sequence course on music history and the practice of song (choir), offered through the Department of Arts and Cultural Studies. The Music history courses are structured as primarily transfer classes and therefore also strengthen general educational skills such as critical thinking, student writing, and student study skills. There are both online and brick and mortar courses offered. The choir course offers students an opportunity to work together in strengthening their performance skills through lecture, lab time, and public performances.

A unique and important part of the curriculum in BCC’s music program is its focus on the significance of African Americans’ contributions to America’s music. Jazz, it can be said, is America’s only indigenous music, and it came from a unique blend of both European (white musical traits and tradition) and African (black traits and tradition) cultures. It is neither solely European nor solely African, it is indeed American. This is what makes jazz unique, and it only could have happened in America.

The Theater Arts courses have in the last 2 years been begun to be offered again after an unknown number of years when they were not offered. Currently, only one course a semester is offered and the state of the budget might require this course being temporarily cut. The class enrollment was growing each semester and the Theater Arts students had begun working with the multimedia/video production students.

BCC is located in the heart of Berkeley, a rich and vital cultural center. BCC’s music and theater arts program is positioned to be an important part of this area’s cultural activities.

**Highlights**

**Music**

Fall 2009 FTES 34.85, Productivity 19.08; Spring 2010 FTES 24.80, Productivity 24.16
BCC offers a Choir Program, which has grown at a rapid rate over the last year and a half. The Choir frequently performs publically, especially at BCC events (graduation, African American History Month, etc.).

Faculty members maintain an active dialogue with other music instructors at local colleges and universities. The part-time instructors are a distinguished team of professional musicians—all are Bay Area professionals who are active in the music community as performers as well as teachers. They all remain active in their respective scholarly disciplines beyond their work at BCC.

Success rates are currently at an all-time high of 78.6% and have always remained above 67%. This dramatic increase can be directly correlated to the academic change in how the courses are offered—by generally holding the number of students to standard caps of 40 and increasing the academic rigor of the curriculum. Students feel more engaged and are learning more.

Recommendations
BCC has an innovative and progressive approach to music education that is reinforced by classroom techniques that engage the entire student. Faculty members are committed to incorporating the use of video and audio technology within the classroom. (It should go without saying that the online courses are all interactive and offer learning across multiple mediums). Music classes should be offered in classrooms which have smart classroom technologies.

Since 2004-05, enrollment has increased dramatically from 304 to 477 (census enrollment). In order to build upon this growth a full-time contract hire is needed.

Much more can be done collaboratively between BCC and such places as the Jazz School, Freight and Salvage, or Berkeley’s theater district.

PHILOSOPHY
About the Program
The discipline of Philosophy is represented at Berkeley City College by a series of core philosophy courses offered through the Department of Arts and Cultural Studies. These courses are structured as primarily transfer classes and as such focus not only on the major lines of inquiry within philosophical thought (logic, ethics, feminist thought, Greek, Asian, Modern European, etc.), but also on strengthening general educational skills such as critical thinking, student writing, and student study skills. There are both online and brick and mortar courses offered.

Philosophy courses at BCC are also part of degrees, certificates and cohort programs at the college (i.e., Liberal Arts AA, Global Studies, Women’s Studies certificate, and PACE).

At BCC, Philosophy is taught using an active learning community model—teaching with student’s diverse learning strategies in mind and aware of making the student an active, engaged learner. Feedback is key to such a learning model and students are frequently asked for ideas and suggestions in order to assess student learning effectiveness.

Highlights
Fall 2009 FTES 21.31, Productivity 21.31; Spring 2010 FTES 27.60, Productivity 23.00
New courses have been added each year. This semester (Spring 2010), the following courses are being brought before the curriculum committee: Philosophy 2 “Social and Political Philosophy,” Philosophy 15 “History of Asian Philosophy,” Philosophy 20A “History of Ancient Greek Philosophy,” and Philosophy 20B “History of Modern European Philosophy.”

Faculty maintain an active dialogue with Philosophy instructors at our sister colleges, especially at the College of Alameda and Laney College. All instructors are also actively involved with service to the college—from attending department meetings, to sitting on committees, to participating in Title III and other important initiatives.

