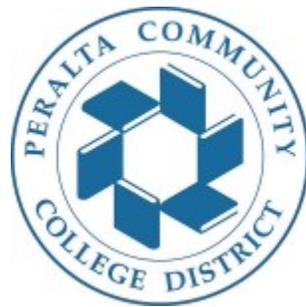


Peralta Community College District

Berkeley City College
College of Alameda
Laney College
Merritt College



Non-Instructional Department, Program, or Administrative Unit Program Review Handbook

Fall 2015
Version 2.

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Purpose and Goals

The information gathered during the program review process provides the basis for informed decision making in the Peralta Community College District. Program Review is a systematic process for the collection, analysis, and interpretation of data concerning a program or department. It provides the department, program or administrative unit accountability by collecting, analyzing and disseminating information that will inform integrated planning, resource allocation, and decision-making processes.

The primary goals are to:

- Ensure quality and excellence of academic and student support programs and administrative units.
- Provide a standardized methodology for review of units.
- Provide a mechanism for demonstrating continuous quality improvement, producing a foundation for action.
- Identify effective and exemplary practices.
- Strengthen planning and decision-making based upon current data.
- Identify resource needs.
- Develop recommendations and strategies concerning future directions and provide evidence supporting plans for the future, within the program or unit, at the college and at the District level.
- Inform integrated planning at all levels within the College and the District.
- Ensure that services reflect student needs, encourage student success, and foster improved teaching and learning.
- Provide a baseline document for demonstration of continuous improvement and use as a reference for future annual program updates.

Components in the Process

The Non-Instructional Department, Program or Administrative Unit Program Review process, which occurs every three years, consists of answering a set of questions designed to aid in the examination of support and administrative services. These questions direct attention to assessment results, support services, administrative functions, and resource areas related to student success in order to develop a plan that will improve the quality of support and administrative services.

The primary components in the Non-Instructional Department, Program or Administrative Unit Program Review process include:

- The Non-Instructional department, support or administrative service Program Review Team
 - Completion of a Non-Instructional Department, Program or Administrative Unit Program Review Narrative Report every three years
 - Validation of the Non-Instructional Department, Program or Administrative Program Review Report
 - Completion of three reporting templates (found in the appendix). They are:
 - The *Program Review Resource Requests Template* in which to summarize key resource needs.
 - The *Integrated Goal Setting Template* in which to set goals, objectives and action plans based upon the Program Review findings in alignment with PCCD Strategic Goals and Institutional Objectives.
 - The *Validation Process Form* in which to document the validity of the program review.
-
- Annual Program Updates (APUs), which review progress in meeting goals identified in the Non-Instructional Program Review, are completed in the alternate years within the comprehensive Program Review three year- cycle.
-

Thus, the recommendations and priorities from the Non-Instructional Department, Program or Administrative Unit Program Review feed directly into the development of departmental and/or unit plans. In turn, the departmental and/or unit plans serve as the driving mechanisms in formulation of updated educational, budget, technology and facilities plans.

The Non-Instructional Department, Program or Administrative Program Review Team

The Non-Instructional Program Department, Program or Administrative Unit Review Team at the College is comprised of the following members:

- Department, program or administrative unit Manager.
- Two additional staff members within the department, program or administrative unit.
- All staff within a department, program or administrative unit are encouraged to participate in the Non-Instructional Department, Program or Administrative Program Review process, although participation is not mandatory.
- A college body, such as a validation committee or institutional effectiveness committee, comprised of staff outside of the department, program or administrative unit.

The Non-Instructional Department, Program or Administrative Unit Program Review Team will analyze the Program Level Outcomes and/or Service Area Outcomes assessment results and other information (student demographic data, needs assessments, student engagement surveys, student satisfaction surveys, etc.) and complete the Non-Instructional Department, Program or Administrative Unit Program Review Narrative Report.

Validation: A *designated college body*, such as a validation committee or institutional effectiveness committee, will review the Non-Instructional Department, Program or Administrative Unit Program Review Narrative Report to ensure completeness of the narrative report, the resource needs template, and the goal setting template.

The validation committee will complete the validation form, including signatures, included in Appendix C and make recommendations to the Vice President of Instruction, Vice President of Student Services and College President.

Non-Instructional Department, Program or Administrative Unit Core Data Elements

Part I. District Office

The *District Office of Institutional Research* will provide the following data to the department or program by October 1st of each comprehensive program review year.

