



First Year Experience (FYE) Program Review

Fall 2015

Last modified 11/1/2015

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Program Review Report

College: Berkeley City College

Department, Program or Administrative Unit:

First Year Experience (FYE)

Date:

11/1/2015

Members of the Department, Program or Administrative Unit Program Review Team:

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Members of the Validation Team:

Definitions

Administrative Unit: An administrative unit is responsible for providing specific services throughout the college and/or provides services necessary to support the overall operation of the college.

Administrative Unit Outcome (AUO): a statement that describes the benefit that an administrative unit hopes to achieve that is a result of the work that the unit performs. Each AUO must be measurable with defined criteria.

Assessment: Measurement of a service area outcome. Self-assessment and evaluation surveys can provide the data. Collecting and analyzing the evidence leads to improvement of the unit's effectiveness.

Department/Program: An individual area of service within the college.

FTEF (Full Time Equivalent Faculty): Also known as load equivalency. A full-time instructor teaching 15 lecture hours per week for one semester = 1.0 FTEF. One lecture hour = 50 minute instructional period. One lab hour = .8 of one lecture hour equivalent. This is a semester, or term, measure.

FTES (Full Time Equivalent Student): This measure is used as the basis for computation of state support for California Community Colleges. For example, one student attending 15 hours a week for 35 weeks (one academic year) generates 1 FTES.

Retention: After the first census, the percent of students earning any grade but a “W” in a course, series of courses, or program.

Service Area Outcome (SAO): a statement that describes the benefit that a department or support service unit hopes to achieve that is a result of the work that the unit performs. Each SAO must be measurable with defined criteria.

SSSP: Student Support Services Program (formerly called matriculation). Services are required by the Seymour-Campbell Student Success Act of 2012. These services includes orientation, assessment and placement, educational planning, counseling, advising and follow-up services.

Student Success: Completion rates with a grade “C” or better. Completion rates can be at the course, program, degree or certificate level.

Narrative Description

Please provide a mission statement or a brief general statement of the primary goals and objectives of your department, program or administrative unit. Include the essential functions of your department, program or administrative unit, any unique characteristics or trends affecting the department, program or administrative unit, as well as a description of how the department, program or administrative unit aligns with the college mission statement.

The mission of First Year Experience (FYE) is to help first-time college students obtain an associate degree and/or transfer to a four-year university in two years. FYE’s innovative cohort program provides intensive support and early planning to help full-time students succeed in college and earn a degree and/or prepare to transfer in a timely manner. First Year Experience (FYE) places students into cohorts that enrich and support their learning experience through complementary and/or shared curriculum, support services (tutoring, peer support, early alert), 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 and meets these student needs.

Organizational Chart

Please insert an organizational chart showing where the department, program or administrative unit is located within the college organizational structure.

See page 53 of [Berkeley City College's 2015 Self Evaluation Report](#) for the organizational chart that shows where FYE is located within BCC's organizational structure.

Please discuss the relationship and engagement with other support services, programs, and/or administrative units and any influences these relationships have on the ability of the department, program or administrative unit to meet its goals.

As the flow chart indicates, FYE, along with academic departments, is overseen by the Dean of Academic Pathways, Workforce Development and Student Success. It works in concert with and relies upon BCC's academic departments to offer classes in both cohorted and non-cohorted arrangements, which primarily include in-person courses; the exception is a hybrid LIS 80 course offered to first-semester students. The FYE coordinator directly interacts with department chairs and the aforementioned Dean to determine which instructors will teach FYE courses as well as at which days/times in a manner that precludes scheduling conflicts among FYE cohorts. Occasionally learning community coordinators from other learning communities share courses. For instance, next Spring 2016, FYE and Global Studies will recommend their students enroll in a specific section of English 1B. All FYE course offerings are compliant with BCC's Strategic Scheduling Planning Matrix, which ensures building resources are maximized.

FYE works closely with the Counseling department, including two recently hired (Fall 2015) full-time learning community specialists who serve as liaisons between all learning communities and the Counseling department, and their efforts are supported by a Learning Communities Staff Assistant. Additionally, FYE has a special relationship with the Counseling department because FYE requires students complete Counseling 24, "College Success." The learning community counselors assist heavily with FYE recruitment and enrollment; they appear at numerous high school outreach functions and talk with students after their assessments to determine if they would benefit from the FYE learning community. Counselors work with instructors during the semester to prepare

students to re-enroll in FYE their second semesters, so they may visit, for instance, an English classroom or lab space to help students through the logistics of enrolling in courses that fit their Student Education Plans. The Counseling department also dialogues with each FYE student, especially in their first semesters during students' development of their SEPs, and they transmit student needs, concerns and/or problems to the FYE coordinator. As a result, FYE has evolved to increasingly support student success. The greatest adjustment FYE has made in response to this student feedback has been a much broader course selection for second-semester students. Beginning in Spring 2016, for instance, under the advisement of department chairs, FYE will hold seats in a variety of courses to ensure second-semester FYE students can easily register in classes they will need to graduate or transfer, but these students will not be required to enroll in any specific cohort of classes, which in the past had frustrated students who wished to continue in FYE but could not take the specific classes which had been reserved for them. Now students have a greater freedom to take courses that both suit their schedules outside of BCC while still advancing their academic goals and remaining connected socially and academically to fellow FYE peers and the college; this adjustment will give a great boost to retention.