Faculty members remain active in their respective scholarly disciplines beyond their work at BCC. They are each as individuals connected to larger academic communities (both within and beyond community colleges). They frequently attend conferences, present papers, and publish articles. Many part-time instructors hold other positions, including teaching at other colleges and universities where they are likewise involved in disciplinary conversations about pedagogy and scholarship.

Success rates have increased in the last three years from 51.2% to 68.4% (this is particularly significant considering that enrollment has also more than doubled in this period of time).

One of the philosophy part-time instructors has started, with interested students, a Philosophy Club. This club meets regularly and has started to increase the visibility of the program while also helping to support student learning.

Recommendations
Since 2004-05, enrollment has soared: more than doubling (from 139 to 373 census enrollment). This trend is directly correlated to the hiring of a contract faculty in Humanities, who sometimes teaches in Philosophy and who has taken on the role of building the philosophy program. However, in order to more completely build the program, a fulltime, contract instructor is needed.

Adequate office space is needed for both full time and part time faculty.

The collection of philosophy texts in the BCC library should be enhanced to support the development of new courses.

SCIENCES
About the Program
The Science Department at Berkeley City College is comprised of many disciplines that include astronomy, biology, biotechnology, chemistry, geography, geology, oceanography, and physics. Biology and chemistry are the two major disciplines and account for about 60% of the number of sections offered and 75% of the FTES. The Science Department offers college transfer level courses for students who want to continue to four-year colleges and major in one of the science disciplines. In addition, the department also offers introductory classes in Biology, Chemistry and Physics for students who need to fulfill a science requirement for graduation or complete pre-requisite training for a professional program such as nursing. A number of courses offered by the department, including microbiology, molecular
genetics, immunology and scientific literature are part of both the Certificate and Associate Science Degree requirements in Biotechnology.

Since the move to the new permanent building about three years ago, the department has experienced a 50% growth in FTES – the largest increase occurring in the 2007/08 academic year. The increase in FTES occurred as a result of having additional laboratory space in the new building (two science labs compared to one the previous years) that allowed the department to offer new courses and more sections of the offerings in biology and chemistry. Overall productivity in the science department is generally high and continues to increase steadily, e.g. 18.78 in 2006/07 to 20.13 in 2008/09. The department is projecting at least another 50% growth in FTES when the three new science laboratories become available in Fall 2011.

**Highlights**
The most recent FTES and Productivity for Fall 2009 and Spring 2010 are as follows:
- Biology: 2009 FTES 93.00, Productivity 19.82; 2010 FTES 107.78, Productivity 22.64
- Chemistry: 2009 FTES 56.54, Productivity 19.36; 2010 FTES 56.16, Productivity 19.23
- Geography: 2009 FTES 22.67, Productivity 19.54; 2010 FTES 21.92, Productivity 23.83

The success rates in the science department as a whole are generally high, with astronomy, biology, geography, and physics have success rates above 70%. The FTES in the sciences has been growing steadily the past four years and this will continue as long as there is sufficient lab space and staffing (faculty) to accommodate and support the growth. The introductory and college transfer level courses offered by the department are always in high demand, not only because there are many students who want to major in the sciences, or who need a science for graduation purposes, but also because many professional schools require coursework in biology, e.g. microbiology, and chemistry.

**Recommendations**
Full time faculty in organic chemistry, physics, geography/geology, two new full time technician positions, one in chemistry and a second position in biology, a head laboratory or laboratory manager position, and adequate instructional aide staffing. Additionally, science faculty need more release time to oversee their programs and maintain their disciplines.

Four factors will determine the success and growth of the science program: laboratory space that is sufficiently equipped, maintained, serviced and updated, qualified full time faculty that has adequate release time to set up new laboratories and maintain their disciplines, adequate support staff to maintain the laboratories and handle the orders and budgets, and adequate funding.

