

First Year Experience Learning Outcomes

Institutional Learning Outcomes (ILO) <i>Berkeley City College's ILOs from 2015 focus on promoting the following skills for its students :</i>	Learning Community Outcomes <i>FYE staff strives to provide the following (LCOs) for participants of the learning community in one (1) semester :</i>	Student Learning Outcomes (SLO) <i>After one (1) semester of participation in a learning community at Berkeley City College, students will be able to:</i>	Assessment Methods (measurables) <i>Ways in which the Learning Communities staff will measure success in student learning outcomes:</i>
<i>Foster critical thinking, information literacy, and communication skills (interpersonal, verbal, and written)</i>	1) Present curriculum content that fosters critical thinking 2) Provide a safe and dynamic classroom and counseling space for students to comfortably develop critical thinking and communication skills	1) Demonstrate their ability to write strong, well organized, well developed essays and research papers. 2) Develop the ability to build information competence, specifically in becoming a more self-directed learner	Student portfolios (English 1a & 5) Analytic papers and reflection papers
<i>Developing self awareness and personal responsibility</i>	3) Ensure all FYE students are aware of the necessary information to work toward their academic/career goal (such as understanding general education and transfer degrees) 4) Incorporate activities and assignments that allow students to explore their lived experiences and how it connects back to their student success 5) Teachers and Counselors utilize a student centered approach	3) Identify personal academic and career goals and pathways to achieving these goals. 4) Analyze the intersection of personal, academic, and career goals	Complete a comprehensive student education plan with learning communities counselor. (Counseling 24) Complete personal assessments of career goals, financial literacy, and learning styles (Counseling 24)
<i>Global awareness, interpersonal competency, ethics, valuing diversity</i>	6) Promote intersections of identities such as race, class gender etc. with current events and relevant literature with the students' personal and professional goals.	5) Students are able to apply their knowledge of their identities and diversity to better understand their peers and others	Reflection essays, career informational interviews, campus resources projects (Counseling 24) Online forums in Canvas & reflection papers to multi cultural readings
	7) Foster a supportive and tight knit community within classrooms and counseling spaces by engaging students with the curriculum and with each other	6) Students feel connected to peers and staff within the learning community	Group projects, group discussions, group study sessions, and promoting engagement with the larger BCC community.