FYE works closely with the English department since English 1A is a requirement for first-semester FYE students, and typically second-semester FYE students enroll in either English 5 or English 1B, but occasionally second-semester FYE students take Communications 5 instead. Additionally, first-semester FYE students are required to enroll in English 208, the "Writing Workshop." With the exception of English 1A classes, all FYE course offerings have at least 10 seats open to the general population.

FYE works closely with the Library department, and recently (Spring/Fall 2015), FYE has included either LIS 80 or LIS 85. Since Spring 2015, the library has also housed Google Chromebooks for FYE students to check out for limited hours within the library.

Through the diversity of course offerings, FYE exposes students to the diversity of student services on campus, helping engender a culture of proactive, engaged and directed learning. Although data on the number of learning community or FYE students who regularly use the Learning Resources Center is unavailable, it seems that FYE students frequently use the LRC.

Please describe how external factors (if applicable) , such as State and Federal laws, advisory board recommendations, changing demographics, etc. have on the support services your department, program or administrative unit provides.

Financial aid, though not exclusively impacting FYE students, plays a key role in many FYE students' ability to enroll in courses.

Although the data on this is unavailable, a small population of FYE students are concurrently enrolled high school students, so state laws that govern concurrent enrollment would impact FYE to some extent, but it is unclear how great that impact would be.

Student Demographic Data

For Departments and Programs, please enter the following demographic data for the past three years.

| Department or Program Name: | Year 1 | Year 2 | Year 3 | % Change (year 1 to year 3) |
|-----------------------------------|-----------|-----------|-----------|--------------------------------|
| Total Students Served (Headcount) | | | | |
| Gender: Male | | | | |
| Gender: Female | | | | |
| Gender: Unreported | | | | |
| Age: ≤ 19 years | | | | |
| Age: 20 -24 | | | | |
| Age: 25 - 29 | | | | |
| Age: 30 - 39 | | | | |
| Age: 40 - 49 | | | | |
| Age: ≥50 | | | | |
| Ethnicity: African-American/Black | | | | |
| Ethnicity: Asian/Pacific Islander | | | | |
| Ethnicity: Hispanic/Latina/Latino | | | | |
| Ethnicity: Native American | | | | |

| | | | | |
|---|--|--|--|--|
| Ethnicity: Other Non-White | | | | |
| Ethnicity: White | | | | |
| Ethnicity: Unreported | | | | |
| Special Populations: current or former Foster youth | | | | |
| Special Populations: Veterans | | | | |
| Special Populations: students with disabilities | | | | |

- Using the data entered for your department, program or administrative unit above, briefly explain the changes in students served for the past three years.

Assessment

Please answer the following questions and attach the TaskStream “At a Glance” report, if applicable, for your department, program or administrative unit.

Questions:

- How does your department, program or administrative unit ensure that students are aware of the program level outcomes and/or service area outcomes for your area? Where are the program level outcomes and/or service area outcomes published? If they are on a website, please include a live link to the page where they can be found.

Each program level outcome (PLO) is connected to the curriculum in the various FYE courses. Each course lists the SLOs in the course syllabi, and these SLOs collectively comprise some of FYE’s PLOs. Additionally, students are informed of the PLOs during an orientation that precedes the start of each semester. During orientation, students review the FYE Handbook, which lists the PLOs (page 9).

The FYE handbook is housed at this public link:

Insert FYE Spring 2016 Handbook link

<http://www.berkeleycitycollege.edu/wp/fye/files/2015/10/SP2016Handbook.pdf>

The FYE PLO/ILO Alignment Matrix is housed at this public link:

<http://www.berkeleycitycollege.edu/wp/fye/files/2015/10/FYE-SLOs-and-ILOs.docx>

- Briefly describe at least two of the **most significant changes/improvements** your department, program or administrative unit made in the past three years as a response to analysis and discussion of program level outcomes and/or service area assessment results. Please state the program level outcome and/or service area outcome and assessment cycle (year) for each example and attach the data from the “Status Report” section of TaskStream for these findings.

Improvement 1: In order to improve success rates in English 1A, which introduces and develops students ability to “Write strong, well organized, well developed essays and research papers,” FYE has added two required classes to the first-semester curriculum: LIS 80 and ENGL 208. These classes are designed to support students as they prepare their portfolio research papers; both classes directly support student success in English 1A through joint and complementary assignments and faculty collaboration. A faculty inquiry group (FIG) lead by the Library department is going to assess the impact of the LIS 80 class on students’ English 1A portfolio results beginning Spring 2016.