Three new laboratories will be completed by Fall 2011 including one dedicated to organic chemistry and another to physics. Both of these laboratories will have to be set up with new equipment and supplies, experiments and laboratory exercises will have to be generated for multiple classes in each discipline, and support staff will need to be trained. This amount of work and responsibility should not be handled by adjunct faculty, thus two new contract faculty members must be hired at the time the laboratories become available. In addition, we will need a full-time laboratory technician for chemistry to manage and organize the chemistry laboratories, as well as maintain the instruments used in experiments. A part-time technician or adequate support through instructional aides should be sufficient for physics.
The third new laboratory will be for biology that will allow for much needed additional sections and new classes. The biology department presently has one full-time technician; however, a second technician position is needed to handle the labor intensive laboratories in microbiology and biotechnology. Eventually, the biology department will need another contract faculty.

Course offerings in astronomy, geography, geology and oceanography are always filled and many more courses could be made available to meet the demand. A new division of Earth and Planetary Sciences, or Geosciences, will be developed and will warrant one full-time contract faculty. Instructional aide support for the laboratories and field trips will be critical in this area.

Finally, many students enrolled in community colleges are generally underprepared to face the challenges encountered in science coursework. For example, computational skills of many students are insufficient to do problem solving at college level general chemistry. Many students need assistance with computation and problem solving techniques outside of the class period. To increase retention and success rates in the sciences, the department will need qualified temporary instructional aides who can both assist in the laboratories and serve as tutors. Thus, it will be critical that every laboratory class be staffed with an instructional aide, or in the cases of the introductory classes, student workers.

The science department needs a permanent full time laboratory manager or head technician to oversee all budgets, orders, inventory, repairs, and coordinate the activities of the other technicians.

SOCIAL SCIENCES

ANTHROPOLOGY

About the Program
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. Our program is designed to be transferable to 4-year colleges and many of our students in fact do transfer. In addition, due to the fascinating nature of our material, we attract many students who have an avocational interest.

Highlights
Fall 2009 FTES 57.67, Productivity 20.31; Spring 2010 FTES 63.87, Productivity 27.16

Student retention is good relative to that in other disciplines. The data show that the overall retention for all Anthropology sections in the period 2008-2009 has been 70.9%. Student persistence rates are similarly high: average of 69.45% over a four year period.

Recommendations
One strongly felt need is for a tutor to help students grappling with the genetics section of Physical Anthropology. This is important information for citizenship in general and for understanding how biological evolution works. At the moment we have no tutors at the College for this need.
Part-time instructors are not an ideal way to offer instruction due to the lack of employment continuity. Therefore, we recommend that a contract position be established as soon as possible.

Find a way to adequately darken the Physical Sciences Lab so that the installed digital projection equipment can be used during the daylight hours. This continues to be a problem.

Continue to update and expand the fossil hominid and primate skull and skeleton replica collection, as well as instructional media. We continue to add to our collections.

**GLOBAL STUDIES**

*About the Program*

The Global Studies Program is an AA Program housed in the BCC Social Science Department. The development of an International Studies Program was envisioned in the Vista College Educational plan of 2001. The Global Studies Program grew organically over the next years as we added a range of Political Science and History courses in area studies and specialized topics between 2001 and 2005, when we submitted the Global Studies AA program to the State Chancellor’s Office and received approval.

The Global Studies Program challenges students to examine history as well as, to examine the current process of globalization and socioeconomic stratification. The program offers an interdisciplinary, limited cohort model, with Global Studies core courses linked to major requirements from other disciplines (see curriculum section below for specifics). A range of electives will give students a deeper understanding of how one key area of the globe impacts the rest of the world.

*Highlights*

One unique part of the Global Studies Program has been a collaboration between an ESL speaking course and the Global Studies Global Perspectives and Current World Problems courses. This collaboration has provided for at least three joint classes a semester that help to give the ESL students a chance to practice speaking English, participate in a mainstream class and share their history and culture. For the Global Studies students it has provided a real 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. The collaboration has been expanded over several years, benefiting from NCAGE grants for that purpose.

*Recommendations*

Provide a class of release time fall and spring semesters for the Global Studies Program Coordinator for program recruitment and coordination.

