Peralta Community College District

PERSIST Program Review 2012-13

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 2013-14 budget year.

I. Overview

Date Submitted:	November 1, 2012	Administrator:	
BI Download:		Dept. Chair: Program Coordinator	Jenny Lowood Chris Lebo-Planas
Dept./Program(s): (List departments and programs, including all associate degrees and certificates and components of general education and basic skills)	PERSIST (Personal Initiative and Social Transformation) is a one semester bridge program that acts as a gateway toward success in college, for students who wish to transfer or achieve workforce preparedness. Students in PERSIST develop tools in communication and leadership while acquiring math, writing and critical thinking skills crucial to a certificate program or degree. This model semester instills better study habits, accelerates learning, and helps students balance personal responsibilities. Other LRNRE classes are under review by the Disabilities Office and the Learning Resource Center.		
Campus:	Berkeley City College		
Mission	The mission of PERSIST is to ensure that educationally disadvantaged students 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.		

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 program to accelerate writing and computational skills (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)

Implement action plans from assessment findings (A.2.4 learning outcomes proficiency; C.1 SLO assessment)

Expand 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:PROGRAM 1: Develop skills needed in a knowledge based profession including Communication, Critical Thinking and Computational Skills. (Communication, Critical Thinking, Computational Skills)

PROGRAM 2: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):

Basic Skills component(s):
(Learning Outcomes for English, Math)

III. Evidence

III.a. Institutional Data

Enrollment	2009-10	2010-11	2011-12
Census Enrollment (duplicated)			
Sections (master sections)			
Total FTES			
Total FTEF			
FTES/FTEF			
Retention			
Enrolled			
Retained			
% Retained			
Success			
Total Graded			
Success			
% Success			
Withdraw			
% Withdraw			

Faculty Data (ZZ assignments excluded)	Fall 2011
Contract FTEF	
Hourly FTEF	13.5
Extra Service FTEF	
Total FTEF	
% Contract/Total	

Faculty Data Comparables F2011 (ZZ assignments excluded)	Alameda	Berkeley	Laney	Merritt
Contract FTEF				
Hourly FTEF				
Extra Service FTEF				
Total FTEF				
% Contract/Total				

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 For Fall 2013, PERSISTwill launch a partnership with Youth Radio to offer instruction and internship with a MMARTS CTE focus

Program Review Narrative

1) Narrative Elements
   a) "Please provide a general statement of primary goals and objectives of the discipline, department or program. Include any unique characteristics, degrees and certificates the program or department currently offers, concerns or trends affecting the discipline, department or program, and any significant changes or needs anticipated in the next three years."

The PERSIST cohort model serves students at basic skills level who come from socio-economic disadvantage or disability, and as such provides intentional educational access and success for populations underrepresented at BCC. This semester-long model comes from the Academy for College Excellence (ACE), and has three distinguishing core classes – Introduction to Team Self-Management (LRNRE 220), Team Self-Management (LRNRE 221) and Introduction to Social Justice Research (LRNRE 222). These classes are linked and require that faculty who teach them are trained in the ACE curriculum and behavior system. English 201 and English 208 (Writing Workshop) have always been a part of BCC's PERSIST cohort, as has Math 250 since Fall 2009.

The three program-defining LRNRE classes directly address the problems that students face when entering the college culture. LRNRE 220 starts the semester with an intensified bonding experience that helps students gain deep self-knowledge of strengths and patterns of their own behavior. Building on this self-awareness, LRNRE 220 then provides vital tools for students to accurately communicate with those around them in class or throughout the system, and to manage their own behaviors accordingly. For the remainder of the semester, LRNRE 221 meets twice a week to elaborate on these concepts as they apply to real-time semester challenges. LRNRE 222 provides an opportunity to "aim high." A class on primary research methods, LRNRE 222 walks students through a high-stakes social sciences experience, with critical questions on issues of injustice and the collecting and filtering of data to identify authenticated community need. At present, PERSIST is investigating ways to make LRNRE transfer-equivalent,

Originally funded by an East Bay Career Advancement Academy (EBCAA) grant, our goal has been to lay the groundwork for a successful program and to institutionalize PERSIST. To do this, we focused on inreach and intake, and now can count on reliable enrollment from one semester to next. One major concern has been sustainability. Our program has been identified as "college prep," but our time in serving these students has led us to believe that we should strive to create clearer pathways toward self-sufficiency. We see that academic readiness and job readiness go hand in hand, and we recognize the need for students to earn curriculum of real value in CTE based certification or transfer-level.

In our program, persistence and completion is emphasized. Our cohort model is a semester -long experience in team-building and self-management of behaviors, and these skills often require the entire semester to develop. Our learning cohort approach requires that class size be kept smaller for a more intensive bonding experience - what we call "lighting the fire." A better way to define productivity would be to measure where our students are a year or two after they leave us.