Improvement 2: As stated earlier, the addition of two full-time learning community specialist counselors have assisted COUN 24 faculty as students develop their Student Education Plans as well as enroll in their classes; their ensures that students are given prompt academic advisement, directly supporting two program level outcomes: “identify personal educational pathways” and “analyze the intersection of diversity, academic goals and career planning.” These counselors also take the lead in contacting students when enrollment or other questions arise, which ensures students’ needs are promptly met. Additionally, with the support of the Learning Communities Staff Assistant, these counselors facilitate campus-wide learning community meetings.

Improvement 3: FYE and PERSIST now work more in concert. FYE initially offered ENGL 204, a prerequisite to ENGL 1A, but now first-semester students must satisfy the ENGL 1A prerequisite before they can enroll in FYE. Consequently, FYE and PERSIST work together to recruit and retain students: a significant number of PERSIST students enroll in FYE.

- Briefly describe two of the **most significant examples** of plans for program level and/or service area improvement for the next three years as result of what you learned during the assessment process. Please state the program level outcome and/or service area outcome and attach the data from the “Assessment Findings and Action Plan” section of TaskStream, if applicable, for each example.

Plan 1: Increase the number of students transitioning from PERSIST to FYE.

Plan 2: Secure dedicated community space for learning communities (faculty and students).

Plan 3: Conduct a program assessment to show FYE how to collect data to measure its success.

Plan 4: Augment the role of students (alumnae from the program) in program development: a student-run orientation or a service learning club. Look into providing independent study credit to students.

Plan 5: Conduct an APPLE to create a decision making tool students can use after assessment to self-sort into specific learning communities.

Plan 6: “Provide professional development opportunities for learning community faculty, staff and administrators that lead to better service to our students and colleagues.”

Source: <http://web.peralta.edu/pbi/files/2010/11/PCCD-2015-2016-Strategic-Goals-and-Institutional-Objectives-Copy1.pdf>

- Describe your department, program or administrative unit’s participation in assessment of institutional level outcomes (ILOs).

Each of the courses that comprise FYE students’ course offerings are assessed at the department/course level, so most of FYE’s ILOs are assessed according to regular, ongoing assessment cycles. See the FYE PLO/ILO Alignment Matrix and narrative below for more details.

- How are the program level outcomes and/or service area outcomes aligned with the institutional level outcomes and to the college mission? Please describe and attach the “Goal Alignment Summary” from TaskStream, if applicable.

First Year Experience Program Level Outcome/Institutional Learning Outcome Alignment Matrix

| Course | Program Outcome 1 | Program Outcome 2 | Program Outcome 3 | Program Outcome 4 | Achievement Outcomes 1 & 2 | |
|-------------------------|-------------------|-------------------|-------------------|-------------------|----------------------------|---|
| English 1A | I, D | | D | I | | X |
| English 5, 1B or | M | | | I | | X |

| | | | | | | |
|--------------------------------------|------|---------|------|---|---|---|
| Communications 5 | | | | | | |
| English 208 | I | | | | | X |
| Math preparation | | | | | | X |
| Counseling 24 | | I, D, M | I, D | M | X | X |
| Pathways 1st Steps | | M | | | X | X |
| LIS 80 | I, D | | | | | X |

I = Introduced skill, D = Developed skill, M = Mastered skill

| Outcomes | Assessment Methods |
|---|---|
| PLO 1: Write strong, well organized, well developed essays and research papers ILOs: Communication, information literacy, critical thinking | Portfolio (English 1A and Library Workshops) |
| PLO 2: Identify personal educational pathways ILOs: Self awareness, interpersonal communication | Student Education Plan & Survey |
| PLO 3: Apply knowledge of personal working styles and authentic communication to effective teamwork ILOs: Self-awareness, interpersonal communication | Reflection essays, office hour assignment, students' community interviews |
| PLO 4: Analyze the intersection of diversity, academic goals and career planning ILOs: Global awareness, interpersonal competency, ethics, personal responsibility | Reflection essays, students' community interviews, students' prospective career presentations |
| AO 1: Increase in retention | Achievement Data |
| AO 2: Increase in program completions at BCC for these students (which includes 7 BCC ILOs) | Achievement Data |

The FYE PLO/ILO Alignment Matrix is housed at this public link:

<http://www.berkeleycollege.edu/wp/fye/files/2015/10/FYE-PLOs-and-ILOs-Alignment-Matrix.pdf>

- What do members of your department, program or administrative unit do to ensure that meaningful dialogue takes place in both developing and assessing the program level outcomes and/or service area outcomes?