- Total enrollment data for the college (unduplicated) for the last three years disaggregated by age, gender, ethnicity and special populations (i.e.; foster youth, veterans, DSPS, etc.) for the last three years..
- Total number of students served in support and/or special programs disaggregated by age, gender, ethnicity, and special populations (i.e. foster youth, veterans, DSPS, etc.) for the past three years.
- Overall college retention rate disaggregated by age, gender, ethnicity, and special populations (i.e. foster youth, veterans, DSPS, etc.) for the last three years.
- Support and/or special program retention rates for the last three years, if applicable
- Overall college completion retention rate disaggregated by age, gender, ethnicity, and special populations (i.e. foster youth, veterans, DSPS, etc.) for the last three years.
- Support and/or special program completion rates for the last three years, if applicable
- Department, Program or Administrative Unit staff demographics: Full-time/part-time, by category of employment, disaggregated by age, gender, ethnicity

Part II. College

The *Office of Instruction and the Vice President of Instruction* at the College will provide the following to the Non-Instructional department, program or unit manager.

- A copy of the PCCD Strategic Goals and Institutional Objectives for the current academic year.
- A copy of the College Goals and Objectives for the current academic year.
- Student satisfaction/engagement survey results (CSSE, Noel-Levitz, etc.), if applicable.
- Administrative unit and/or campus surveys, if applicable.

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.

The Non-Instructional Department, Program or Administrative Unit Program Review Report

1. College: Berkeley City College

Department, Program or Administrative Unit: PERSIST/PERSIST to COLLEGE

Date: November 2, 2015

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

Chris Lebo-Planas, Christina L. Taing, Skyler Barton, Ismael DeGuzman, Marilyn Clausen

Members of the Validation Team:

2. 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.

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. This program was conceived to offer the transformative curriculum created by the Academy for College Excellence (ACE), with the requirement that faculty serving the cohort be trained in the ACE curriculum as well. Offered in its entirety, students in PERSIST develop tools in communication and leadership while acquiring writing, critical thinking and computational skills crucial to success in a certificate or degree program. From 2009 to 2012, PERSIST employed the full ACE immersion model, and an independent longitudinal study showed dramatic success rates in English and Math acceleration compared to the BCC control group and other colleges included in the study.

The mission of PERSIST has always been 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. Administrative turnover and institutional needs have caused PERSIST to abbreviate the ACE transformative courses. We welcome the renewed energy around college equity for specific populations that PERSIST has served successfully in the past.

Since 2009, PERSIST has provided the RP Groups' Six Success Factors for Students first identified in 2011:

Directed – beginning with Foundations (LRNRE 220), continuing with Team Self-Management (LRNRE 221) and ENG 204

Focused - beginning with Foundations (LRNRE 220), continuing with Team Self-Management (LRNRE 221)

Nurtured – through PERSIST Faculty Cohort

Engaged – Team-Building activities in all PERSIST core classes (LRNRE and ENG)

Connected - beginning with Foundations (LRNRE 220), continuing with Team Self-Management (LRNRE 221) and ENG 204-

Bonding, community via intensity of experiential learning and self-disclosure.

Valued – Understanding best working styles of self and others, and that every style offers opportunity for leadership

3. 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 PERSIST/PERSIST to COLLEGE 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 shown in the flow chart, PERSIST 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; an exception has been LRNRE 220, an ACE Foundations course which has a weekly online component that allows students to reflect on self-efficacy through the semester. The coordinator directly interacts with department chairs and the aforementioned Dean to determine which instructors will teach PERSIST courses as well as at which days/times in a manner that precludes scheduling conflicts among PERSIST cohorts. At times non-ACE PERSIST-designated courses have allowed non-cohort students to "wrap-around: and intact cohort. An example is ENG 264, which can contain a full PERSIST cohort but can open it's available seats to non-cohort members. At present, all PERSIST course offerings are compliant with BCC's Strategic Scheduling Planning Matrix, which ensures building resources are maximized. However, PERSIST has provided the best results for challenged populations with dedicated classrooms to accommodate the experiential learning experience.