There has been a good deal of confusion, given the high number of part-time counselors at BCC and the rather complicated curricular and transfer needs of students enrolling in the Global Studies Program. This has been brought to the attention of the counseling department chair and before the full time counselors. The difficulty is that the prime time for recruitment of the Global Studies cohort is over the summer and that is exactly when fulltime counselors, including the department chair, are not at the College. Having a counselor assigned to the global studies program would help tremendously.
HISTORY

About the Program
History at Berkeley City College is not a program or a department rather there are 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 enrolled 1220 students in 2008-2009.

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. As the number of transfer students increases there has been and will continue to be, an increase in enrollment. There has been a very substantial increase over the last seven years in the number and kinds of course offerings to reflect 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.

Highlights
Fall 2009 FTES 63.49, Productivity 19.84; Spring 2010 FTES 59.42, Productivity 21.22

Our completion and retention rate is good; at 63.2% for 2008 – 2009 this is the highest rate since 2005. A persistence rate of 64.7% places us just above the average for Berkeley City College departments.

The discipline of History at BCC has three full time History instructors, one in the Global Studies Program, and one in the PACE Program. In addition, there is a half time contract History instructor, and five to six adjunct instructors teaching History, depending on the semester. Our faculty is quite diverse, including African-Americans, Asian-Americans and Latin-Americans. This is supplemented further by the use of guest lectures.

Recommendations
That said, it is quite difficult to maintain high academic standards and integrity while having no prerequisites for transfer level classes in History, which are increasingly attempted by under-prepared students. The Social Science Department currently has no subject matter tutoring available for students. It is recommended that tutoring services be made available in history.
In the new building no provision has yet been made for mounting maps, which has posed a hardship for social sciences instruction. History would definitely benefit from dedicated classrooms where maps and diagrams could be permanently stored and displayed.

The department has purchased a substantial numbers of DVDs and books over the last two years and greatly improved the library reserves. Nonetheless less there is a need for more of both of these and would also benefit from more on line resources for History students.
PACE

About the Program
The Program for Adult College Education (PACE) offers students a course of study that meets the requirements for the Associate in Arts degree in Liberal Arts. PACE also enables one to complete the Intersegmental General Education Transfer Curriculum (IGETC), which is the means by which many community college students meet the admission guidelines for the California State University and University of California systems.

Most PACE students are employed during the day—as a result our 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.

In addition to the instructional coordination 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 is another example of this interdisciplinary approach. In this case the latter instructor assists in the field study carried out by the former.

Highlights
We have redesigned such courses as Philosophy 31 (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.

PACE has further integrated 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.
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 2009 semester PACE had an active enrollment of 254 students (the total BCC enrollment at that time approached 6,850). Simple calculation shows that PACE students made up roughly 3.7% of the student population. But PACE students accounted for 33.9% of the graduation petitions filed at the college (sixty-three of the 189 total petitions). PACE also boasted a transfer rate approaching ninety percent last year, with students admitted to such institutions as UC Berkeley, Stanford, Mills, USF, St. Mary’s, Holy Names, San Francisco State, and Cal State-East Bay.

Recommendations
To help along the college acculturation process for our students we would like to add two counseling courses to the PACE curriculum. Specifically, these courses would aimed at helping students overcome the academic challenges that can impede their progress. Counseling 200 (Orientation to College) would provide students with the necessary information and tools to be successful in the classroom, while Counseling 221 (Preparing for College/University Transfer) would familiarize them with the college selection process, admission requirements, and financial aid procedures.

PACE is also in the process of partnering with the Emeryville Unified School District to provide courses to the parents of EUSD school children. It is important that PACE have the necessary support (staff, faculty, ZZs) to execute this initiative.

PACE would like continued funding for our retention efforts aimed at maintaining a sense of community for our students. The PACE Welcome Reception in the fall and the PACE Graduation Reception are important events that underscore are commitment to ensuring that we care for our students from the moment they arrive until the moment they complete their degree (and beyond).

POLITICAL SCIENCE
About the Program
The primary goals and objectives of the discipline are to inform students about themselves, the societies in which they live and other social 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 transfer and AA degree programs, and, via selected courses, some majors. In the Social Sciences, the disciplines play a significant role in PACE, the Global Studies program, the Afternoon College, the Evening/Saturday College, as well as through distance education, especially on-line courses. As the number of transfer students increases, there will be a significant increase in enrollment and an expansion in course offerings to reflect growing interest in, ethnic conflict, religion and politics, as well as security and terrorism. In addition there will be a need to incorporate a variety of multimedia options in classroom presentations as well as in student assignments.

