Peralta Community College District

BCC Program Review Template 2011-2012

Below please find the program review form, to be filled out by department chairs and program leaders. These will be reviewed at the college level and then forwarded to the district-wide planning and budgeting process. The information on this form is required for all resource requests – including faculty staffing requests – for the 2012-13 budget year.

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| I. Overview | | | | | | | |
| Date Submitted: | Oct. 10, 2011 | | Administrator: | |  | | |
| BI Download: |  | | Dept. Chair: | |  | | |
| Dept./Program(s):  (List departments and programs, including all associate degrees and certificates and components of general education and basic skills) |  | | | | | | |
| Campus | Berkeley City College | | | | | | |
| College Mission | Berkeley City College’s mission is to promote student success, to provide our diverse community with educational opportunities, and to transform lives.  *Adopted by the Peralta Board of Trustees April 12, 2005* | | | | | | |
| Unit/Dept/Program  Mission | PERSIST - Personal Initiative and Social Transformation - iacts as a gateway toward achievable workforce preparedness and knowledge-based careers. Students in PERSIST develop tools in communication and leadership while acquiring math, writing and critical thinking skills crucial to a certificate program or degree. This model semester instills better study habits, accelerates learning, and helps students balance personal responsibilities. PERSIST students are better 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  Other LRNRE classes are under review by the Disabilities Office and the Learning Resource Center. | | | | | | |
| II. Goals and Outcomes (add lines as needed) | | | | | | | |
| II.a. Goals (for each one, cite Institutional Goal(s), Appendix II) | | | | | | | |
| Develop and implement integrated curriculum approach among PERSIST cohort instructors (A.2 Success; A.3 Equity; A.2.1; A.2.2; A.3.1  Redesign LRNRE classes to accelerate writing and computational skills of Gen.Ed. classes (A.1 access; A.2 success; A.2.1 basic skills best practices; A.2.2 acceleration; A.3.1 innovative programs for persistence; C.2 alternatively designed programs; E.2 structural change)  Complete assessment (A.2.4 learning outcomes proficiency; C.1 SLO assessment)  Offer faculty training in PERSIST Foundations and Behavior systems. (B.1 Partnerships; B.1 (BCC) partnershisp to enhance career pathways), C.2 ( Alternately Designed Programs), D.1 (District –wide collaboration and innovation) | | | | | | | |
| II.b. Program Outcomes [for each one, cite ILO(s), Appendix I] | | | | | | | |
| PROGRAM OUTCOMES(Mapped to Institutional Learning Outcomes, Appendix I).: | | | | | | | |
| PROGRAM 1: Develop skills needed in a knowledge based profession including Communication, Critical Thinking and Computational Skills. (Communication, Critical Thinking, Computational Skills) | | | | | | | |
| PROGRAM 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) | | | | | | | |
| General Education component(s): n/a | | | | | | | |
| Basic Skills component(s): PERSIST is a program designed for basic skills students only. | | | | | | | |
| III. Evidence [To be pre-filled by District Research] | | | | | | |
| III.a. Institutional Data – BI data not provided for this program – most relevant data would show student persistence and success over the course or several semesters. | | | | | | |
| Enrollment | | 2008-09 | | 2009-10 | | 2010-11 |
| Census Enrollment (duplicated) | |  | |  | |  |
| Sections (master sections) | |  | |  | |  |
| Total FTES | |  | |  | |  |
| Total FTEF | |  | |  | |  |
| FTES/FTEF | |  | |  | |  |
| **Retention** | |  | |  | |  |
| Enrolled | |  | |  | |  |
| Retained | |  | |  | |  |
| % Retained | |  | |  | |  |
| **Success** | |  | |  | |  |
| Total Graded | |  | |  | |  |
| Success | |  | |  | |  |
| % Success | |  | |  | |  |
| Withdraw | |  | |  | |  |
| % Withdraw | |  | |  | |  |

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| **Faculty Data (ZZ assignments excluded)** | |
|  | **Fall 2010** |
| Contract FTEF |  |
| Hourly FTEF |  |
| Extra Service FTEF |  |
| Total FTEF |  |
| % Contract/Total |  |

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| Faculty Data Comparables F2010 (ZZ assignments excluded) (Z assignments excluded) | | | | |
|  | Alameda | Berkeley | Laney | Merritt |
| Contract FTEF |  |  |  |  |
| Hourly FTEF |  |  |  |  |
| Extra Service FTEF |  |  |  |  |
| Total FTEF |  |  |  |  |
| % Contract/Total |  |  |  |  |

