

**Peralta Community College District
Annual Program Update Template 2013-2014
DISTRICT-WIDE DATA by Subject/Discipline Fall Semesters**

I. Overview			
BI Download:	?	Coordinator:	Adan Olmedo (Housed in English department?)
Subject/Discipline:	First Year Experience (FYE)	Dean:	Maeve Katherine Bergman
Campus:	Berkeley City College		
Mission Statement	The mission of the Berkeley City College First Year Experience learning community program is to increase student success and transfer rates at BCC by recruiting recent high school graduates who want to attend BCC as full-time students, obtain an associate's degree in two years and transfer to a four-year college.		

II. Enrollment					
	Alameda	Berkeley	Laney	Merritt	District
Census Enrollment F10					
Census Enrollment F11					
Census Enrollment F12					
Sections F10					
Sections F11					
Sections F12					
Total FTES F10					
Total FTES F11					
Total FTES F12					
Total FTEF F10					
Total FTEF F11					
Total FTEF F12					
FTES/FTEF F10					
FTES/FTEF F11					
FTES/FTEF F12					

III. Student Success

	Alameda	Berkeley	Laney	Merritt	District
Total Graded F10					
Total Graded F11					
Total Graded F12					
Success F10					
Success F11					
Success F12					
% Success F10					
% Success F11					
% Success F12					
Withdraw F10					
Withdraw F11					
Withdraw F12					
% Withdraw F10					
% Withdraw F11					
% Withdraw F12					

IV. Faculty

	Alameda	Berkeley	Laney	Merritt	District
Contract FTEF F10					
Contract FTEF F11					
Contract FTEF F12					
TEMP FTEF F10					
TEMP FTEF F11					
TEMP FTEF F12					
Extra Service FTEF F10					
Extra Service FTEF F11					
Extra Service FTEF F12					
Total FTEF F10					
Total FTEF F11					
Total FTEF F12					
% Contract/Total F10					
% Contract/Total F11					
% Contract/Total F12					

V. Qualitative Assessments

<p>CTE and Vocational: Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc.</p>	
<p>Transfer and Basic Skills: Describe how your course offerings address transfer, basic skills, and program completion.</p>	<p>First Year Experience (FYE) offers transfer-minded students cohorts (teams) of linked classes that enrich their learning experience through complementary and/or shared curriculum, support services (tutoring, peer support), and dedicated counseling. The cohort model, featuring Counseling 24 in the first semester, ensures students identify a clear academic plan that is right for them, helping them feel directed, focused and connected throughout the semester. Students' participation in this special program with special benefits will help them feel valued, nurtured, and engaged. These six affective categories that the RP Group has identified as student needs are precursors to student success; the FYE program anticipates these needs of students.</p>

VI. Program Outcomes and Assessments: For each one, cite Institutional Learning Outcomes (Appendix I)

Note: If program assessment has not been completed, describe assessment plan, including date, under "Assessment Findings" and put "NA" under "Action Plan."

Program	Assessment Plan	Assessment Findings	Action Plan
Program 1: First Year Experience	Each semester FYE enrolls all FYE students in an auditorium sized course, either SocSci2 or Anthr1; these courses seem like the best place to assess FYE students.	Fall 2014-Spring 2015	N/A
Program 2:			
Program 3:			
Any general education components:			
Any basic skills components:			
<p>Describe assessment methods you are using: We will link SLO statements to the Program Learning Outcomes. We will incorporate success rates (grade A,B,or C) for these courses into the assessment.</p>			
<p>Describe how assessment of program-level student learning outcomes led to certificate/degree program improvements:</p>			

FYE specific PLOs and SLOs have not been written.

VII. Action Plans

Please describe your plan for responding based on the preceding data: BI Tool (see II., III., IV. above), program learning outcomes action plans (see VI. above), Berkeley City College (BCC) and Peralta (PCCD) institutional goals (see Appendix II), and/or external evidence (see V. above) if appropriate. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges. Include overall plans/goals and specific action steps. Please add rows as needed.

