Program/Discipline: General Studies/Reading

Annual Program Review Update

Instructions
The Annual Update is conducted district-wide by each program/discipline and consists of a) analysis of general changes, staffing, resources, facilities, equipment and other needs, as well as b) reporting of curricular changes and outcomes assessment.

The questions on the subsequent pages are intended to assist you in planning for your program or area. Input should be sought from all campuses. It should be submitted or renewed every year by the designated date in anticipation of budget planning for the next fiscal year.

Institutional data used to document program/discipline statistics and trends will be provided by Institutional Research.

Please include pertinent documents such as student learning outcomes assessment reports and data analysis to support any requests for new faculty, facilities, equipment, etc. Retain this information for your discipline’s use,

Submit an electronic copy of your Annual Update Document and supporting data to the Program Review Committee. Also submit a copy of these documents to your Division Chair, Director, or Campus Lead Faculty.
Annual Program Review Update  
*Be sure to include information from all three campuses.

Program/Discipline: General Studies/Reading  
Submitted by (names): Barbara Morrison & Vincent Peloso  
Contact Information (phone and email): Morrison x4309 <barbara-morrison@redwoods.edu>, Peloso, x4565 <vinnie-peloso@redwoods.edu>

Date: 10/27/08

1. Program/Discipline Changes
   Has there been any change in the status of your program or area since your last Annual Update? (Have you shifted departments? Have new degrees or certificates been created by your program? Have activities in other programs impacted your area or program? For example, a new nursing program could cause greater demand for life-science courses.)

   Note: curricular changes should be addressed under 12 (Curriculum).

☐ No (go to next question)  
☒ Yes  Describe the changes below:

2. Program/Discipline Trends
   Refer to the data provided (data link is located at http://inside.redwoods.edu/Assessment/ProgRev/TrendData.asp) and describe the trends in enrollment, retention, success rates, and student demographics. If applicable, describe how changes in these areas are impacting your discipline and describe efforts within your area to address these impacts.

   As mentioned in the 2007 Annual Program Review for General Studies, since 2006 we have continued to narrow our target audience district-wide, not only offering no transfer-level sections, but also, on the Eureka campus, offering nearly half our sections to EOPS students in a linked format with English 350, and in one section linked to both English 350 and CIS 100.

   Early BSI “Comparative Success Rates for Students Co-Enrolled in English 350 and GS 150 from Fall 2004-Spring 2008 indicate a decline in GS 150 success rates beginning in 2007 when the dedicated cohorts began. Just looking at Spring success rates beginning Spring 2005, the dramatic decline coincides with the dedicated sections:

   Success Rates for dedicated sections of GS 150
   - Spring 2005 62.86%
   - Spring 2006 62.00%
   - Spring 2007 51.35%
   - Spring 2008 46.73%

   As an example, comparing Spring 2007 enrollment data for GS 150 on the Eureka campus with that of Spring 2008, enrollment increased by over 25%:
Enrollment for GS150, Eureka campus  
Spring 2007  74 students  
Spring 2008  107 students

Retention for the same period is up by 12%

Retention for GS 150, Eureka campus  
Spring 2007  62%  
Spring 2008  74%

However, as stated above, success rates for dedicated sections of GS 150 classes declined by almost 5% during the same period:

Success rates for GS 150, Eureka campus  
Spring 2007  51.35%  
Spring 2008  46.73%

So, as we continue to review early BSI data, certainly one of the questions will be the advisability of dedicated sections, as we have experimented with dedication for both athletes and EOPS with success rate decline.

District-wide Enrollment Trends: In F07, there were 229 students enrolled in GS classes (GS 150, 360 and 361) at the end of term. In F08, at census, there were 276 students district-wide were enrolled in GS classes. Adding the 48 students in Reading 360 (F08's GS 360), that brings the total F08 GS/Reading enrollment, at census, to 324 students. Projecting a "drop rate" of 31% (F07's percentage), we can anticipate an F08 end of term enrollment of 214, which means our enrollment has declined slightly (15 students or 6%).

District-wide Retention Trends: In 06/07, 253 students out of 730 students dropped a GS class before the end of term for a retention rate of 65%. In 07/08, 159 out of 486 dropped before the end of term for a retention rate of 66%. Thus our retention rate has also remained stable.

The GS retention rate for 07/08 was 91%, our highest percentage since 04/05. The Reading retention rate was 75%, but we have nothing to compare this to since S08 was the first semester the college offered a Reading course in many, many years.