Highlights
Fall 2009 FTES 43.46, Productivity 27.16; Spring 2010 FTES 32.62, Productivity 23.30

The student retention rate as of 2008-2009 was above 70%. Additional access to student tutors and other resources for remedial work will greatly increase this rate. The program
will actively work to assess student learning at the course, program and department level and use these results for future improvement.

Political Science currently is a small program, with one full-time instructor and various part-time instructors. The FTES/FTEF average at BCC is 17.69, whereas the FTES/FTEF average for Political Science at BCC is 22.88. This shows that Political Science at BCC is performing above the institutional average for the Full-time students to Full-time Faculty ratio.

The department is conducting a curriculum review of all course outlines in reparation for the more extensive program review. All course outlines will be updated. There will be a growing focus on team-taught classes, online classes and incorporation of more service-learning based programs. There are no prerequisites or co-requisites required for this discipline. Student learning outcomes are being developed for each course as well as for the program as a whole and these will be aligned with the institutional outcomes.

Key Recommendations
Curriculum- A distance-learning option needs to be incorporated into every course in Political Science via Curricunet. SLOs in Curricunet need to be directly linked with Taskstream. BCC needs to offer PS 4 (Introduction to Political Theory) to complete the core offerings of introductory Political Science courses. PS 4 is currently only offered at COA. In addition Political Science could develop a course that satisfies the American Cultures requirement at UC Berkeley. It would greatly benefit out students to have 2-3 additional sections in Political Science.

Students- Additional access to student tutors and other resources for remedial work will greatly increase the retention rate.

Facilities, Technology- The discipline would benefit by campus-wide access to wireless services.

PSYCHOLOGY
About the Program
The primary goals of the psychology courses at Berkeley City College include enabling students to better understand and describe the knowledge of human behavior and mental processes that has been acquired through the use of the scientific method. In addition students are supported in their efforts to better describe and understand their own behavior, feelings and thinking, and those of others. The courses address the study of people in general as well as that of subgroups of different ages, and genders, and the study of particular aspects of human functioning such as social psychology.

The Social Sciences Department offers a wide range of Psychology courses, and PACE (Program for Adult College Education) also affords psychology courses. The program provide five basic courses, Introduction to General Psychology, Social Psychology, Child Psychology, Life Span Development and the Psychology of Women and Men, as well as specialized lower-division courses of interest to our students and faculty. Our program is designed to prepare students to transfer to 4-year colleges and for AA degree programs. In addition, many students take psychology courses to strengthen various certificates and to pursue a variety of personal and professional interests.

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Highlights
Fall 2009 FTES 66.69, Productivity 22.23; Spring 2010 FTES 59.01, Productivity 22.70

Student Learning Outcomes have been developed for all but the online class and assessment is proceeding.

Student retention is good relative to that in other disciplines. The data show that the overall retention for all Psychology sections in the period 2005-2009 has been 66%. Student success rates are similarly high with an average of 65% cwr a 4-year period. Students transferring to the UCs have a higher success rate than all but one other department.

Recommendations
Additional sections of Psychology 1A Introduction to Psychology are needed, as there is and has been a large and continuing demand for this course.

The faculty recommends that all of the Psychology course outlines be reviewed to include Student Learning Outcomes and to reflect recent developments and changing priorities in Psychology. At a recent IMPAC meeting, instructors in our discipline recommended that The program consider adding courses to update our offerings and bring them in compliance with current recommendations for the preparation of Psychology majors. Among them: Introduction to Research Methods in Psychology and Introduction to Biological Psychology.

It is recommended for Psychology that a coherent and systematic policy be maintained for the hiring and evaluation of all instructors.

The program need a designated classroom with cabinets for storing tools and materials used in teaching the research, physiology, learning, intelligence and perception sections of the Introduction courses.