PERSIST/PERSIST to College 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. Additionally, our efforts are supported by a Learning Communities Staff Assistant. In concert with the Counseling Department, PERSIST also requires students to complete Counseling 200A and 200B, which helps students navigate the college system and develop a Student Educational Plan (SEP). The learning community counselors have been vital to recruitment and enrollment; they appear at numerous high school outreach functions and community organizations, and talk with students after their assessments to determine if they would benefit from the PERSIST learning community. Counselors work with instructors during the semester to prepare students to transition into in FYE their second semester, 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 student, especially in their first semesters during students' development of their SEPs, and they share student needs, concerns and/or problems to the PERSIST coordinator. Because of this support from LC counselors, PERSIST and PERSIST to College students experience greater support for success. PERSIST has been better able to use the prescribed ACE Behavior system with this additional support.

With student feedback and our regular check-ins as PERSIST Faculty, we have made adjustments that we feel are necessary to better serve these students. Beginning in Spring 2016, PERSIST to College students, those who are concurrently enrolled in Berkeley high schools, will not be required to take an academic elective during this first bridge semester. General PERSIST students will

focus on the ACE-based student self-management and English classes as well. Counselors and PERSIST coordinator will provide options for academic or CTE electives, including Math. PERSIST has Seats held in AfrAm 33, a course that has elicited positive responses from our African American male students. Students should now have a greater freedom to take courses that both suit their schedules outside of BCC while still advancing their academic goals and and staying connected to the PERSIST peer support system.

PERSIST works closely with the English department as ENG 264 is a requirement for first-semester developmental students; typically PERSIST students transition to First Year Experience (FYE) for their second semester, taking ENG 1A, the first transfer-level class in sequence.

PERSIST works closely with the Library, arranging for in-class workshops on using the library databases. This as greatly supported their success in completing the department-wide English Portfolio.

PERSIST students have used the Learning Resources Center for additional writing support, though this semester BCC has lost capacity for drop-in writing coaches.

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.

The 2012 change in Financial Aid guidelines, as well as existing guidelines on “independence,” have played a significant role in PERSIST students’ ability to enroll and maintain performance through the course of a semester. Developmental students are disadvantaged students – without more than the BOG fee waiver, students make choices between buying a book or a meal, paying rent or paying class fees. The required HS diploma/GED has eliminated one more reason to pursue higher education for those who need it most.

4. 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				

For Administrative Units, please enter the following demographic data for the past three years.

Administrative Unit 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.
This data has not been forwarded by the district.

5. 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.

Program Outcomes as follows, introduced during Orientation, Foundations Week, and reinforced during the semester by SLOs for LRNRE 221 (Team Self-Management)

- 1) To develop skills needed in knowledge-based professions including Communication, Critical Thinking and Computational Skills
- 2) Analyze own and others working styles and apply in teambuilding and team management using authentic communication.
- 3) To develop academic self-efficacy – the belief in one’s own ability to achieve a desired academic or professional goal.
- 4) To master consistent personal practices that support student success

- 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. The addition of two full-time learning community specialist counselors have assisted students in developing their Student Education Plans as well as enroll in their classes. 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 2: PERSIST and FYE work together to ensure a smooth transition from developmental to transfer-level academics. FYE initially offered pre-transfer level ENGL 204, 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.

Improvement 3: PERSIST Coordinator worked with Curriculum Committee to create a more compact version of our ACE-based Foundations Course ("Introduction to Team Self-Management") that fully delivers the cognitive elements while continuing to foster the non-cognitive components. These experiential components, such as peer bonding and self-efficacy, contribute to the transformation of learners – the biggest piece contributing to student success.

- 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. Create smoother transitioning from PERSIST to FYE

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

Plan 3. Conduct a program assessment starting Spring 2016, and compare with the results of 2013 ACE assessment

Plan 4. Augment 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 student mentors.

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

PERSIST-specific courses are assessed at the relevant department level, subject to ongoing assessment cycles. See PLO/ILO Alignment Matrix below.