Success Rates: Finally, as a whole program, the GS Course Success (grades A-C or credit) rate has remained relatively stable from 04/05 to 07/08 ranging from 54% to 56% with 07/08 being 54%. The Reading Success rate was 75% meaning that everyone who finished the class passed.

3. Labor Market Review (for occupational programs)  
Occupational programs must review their labor market data. Links to various reports and information, as well as instructions on how to create program-specific reports, can be found at  
http://inside.redwoods.edu/Assessment/ProgRev/LaborMarketResources.asp
Institutional Research (IR) is available to help with surveys and reviews. All survey data (whether collected by your program or the institution) should be sent to IR to be kept on record.

   a. Meets a documented labor market demand,
   b. Does not represent duplication of other training programs (in the region), and
   c. Is of demonstrated effectiveness as measured by the employment and completion success of its students.

N/A

4. Budget Resources

List your area’s budget for the following categories in the table below. Restricted funds have a sponsor/grantor/donor (federal, state, local government, etc). The funds are restricted by the sponsor/grantor/donor. Everything else is unrestricted.

<table>
<thead>
<tr>
<th>Category</th>
<th>Unrestricted Funds</th>
<th>Restricted Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supply and printing budget</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment replacement and repair budget</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work-study funding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional Budget Items</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Is the funding for these areas adequate? ☑ Yes ☐ No
If not, describe the impact of unaddressed needs on your discipline or program.

Not being a recognized, formal program, General Studies/Reading has no separate budget other than a budget code for printing through our Division budget.

Reading 360 needs a dedicated classroom for student computer work stations and a library of low level/high interest reading books. Between F07 and S08, Reading 360 moved from AT 102 to FM 212, a much smaller room, which, in and of itself, is not necessarily bad because this limits enrollment to 17 students, a much more effective number for a developmental reading class. However, FM212 is woefully inadequate in terms of the size of the individual work areas, the lack of keyboard trays, the fact that the hard drives take up valuable work space and the insufferable lack of ventilation. (On 10/8/08 at 9:45 am with ten people in the room and the computers off, it was already 75° in the room!) It looks and feels like we're in a closet.

See Photo below:
5. **Learning Resource Center Resources**

Is the level of resources provided by the Academic Support Center and Library (Learning Resource Center) adequate. ☐ Yes ☒ No
If not, explain.

Since our last Annual Review, the Academic Support Center has hired a former General Studies instructor to tutor students in GS, and faculty have begun referring all students failing at Census.

Previously, at the beginning of every semester, ASC staff have alerted all instructors about their areas of expertise and hours of availability and have been available for short classroom presentations about ASC services. This has been especially helpful for GS students, who typically are also first-semester CR students. However, this did not happen in F08.

6. **Student Services Resources**

Complete the following grid concerning Student Services Areas.

<table>
<thead>
<tr>
<th>Student Services Area</th>
<th>Does the area satisfy the needs of your discipline?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>There is a connection to this discipline/program and YES the student services area does satisfy the needs of the discipline.</td>
</tr>
<tr>
<td></td>
<td>There is a connection to this discipline/program and NO the student services area does not satisfy the needs of the discipline.</td>
</tr>
<tr>
<td></td>
<td>Uncertain about the student service area provided or how it connects to this discipline/program</td>
</tr>
<tr>
<td>Admissions and Records</td>
<td>☒</td>
</tr>
<tr>
<td>Counseling</td>
<td>☐</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>☐</td>
</tr>
<tr>
<td>Career Services</td>
<td>☐</td>
</tr>
<tr>
<td>Disabled Student Programs and</td>
<td>☒</td>
</tr>
</tbody>
</table>
If a lack of support was indicated in the table above, describe your program/discipline need.

As we noted in last year’s Program Review, the lack of counseling in support of both General Studies and Reading continues to be a problem. Since 2003 when the College employed three counselors to now when we have a small percentage of one counselor, we cannot emphasize enough how not having trained counselors directing students into appropriate classes and advising them through course selection/sequence has negatively affected GS/Reading sequential courses. CR's decision to replace faculty-level counselors with non-faculty advisors continues to be a problem for directing students into appropriate coursework and intervening when Early Alerts signal problems with success. Yes, partnering with EOPS for a few of the sections has given us a dedicated counselor, but for those sections only. This past year, the GS coordinator was able to coax a retired CR faculty/counselor out of retirement to teach two of the non-linked sections of GS 150 on the Eureka campus, but that was only a temporary, one-semester fix.