A student from our first cohort in Spring 2009 successfully completed the term, only to leave the state to care for a dying relative. She made contact with us a year later, telling us that the working styles curriculum and lessons on managing stress (bio-reaction) helped her deal with the life challenges that drew her away from college. Three semesters later, she had come back to BCC while pursuing a certificate in culinary arts.

Another male student came through PERSIST in Fall 2010 from our community partners at Rising Sun. Making the trip every day from Richmond, this student negotiated income challenges and substance abuse issues to participate and finish the bridge semester. Mid-term, he had to take a UPS job, working the graveyard shift, but still managed to complete the term with above average grades. We directed him to the PACE program, and after a year of rearranging his schedule this student in fully enrolled at BCC, taking evening classes toward a degree in psychology. In addition to his academic work, this student now coordinates the work of others at his present part-time job. He identifies the working styles curriculum in PERSIST as the most valuable tool in continuing his education to this point.

Many former PERSIST students have gone on to enter certificate and transfer programs, and they often cite the intense focus on working styles, stress and time management, and authentic communication curriculum that we offer and reinforce through this critical first semester. We will include data that tracks cohorts of students for persistence, completion of college level classes, and completion of programs beginning with Fall 2009.

  b) Curriculum questions
      i) Is the curriculum current and effective? Have course outlines been updated within the last three years? If not, what plans are in place to remedy this?

The ACE curriculum that informs our Foundations, Team Self Management and Social Justice Research class are updated each semester by ACE center; as faculty, through weekly meetings, we adapt the delivery to best fit our students. See the ACE website for more detail: http://academyforcollegeexcellence.org

ii) Has your department conducted a curriculum review of course outlines? If not, what are the plans to remedy this?

Each department represented in PERSIST conducts course outline review.

iii) What are the program/department's plans for curriculum improvement (i.e., courses to be developed, updated, enhanced, or deactivated. Have prerequisites, co-requisites, and advisories been validated? Is the date of validation on the course outline?

In 2011-2012, The key Foundations Course was divided into 1 unit segments, to be delivered as "mini-foundations" courses called "College Success." At present, we are looking at the SJRC to be adapted for our Multimedia Arts –focused cohort in Spring 2013. We are also looking at a way we can integrate the elements of SJRC into other classes like English and Math.

iv) What steps has the program/department taken to incorporate student learning outcomes in the curriculum? Are outcomes set for each course? If not, which courses do not have outcomes?

All courses taught at BCC have defined SLO's, which are assessed departmentally.

v) Describe the efforts to develop outcomes at the program level. In which ways do these outcomes align with the institutional outcomes ways?

See Program Outcomes and Institutional Learning Outcomes below:

PO1:Develop skills needed in a knowledge based profession including Communication, Critical Thinking, Computational Skills.
ILO's: Communication, Critical Thinking, Computational Skills
Self-Awareness, 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 Skil

c) Instruction Elements
   i) Describe effective and innovative strategies used by faculty to involve students in the learning process. How has new technology been used by the department to improve student learning?

PERSIST is a transformative, strength-based program that strives for student centeredness. We also see faculty as part of this transformative experience – our process gives us an opportunity to model the behaviors that we want for our students that will help them succeed.

We model self-disclosure as a way to reduce classroom hierarchy; we integrate assignments across classes; we use the ACE behavioral system, which helps students to see their own behaviors in a transparent, non-judgemental way (http://academyforcollegeexcellence.org).
Each semester PERSIST has used the online Spherical Dynamics Working Styles Assessments. Much of our curriculum is laid out in Power Point, using embedded video and accompanying web-based materials.

PERSIST faculty have made a continuing effort to integrate curriculum whenever possible. For example, our ACE trained faculty coordinate secondary research assignments in English with primary research assignments in Social Justice. In Spring 2012, our Math instructor coordinated assignments with our Social Justice data tabulation and filtering efforts. We take advantage of every opportunity for contextualized learning within the program.

   ii) How does the department maintain the integrity and consistency of academic standards within the discipline?

PERSIST works with departments and ACE to maintain academic standards and fidelity to ACE and BCC mission.

   iii) Discuss the enrollment trends of your department. What is the student demand for specific courses? How do you know? What do you think are the salient trends affecting enrollments?

The ideal learning community classroom holds no more than 25 students. We have enrolled with this in mind, and although our cap may be smaller than many Peralta classes, our retention has shown itself to be higher, putting us at parity with other mainstream basic skills classes such as English 201A.