Action Item	Steps/Timeline	Person(s) Responsible	Supporting Data Source (check all that apply)
1. Identify lead faculty for learning community courses. Establish Fall 2014 and Spring 2015 schedules.	Spring 2014	Coordinator and Department Chairs	<input type="checkbox"/> P.O. Assessment <input type="checkbox"/> Action Plans <input type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
2. Hire 2 Learning Community Counselors to assist with FYE recruitment, enrollment and publicity	Fall 2014	Coordinator, FYE faculty, Dean	<input checked="" type="checkbox"/> P.O. Assessment <input type="checkbox"/> Action Plans <input type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
3. Build curriculum: joint assignments.	Spring 2014	FYE faculty	<input type="checkbox"/> P.O. Assessment <input type="checkbox"/> Action Plans <input type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
4. Create a FYE club; hold events or go on field trips	Fall 2014 – Spring 2015	FYE students, faculty and coordinator and the Director of Student Activities and Campus Life	<input type="checkbox"/> P.O. Assessment <input type="checkbox"/> Action Plans <input type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input checked="" type="checkbox"/> PCCD Institutional Goals <input type="checkbox"/> Other
5. Update website to include current information on FYE program benefits, faculty contact information, courses and programs offered. Develop ongoing maintenance/update schedule	Summer 2014	Coordinator and FYE faculty	<input type="checkbox"/> P.O. Assessment <input type="checkbox"/> Action Plans <input type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input type="checkbox"/> PCCD Institutional Goals <input checked="" type="checkbox"/> Other <input type="checkbox"/> BCC Institutional Goals
6. Create PLO statements and begin assessment. Refine SLO assessment tools and process to form more consistent system across all courses.	Summer 2014 – Fall 2014	Coordinator and FYE faculty	<input type="checkbox"/> P.O. Assessment <input type="checkbox"/> Action Plans <input type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input type="checkbox"/> PCCD Institutional Goals <input checked="" type="checkbox"/> Other <input type="checkbox"/> BCC Institutional Goals

7. Recruit full cohorts prior to the beginning of the semester.	Fall 2014	Coordinator, Learning Community Counselors	<input type="checkbox"/> P.O. Assessment <input type="checkbox"/> Action Plans <input type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input type="checkbox"/> PCCD <input type="checkbox"/> Institutional Goals <input checked="" type="checkbox"/> Other <input type="checkbox"/> BCC Institutional Goals
8. Publicize FYE: foster relationships with local high schools, especially Berkeley High School	Spring 2014-Spring 2015	Coordinator, Learning Community Counselors	<input type="checkbox"/> P.O. Assessment <input type="checkbox"/> Action Plans <input type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input type="checkbox"/> PCCD <input type="checkbox"/> Institutional Goals <input checked="" type="checkbox"/> Other <input type="checkbox"/> BCC Institutional Goals
9. Become more institutionalized and renew funding	Ongoing	Coordinator, Learning Community Counselors, Administration, Grant Writer	<input type="checkbox"/> P.O. Assessment <input type="checkbox"/> Action Plans <input type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input type="checkbox"/> PCCD <input type="checkbox"/> Institutional Goals <input checked="" type="checkbox"/> Other <input type="checkbox"/> BCC Institutional Goals
10. Improve availability of support services to students (more tutoring, more Saturday library hours, more homework assistance lab hours)	Fall 2014 - Spring 2015	LRC Coordinator, Administration	<input type="checkbox"/> P.O. Assessment <input type="checkbox"/> Action Plans <input type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input type="checkbox"/> PCCD <input type="checkbox"/> Institutional Goals <input checked="" type="checkbox"/> Other <input type="checkbox"/> BCC Institutional Goals
11. Develop a Guidebook and application as part of improving enrollment and program expectations for students, faculty, counselors and administration	Spring 2014	Coordinator, LC Counselors	<input type="checkbox"/> P.O. Assessment <input type="checkbox"/> Action Plans <input type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals <input type="checkbox"/> PCCD <input type="checkbox"/> Institutional Goals <input checked="" type="checkbox"/> Other <input type="checkbox"/> BCC Institutional Goals

VIII. Narrative: For disciplines that support interdisciplinary programs provide additional qualitative data if appropriate.