In addition, the loss through retirement of Rodney Kaloostian, who handled all student misconduct issues, has become an issue in two areas (GS and Reading) where many of our most developmental students daily face frustrations and often minimal coping strategies.

The student population in Reading 360/GS 361 needs a designated counselor/advisor who will make classroom visits, liason with the instructors, research student assessment, academic and financial information, provide counseling support for students in need and coordinate student support services for individuals. EOPS students in dedicated sections of GS 150 receive such support. It needs to be expanded to all developmental students.

7. Faculty Resource Needs

Complete the Faculty Employment Grids below (data link is provided at http://inside.redwoods.edu/Assessment/ProgRev/FacultyLoadDistribution.asp). Please list full- and part-time faculty numbers in separate rows:

Faculty Load Distribution in the Program
### Faculty Load Distribution in the Program

<table>
<thead>
<tr>
<th>Discipline Name (e.g., Math, English, Accounting)</th>
<th>Total Teaching Load for fall 2007 term</th>
<th>% of Total Teaching Load by Full-Time Faculty</th>
<th>% of Total Teaching Load Taught by Part-Time Faculty</th>
<th>% Change from fall 2006</th>
<th>% Change from fall 2005</th>
<th>Explanations and Additional Information (e.g., retirement, reassignment, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Studies</td>
<td>91.5 TLU's</td>
<td>38%</td>
<td>62%</td>
<td>+7%</td>
<td>-3%</td>
<td></td>
</tr>
</tbody>
</table>

#### General Studies/Reading

<table>
<thead>
<tr>
<th>Discipline Name (e.g., Math, English, Accounting)</th>
<th>Total Teaching Load for spring 2008 term</th>
<th>% of Total Teaching Load by Full-Time Faculty</th>
<th>% of Total Teaching Load Taught by Part-Time Faculty</th>
<th>% Change from spring 2007</th>
<th>% Change from spring 2006</th>
<th>Explanations and Additional Information (e.g., retirement, reassignment, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Studies/Reading</td>
<td>58.5</td>
<td>51%</td>
<td>49%</td>
<td>+15%</td>
<td>+4.5%</td>
<td>Reflects the shift to a FT faculty member for Reading 360.</td>
</tr>
</tbody>
</table>

### Explanations and Additional Information

- a. Describe the status of any approved, but unfilled full-time positions.

This May, Barbara Morrison, who, with the exception of four years, has coordinated the General Studies program for over 20 years since its inception, will retire, and the College will have an opportunity, especially through its data-informed accountability as part of BSI, to decide how it will address the two out of five focal areas of BSI (College Success, Reading, ESL, English, and Math). As English faculty, Barbara has been uniquely positioned to coordinate and link College Success with English and Reading courses, and a review of her duties and responsibilities (attached) is planned to occur in Spring 2009 in advance of her retirement. However, beyond BSI attention, the district as a whole needs to decide:

- how it will recruit, interview, train, schedule, mentor, and evaluate GS faculty
- coordinate/communicate with College Success customized text publishers
- coordinate interns and counselors
- petition for Faculty Qualifications for GS faculty
- write, update, and develop curriculum and teaching materials for the rotating pool of faculty
- coordinate matriculation of GS students from Reading 360 to English 350 levels
- represent the College at Redwood Days, high school to college orientations, and with the Academy
• coordinate learning communities for linked courses.

For the last few years, those duties have had 4.5 TLU’s of reassigned time allocated to them, so in addition to re-assessing these two of five BSI functions, the district should also consider reassigning faculty and revisiting the allocation of these TLU’s.

b. If you are requesting a Full-Time Faculty position, develop an attachment to this report that addresses the following criteria (as listed in AR 305.03)
   • The ratio of full-time to associate faculty
   • Current availability of associate faculty
   • Relation to program review recommendations
   • Effect on diversity of the faculty
   • Effect on academic offerings and ability to serve students and the community
   • Effect on the vitality and future direction of a program and/or the college
   • Effect on student learning

c. If your Associate Faculty needs are not being met, describe your efforts to recruit Associate faculty and/or describe barriers or limitations that prevent retaining or recruiting Associate Faculty