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| III.b. External Evidence | |
| **CTE and Vocational**: Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc. | The PERSIST program is a college preparedness as well as worker preparedness learning model. In addition to transfer pathways, CTE pathways available to BCC PERSIST students include the following:  Public and Human Services  Biotechnology  Small Business/Entrepreneurship  Social Services Paraprofessional  Multimedia Arts  Computer Information Systems  At present, BCC is also in partnership with East Bay Green Jobs Corps, which offers training in solar weatherization and home energy audits, both emerging vocations in the Bay Area. |

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| III.c. Program Outcome Assessments Since Last Reported (add rows as needed) | Findings | Action Plans |
| PROGRAM 1: |  |  |
| PROGRAM 2: |  |  |
| General education component: |  |  |
| Basic skills component: |  |  |
| **Program Outcome Assessments Narrative:**           Over the course of the semester , we will assess student learning in the following areas:           Computational Skills           Critical Thinking           Communication           Metacognition of authentic communication and application of related skills           Information Competency           Analysis and application of Team Building and Team Management            The measure for this assessment will be the Capstone Project for LRNRE 222 and        related assignments.          We will solicit assistance from the district researcher and Academy for College        Excellence in this assessment plan, specifically to get information on retention and        persistence for students in PERSIST. | | | |
| III.d. Institutional Goals -- Narrative of Unit/Dept/Program activities in support of institutional goals  [Please refer to Appendix II for full description of goals/objectives.] | | | |
| Discuss all that apply.  Advance Student Access, Success & Equity  Increase Transfer and Program Completion Rates  Engage our Communities & Partners  Build Programs of Distinction  Create a Culture of Innovation & Collaboration  Develop Resources to Advance & Sustain Mission | At Berkeley City College, PERSIST is a basic skills learning cohort program greatly needed for students of disadvantage. Faculty, department chairs, and administrators worked around the common goals of retention, persistence and completion for this student population, who make up more than half of all incoming and continuing students.  **Advance Student Access, Success & Equity**  PERSIST - PERSonal Initiative and Social Transformation is a program at Berkeley City College that acts as a gateway toward knowledge-based careers. Students learn how to best take advantage of their own learning styles and work in teams, developing tools in communication and leadership while acquiring math, writing and critical thinking skills crucial to a certificate program or degree. Students in PERSIST identify and focus on an issue vital to their living and learning environment, gaining academic skills as well as insight on the problems facing their community.  I**ncrease Transfer and Program Completion Rates**  PERSIST students receive assistance with registration, counseling, scheduling, enrollment, financial aid application, EOPS application and orientation, and other on-campus services. Through our community partners, students are directed to referrals for transportation, childcare, career assessment, counseling and case management. In PERSIST and EBGJB, students are in cohorts of no more than 25; faculty and students form a community designed to provide successful transition to the workforce and further college success.  With support from Title III, BCC has been able to adapt  practices through the Academy for College Excellence (ACE), a model  that can provide support around student efficacy, time management,  crisis management, and learning strategies. The adoption of this  model, combined with our own student-centered adaptations, puts us  closer to a sustainable practice of affective pedagogy.    **Building A Program of Distinction/Creating a Culture of Innovation and Collaboration**  Institutional support for such innovation has provided us as instructors with a depth of understanding and the willingness to reflect and self-evaluate our roles as teachers, models, facilitators of these students’ success.  BCC instructors in both PERSIST and EBGJB have found that the Foundations class, along with the Team Self-Management class that follows it, has been vital to the retention and persistence of our most challenged students. The self-reflection and personal sharing that these components provide for both student and instructor make the whole process of academic skill acquisition much more transparent. The transparency allows students to dial down the sensitivity and trauma that seems to be the greatest block to academic performance.  **Engage our Communities & Partners/ Develop Resources to Advance & Sustain Mission**  Our ability to practice innovative pedagogical approaches has  led to our administration and faculty to adapt and modify the core concepts of ACE  ccconcepts for broader application. | | |