Learning community meetings are held regularly throughout the semester. Learning community coordinators, counselors and administration attend these meetings. Similarly, individual learning communities meet throughout the semester to discuss and implement curricular improvements and augmented services for students (field trips to UC Berkeley and SF State's "Transfer Day") that align with FYE's PLOs. The assessment of the PLOs are assessed each semester through various assignments embedded in course curriculum. For instance, in COUN 24, the classes will assess students' ability to "Write strong, well organized, well developed essays" (PLO 1), "Identify personal educational pathways" (PLO 2), "Apply knowledge of personal working styles and authentic communication to effective teamwork" (PLO 3), "Analyze the intersection of diversity, academic goals and career planning" (PLO 4) through both a presentation and essay assignment that requires students to present how their academic and professional goals align. Business majors, for instance will educate their fellow business major classmates during presentations, and students will help connect one another to members of the community. For instance, one student's mother is a probation officer, and this student's classmate conducted an informational interview with the probation officer to assess the viability of the career path; this organic student-to-student networking ("teamwork") is a typical outcome of the aforementioned assignment.

- Briefly describe the results of any student satisfaction surveys or college surveys that included evaluation and/or input about the effectiveness of the services provided by your department, program or administrative unit. How has this information informed department, program or administrative unit planning and goal setting?

Two student surveys have led to improvements within the past year: first, as previously mentioned, the addition of LIS 80 and 85, and second, a Google Chromebooks lending service housed in the library.

- How do you know that your program is effective? What are the indicators that measure your effectiveness? What are the expected results of these indicators?

FYE needs to execute plan #3 "conduct a program assessment" to answer this question.

Student Success and Student Equity

For Specialized Support Services Programs:

- Describe course completion rates (*% of students that earned a grade “C” or better or “Credit”*) in the courses within your program for the past three years. Please list each course separately. How do the program’s course completion rates compare to the college course completion standard?
- Are there differences in the course completion rates when disaggregated by age, gender, ethnicity or special population (current or former foster youth, students with disabilities, low income students, Veterans)? If so, please describe.

College course completion standard _____

Program’s course completion rates:

| | | | |
|------------------------------|--------------|--------------|--------------|
| Course 1. <u>FYE ENGL 1A</u> | <u>N/A</u> | <u>N/A</u> | |
| <u>66.82%</u> | | | |
| (course name and number) | rate, year 1 | rate, year 2 | rate, year 3 |

| | | | |
|--------------------------|--------------|--------------|--------------|
| Course 2. _____ | _____ | _____ | |
| (course name and number) | rate, year 1 | rate, year 2 | rate, year 3 |

| | | | |
|--------------------------|--------------|--------------|--------------|
| Course 3. _____ | _____ | _____ | |
| (course name and number) | rate, year 1 | rate, year 2 | rate, year 3 |

Etc.

Discussion:

- Briefly describe the program’s overall retention rates (After the first census, the percent of students earning any grade but a “W” in a course or series of courses) for the past three years. How does the program’s retention rate compare to the college retention standard?

- Are there differences in the retention rates when disaggregated by age, gender, ethnicity or special population (current or former foster youth, students with disabilities, low income students, Veterans)? If so, please describe.

College retention standard _____

Program retention rates:

Year 1. _____

Year 2. _____

Year 3. _____

- What has the program done to improve course completion and program retention rates? What is planned for the next three years?

(From above) In order to improve success rates in English 1A, FYE has added two required classes to the first-semester curriculum: LIS 80 and ENGL 208. These classes are designed to support students as they prepare their portfolio research papers; both classes directly support student success in English 1A through joint and complementary assignments and faculty collaboration. A faculty inquiry group lead by the Library department is going to assess the impact of the LIS 80 class on students' English 1A portfolio results beginning Spring 2016, and since portfolio scores constitute a significant percentage of English 1A students' grades, improving students' success at the portfolio level will improve their overall chances of success in English 1A.

(From above) Beginning in Spring 2016, under the advisement of department chairs, FYE will hold seats in a variety of courses to ensure second-semester FYE students can easily register in classes they will need to graduate or transfer, but these students will not be required to enroll in any specific cohort of classes, which in the past had frustrated students who wished to continue in FYE but could not take the specific classes which had been reserved for them. Now students have a greater freedom to take courses that both suit their schedules outside of BCC while still advancing their academic goals and remaining connected socially and academically to fellow FYE peers and the college; this adjustment will give a great boost to retention.

Please provide the following information about these specific SSSP services, as applicable, for students in your program, for the past three years.

| | Year 1. | Year 2. | Year 3. |
|--|----------------|----------------|----------------|
| Number of students that completed orientation | | | |
| Number of students that completed assessment | | | |
| Number of completed Student Educational Plans (SEPs) | | | |
| Number of Abbreviated versus Comprehensive SEPs | | | |
| Total number of follow-up services | | | |
| Number of Early Alert referrals | | | |

· What has the department/program done to improve SSSP services? What is planned for the next three years?

