

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

I. Overview			
BI Download:		Dept. Chair: Program Coordinator:	Jenny Lowood Chris Lebo-Planas
Dept./Program(s): (List departments and programs, including all associate degrees and certificates and components of general education and basic skills)	ENGL; LRNRE; MATH; COUN; HISTORY; MMART;HUSV; SOC PERSIST (Personal Initiative and Social Transformation) is a one semester bridge cohort program that acts as a gateway toward success in college, for students who wish to transfer or achieve workforce preparedness. Students in PERSIST develop tools in communication and leadership while acquiring math, writing and critical thinking skills crucial to a certificate program or degree.	Dean:	 Carlos Cortez
Campus:	Berkeley City College		
Mission Statement	The mission of PERSIST is to ensure that educationally disadvantaged students assessing below transfer-level are prepared to succeed in college and the workplace. This program advances student access, success and equity, and addresses BCC core values of communication, computational skills, critical thinking, self-awareness, interpersonal skills, and information competency.		

II. Enrollment

	Alameda	Berkeley	Laney	Merritt	District
Census Enrollment F10	1,205		2,030	1,182	6,512
Census Enrollment F11	1,022		2,047	1,083	6,253
Census Enrollment F12	980		1,880	1,164	5,781
Sections F10	35		63	33	195
Sections F11	31		62	30	185
Sections F12	29		57	33	174
Total FTES F10	149.74		262.23	144.06	810.46
Total FTES F11	135.78		262.46	128.5	775.68
Total FTES F12	138.98		245.79	141.73	738.4
Total FTEF F10	9.2		16.31	8.72	49.53
Total FTEF F11	8.47		16.08	8.01	47.15
Total FTEF F12	8.53		14.85	8.8	45.02
FTES/FTEF F10	16.28		16.08	16.52	16.363
FTES/FTEF F11	16.04		16.33	16.04	16.4513
FTES/FTEF F12	16.29		16.55	16.1	16.402

III. Student Success

	Alameda	Berkeley	Laney	Merritt	District
Total Graded F10	1,111.00		1905	1068	6,024
Total Graded F11	970		1932	998	5889
Total Graded F12	945		1793	1090	5513
Success F10	593		1192	720	3778
Success F11	598		1200	642	3671
Success F12	578		1168	711	3545
% Success F10	0.53		0.63	0.67	0.63
% Success F11	0.62		0.62	0.64	0.62
% Success F12	0.61		0.65	0.65	0.64
Withdraw F10	260		468	209	1352
Withdraw F11	246		555	223	1474
Withdraw F12	232		389	230	1197
% Withdraw F10	0.23		0.25	0.2	0.22
% Withdraw F11	0.25		0.29	0.22	0.25
% Withdraw F12	0.25		0.22	0.21	0.22

IV. Faculty					
	Alameda	Berkeley	Laney	Merritt	District
Contract FTEF F10	4.47		8.36	3.66	19.52
Contract FTEF F11	3.87		6.94	3.84	17.71
Contract FTEF F12	3.1		6.03	3.93	16.61
TEMP FTEF F10	4.14		7.71	4.47	28.6
TEMP FTEF F11	4.54		8.95	3.54	28
TEMP FTEF F12	5.07		8.57	3.94	26.75
Extra Service FTEF F10	0.6		0.25	0.59	1.44
Extra Service FTEF F11	0.07		0.2	0.64	1.48
Extra Service FTEF F12	0.37		0.27	0.94	1.71
Total FTEF F10	9.21		16.32	8.73	49.57
Total FTEF F11	8.47		16.09	8.02	47.18
Total FTEF F12	8.54		14.86	8.81	45.06
% Contract/Total F10	0.49		0.51	0.42	0.3938
% Contract/Total F11	0.46		0.43	0.48	0.3754
% Contract/Total F12	0.36		0.41	0.45	0.3686

V. Qualitative Assessments

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.

The PERSIST program is a college preparedness as well as worker preparedness learning model.

CTE pathways available to BCC PERSIST students include the following:

- Public and Human Services
- Biotechnology
- Small Business/Entrepreneurship
- Social Services Paraprofessional
- Multimedia Arts
- Computer Information Systems

PERSIST offers essential prerequisites for HUSV and MMART.

An intentional pathway to MMART certification is now under development for Fall 2014

Transfer and Basic Skills: Describe how your course offerings address transfer, basic skills, and program completion.

Every student who arrives below transfer level has the opportunity take an ACE (Academy for College Excellence) Foundations Course, which helps students identify working styles and authentic communication that are essential study skills.

PERSIST use of the ACE Foundational Curriculum has led to the development of the variable unit LRNRE classes now linked to First Year Experience English, PACE, and Public and Human Services. In short, FYE has been an institutional scaling-up of core elements of PERSIST.

The PERSIST Cohorts provide students with a community of support for the first-time college student, while instructors and counselors work together to coordinate teaching approaches, assignments, and student support.