Psychology needs funding to update and expand the brain and peripheral nervous system models. Other materials essential to the successful teaching of the new courses in Biological Psychology will be needed, including hands-on models of neuroanatomy, neurophysiology and neurotransmission. Continued funds are needed for purchase of new audio-visual materials.
A tutor is needed to help students with the large amount of demanding material offered in all Psychology classes, especially the scientific methods sections. This information is basic to the development of critical thinking skills which contribute greatly to student success in school and life. A tutor capable of helping with the physiology material in the brain and sensation sections is needed as well.

SOCIOLOGY
About the Program
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.

Sociology at Berkeley City College is taught using an active learning community model. Students are frequently asked for feedback on their learning experience in the classroom and this feedback is incorporated into the class structure.

**Highlights**
Fall 2009 FTES 41.86, Productivity 19.18; Spring 2010 FTES 33.90, Productivity 21.19

**Recommendations**
Tutoring and counseling resources at the College are still poorly presented to students. Many students are not aware of how to get assistance, that there is even assistance available, and instructors have no formal means of compelling students to pursue assistance. Academic probationary status should be a potential outcome for all students, not just those receiving formal financial assistance.

Student success and student retention would be greatly improved by reducing the lengthy add period at the beginning of the semester. Currently, students can enter classes almost three weeks into a class — for classes that meet once a week this is only a week or two before the first major assessment. These late arrivals are often disruptive to the established learning community in the classroom and face significant challenges “catching up” — many of them suffer in terms of grades and some drop out after the first assessment or ultimately take a “W” grade.

Increase the sections of sociology to a minimum of eleven courses each term to guarantee three courses per adjunct instructor. This will maintain a regular part time faculty within the program, benefitting the students and BCC.

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.

**WOMEN’S STUDIES**

**About the Program**
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 with WS/SOCSC 01 and WS 35/PHIL 35 being required courses. Students pursuing the certificate must also complete three of the following gender-centric electives from our College’s course offerings.

**Highlights**
The instructors of the two core required courses for the Women’s Studies Certificate are in regular communication about the program and the faculty teaching elective courses contributing to the Women’s Studies Certificate meet several times a semester to discuss pedagogical concerns, course rotation and student participation.
Using the latest available data from 2008 – 2009, students in Women's Studies courses at BCC have the third highest completion rate of any courses offered at the College (82.4% compared with the College average of 65.2%). The persistence rate is 66.7%, up from 50% the previous academic year.

Recommendations
WS 01 and WS 35 need to be reviewed to establish that the course outline content reflects current discipline concerns and that the outline reading recommendations reflect the current texts being used.

The program should be advertised more effectively.
Human Resources

Faculty

Full time positions:
- ESL
- Humanities
- Art
- Organic Chemistry
- ASL
- Physics
- Geology/Geography
- Communications
- Accounting
- Web Design
- Digital Culture
- Music
- Psychology
- Philosophy
- Mathematics (two)
- Economics
- Psychological Counselor
- DSPS Counselor-Coordinator
- DSPS Counselor
- EOPS Counselor
- Counselor (4)
- Librarian

Other Faculty Positions
- ESL faculty member to coordinate ESL writing assessment readings and orientations
- .20 global studies coordinator time to recruit and coordinate program each semester
- PACE coordination for additional cohorts
- .5 Articulation Officer

Counselors trained to serve specific courses and programs, basic skills; CTE
Full Time Classified Positions
- Classified staff for Assessment/Orientation and learning Resource Center
- Alt. Media Technician
- LRC Program Coordinator
- 1.5 FTE Financial Aid staff
- Two full time classified library technicians
- Full time chemistry lab technician
- Physics instructional aid
- Four full time math instructional aides
- ASL lab assistant that can both handle the technical problems and also provide tutoring in the lab for students and faculty
- Biology lab technician
- Foreign language lab and online lab coordinator

Other Classified Positions
PACE support staff for additional cohorts

Classified assistant for global studies and social sciences

.5 permanent English tutor

.5 permanent classified ESL tutor/ESL tutor coordinator

Classified art staff (10 hrs per week) to supervise lab areas (exhibits, studios)