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| IV. Action Plans | | | |
| Please describe your plan for responding to the above data. Consider program learning outcomes, institutional goals, external evidence, and BI data. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges.  Include overall plans/goals and specific action steps. Add rows as needed. | | | |
| Action Item | Steps/Timeline | Person(s) Responsible | Supporting Data Source  (check all that apply) | |
| Complete Assessment | Fall ’11 :Meet with assessment committee, district resource  Spring ’12: Complete assessment, develop inquiry on recommended changes | Program coordinator | \_\_Assessment Findings  \_\_BI Data  \_x\_Insitutional Goals  \_\_Other | |
| Develop Integrated Curriculum | Fall ’11:Weekly meeting with program faculty toward practice in Spring ‘12 | PERSIST faculty, Program Coordinator | \_\_Assessment Findings  \_\_BI Data  \_x\_Insitutional Goals  \_\_Other | |
| Develop acceleration in writing and computa-  tional skills | Fall’11: weekly meeting, DART workshop for FELI  Participants | PERSIST faculty, Program Coordinator | \_\_Assessment Findings  \_\_BI Data  \_x\_Insitutional Goals  \_\_Other | |

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| Offer Faculty Experiential Leadership Institute (FELI) training | Fall ’11 – recruit for possible Winter, Spring 2012 | Program Coordinator, Persist faculty | \_\_Assessment Findings  \_\_BI Data  \_x\_Insitutional Goals  \_\_Other |
|  |  |  | \_\_Assessment Findings  \_\_BI Data  \_\_Insitutional Goals  \_\_Other |
|  |  |  | \_\_Assessment Findings  \_\_BI Data  \_\_Insitutional Goals  \_\_Other |

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| V. Resource Needs | Link to Action Plans (Section IV) |
| Please describe and prioritize any **faculty, classified, and student assistant** needs.  Coordinator (50% faculty position)  Faculty (50% position)  Dedicated Basic Skills Counselor  Student Assistant | Assessment/Class Scheduling |
| Please describe and prioritize any **equipment, material, and supply** needs. | Supply list for Foundations and Team Self-Management classes, as needed. |
| Please describe and prioritize any **facilities** needs. | Large smart classroom space with capability of arranging 20-25 seat in a circle or u-shape  Office space for individual student meetings  Dedicated computer lab  Storage space |

Appendix I

**Berkeley City College Institutional Learning Outcomes**

Berkeley City College’s Institutional Learning Outcomes, as described below, are the skills and knowledge that students are expected to attain as a result of completing an instructional program at BCC. Students completing an A.A. or A.S. at BCC will be able to demonstrate all of the BCC Institutional Learning Outcomes. All BCC courses and certificates are designed to teach some or all of the ILO’s. In addition, students achieve these ILO’s throughout their experiences at BCC, for example, with student services and student clubs.

Communication

Students show that they communicate well when they

* *Critically read, write, and communicate interpersonally, with audience awareness; and*
* *analyze communications for meaning, purpose, effectiveness, and logic.*

Critical Thinking

Students demonstrate critical thinking skills when they

* *identify problems or arguments and isolate facts related to arguments;*
* *use evidence and sound reasoning to justify well-informed positions; and*
* *generate multiple solutions to problems and predict consequences.*

Computational Skills

Students demonstrate computational skills when they

* *master computational concepts and apply them to concrete problems; and*
* *demonstrate algorithmic competence.*

Ethics and Personal Responsibility

Students show the ability to behave ethically and assume personal responsibility when they

* *analyze the consequences of their actions and the impact of these actions on society and the self; and*
* *demonstrate collaborative involvement in community interests.*

Global Awareness & Valuing Diversity

Students demonstrate global awareness and show that they value diversity when they

* *identify and explain diverse customs, beliefs, and lifestyles; and*
* *analyze how cultural, historical, and geographical issues shape perceptions.*

Information Competency

Students demonstrate information competency when they

* *find, evaluate, use, and communicate information in all its various formats;*
* *use library and online resources and research methodology effectively; and*
* *use technology effectively.*

Self-Awareness & Interpersonal Skills

Students demonstrate self-awareness and interpersonal skills when they

* *analyze their own actions and the perspectives of other persons; and*
* *work effectively with others in groups.*

Appendix II

**Institutional Goals**

**NOTE: The short term goals for Peralta District and for BCC are derivative from the long term goals within the district strategic plan. The Peralta Strategic Plan can be found on the Peralta District website:** [**http://eperalta.org/wp/pbi/**](http://eperalta.org/wp/pbi/)**.**

1. **ADVANCE STUDENT ACCESS, EQUITY, AND SUCCESS**

**Peralta District Short Term Goals, 2011-2012**

**A.1 Access:** Focus access on programs and course offerings in the essential areas of basic skills, CTE, and transfer, and stay within range of the state-funded allocation by managing enrollment to 18,500 FTES (variable based upon funding variations). In addition, enable access to educational opportunities by increased contract education, fee-based instruction, distance learning, and international and out-of-state enrollments.