Through counseling 24 and other faculty services and interventions (early alert), FYE addresses all four SSSP mandates:

- 1) Provide at least an abbreviated SEP to all entering students with a priority focus on students who enroll to earn degrees, career technical certificates, transfer preparation, or career advancement.
- 2) Provide orientation, assessment and placement, and counseling, advising, and other education planning services to all first-time students².

- 3) Provide students with any assistance needed to define their course of study and develop a comprehensive SEP by the end of the third term but no later than completion of 15 units.
- 4) Provide follow-up services, especially to students identified as at-risk (students enrolled in basic skills courses, students who have not identified an education goal and course of study, or students on academic or progress probation.

Source:

http://www.berkeleycitycollege.edu/wp/prm/files/2014/05/final-SSSP_Plan-10-17-2014submitted-to-the-state.pdf

Human, Technological, and Physical Resources

- Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.

Full-time faculty headcount 8 (F15 only)

Part-time faculty headcount 12 (F15 only)

Total FTEF faculty for the discipline, department, or program _____

Full-time/part-time faculty ratio 66%

Classified staff headcount, if applicable 1

Administrative staff: 1 (Dean of Academic Pathways, Workforce Development and Student Success)

Other:

- What are your key staffing needs for the next three years? Why? Please provide evidence to support your request such as assessment results data, student success data, enrollment data, data on the number or type of services provided, survey results, and/or other factors.

Having two full-time counselors associated with the learning communities and a learning communities staff assistant has ensured that cohorts are filled within the first week of the semester, and enabled students to stay connected with additional faculty they can turn to for guidance. As stated earlier, this learning community team plays a crucial

role in executing an early alert system, but they also enable students to share their concerns with faculty who are not grading them. This extra level of contact and personalized intervention is another great benefit that students in FYE receive.

0.3-0.4 release time for a faculty coordinator to

1. Participate in BCC plan to institutionalize learning communities;
2. Attend learning community planning meetings to represent the programs overseen;
3. Conduct monthly instructor (curricular and early alert) meetings for the programs overseen;
4. Devise and execute a learning community recruitment plan working in coordination with counselors and/or the director of campus life for the programs overseen;
5. Devise and facilitate implementation of a learning community marketing plan for the programs overseen in coordination with the Dean of Academic Pathways, Workforce Development and Student Success;
6. Schedule learning community courses for upcoming semesters by recommending preferred instructors, times, dates, and classrooms (when applicable) to department chairs. Submit scheduling requests at least thirty days prior to start of the scheduling window and work with chairs and deans to revise scheduling requests as needed;
7. Implement, administer, and synthesize data from multiple program assessments for the programs overseen;
8. Use data from program assessments to revise and improve learning community program design, content, and protocols for the programs overseen;
9. Present updates to learning community curriculum for the programs overseen to (a) the Counseling Department, (b) Department Chairs Meeting, (c) Curriculum Committee, (d) Assessment Committee, (e) Education Committee, and/or (f) Faculty Senate;
10. Develop and help facilitate information sessions (town halls) for the programs overseen;
11. Develop and help facilitate orientation sessions for the programs overseen;
12. Create applications and update them every semester for the programs overseen;
13. Create and update website with current handbook and other recruitment materials;
14. Compose handbooks and update content annually for the programs overseen;
15. Work with counselors to develop enrollment protocols for the programs overseen;
16. Respond to student inquiries pertaining to program-related issues for the programs overseen;

17. Complete annual program reviews and annual program updates for the programs overseen and submit the APR and APU subsections relevant to departments to department chairs for incorporation into departments' discipline-specific program reviews;
18. Conduct commencement or completion events to recognize program completers at the end of each cohort for the programs overseen;
19. Provide important dates related to learning community events to counselors for the formulation of a learning community master calendar and provide updates when necessary to ensure the master calendar is always current with respects to the programs overseen;
20. Collaborate with librarians to develop library orientations, workshops, and courses as these library tutorials relate to the programs overseen;
21. Manage student issues and concerns by communicating, as needed, with students and connecting students with Student Services or the Office of Instruction, as needed. Meeting with students and faculty, as needed and in communication with chairs.

- Describe your current utilization of facilities and equipment.

Recently, learning community facility resources have been pooled in a prime location: learning community office space is now right next to assessment, making it easy to both recruit and enroll students in learning communities; this change in facilities promotes the institutionalization of the learning communities.

FYE uses the auditorium each semester to hold an orientation for students and faculty.

FYE benefits when the facilities needs of the departments are met. Please see departmental program reviews for additional resource requests.

- What are your key technological needs for the next three years? Why? Please provide evidence to support your request such as assessment results data, student success data, enrollment data, data on the number or type of services provided, survey results, and/or other factors.

FYE needs to conduct a program assessment to show FYE how to collect data to measure its success.

Additionally, FYE benefits when the technology needs of the departments are met. Please see departmental program reviews for additional technology requests.