1. First Year Experience is a learning community¹ with Fall and Spring enrollment/entry; as such, it requires that faculty teaching First Year Experience learning community classes

1a. Develop complementary and/or shared curriculum

1b. Engender collaborative relationships between faculty and students across the learning community through events, club activities and/or celebrations

1c. Develop LC or FYE PLOs and SLOs

1d. Receive stipends to compensate for their extra service

2. First Year Experience and Berkeley City College's other Learning Communities require the assistance of two full-time dedicated Learning Community counselors to assist with enrollment, recruitment and publicity matters that recur year-round. One of the advantages we offer students is dedicated counseling services, which is going to become increasingly difficult to manage with the recent expansion of the First Year Experience program.

2a. First Year Experience the Fall 2013 consisted of 4 total cohorts of English 204A or English 1A paired with Counseling 24 classes; the following semester FYE expanded in scope, adding Social Sciences 2, Mathematics, English 5 and English 208. FYE continues to expand: Fall 2014-Spring 2015 will offer 6 and 7 cohorts, respectively, and add additional collaborative courses: English 1B, Humanities 1 and Anthropology 1 (with lab).

2b. FYE requests funding of its own FTEF, **so although FYE is housed in the departments**, its FYE courses will not draw from the department course offerings.

3. Students in First Year Experience receive priority registration and additional support services (homework assistance labs); the latter requires funding for both Fall 2014 and Spring 2015 semesters. These labs are part of an "early alert" system that will help struggling students succeed.

4. First Year Experience, like any special program, requires a coordinator to liaison between faculty and administration, respond to institutional and faculty needs that recur unexpectedly throughout the year: develop PLOs and SLOs, speak at town halls, compile priority registration lists, speak at high school recruitment events, coordinate course schedules, file APUs, develop an FYE website with student voices and faces, and facilitate faculty meetings.

In short, First Year Experience students are more likely to persist and succeed in college because they develop a formal Student Education Plan their first semester, become avid collaborators and take a full-time load of classes together.

¹ *A learning community is a cohort-based educational program with a defined common goal and timeline, faculty collaboration, and dedicated support services, which could also include linked classes, shared curriculum and assignments, team-teaching, service learning, and/or internships. A cohort is a group of students, who take classes together, study together and succeed together.*

IX. College Strategic Plan Relevance

Check all that apply

- New program under development
- Program that is integral to your college's overall strategy
- Program that is essential for transfer
- Program that serves a community niche
- Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc.
- Other

X. Resource Needs: Please use the Excel template to estimate the cost of your needs, which will be used to support budget planning efforts.	Link to Action Plans (Refer to # of item in section VI)	Estimated Cost: Please use Excel template to estimate costs.
<p>Please describe and prioritize any faculty, classified, and student assistant needs.</p> <ol style="list-style-type: none"> 1. Two full-time, contract Learning Community Counselors by Fall 2014 2. For Fall 2014: 2 student workers for the Anthropology 1 class; for Spring 2015: 2 student workers for the Social Sciences 2 class 3. Release time for a FYE coordinator 4. Stipends for all FYE faculty to attend bi-weekly meetings: work on SLOs/PLOs and begin assessment of student success 5. Develop APU template populated with accurate BIT data to assess program success 6. Administrative support to implement learning community institutionalization plan 7. Learning Communities grant writer 8. Extended evening and Saturday tutoring 9. Extended library hours 10. Standardized learning communities enrollment protocols 11. Standardized learning communities assessment and placement protocols 12. Field trip/s and events 	<ol style="list-style-type: none"> 1. Items 7, 8 2. Items 1, 3, 4, 5, 6 3. Items 1, 3, 4, 5, 6 4. Items 1, 2, 4, 5, 6, 7, 8 5. Items 2, 3, 4, 5, 6 6. Item 6 7. Item 9 8. Item 10 9. Item 10 10. Item 11 11. Item 6 12. Item 4 	<ol style="list-style-type: none"> 1. \$195,624 2. \$6,000 3. 0.2 FTE 4. \$4,500 5. 6. 7. \$80,000 8. \$3,245 9. \$10,905 10. 11. 12. \$2,000
<p>Please describe and prioritize any equipment, material, and supply needs.</p> <ol style="list-style-type: none"> 1. Office supplies are needed for the department (paper clips, manila folders, hanging files, paper, dry erase markers, stapler, giant poster sized Post-It notes, etc.) 2. Promotional materials (brochures, fliers, tabling banner, 	<ol style="list-style-type: none"> 1. Items 1-6: Office supplies are needed to teach courses, conduct SLO assessment, and maintain office files and records. 2. Items 7, 8 	<ol style="list-style-type: none"> 1. Supplies: \$200

etc.) 3. Commencement/program completion reception and awards	3. Items 4 and 8	2. Promotional materials: \$750 3. \$600
Please describe and prioritize any facilities needs. 1. We recommend the college acquire a new building to handle current space demands and to prepare for growth. 2. Office space in the new building to hold meetings, office hours and FYE club meetings.	1. Items 1-8 2. Items 1-8	