PERSIST offers Counseling courses that help them apply ACE concepts to their

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	Outcomes (Abbrev.)	Assessment Findings	Action Plan
PERSIST		Assessment to be completed – evaluation of cohort semester capstone project	NA
Describe assessment methods you are using:			

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. Implement Action Plans based on Assessment Findings	Complete program assessment, develop inquiry on recommended changes	Program Coordinator	<input type="checkbox"/> P.O. Assessment Action Plans <input type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals (1) <input checked="" type="checkbox"/> PCCD Institutional Goals <input checked="" type="checkbox"/> Other
2. Develop Integrated Curriculum toward contextualized learning	Bi-monthly meetings with program faculty toward practice in Fall 2014	Program Coordinator, cohort faculty, dept. chairs	<input type="checkbox"/> P.O. Assessment Action Plans <input type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals (3) <input checked="" type="checkbox"/> PCCD Institutional Goals (C) <input type="checkbox"/> Other
3. Continue to develop acceleration in writing and computational skills	Develop research-based MMART class towards Technology literacy (Word, Excel, PowerPoint, etc.)	PERSIST Coordinator, MMART chairperson	<input type="checkbox"/> P.O. Assessment Action Plans <input type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals (2, 3) <input checked="" type="checkbox"/> PCCD Institutional Goals (A, E) <input checked="" type="checkbox"/> Other
4. Professional Development	With 4 projected cohorts, recruit for and offer Faculty Experiential Leadership Institute (FELI) training For PERSIST cohort faculty in Summer 2014	PERSIST Coordinator	<input type="checkbox"/> P.O. Assessment Action Plans <input type="checkbox"/> BI Data <input checked="" type="checkbox"/> BCC Institutional Goals (2, 3) <input checked="" type="checkbox"/> PCCD Institutional Goals (A, C) <input type="checkbox"/> Other

<p>5. Hire Program Coordinator @ .2 release time</p>	<p>In addition to coordination of BCC program, coordination and integration of ACE curriculum and practice in PERSIST</p>		<p>P___ P.O. Assessment Action Plans ___ BI Data ___X___ BCC Institutional Goals ___X___ PCCD Institutional Goals X___ Other</p>
<p>6. Ensure computer access for 35 students in each ENG 204 cohort class (4)</p>		<p>Dean of Instruction, Program Coordinator</p>	<p>___ P.O. Assessment Action Plans ___ BI Data X___ BCC Institutional Goals ___X___ PCCD Institutional Goals (A, C, D) X___ Other</p>
<p>7. Professional Development</p>	<p>CCCCO and 3CSN conferences on Student Success</p> <p>ACE Foundations Course Practicum(s)</p>	<p>Program Coordinator , Faculty</p> <p>ACE Master Trainer Faculty, PERSIST cohort faculty</p>	<p>___ P.O. Assessment Action Plans ___ BI Data X___ BCC Institutional Goals ___X___ PCCD Institutional Goals (A, C, D) X___ Other</p>

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

The following data is the result of an independent study of four colleges funded by the Gates Foundation, measuring the success of Academy for College Excellence curriculum. Presented here is data specific to BCC over three semesters, and show the phenomenal success PERSIST and ACE-related courses at BCC have had on high-risk populations, filtered by demographic, risk level and English transfer level completion. The final slide shows the ways that ACE can be integrated; PERSIST has been Learning Community (Category 5) specific since Spring 2004, and we intend to launch a version of Category 3, a Summer Bridge for Berkeley High School, feeding into Fall 2014.

 **BCC Longitudinal Study of 99 Students Demographics**

ACE students from BCC College, Fall 2010, Spring 2011, Fall 2011

N		122*
African American	56.1%	60
Latino	28.6%	30
Males	47.5	58
1 level below college-level in English	0.0%	0
2 or more below college-level in English	91.7%	66
Mean Age		23.8
Completed GED	7.0 %	8
No HS Diploma	10.5%	12
* students with completed data included in compared analysis:		99



Evaluation of the Academy for College Excellence: Report on Implementation and Student Outcomes