- What are your key facilities needs for the next three years? Why? Please provide evidence to support your request such as assessment results data, student success data, enrollment data, data on the number or type of services provided, survey results, and/or other factors.

It would benefit students and faculty to have a dedicated space to collaborate and build community, allowing for more frequent and more organic forms of collaboration to occur. A unique energy is created when both faculty and students establish roots within one common horizontally shared space.

Community, Institutional, and Professional Engagement and Partnership

- Discuss how faculty and/or staff have engaged in institutional efforts such as committees, presentations, and departmental/program activities. Please list the committees that full-time employees participate in.

FYE faculty, just this semester, serve the campus community in a variety of ways:

1. Education Committee
2. Student Access and Equity Committee
3. Curriculum Committee
4. Assessment/PIE Committee
5. Professional Development Committee
6. Hiring committees

FYE faculty in the last three years have served the campus community in additional capacities:

1. Tenure Review Committee
2. Academic Senate
3. Learning community outreach to local high schools
4. Learning community inreach at town halls and other tabling events

- Discuss how faculty and/or staff have engaged in community activities, partnerships and/or collaborations.

Faculty collaboration plays a crucial and ongoing role each semester in FYE. Past collaborative projects have included joint assignments and complementary presentations and research essays that wove together English and Counseling; or, English, Counseling and Sociology (an elective). Most recently, though, faculty collaborations have expanded

collaborative efforts by providing connective assignments in English, Counseling, Library and Sociology/Art 3/Humanities/Anthropology (an elective). Students, for instance, in Art 3, are required to give a presentation at the end of the semester; in their English 1A class, they have the option of writing one of their research papers on the artwork they are giving presentations on in Art 3, so their research paper in English helps prepare them for their Art 3 presentation, which in turn motivates them to write their research paper in English 1A, and LIS 80 supports their research efforts along the way. Counseling 24 also requires students to give a presentation and write an essay on a topic complementary to their English 1A class' first research paper, which involves career exploration. As a consequence, students are able to explore topics interdisciplinarily and with more depth than traditional courses. One consequence of these collaborations is that faculty are exposed to the assignments that other faculty give and have the opportunity to normalize certain practices--anything from classroom level policies to the amount of reading assigned per week, and more importantly, even when faculty don't teach in FYE, they maintain connections and can offer students the same options even if the students are not in FYE either. For instance, if a faculty member collaborates with another in FYE this fall but one or neither teaches in FYE in the Spring, they can continue to check with each other to see if they have shared students and offer those shared students some of the same benefits as if the faculty and students were in FYE. Additionally, faculty also dialogue about how to stagger due dates for important assignments to minimize students' stress by dispersing their workload more evenly throughout the semester. Lastly, another consequence of faculty collaboration and discussion focuses on student progress throughout the semester. For instance, instructors discuss which students are struggling in their respective classes so other faculty can check in on the student as well.

FYE has also benefitted from its partnership with PERSIST and PERSIST to College, wherein a significant number of PERSIST/PERSIST to College students enroll in FYE.

- Discuss how adjunct faculty members and/or part-time hourly employees are included in departmental or program trainings, discussions, and decision-making.

Part-time/adjunct faculty in Counseling, English, the Social Sciences and Humanities conduct outreach, inreach, enrollment, instruction, and retention in FYE, and they participate in FYE faculty/student orientations each semester. Part-time/adjunct faculty collaborate (as mentioned above) and contribute ideas that shape FYE, both at the structural level and in the classrooms. For instance, a part-time faculty member recently related to the FYE coordinator that LIS 80 should be recommended and not required for students, and here it is now in the FYE program review (on this page and on page 16, which discuss the LIS 80 FIG).

Part-time/adjunct faculty, especially those completely new to Berkeley City College, sometimes find themselves quickly assimilating to the campus culture through their work in learning communities. Faculty are able to ask questions to a group of colleagues they would not have met or had a chance to dialogue with otherwise--faculty inside and outside their discipline. Additionally, FYE faculty team members are present for each other, often providing not just pedagogical and curricular support but emotional support as well.

Professional Development

- Please describe the professional development needs of the department, program or administrative unit. Include specifics such as training in the use of technology, use of online resources, cultural sensitivity, mentoring, and activities that help individuals stay current with their job responsibilities, etc.

Perhaps the most important training a team of learning community faculty and administrators could attend is Evergreen State College's National Summer Institute on Learning Communities (<http://www.evergreen.edu/washingtoncenter/institute/>), which is a well-established summer institute that promises to provide "invaluable" guidance in the creation, expansion and "improvement of learning community programs."

Program Goals and Activities

- Briefly describe and discuss the department, program or administrative unit's goals and activities for the next three years, including the rationale for setting these goals. NOTE: Progress in attaining these goals will be assessed in subsequent years through annual program updates (APUs).
- Then fill out the goal setting template included in Appendix B. which aligns your department, program or administrative unit's goals to the college mission statement and goals and the PCCD strategic goals and institutional objectives.
- **Goal 1. Support Services:**

Fully implement a robust early alert system that not only utilizes the district-wide early alert system but also a team of early alert faculty within FYE.