Instructional aides:
  Mathematics (6 pt)
  Multimedia Art

Tutors:
- Psychology
- Physical Anthropology.
- ASL tutor(s), ideally a native signer
- Political Science
- Multimedia Art
- Sociology
- ESL tutors (grammar, speaking and writing)

Student assistants:
  CIS ($3,000 per semester)
  Humanities, as classroom size and student caps increases
Equipment and IT Hardware and Software

- Electronic Imaging capability, multiple student service areas
- Electronic transcript capability
- Replacement laptop computers
- Software upgrades and updates, e.g., SARS calling services, DSPS related software Kurzweil, Dragon, Zoom Tex Magnification, Jaws, Text Aloud, Open Book, GNOME, Omni
- Microsoft LifeChat LX-3000 headsets for 3 units.
- Replacement copiers, fax machines, computer monitors, shredders
- Ergonomic furniture/chairs for counseling faculty and student services staff members
- Panic buttons, counseling staff, administrators
- Updated and expanded fossil hominid and primate skull and skeleton replica collection
- 80C Freezer
- Ultracentrifuge
  Fluorescent Activated Cell Counter
- Biology Maintenance contracts for autoclave ($5000)
- Service contract for microscope cleaning ($5000)
- Laptop computer lab on carts for language lab; updated software
- Geology cabinet $2,000
- New anthropology audio-visual materials
- Equipment for making and downloading movies for ASL students and using websites to access movies and/or homework assignments
- In ASL department, new VPs for each faculty desk
- Replacement computers in CIS lab 324
- Replacement computers and 4 new student computers in library
- $45,000 in library books and periodicals
- $45,000 electronic library resources
- Multimedia Art hardware and software for two computer labs
- Organic chemistry lab kits for 25 students
- Chemistry lab equipment for new lab construction setup $240,000
- turnitin.com licenses for English and social sciences classes $8300

Supplies

- Access to ARTstor, $1300 yearly
- $1500 new skeleton
- New furniture for art studios being completed (approximately $23,000 from Measure A)
- Budget for buying or upgrading ASL software and renewing software licenses, and upgrading, replacing or repairing equipment and visual materials
- Purchase 15 portable DVD players for ASL class activities
- $2000 for general studio classes and $2000 for Mural Design and Creation
- Operating budget in chemistry $25,000
- Operating budget in physics, geology, and geography, $15,000
- $7000 model budget for art
- $500 a year for books and instructional films in communication$4,500 in library supplies and memberships

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- Establish an ongoing, consistent fund for ASLPI raters/interviewers
- Adequately fund Milvia Street Journal production and printing
- Warranty and maintenance agreements for Multimedia Art equipment
- Regular budget for ESL maps and books
- $100 instructional supplies for philosophy
- Global studies brochure and website
- $1,000 a year for books and films in humanities
- 3 new tv-dvd-vhs players
- 5 white board grids with coordinates for math; 5 normal curve grid boards
- Books and journals for small math department library
- Graphing calculators and scientific calculators for the math tutoring lab
- Hanging shelves and table lamps in math
- Brochures and advertising for women’s studies program.
- $500 instructional supplies in music
- $25,000-30,000 for operating supplies in biological sciences

Facilities and Specific Space Needs
- additional space is needed by Financial Aid, Learning Resource Center, Counseling, Outreach/Student Ambassador, Transfer and Career, Student Activity and Clubs, and Veteran Affairs.
- Complete 2 art studios on fourth floor
- Photography darkroom, 450 sq ft (currently darkroom rent at ASUC is $1500)
- Sculpture studio (New Genres/ public Art and Multimedia Animation strand)
- Establish a language lab, including computers, camcorders, and webcams that is available all day for students to use
- Smart classrooms, multiple programs
- Additional day and evening classroom space for ESL
- Access to lab space for ESL classes and students
- Dedicated classrooms in global studies, history, sociology, psychology, geology/geography—some with in-class storage and display included
- Office space for history instructors
- Film Library
- Film screening room
- Appropriate classroom space for larger film classes
- Space to expand library holdings, study areas, and electronic resource accessing
- Office space and work areas for math part time instructors
- Campus-wide wireless access, multiple programs
  Choir rehearsal area
- Complete the construction in the animation lab
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