MPR Associates
December 2012



BCC Longitudinal Study of 99 Students Risk Level

ACE students from BCC College,
Fall 2010-SP12; n=43

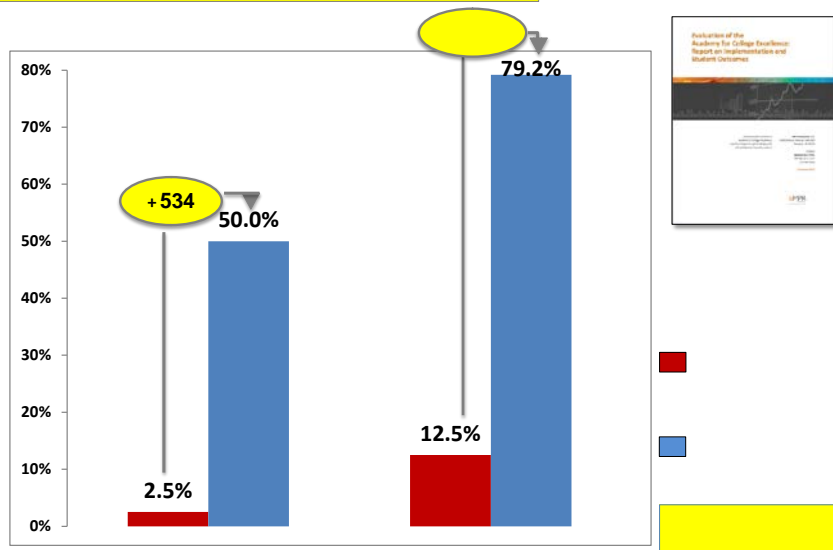
First Generation College	72%
Difficulty Learning	28%
Receives Government Benefits	42%
Unstable home	53%
Has been arrested	33%
Parent in Agriculture	9%
Has been on Probation	16%
Is a Parent with Dependent Children	35%
Working while in School	26%
Homeless	33%
Domestic Violence	26%
Gang Association	16%
Medical Condition	21%
Risk Level	
High Risk:	81%
At Risk	19%



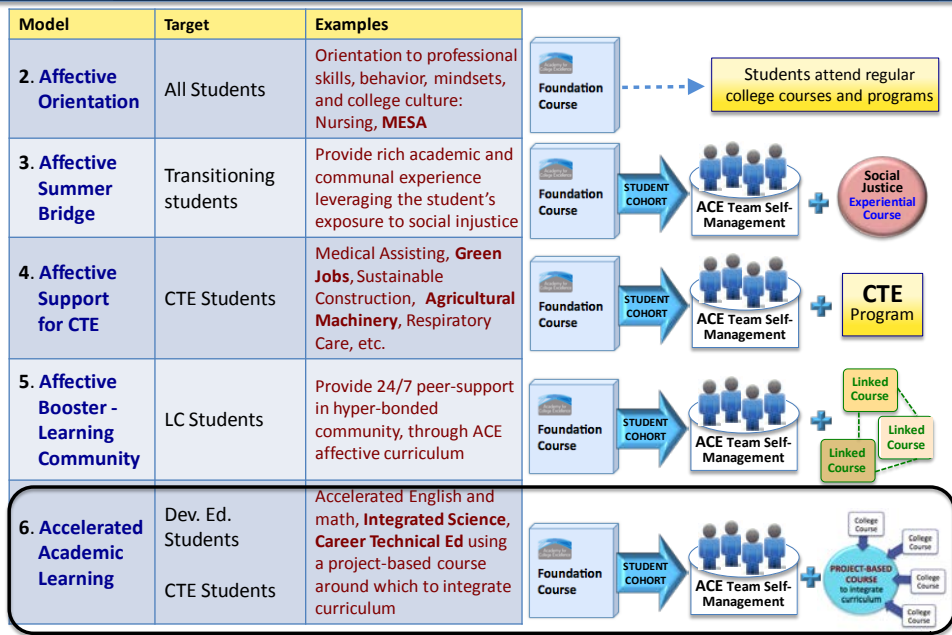
Evaluation of the Academy for College Excellence: Report on Implementation and Student Outcomes

MPR Associates
December 2012

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Academy for College Excellence
**Adaptability of the ACE Engagement and Support Model
 How Colleges Adapt ACE to Meet Their Needs**



Our challenge has been to keep the vital elements of the ACE curriculum that are not yet discipline-specific in the future iterations of PERSIST – without them we can't ensure the kinds of successes we've seen so far.

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.
Please describe and prioritize any faculty, classified, and student assistant needs.	1 Program Coordinator 1 Student Assistant 1 Classified	
Please describe and prioritize any equipment, material, and supply needs.	Foundations Course Readers @ \$10 per student Spherical Dynamics Online Working Styles Evaluations @ \$15 per student poster paper for 2 art projects flip chart pads masking tape 20 fine point markers- 10 black, 10 red post its 4 packets colored index cards paper clips 10 packs dry erase markers	

	<p>glue sticks</p> <p>4 pairs of scissors</p> <p>name tags</p> <p>kleenex</p> <p>disinfectant wipes</p> <p>2 Presentation Pointers</p> <p>Hand Sanitizer</p> <p>Mac Laptop</p>	
<p>Please describe and prioritize any facilities needs.</p> <p>Note: In terms of technology, the department is not making a specific request because we have been assured that computers in offices and in classrooms will be “refreshed” in the coming year. However, we wish to note that this is a critical need, as computers are currently outdated.</p>	<p>Smart Classroom with Flexible space for Experiential Activities</p> <p>4 @ one week before semester begins</p>	

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