**Peralta Community College District**

## Annual Program Update 2014-2015

## PERSIST/LRNRE Courses

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| 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 | English Department  LRNRE courses    PERSIST (Personal Initiative and Social Transformation) is a one semester, interdisciplinary 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 success in a certificate or degree program. | 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. | | |

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| II. Enrollment - LRNRE | | | | | |
|  | Alameda | Berkeley | Laney | Merritt | District |
| Census Enrollment F11 | 1,968 | 679 | 299 | 1,404 | 4,350 |
| Census Enrollment F12 | 1,761 | 116 | 224 | 1,162 | 3,263 |
| Census Enrollment F13 | 1,744 | 76 | 236 | 1,420 | 3,476 |
| Sections F11 | 17 | 11 | 6 | 6 | 40 |
| Sections F12 | 12 | 5 | 5 | 7 | 29 |
| Sections F13 | 13 | 3 | 6 | 9 | 31 |
| Total FTES F11 | 18.63 | 21.25 | 13.38 | 23.13 | 76.39 |
| Total FTES F12 | 10.87 | 10.53 | 5.61 | 24.60 | 51.61 |
| Total FTES F13 | 12.57 | 4.39 | 3.67 | 19.66 | 40.29 |
| Total FTEF F11 | 3.41 | 1.88 | 1.23 | 1.17 | 7.69 |
| Total FTEF F12 | 2.07 | 0.76 | 1.15 | 1.12 | 5.1 |
| Total FTEF F13 | 2.11 | 0.40 | 1.22 | 1.12 | 4.85 |
| FTES/FTEF F11 | 5.46 | 11.30 | 10.85 | 19.69 | 47.3 |
| FTES/FTEF F12 | 5.26 | 13.85 | 4.86 | 21.94 | 45.91 |
| FTES/FTEF F13 | 5.96 | 10.98 | 3.01 | 17.54 | 37.49 |

Note: Attendance Method “X” classes are excluded from the calculations.

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| III. Student Success- LRNRE | | | | | |
|  | Alameda | Berkeley | Laney | Merritt | District |
| Total Graded F11 | 308 | 234 | 260 | 162 | 964 |
| Total Graded F12 | 190 | 113 | 185 | 126 | 614 |
| Total Graded F13 | 202 | 77 | 201 | 174 | 654 |
| Success F11 | 266 | 191 | 209 | 71 | 737 |
| Success F12 | 174 | 98 | 164 | 73 | 509 |
| Success F13 | 180 | 69 | 176 | 102 | 527 |
| % Success F11 | 0.86 | 0.82 | 0.80 | 0.44 | 0.76 |
| % Success F12 | 0.92 | 0.87 | 0.89 | 0.58 | 0.83 |
| % Success F13 | 0.89 | 0.90 | 0.88 | 0.59 | 0.81 |
| Withdraw F11 | 10 | 14 | 34 | 5 | 63 |
| Withdraw F12 | 0 | 9 | 8 | 2 | 19 |
| Withdraw F13 | 0 | 6 | 5 | 9 | 20 |
| % Withdraw F11 | 0.03 | 0.06 | 0.13 | 0.03 | 0.07 |
| % Withdraw F12 | 0.00 | 0.08 | 0.89 | 0.02 | 0.03 |
| % Withdraw F13 | 0.00 | 0.08 | 0.02 | 0.05 | 0.03 |

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| IV. Faculty - LRNRE | | | | | |
|  | Alameda | Berkeley | Laney | Merritt | District |
| Contract FTEF F11 | 1.22 | 0.07 | 1.03 | 0.44 | 2.76 |
| Contract FTEF F12 | 1.67 | 0.00 | 0.83 | 0.92 | 3.42 |
| Contract FTEF F13 | 1.94 | 0.10 | 0.88 | 0.92 | 3.84 |
| TEMP FTEF F11 | 2.13 | 1.81 | 0.20 | 0.53 | 4.67 |
| TEMP FTEF F12 | 0.33 | 0.76 | 0.32 | 0.00 | 1.41 |
| TEMP FTEF F13 | 0.00 | 0.30 | 0.32 | 0.00 | 0.62 |
| Extra Service FTEF F11 | 0.07 | 0.00 | 0.00 | 0.20 | 0.27 |
| Extra Service FTEF F12 | 0.07 | 0.00 | 0.00 | 0.20 | 0.27 |
| Extra Service FTEF F13 | 0.17 | 0.00 | 0.02 | 0.20 | 0.39 |
| Total FTEF F11 | 3.41 | 1.88 | 1.23 | 1.17 | 7.69 |
| Total FTEF F12 | 2.07 | 0.76 | 1.15 | 1.12 | 5.1 |
| Total FTEF F13 | 2.11 | 0.40 | 1.22 | 1.12 | 4.85 |
| % Contract/Total F11 | 0.36 | 0.04 | 0.84 | 0.38 | 0.3589 |
| % Contract/Total F12 | 0.81 | 0.00 | 0.72 | 0.82 | 0.6706 |
| % Contract/Total F13 | 0.92 | 0.25 | 0.72 | 0.82 | 0.7918 |