Activities and Rationale:

Remind faculty to regularly contact students with absences and/or ask an early alert team member to reach out to the students as well.

When faculty show students that they care to check up on them, they are given the opportunity to correct what is going wrong or discover the faculty member can provide extra support, promoting student success and overall contentment at the college, making them feel more connected and nurtured.

· **Goal 2. Assessment (of SAOs or AUOs):**

FYE needs to conduct a program assessment to show FYE how to collect data to measure its success (noted on pages 10, 13, 19 and 23).

Activities and Rationale:

FYE needs data to inform program level changes and measure its success.

· **Goal 3. Student Success and Student Equity:**

FYE needs to show how it supports student success and student equity with disaggregated data.

Activities and Rationale:

Complete a program assessment to show FYE how to collect data to measure its success--to gauge whether FYE is increasing the persistence, transfer, degree completion, and success rates of students who self-identify as needing extra support to navigate college.

· **Goal 4. Student Success:**

See above, Goal 3.

Activities and Rationale:

See above, Goal 3.

· **Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships:**

Send a team of learning community faculty, staff and administration to a professional development institute that focuses on learning communities and/or First Year Experience programs.

Continue to build ties with local high schools and leverage these ties to conduct outreach.

Activities and Rationale:

Faculty, staff and administration should attend a professional development series or institute on learning communities in order to 1) Ensure BCC programs and services reach sustainable, continuous quality improvement level, 2) Collaborate to maintain high-quality educational programs and ensure fiscal stability, and 3) Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues and community partners. The professional development institute will provide faculty, staff and administration with the guidance to build FYE into a program of distinction.

Appendices

Appendix A

Non-Instructional Department, Program or Administrative Unit Program Review Prioritized New Resource Requests Summary

College:

Berkeley City College

Program:

First Year Experience (FYE)

Contact Person:

Adán Olmedo

Date:

11/1/2015

| Resource Category | Description | Priority Ranking (1 – 5, etc.) | Estimated Cost | Justification (page # in the program review narrative report) |
|---------------------------------|---|---|----------------|---|
| Human Resources: Faculty | Maintain dedicated learning community specialist counselors | The ranking rubric requires “achievement data,” which the author of this document does not have access to, and, therefore, cannot | | 5-6, 9 |

| | | rank according to the rubric. | | |
|---|---|-------------------------------|--|----------------|
| Human Resources: Classified | Maintain BCC's Learning Communities Staff Assistant | “ | | 5-6, 9 |
| Human Resources: Student Workers | | | | |
| Technology | Conduct a program assessment to show FYE how to collect data to measure its success. | “ | | 10, 13, 19, 23 |
| Equipment | | | | |
| Supplies | | | | |
| Facilities | Dedicated LC space | “ | | 26 |
| Professional Development | Send a team of learning community faculty, staff and administration to a professional development institute that focuses on learning communities and/or First Year Experience programs. | “ | | 29 |
| Other (specify) | Money for field trips to neighboring 4-year colleges and | “ | | 11 |

| | | | | |
|--|--|--|--|--|
| | universities; UC Berkeley library cards; end of semester celebrations. | | | |
|--|--|--|--|--|

Appendix B

PCCD Program Review Alignment of Goals Template

College:

Berkeley City College

Program:

First Year Experience (FYE)

Contact Person:

Adán Olmedo

Date:

11/1/2015

| Department, Program or Administrative Unit Goal | College Goal | PCCD Goal and Institutional Objective |
|--|--|--|
| <p>1. Increase the persistence, transfer, degree completion, and success rates of students who self-identify as needing extra support to navigate college.</p> | <p>BCC Goal 2: Increase certificate/degree completion and transfers to 4- year colleges or universities by inspiring and supporting students and maintaining high quality educational programs.</p> | <p>Strategic Goals</p> <p>A: Advance Student Access, Equity, and Success</p> <p>2015-2016 Institutional Objectives</p> <p>A.1 Student Access: Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 20,609 RES FTES.</p> <p>A.3 Student Success: Fully implement an Early Alert process</p> |

| | | |
|------------------------------|-----------------------------|--|
| | | <p>for all students.</p> <p>A.4 Student Equity: Address the achievement gap through fully implementing the student success and equity plans at each campus.</p> <p>A.5 Student Success: Using 2014-2015 data as a baseline, increase student engagement in activities such as student governance, student life activities, student leadership development, service learning programs, learning communities and student employment.</p> <p>Strategic goals</p> <p>C: Build Programs of Distinction</p> <p>2015-2016 Institutional Objectives</p> <p>C.1 Student Success: Develop a District-wide first year experience/student success program (such as Peralta Scholars).</p> <p>C.2 Student Success: Develop and fully implement an innovative student success program at each college that feeds into the Districtwide first year experience/student success program.</p> |
| 2. Give guidance to students | BCC Goal 2: Increase | Strategic goals |