In addition to the coordinator’s retirement, Jerry Phillips, who is currently teaching two of the five sections of GS 150 on the Eureka campus as an Associate Faculty member, will re-retire, leaving four of these sections without staff in the future. Since its inception, the College Success program has primarily been staffed by full-time faculty across the curriculum who have received special training and agreed to rotate in and out of GS as their own discipline demands have allowed. Obviously, as full-time faculty have retired and content disciplines have not been able to replace their full-time faculty, the GS pool has dwindled, and we have had to rely to a greater extent on training and retaining Associate faculty. This is not an ideal situation since the concept of identifying our most experienced and recognizable full-time faculty to give credibility to the courses and program is lost. Associate faculty by the nature of their temporary status come and go. Staffing of GS becomes a moving target. And a constant training seminar.

Also, in S08, two of our three reading specialist re-retired, leaving us with only one qualified Associate Faculty member to teach Reading 360. Since each section carries a 10.5 TLU load, our full-time Reading instructor can only teach, at most, two sections per semester. With only one qualified associate currently employed by the district, we need to re-advertise, recruit, interview and nurture qualified associates for both Reading and GS classes.

8. Staff Resources
Complete the Classified Staff Employment Grid below (please list full- and part-time staff). This does not include faculty, managers, or administration positions. If a staff position is shared with other areas/disciplines, estimate the fraction of their workload dedicated to your area.
<table>
<thead>
<tr>
<th>Assignment (e.g., Math, English)</th>
<th>Full-time (classified) staff (give number)</th>
<th>Part-time staff (give number)</th>
<th>Gains over Prior Year</th>
<th>Losses over Prior Year (give reason: retirement, reassignment, health, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Studies/Reading</td>
<td>Per centages Ok</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Do you need more full-time of part-time classified staff?  □ yes  ❌ no
If yes, explain why.

9. Facilities, and Classroom Technology
Are teaching facilities adequate for achieving the educational outcomes of this discipline/program?  □ Yes  ❌ No

If No was checked, complete and attach Facility Form (facilities.form) for each instructional space that does not meet the needs of this discipline/program:

10. Equipment
Is the available equipment (other than classroom specific equipment described in the facilities section) adequate to achieve the educational outcomes of your program/discipline?  ❌ Yes  □ No

If No was checked, complete the following grid for each piece of equipment being requested for this area/discipline:

<table>
<thead>
<tr>
<th>Equipment requiring repair</th>
<th>Repair Cost / Annual maintenance</th>
<th>Number of students using equipment each semester</th>
<th>Describe how the equipment allows achievement of program/discipline educational outcomes</th>
</tr>
</thead>
</table>

Equipment Repair
Is the equipment used for your discipline/program in need of repair, which is outside your current budget allotment?  This does not include classroom specific equipment repair described in the facilities section.  □ Yes  ❌ No

If Yes was checked, provide the following information to justify a budget allotment request:
11. Learning Outcomes Assessment Update.

List all expected program-level outcomes, whether you have completed the assessment loop (use of results) or not. For each outcome, identify the means of assessment and the criteria for success. Summarize the data that have been collected in the ‘Assessment Results’ column. If no data have been collected and analyzed for a particular outcome, use the ‘Assessment Results’ column to clarify when these data will be collected and analyzed. In the fourth column, indicate how the assessment results are being used to improve the program.

<table>
<thead>
<tr>
<th>Program Outcomes (Not all disciplines have program-level outcomes)</th>
<th>Means of Assessment and Performance Criteria</th>
<th>Assessment Results Summary</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

List all course-level student learning outcomes for which some assessment activity (assessment, analysis, or use of results) has taken place since the most recent program review, and complete the table below as appropriate.

<table>
<thead>
<tr>
<th>Student Learning Outcomes (course-level)</th>
<th>Means of Assessment and Performance Criteria</th>
<th>Assessment Results Summary</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Include only those being assessed (pick one to start)</td>
<td>Degrees of Reading Power (DRP) standardized test.</td>
<td>In S08, all students enrolled at end of term met the district-wide DRP exit competency standard.</td>
<td>Indicates the efficacy of both a) small class size for this population and b) the validity of Sustained Silent Reading (SSR) for this level student.</td>
</tr>
<tr>
<td>Reading 360 (Demonstrate an increased level of reading comprehension.)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Discuss the extent to which part-time faculty (if applicable) have been involved in the dialogue about assessing student learning outcomes:

Part-time faculty use the same standardized exit competency test (DRP) and adhere to the same standards as FT faculty. Also, final student writing competencies are wholistically graded and normed.