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| . 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 2015, beginning with MMART 200/130  Fo |
| Transfer and Basic Skills: Describe how your course offerings address transfer, basic skills, and program completion. | PERSIST students, all of whom assess have English and math skills below transfer level, are required to take an ACE (Academy for College Excellence) Foundations Course and a Team Self-Management course, which help them learn essential study skills by identifying working styles and applying authentic communication strategies.    PERSIST cohorts provide first-time college students who need foundational skills with a community of support. Instructors and counselors work as a faculty cohort to coordinate teaching approaches, assignments, and student support.    PERSIST offers a counseling course (COUN 200A) that helps students apply ACE self-reflection to their selection of courses and educational pathways. |

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| VI. Course SLOs and Assessment | |
|  | **Fall 2014** |
| Number of active courses in your discipline | 2 |
| Number with SLOs | 2 |
| % SLOs/Active Courses | 100% |
| Number of courses with SLOs that have been assessed | 1 |
| % Assessed/SLOs | 50% |
| Describe types of assessment methods you are using  LRNRE 220 was assessed, using a classroom assessment technique, the “minute paper.” | |
| Describe results of your SLO assessment progress  The results will be analyzed in Spring 2015. | |
| Describe how assessment results and reflection on those results have led to improvements.  The results will be analyzed in Spring 2015. | |

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| VII. Program Learning Outcomes and Assessment | |
|  | **Fall 2014** |
| Number of degrees and certificates in your discipline | 0 |
| Number with Program Learning Outcomes | 0 |
| Number assessed | n.a. |
| % Assessed | n.a. |
| Describe assessment methods you are using  Although this program has no certificates or degrees, it is considered a core foundational program for the college.  The program coordinator developed a curriculum map detailing how each of the program outcomes is aligned with courses in the program. In addition to LRNRE 220, English 204, one of the key courses in the program, is assessed through an English department portfolio assessment every semester. | |
| Describe results of assessment. Describe how assessment of program-level student learning outcomes led to certificate/degree program improvements.  The portfolio assessment was used to revamp the foundational English course curriculum, leading to more successful outcomes for students (see Taskstream). The results of the LRNRE 220 assessment will be analyzed in Spring 2014. In addition, an independent study conducted by MPR, Associates demonstrated that students in this program complete transfer-level English at a rate significantly higher (533%) than the control group. | |

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| VIII. Strategic Planning Goals | |
| Check all that apply.  X Advance Student Access, Success & Equity  X Engage our Communities & Partners  ☒Build Programs of Distinction  ☒Create a Culture of Innovation & Collaboration  Develop Resources to Advance & Sustain Mission | Describe how goal applies to your program.  PERSIST is designed to support financially and educationally disadvantaged students who assess below transfer-level English, and to give them tools toward efficacy in college system navigation.  PERSIST is in partnership with Berkeley Unified School District to concurrently enroll high school students; is in partnership with Gateway to College; will develop a relationship with Oakland’s Civicorps; and will begin to work with Berkeley’s YScholars program.  PERSIST continues to show student semester completion at a significantly higher level than a standard control group of similar populations. Two semesters after enrollment, 12.5% of the students in the control group completed transfer-level English, whereas 79.2% of the ACE students completed transfer-level English. This represents an increase of 533%.  PERSIST uses the Academy for College Excellence affective curriculum, and continues to train BCC instructors, administrators and classified staff in the same approach. |

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| 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. This program prepares students for transfer-level classes.  XProgram 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 |

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| X. Action Plan |
| Please describe your plan for responding to the above data (quantitative, qualitative, and data specifically from course and program learning outcomes assessment). Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges.  Include overall plans/goals and specific action steps.  1. Implement Action Plans based on Assessment Findings  -Develop partnerships with Gateway to College and Berkeley Unified School District for ages 16-24  -Align Peralta Scholars with PERSIST/PERSIST to College for underserved students as identified in the BCC Equity Plan to support educationally and financially disadvantaged students    2. Develop Integrated Curriculum toward contextualized learning  -Hold bimonthly meetings with program faculty to effectively deliver ACE curriculum in Spring 2015 and Fall 2015  -Develop research-based capstone project with elective History, Sociology, Ethnic Studies instructors to complete course assessments  3. Professional Development  -With 4 projected cohorts, recruit for and offer Faculty Experiential Leadership Institute (FELI) training for PERSIST cohort faculty in Summer 2015  - Provide professional development for faculty who work with disadvantaged student populations through 4-month CARE workshop w/ Berkeley Youth Alternatives  - Offer advanced training for BCC faculty to become master mentors in the ACE curriculum through ACE Foundations Course Practicum(s) |

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| XI. Needs |
| Please describe and prioritize any **faculty, classified, and student assistant** needs.  Program Coordinator  Staff Assistant  Student Assistants to track student placement and manage early alert |
| Please describe and prioritize any **equipment, material, and supply** needs.   * turnitin.com renewal * Foundations Course Readers @ $10 per student * Spherical Dynamics Online Working Styles Evaluations @ $15 per student * Supplies list (see attached) * Mac Laptop |
| Please describe and prioritize any **facilities** needs.  Two (2) PERSIST Dedicated Smart Classrooms with Flexible space for Experiential Activities |
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**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

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| **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 |