| | | |
|---|--|---|
| <p>so they do not take unnecessary classes or drop out because they lack adequate direction, namely through an increase in SEP completion but also through instruction on the support services offered at BCC and curriculum that fosters personal growth and career exploration.</p> | <p>certificate/degree completion and transfers to 4- year colleges or universities by inspiring and supporting students and maintaining high quality educational programs.</p> <p>BCC Goal 3: Improve career and college preparation progress and success rates</p> | <p>2015-2016 Institutional Objectives</p> <p>A.2 Student Success: Using the total 2014-2015 data as a baseline, increase students' participation in SSSP eligible activities by at least 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans.</p> |
| <p>3. Offer students innovative, interdisciplinary and engaging curriculum to promote student success.</p> | <p>BCC Goal 4: Ensure BCC programs and services reach sustainable, continuous quality improvement level</p> <p>BCC Goal 5: Collaborate to maintain high-quality educational programs and ensure fiscal stability</p> | <p>Strategic goals</p> <p>C: Build Programs of Distinction</p> <p>C.2 Student Success: Develop and fully implement an innovative student success program at each college that feeds into the Districtwide first year experience/student success program.</p> |
| <p>4. Conduct an APPLE to create a decision making tool students can use after assessment to self-sort into specific learning communities in order to improve matriculation of students who are ready to enroll but hesitate.</p> | <p>BCC Goal 1: Preserve and nourish resources to ensure access, equity and success for all students.</p> | <p>Strategic goals</p> <p>A: Advance Student Access, Equity, and Success</p> <p>2015-2016 Institutional Objectives</p> <p>A.1 Student Access: Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the</p> |

| | | |
|--|---|--|
| | | District target of 20,609 RES FTES. |
| 5. Send a team of learning community faculty, staff and administration to a professional development institute that focuses on learning communities and/or First Year Experience programs. | <p>BCC Goal 4: Ensure BCC programs and services reach sustainable, continuous quality improvement level</p> <p>BCC Goal 5: Collaborate to maintain high-quality educational programs and ensure fiscal stability</p> | <p>Strategic goals</p> <p>D: Strengthen Accountability, Innovation and Collaboration</p> <p>2015-2016 Institutional Objectives</p> <p>D.1 Service Leadership: Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues and community partners.</p> |
| 6. Complete a program assessment to show FYE how to collect data to measure its success--to determine whether it is increasing certificate/degree completion and transfers, for instance. | <p>BCC Goal 2: Increase certificate/degree completion and transfers to 4- year colleges or universities by inspiring and supporting students and maintaining high quality educational programs.</p> <p>BCC Goal 4: Ensure BCC programs and services reach sustainable, continuous quality improvement level</p> | <p>Strategic goals</p> <p>C: Build Programs of Distinction</p> <p>C.1 Student Success: Develop a District-wide first year experience/student success program (such as Peralta Scholars). C.2 Student Success: Develop and fully implement an innovative student success program at each college that feeds into the Districtwide first year experience/student success program.</p> <p>Strategic goals</p> <p>D: Strengthen Accountability, Innovation and Collaboration</p> |

Appendix C

Program Review Validation Form and Signature Page

College:

Berkeley City College

Program:

First Year Experience (FYE)

Part I. Overall Assessment of the Program Review Report

| Review Criteria | Comments: Explanation if the box is not checked |
|---|--|
| <p>1. The narrative information is complete and all elements of the program review are addressed.</p> <p>2. The analysis of data is thorough.</p> <p>3. Conclusions and recommendations are well-substantiated and relate to the analysis of the data.</p> <p>4. Department, program or administrative unit planning goals are articulated in the report. The goals address noted areas of concern.</p> | |

| | |
|--|--|
| <p>5. The resource requests are connected to the department, program or administrative unit planning goals and are aligned to the college goals.</p> | |
|--|--|

Part II. Choose one of the Ratings Below and Follow the Instructions.

| Rating | Instructions |
|---|---|
| <p>1. Accepted.</p> <p>2. Conditionally Accepted.</p> <p>3. Not Accepted.</p> | <p>1. Complete the signatures below and submit to the Vice President of Instruction.</p> <p>2. Provide commentary that indicates areas in the report that require improvement and return the report to the department, program or administrative unit manager with a timeline for resubmission to the validation chair.</p> <p>3. Provide commentary that indicates areas in the report that require improvement and return the report to the department, program or administrative unit manager with instructions to revise. Notify the Dean and Vice President of Instruction of the non-accepted status.</p> |

Part III. Signatures

Validation Team Chair

Print Name

Signature

Date

Counseling Department Chair

Print Name

Signature

Date

Received by Vice President of Instruction or Vice President of Student Services

Print Name

Signature

Date