Course	Program Outcome 1	Program Outcome 2	Program Outcome 3	Program Outcome 4
LRNRE 220	I, D	I, D	I, D	I, D
LRNRE 221	D	D,M	D,M	D, M
ENGL 204	D,M	D,M	I, D, M	D,M
COUN 200A/B	D	D,M	D, M	D,M
PO 1: Develop skills needed in a knowledge based profession including Communication, Critical Thinking and Computational Skills. (Communication, Critical Thinking, Computational Skills) ILO’S: Communication, Critical Thinking, Computational Skills, Self-Awareness and Interpersonal Skills				
PO 2: Analyze own and others working styles and apply in teambuilding and team management using authentic Communication (Ethics and Personal Responsibility, Communication, Self-Awareness and Interpersonal Skills) ILO’S: Ethics and Personal Responsibility, Information Competency, Communication, Critical Thinking, Computational Skills, Self-Awareness and Interpersonal Skills				
PO 3: To develop academic self-efficacy – the belief in one’s own ability to achieve a desired academic or professional goal. ILO’S: Ethics and Personal Responsibility; Communication; Critical Thinking				
PO 4: To master consistent personal practices that support student success ILO’S: Ethics and Personal Responsibility; Self-Awareness and Interpersonal Skills				

- 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.
- 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. PERSIST faculty meet collectively four times throughout the semester to discuss and implement curricular improvements and augmented services for students (i.e. SF State’s “Transfer Day”) that align with PLOs. PLOs are assessed each semester through various assignments embedded in LRNRE and ENG 204 course curriculum.

- 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?

Through ACE, PERSIST students take a pre-Foundations (LRNRE 220) survey, a post-Foundations survey, and an end of semester survey that measures their own self-perception as continuing students. Other surveys collected in LRNRE 100, a shortened version of 220, informed us that we needed the fuller Foundations experience as delivered in LRNRE 220.

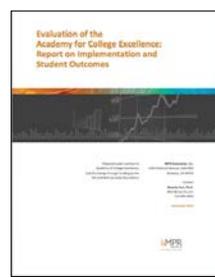
- How do you know that your program is effective? What are the indicators that measure your effectiveness? What are the expected results of these indicators?

We were shown to be highly successful from 2009 to 2012, as measured by MPR Associates, a private research group. The results are as follows:

1) Demographics:

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



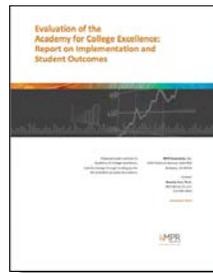
Evaluation of the Academy for College Excellence: Report on Implementation and Student Outcomes

MPR Associates
December 2012

2) Risk Factors:

BCC Longitudinal Study of 99 Students

ACE students from BCC College Fall 2010-SP12; n=43	
Risk Level	
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%

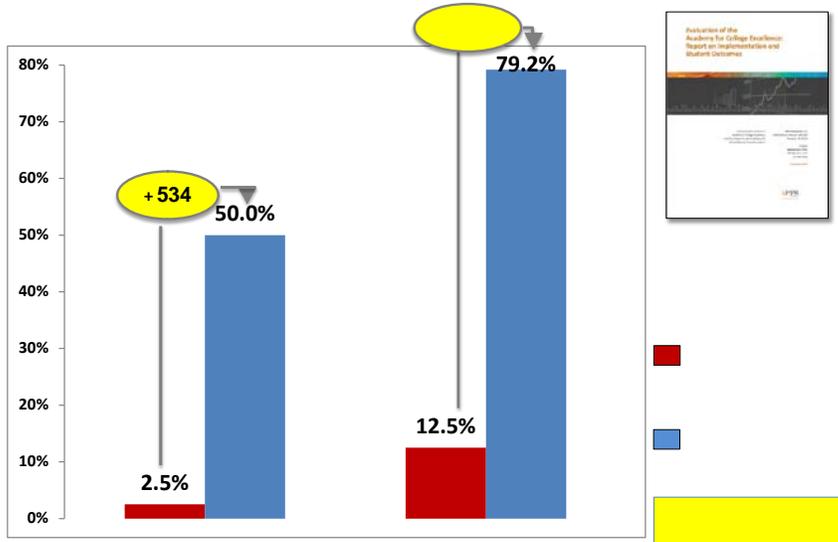


Evaluation of the Academy for College Excellence: Report on Implementation and Student Outcomes

MPR Associates
December 2012

3

3) English Acceleration Results:



6. 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. _____
 (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?

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 LRNRE 221, Counseling 200A/B and other faculty services (one-on one conferences) and interventions (early alert), PERSIST 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 students .
- 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

PERSIST and other Learning Communities contributed to the development of student equity activities below; a major part of this work was to look more closely at the ways data is collected and demographics identified, which included student voices of those who struggle, in addition to those who succeed.