12. Curriculum Update
Identify curricular revisions and innovations undertaken
a. in the last year.

The lecture/lab ratio for Reading 360 was changed in S08 to correct a reporting error.

b. planned for the coming year.

Following a district-wide dialogue and decision about the entire program both GS 1 and GS 361 curriculum revisions are planned for F09.

Complete the grid below. The course outline status report can be located at:
http://www.redwoods.edu/District/IR/Reports/ Curriculum/Curriculum_Course_Outlines.htm

<table>
<thead>
<tr>
<th>Course</th>
<th>Year Course Outline</th>
<th>Last Updated</th>
<th>Year Next Update</th>
<th>Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>GS1</td>
<td></td>
<td>2004</td>
<td>2009</td>
<td></td>
</tr>
<tr>
<td>GS 361</td>
<td></td>
<td>2004</td>
<td>2009</td>
<td></td>
</tr>
<tr>
<td>GS 150</td>
<td></td>
<td>2005</td>
<td>2010</td>
<td></td>
</tr>
<tr>
<td>GS 40</td>
<td></td>
<td>2008</td>
<td>2013</td>
<td></td>
</tr>
<tr>
<td>Reading 360</td>
<td></td>
<td>2008</td>
<td>2013</td>
<td></td>
</tr>
</tbody>
</table>

If the proposed course outlines updates from last year’s annual update (or comprehensive review) were not completed, please explain why.

N/A

13. Communication
Are the current lines of administrative, faculty, and staff communication adequate to meet the needs of this discipline/program? Describe representative example of effective or ineffective communication.

At the Division level, communication lines are adequate; however, beyond that this past year we have experienced confusion and miscommunication. As example, this summer two sections of GS 150 on the Eureka campus were added at the last minute without communicating those additions to either the Division Chair or the Coordinator. This resulted in no staff training and no textbook orders until the Coordinator was informed three days before the beginning of the semester. Though the Bookstore submitted a rush order for the texts, they did not arrive for three weeks. Thus, for the first four weeks of the semester, all sections of GS 150 on the Eureka campus were set back by many students not having texts.

List any action plans submitted since your last annual update. Describe the status of the plans. If they were approved, describe how they have improved your area.
An action plan for increased Student Services support for students enrolled in Reading 360 and GS 361 was withdrawn in S08 for lack of time to vet and seek support.

15. Goals and Plans
If you have recently undergone a comprehensive review, attach your Quality Improvement Plan (QIP) if applicable.

☐ QIP Attached

If you do not have a QIP, refer to the goals and plans from your previous annual update. For each goal and/or plan, comment on the current status. List any new goals and plans your area has for the coming year, and indicate how they are aligned with the goals/objectives in CR’s Strategic Plan. (CR’s strategic plan is located on the web at http://inside.redwoods.edu/StrategicPlanning/strategicplan.asp).

Last year’s goals and plans included:

a. Request district-wide BSI dialogue
b. Advance Chancellor-directed BSI plans
c. Engage IR in data collection for GS/BSI success, retention, persistence
d. Coordinate BSI plans with Student Services

Accomplished to date:
a/b: The GS coordinator served as the BSI coordinator in S08 to ensure that the required Self-Assessment report was filed by the Chancellor’s deadline. That process included coordinating five focus groups and culminated in a report calling for the appointment of a permanent faculty BSI coordinator separate. The College complied, and the dialogue and plan development are currently underway. As mentioned in last year’s GS Program Review, “reading, writing, learning skills, and study skills” overlap in General Studies and BSI focus, so it is helpful to have BSI identified as a district priority.

c/d: A district outcome of BSI work is the data-collection of success/persistence rates as they relate to GS and English. Numbers reflected in #2 (Trends) above reflect that gathered data. In addition, currently, every other Friday the BSI coordinator meets with the GS coordinator and linked-course faculty and student services supporting staff for EOPS students.