**A.2 Success:** Implement identified institutional, instructional, and student support changes to improve by 10 percentage points student movement through basic skills/foundation course sequences by 2014-2015.

**A.3 Equity:** Plan, design and implement structural changes to increase fall to fall persistence among major ethnic groups and bring all groups to within 2 percentage points of the highest group by 2014-15.

**BCC Short Term Goals, 2011-2012**

**A.2 Improve persistence, retention, and success by 3 percentage points.**

A.2.1 Implement best practices in basic skills and other pedagogy to improve student persistence, retention and transfer rates.

A.2.2 Implement acceleration models to improve course completion, particularly in basic skills.

A.2.3 Improve student retention in the PACE program.

A.2.4 Attain proficiency in the assessment of learning outcomes by spring 2012.

**A.3 Implement changes to increase fall to fall persistence among major ethnic groups.**

A.3.1 Pilot innovative programs designed to increase student persistence among major ethnic groups.

1. **ENGAGE AND LEVERAGE PARTNERS**

**Peralta District Short Term Goals, 2011-2012**

**B.1 Partnerships:** Leverage, align, and expand external (i.e., community, business) partnerships to improve student learning and success in core educational functions.

**BCC Short Term Goals, 2011-2012**

**B.1 Strengthen community partnerships to enhance career pathways.**

B.1.1 Activate CTE Advisory Committees to meet at least once a school year in order to maintain currency.

B.1.2 Host a spring semester event that highlights the career pathways related to instructional programs (this will include support and involvement of community partners.)

1. **BUILD PROGRAMS OF DISTINCTION**

**Peralta District Short Term Goals, 2011-2012**

**C.1 Assess SLO’s and SAO’s and ensure their analysis, adjustments and priorities are incorporated in Program Reviews and Annual Program Updates:** Close the assessment loop by using program reviews and annual program updates in instruction and student services to improve student learning and student success.

**C.2 Create Alternatively Designed Programs:** Continue to create or expand programs exemplifying alternative and innovative designs with promise for substantially improving student success.

**BCC Short Term Goals, 2011-2012**

**C.1 Incorporate learning outcomes assessment into program review and budget allocation processes and plans.**

1. **CREATE A CULTURE OF INNOVATION AND COLLABORATION**

**Peralta District Short Term Goals, 2011-2012**

**D.1 District-Wide Collaboration and Innovation:** 1. Implement ways to make connections and build bridges across the district and colleges that would promote an ethic of care and create a welcoming environment that permeates the colleges and the district; and 2. Improve the Planning-Budgeting Integration Model in order to a) improve coordination and communication between PBI committees and between district planning and budget integration with that at the colleges and b) ensure PBI committees set and achieve key milestones/goals.

**D.2 Use Technology in Redesign of Educational Experiences:** Enable more efficient and deeper student learning and student success through the creative use of technology.

**BCC Short Term Goals, 2011-2012**

**D.1 District-Wide Collaboration and Innovation**

D.1.1 Select a BCC representative from each PBIM committee to serve as communication liaison with a monthly report at Roundtable.

D.1.2 Promote a focus on student learning and success in all committee activities.

1. **DEVELOP AND MANAGE RESOURCES TO ADVANCE OUR MISSION**

**Peralta District Short Term Goals, 2011-2012**

**E.1 FTES Target**: Achieve FTES target within the state allocation for the district of 18,500 FTES (variable depending on funding variations) and attain a productivity level of at least 17.5 FTES/FTEF.

**E.2 Focus Budgeting on Improving Student Success through Support for Structural Changes:** Respond to projected state deficits and budget cuts by designing budgets in keeping with the district Budget Allocation Model that a) are based on program review and strategic directions; b) improve student success through support for structural change; c) create efficiencies by sharing of positions, facilities and other resources within and across the colleges; d) consider the total cost of programs and support activities; e) shift resources to core educational functions; and f) continue to increase alternative funding sources.

**E.3 Fiscal Stability:** Continue comprehensive improvements to the financial management systems of the district and make budget and finance information transparent and accessible to internal stakeholders. Ensure expenditures for all cost centers stay within the established budget to maintain a balanced budget.

**BCC Short Term Goals, 2011-2012**

**E.1 FTES Target**

E.1.1 Achieve enrollment target and productivity.

**E.2 Focus Budgeting on Improving Student Success through support for structural changes:**

E.2.1 Advance resource parity for BCC including the transfers of funds or faculty and classified positions as a necessary means of fiscal stability.

E.2.2 Generate general fund savings and leverage funding from other resources.

E.2.3 Monitor annual program budgets to ensure timely expenditures.