BCC Equity Planning ESOL/English/Math Course Completion Work Group Themes	
Coded by Proposed Activity	THEME
1	Improve the Student:Teacher Ratio
2	Contextual Relevance
3	Extend Learning Opportunities to Support Students' Learning
4	Community of Practice/Prof Development for ALL faculty
5	Better Data to Inform Program Monitoring and Development
6	Digital Inclusion

7. Human, Technological, and Physical Resources (including equipment and facilities):

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

Full-time faculty headcount 3 (PERSIST-specific elective FT Faculty)

Part-time faculty headcount 3 (ACE-trained PT faculty offering required PERSIST courses)

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

Full-time/part-time faculty ratio _____ 1/1

Classified staff headcount, if applicable 1

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

Other: 1 student worker

- 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.

1) Dedicated Learning Community Counselors

-student enrollment has increased greatly with dedicated counselors doing outreach, in-reach during assessments

2) Dedicated Staff

- much of the detailed enrollment issues, outreach and FELI recruitment is handled by Staff.

2) Program Coordinator (50% - fulltime) to perform the following:

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. Create applications and update them every semester for the programs overseen;
 12. Create and update website with current handbook and other recruitment materials;
 13. Compose handbooks and update content annually for the programs overseen;
 14. Work with counselors to develop enrollment protocols for the programs overseen;
 15. Respond to student inquiries pertaining to program-related issues for the programs overseen;
 16. 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;
 17. Conduct commencement or completion events to recognize program completers at the end of each cohort for the programs overseen;
 18. 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;
 19. Collaborate with librarians to develop library orientations, workshops, and courses as these library tutorials relate to the programs overseen;
 20. 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.

This last task is vital to the mission of PERSIST:

21. Schedule, coordinate and facilitate the Five-Day Experiential Leadership Institute as created by the Academy for College Excellence, scheduled to be held at BCC twice in 2016, to continue to train faculty, classified and staff in the affective concepts used by students in PERSIST

- Describe your current utilization of facilities and equipment.

In August 2015, PERSIST suddenly experienced a reduction of office space in exchange for 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. While the proximity of PERSIST, Counseling and Administrative staff is ideal, learning communities as a whole have lost a common work/meeting area and the PERSIST office, about as big as a single occupancy counseling office, is shared by three part-time faculty and two student workers. This change in facilities promotes the institutionalization of the

learning communities for sure, but affects coordination and instruction work. PERSIST is still waiting on an office phone.

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

The ACE- specific curriculum, indeed the cohort model in general, also suffered the loss dedicated classroom space that allowed for flexible seating and teambuilding activities.

As planning for the proposed new building continues, hopefully the space and classroom issues will be addressed.

As always, PERSIST benefits when the facilities needs of the departments are met. For Spring 2016, 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.

Access to computers and/or laptops at any given time during ACE-related classes, as well as laptops is ideal, as many disadvantaged students lack consistent access to computers or internet. Fully operating smart classrooms, with reliable internet access, ample whiteboard and projection capability are necessary at all times. Laptops or tablets to be used for dedicated PERSIST work would also be ideal.

- 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.

As explained above, a larger shared office space has been important to PERSIST since its inception in 2009. Adjacent to this office space would be dedicated, flexible classroom space. It would also benefit students and faculty to have a dedicated common 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.

- Please complete the Non-Instructional Program Review Prioritized New Resource Requests Template included in Appendix A.
-

8. Community, Institutional, and Professional Engagement and Partnerships:

- 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.

PERSIST has no dedicated fulltime faculty

BCC Equity Planning:

ESOL/English/Math Course Completion Work Group

Flex Day Learning Communities Forum/Panel

BCC Town Hall on Equity

Equity: Development of Online Student Navigation Tool for LC Enrollment

Learning community in-reach at town halls and other tabling events

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

PERSIST works closely with the Academy for College Excellence, delivering ACE curriculum and participating in longitudinal data collection starting in 2016.

PERSIST/PERSIST to COLLEGE meets regularly with Social Science elective instructors to support student success in common classes. Additionally, PERSIST faculty meet across disciplines to discuss individual students' successes and challenges, and find common assignment opportunities. Additionally, PERSIST has consulted with other departments to develop appropriate bridge semester academic and CTE courses.