Appendix I: BCC Institutional Learning Outcomes (ILOs)

Berkeley City College Institutional Learning Outcomes

Berkeley City College's Institutional Learning Outcomes, as described below, are the skills and knowledge that students are expected to attain as a result of completing an instructional program at BCC. Students completing an A.A. or A.S. at BCC will be able to demonstrate all of the BCC Institutional Learning Outcomes. All BCC courses and certificates are designed to teach some or all of the ILO's. In addition, students achieve these ILO's throughout their experiences at BCC, for example, with student services and student clubs.

Communication

Students show that they communicate well when they

- *Critically read, write, and communicate interpersonally, with audience awareness; and*
- *analyze communications for meaning, purpose, effectiveness, and logic.*

Critical Thinking

Students demonstrate critical thinking skills when they

- *identify problems or arguments and isolate facts related to arguments;*
- *use evidence and sound reasoning to justify well-informed positions; and*
- *generate multiple solutions to problems and predict consequences.*

Computational Skills (Quantitative Reasoning*)

Students demonstrate computational skills when they

- *master computational concepts and apply them to concrete problems; and*
- *demonstrate algorithmic competence.*

Ethics and Personal Responsibility

Students show the ability to behave ethically and assume personal responsibility when they

- *analyze the consequences of their actions and the impact of these actions on society and the self; and*
- *demonstrate collaborative involvement in community interests.*

Global Awareness & Valuing Diversity (Intercultural Competency*)

Students demonstrate global awareness and show that they value diversity when they

- *identify and explain diverse customs, beliefs, and lifestyles; and*
- *analyze how cultural, historical, and geographical issues shape perceptions.*

Information Competency

Students demonstrate information competency when they

- *find, evaluate, use, and communicate information in all its various formats;*
- *use library and online resources and research methodology effectively; and*
- *use technology effectively.*

Self-Awareness & Interpersonal Skills

Students demonstrate self-awareness and interpersonal skills when they

- *analyze their own actions and the perspectives of other persons; and*
- *work effectively with others in groups.*

*Proposed changes as of November 2013

Appendix II: Goals

Berkeley City College Institutional Goals 2013 - 2014

1. Increase certificate/degree completion and transfers to 4-year colleges or universities by inspiring and supporting students
2. Improve career and college preparation progress and success rate (successfully transition from basic skills to college-level, CTE to career)
3. Ensure BCC programs and services reach sustainable, continuous improvement level
4. Collaborate to ensure Fiscal Stability
5. Meet BCC resident FTES target (3,691) by preserving and nourishing resources

Peralta Community College District Strategic Goals 2013 - 2014

- A. Advance Student Access, Equity, and Success
- B. Engage and Leverage Partners
- C. Build Programs of Distinction
- D. Create a Culture of Innovation and Collaboration
- E. Develop and Manage Resources to Advance Our Mission

BCC Goals	Alignment with PCCD Goals Below
1. Increase certificate/degree completion and transfers to 4-year colleges or universities by inspiring and supporting students	A. Advance Student Access, Equity, and Success B. Engage and Leverage Partners C. Build Programs of Distinction
2. Improve career and college preparation progress and success rate (successfully transition from basic skills to college-level, CTE to career)	A. Advance Student Access, Equity, and Success C. Build Programs of Distinction
3. Ensure BCC programs and services reach sustainable, continuous improvement level	B. Engage and Leverage Partners C. Build Programs of Distinction D. Create a Culture of Innovation and Collaboration
4. Collaborate to ensure Fiscal Stability	D. Create a Culture of Innovation and Collaboration E. Develop and Manage Resources to Advance Our Mission
5. Meet BCC resident FTES target (3,691) by preserving and nourishing resources	E. Develop and Manage Resources to Advance Our Mission