Program goals and Plans for 08/09

- Continue to coordinate college success and Reading efforts with BSI committee and the college’s plans to increase student retention, persistence and success.
- Ensure continuance of program after Barbara leaves. If, at the end of F08, the GS coordinator’s 4.5 TLU’s of reassigned time is indeed eliminated, who will complete the bulleted responsibilities listed on pp. 7-8?
- Continue to work with Student Services on ways to integrate services and support more effectively.
- Explore the possibility of expanding the program by offering a college success class for every level of student entering CR in a degree or certificate program.
- Upgrade Fm 212 to promote student success.
Each of these goals articulates in its way with CR’s Strategic Plan to

- Reduce barriers to persistence (Objective 1.1)
- Improve basic skills in Math and English as a foundation for student success (Objective 1.2)
- Increase data-informed decision-making (Objective 3.4)
- Enable degree and certificate completion in a timely manner (Objective 5.2)
List classroom or instructional space/name: **FM 212**

Check if any of the following are not adequate:

- [ ] Ventilation / room temp
- [ ] ADA access
- [ ] Number of seats / work stations
- [ ] Technology (computers, projectors, internet)

☐ Other (briefly describe):

Describe the specific action and estimated cost (if available) to make this space adequate for your instructional needs:

Ventilation: Because of the space limitations in the room (see picture on p. 5 of the 08/09 General Studies/Reading Program Review), a floor fan is not an option. And because the room has a drop ceiling, an overhead fan is also problematic. Frank Martinez in 12/07 suggested a wall mounted unit as the best solution.

Keyboard trays: An inexpensive way to increase student work space would be to install keyboard trays under the counters and place the hard drives on the floor. This, however, will undoubtedly increase their chances of damage due to the likelihood of collisions with student knapsacks, chairs, and feet.

The computers in FM 212 were purchased by the district in 2004 originally for AT 102 and then moved into FM 212 in 12/07. At that time, Paul Agpawa noted that they are candidates for replacement. Because of the space limitations, he suggested we look into the Tangent Vita 8000, a flat screen model with the CPU inside the screen unit. This is the same model the district placed in the DN Writing Center in F07, one which the DN faculty have been pleased with. Below is a 3/08 quote from Tangent.

---

Customer Code: CORE002  
Quoted By: Hawley C. Chester  

QUOTE# Q291871  VITA 8000S  

<table>
<thead>
<tr>
<th>Qty</th>
<th>Part Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>VITA 8000S</td>
<td>Pentium 4/D/Cel i945g DDR2/GMA950 17in. LCDPC</td>
</tr>
<tr>
<td>1</td>
<td>SB50_FEE-LV2</td>
<td>2003 Electronic Waste Recycling Act Fee - Lv.2 $8</td>
</tr>
<tr>
<td>1</td>
<td>LCDPC-010</td>
<td>Pent D/Cel i945G DDR2/PCIe 17in.LCD/Lan/A/V/Combo</td>
</tr>
<tr>
<td>1</td>
<td>OBIDE</td>
<td>1 Ch. UIDE/PCI Interface - built-in</td>
</tr>
<tr>
<td>1</td>
<td>OB-GBITLAN</td>
<td>Integrated 10/100/1000 (Gigabit)</td>
</tr>
</tbody>
</table>
OB945V           Intel Graphics Media Accelerator 945G chipset
OBSOUND          On board sound
OBI05            Serial/Parallel/USB/PS2 ports (ATX)- Built-in
CPU-277          Intel PD 925 (3.0GHz) 2x2MB/800Mhz/DualCore/LGA775
DDR2/4300-006    1.0GB DDR2 PC2-4300 (533Mhz) MEMORY MODULE
LCDPC10-FDD      Slim Floppy Drive for LCDPC-010 (gray)
NB ATA-60.5      60GB ATA/100 5400rpm HDD for Notebooks
LCDPC10-DVDRW    24x24x24x8 DVD/CDR-W for LCDPC-010
KYB-017          104 key Keyboard + Mouse USB/PS2 (Aluminum)
MPAD             Tangent Mouse Pad
WINXP-PRO        Windows XP Professional (media:Lic + recov CD)
N1Y-RTD          1 Yr. Warranty, Return to Depot, Ntbook/All-in-One
LTTS             Toll-Free Technical Support
GRNDFRT-AIO      Ground Freight for Vita All-In-One (US Only)

Subtotal(ea): $ 1,424.98
QTY: 16

TOTAL: $22,799.68 ** SALES TAX NOT INCLUDED

BUILD NOTES:

List the average number of discipline/program sections scheduled in this room each semester, and the total number of students enrolled in these sections.
Sections: 2/3
Students: 40/60