PERSIST to COLLEGE is presently in partnership with Berkeley Unified School District and City of Berkeley for high school concurrent enrollment. Recruitment presentations are held at

Berkeley High, Berkeley Independent Studies; Berkeley Tech,
Oakland Civicorps, Yscholars, East Oakland Boxing Association

Learning community conducts inreach at town halls and other tabling events

PERSIST is in ongoing discussion with Learning Resource Center and Math Dept. regarding development of appropriate computational bridge semester classes.

PERSIST referrals to Berkeley Public Library Literacy Program

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

PERSIST has been run primarily by adjunct faculty. Three adjunct faculty have been trained to deliver the ACE –based curriculum, and two of these three have been trained as ACE Master Mentors. As such, these three adjuncts have an “inside” knowledge of the best ways to deliver the experiential, affective approach that transforms students – critical expertise in the last two years, as ACE-informed LRNRE classes have been shaved down due to scheduling barriers at the district level.

9. 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.

ACE Five-Day Experiential Learning Institute (FELI) for all instructors in PERSIST:
<http://academyforcollegeexcellence.org/feli/>

The Rp Group’s call for college team for “Leading From the Middle 2016” Academy
<http://www.rpgroup.org/projects/leading-middle-academy>

10. Department, Program or Administrative Unit 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).

PERSIST aims to bring back as much of the complete ACE Immersion model as possible. We faculty can see the difference in affective development of students. One goal is to develop a social Justice Research class that integrates assignments across English, Math and Social Sciences. This would require working with Sociology, Math, and possibly Multimedia Arts.

PERSIST needs to grow its ACE-trained faculty as the program grows. We’ll need to facilitate practicums for FELI completers who want to take the next step and teach a LRNRE 220 Foundations Course.

As part of Equity planning, PERSIST will explore partnerships with Berkeley Adult School, UC Underground Scholars, and Alameda County Corrections.

- 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:**

An Early Alert system that allows for regular (monthly) student self-monitoring as well as Program faculty and counseling support

Activities and Rationale:

The developmental students in PERSIST are constantly juggling the need to work for an income with the sustained attention that college requires. This coupled with the still-developing mindset and practices means that we need to truly “bridge” them. Weekly or bimonthly meetings of Program Coordinator with LRNRE faculty and other elective faculty would communicate to the student that there is a community of support, in addition to classmates, that is invested in an individual’s success.

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

PERSIST needs to be properly assessed as a program, to understand how data is collected and analyzed to measure success.

Activities and Rationale:

PERSIST data would inform program level changes, with an opportunity to re-define the meaning of “success” for our students.

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

In the belief that the institution could better meet students where they are, PERSIST continues to look at its design, making curricular and scheduling changes where needed to best accommodate the underserved.

Activities and Rationale:

PERSIST aims to bring back the Social Justice Research class that was so successful from 2009-2012, collaborating across disciplines such as Sociology, African-American Studies and History, to find or create a class that provides the student with transferable credit while providing primary research skills on issues of relevance

PERSIST aims to create a “late start” term to catch latecomers, often basic skills students, who have trouble navigating the college system.

- **Goal 4. Student Success:**

See above.

Activities and Rationale:

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

PERSIST needs to foster a community of care and safe container for our more disenfranchised students.

Activities and Rationale:

-Continued offering of ACE-based FELI trainings to faculty, classified and administrators, to broaden and refresh the welcoming spirit of BCC as institution.

- PERSIST faculty to conduct practicums in ACE-based classes (LRNRE 220 and 221) for individuals who have completed FELI and are motivated to teach the ACE curriculum themselves.

- **Please complete the Program Review Integrated Goal Setting Template included in Appendix B.**

Appendices

Appendix A

Non-Instructional Department, Program or Administrative Unit Program Review

Prioritized New Resource Requests Summary

College: Berkeley City College

Discipline, Department or Program: PERSIST/PERSIST to COLLEGE

Contact Person: Chris Lebo-Planas, Coordinator; Marilyn Clausen, Administrative Support

Date: Nov. 3, 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	1		18, 19, 20
	Maintain PERSIST Coordinator	1		
Human Resources: Classified	Maintain Staff Specialist to the learning communities	2		18
Human Resources: Student Workers	2 Student Workers, One to be shared with Learning Resource center to help with Social Justice course statistical analysis of primary research and academic reading	3		
Technology	Turnitin.com Online news sources,			20
Equipment	30 laptops w/wifi, recording and moviemaking software	4		20
Supplies	-Molding/Artists clay for a blind participant (Roberto from PSSD) -Binders for our participant readers -poster paper for 2 art projects -flip charts - masking tape - 2 fine point markers (1 in black & 1 colored for spider diagrams) - post its - colored index cards - paper clips - dry erasers - glue sticks - scissors - dots (red, yellow, green) - name tags - kleenex -disinfectant wipes	1	\$500 per semester each for PERSIST /PERSIST to COLLEGE	
Facilities	(2) PERSIST Dedicated Smart Classrooms with Flexible space for Experiential Activities	1		20

Professional Development	-FELIs in January and June -Rp “Leading from the Middle”	2	\$2500 per participant	20
Other (specify)				

Appendix B

PCCD Program Review Alignment of Goals Template

College: Berkeley City College

Department, Program or Administrative Unit : PERSIST/PERSIST to COLLEGE

Contact Person: Chris Lebo-Planas, Coordinator; Marilyn Clausen, Administrative Staff

Date: Nov. 3, 2015

Department, Program or Administrative Unit Goal	College Goal	PCCD Goal and Institutional Objective
<p>1. A system that allows for regular (weekly/monthly) student self-monitoring as well as Program faculty and counseling support</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>BCC Goal 3: Improve career and college preparation progress and success rates</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 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</p>

		<p>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>
<p>2. PERSIST needs to be properly assessed as a program, to understand how data is collected and analyzed to measure success in completion and transfer</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>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>3. In the belief that the institution could better meet students where they are, PERSIST continues to look at its design, making curricular and scheduling changes where needed to best accommodate the underserved.</p>	<p>BCC Goal 5: Collaborate to maintain high-quality educational programs and ensure fiscal stability</p> <p>BCC Goal 3: Improve career and college preparation progress and success rates</p>	<p>C. Build Programs of Distinction: § C.2 Student success: Develop an innovative student success program at each college</p>
<p>4. PERSIST aims to bring back the Social Justice Research class that was so successful from 2009-2012, collaborating across disciplines such as Sociology, African-American Studies and History, to find or create a class that provides the student with transferable credit while providing primary research skills on issues of relevance</p>	<p>BCC Goal 1: Preserve and nourish resources to ensure access, equity and success for all students.</p> <p>BCC Goal 5: Collaborate to maintain high-quality educational programs and ensure fiscal stability</p>	<p>C. Build Programs of Distinction: § C.2 Student success: Develop an innovative student success program at each college.</p>
<p>5. -Continued offering of ACE-based FELI trainings to faculty, classified and administrators, to broaden and refresh the</p>		<p>D. Strengthen Accountability, Innovation, and Collaboration: 10 § D.1 Service leadership: Provide professional development</p>

welcoming spirit of BCC as institution.		opportunities for faculty, staff, and administrators that lead to better service to our students and colleagues
6. - PERSIST faculty to conduct practicums in ACE-based classes (LRNRE 220 and 221) for individuals who have completed FELI and are motivated to teach the ACE curriculum themselves	BCC Goal 4: Ensure BCC programs and services reach sustainable, continuous quality improvement level	C. Build Programs of Distinction: § C.2 Student success: Develop an innovative student success program at each college. D. Strengthen Accountability, Innovation, and Collaboration: 10 § D.1 Service leadership: Provide professional development opportunities for faculty, staff, and administrators that lead to better service to our students and colleagues
7. Create a decision making instrument to help students self-select into PERSIST or other Learning communities	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.	A. Advance student access, equity, and success: § A.1 Student access: Increase enrollment for programs and course offerings in the essential areas of pre-transfer foundational, ESL, CTE and transfer, to achieve the District target of 19,501 resident full-time equivalent student FTES.
8. Further develop partnership with Gateway to College, Berkeley Unified School District and Berkeley Adult School		o A. Advance student access, equity, and success: B. Engage and leverage partners: § B.1 Partnerships: Develop a District-wide database that represents our current strategic partnerships and relationships. § B.2 Partnerships: Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.

Appendix C

Program Review Validation Form and Signature Page

College:

Department, Program or Administrative Unit:

Part I. Overall Assessment of the Program Review Report

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

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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