PERSIST quickly focused on in-reach after the first cohort in Spring 2009; in pitching our affective approach, PERSIST hasn't had much difficulty enrolling students wanting the extra support we offer – we present at each assessment, and students self-identify.

The change in Financial Aid requirements – that a student needs a diploma or GED to qualify – may have affected enrollment. Another problem this semester was the accidental unlocking of our English class. This threw off the morning/afternoon "part-time commitment/full-time engagement" model that we developed to accommodate students' schedules.

However, PERSIST will begin a CTE-based cohort in Fall 2013 precisely because the intentional foundation curriculum it provides was sought by Youth Radio, a community based organization that aims to provide quickly achievable CTE goals for underserved youth in Oakland.

   iv) Are courses scheduled in a manner that meets student needs and demand? How do you know?

At the beginning of each term, we distribute a questionnaire that asks student to self-evaluate for risk factors to semester completion. We consistently see that educationally disadvantaged students balance issues such as transportation, care-giving and work, which has informed the way we structure the class schedule. The morning/afternoon cohort model with a back-to-back class

schedule helps to promote persistence while allowing for accommodation of personal scheduling issues.

     v) Recommendations and priorities.

      We look forward to continued collaboration with the Special Projects Committee and First Year Experience to align recruitment, assessment, enrollment and support services on behalf of our students.

   d) Student Success

     i) Describe student retention and program completion (degrees, certificates, persistence rates) trends in the department. What initiatives can the department take to improve retention and completion rates?

PERSIST will work to create clearer pathways to CTE programs in Spring 2013.

     ii) What are the key needs of students that affect their learning? What services are needed for these students to improve their learning? Describe the department's efforts to access these services. What are your department's instructional support needs?

        PERSIST began with a dedicated Basic Skills counselor who was invaluable to us in keeping our students on track. It is our hope to gain that position again, because it will help our students balance personal and academic priorities and choose effective strategies for success.

        We also had in-class support at during times of better district funding. When we had the support of in-class tutor/mentors, our students thrived, and more of our students could complete class work.

     iii) Describe the department's effort to assess student learning at the course level. Describe the efforts to assess student learning at the program level. In which ways has the department used student learning assessment results for improvement?

The PERSIST Capstone project has been the Social Justice Research Presentation at the end of the semester. This Power Point, which encapsulates a primary research team project on a social injustice, will be evaluated using BCC's Communications ILO rubric as part of an institution-wide assessment plan. Additionally, PERSIST will continue it's own program assessment, using data on persistence and completion.

     iv) Recommendations and priorities.

   e) Human and Physical Resources (including equipment and facilities)

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

Since its inception in Spring 2009, PERSIST courses have been staffed by adjunct faculty, and by Fall 2009, program coordination has been handled by an adjunct as well. All faculty have completed the ACE Faculty Experiential Learning Institute (FELI), and in fact two of us are ACE Master Mentors (certified trainers) in this curriculum. Our core classes are Learning Resource (LRNRE) designated, which fall under the English Department

    ii) Describe your current utilization of facilities and equipment.

Though we would prefer the main campus, PERSIST has been relegated to the Annex, for a number of reasons:
- **We need a space that allows for affective learning – a u-shaped, seminar –type configuration**
- **attached office space**
- **a small laptop lab.**
- **A small storage area**

    iii) Are the human and physical resources, including equipment and location, adequate for all the courses offered by your department (or program)? What are your key staffing and facilities needs for the next three years? Why?

The program would be best served by a coordinator who is employed full-time, especially to provide time during summer session for recruitment planning, curriculum development and administrative coordination for assessment, counseling, financial aid, and enrollment.

> **For us and all college-level classes, access to smart classrooms are key – the Annex operates with equipment that is rigged for best possible use, but because the space is not permanent, A/V equipment is often hard to use effectively. The classrooms are strangely configured, with angles that prevent eye contact with each individual.**

    iv) Recommendations and priorities.

> **Full-time Coordinating position**
> **Dedicated smart classrooms set up for affective learning.**

f) Community Outreach and Articulation
    i) For vocational programs:
        (1) Describe the department's connection with industry. Is there an Advisory Board or Advisory Committee for the program? If so, how often does it meet? Is the program adequately preparing students for careers in the field? How do you know?
        (2) Have students completing the program attained a foundation of technical and career skills? How do you know? What are the completion rates in your program?
        (3) What are the employment placement rates? Include a description of job titles and salaries. What is the relationship between completion rates and employment rates?
        (4) What industry trends are most critical for the future viability of the program? How do you know? What are the implications of these trends for curriculum development and improvement?

ii) For transfer programs:
    (1) Describe the department's efforts in meeting with and collaborating with local 4-year institutions. Is the program adequately preparing students for upper division course work? How do you know?

iii) For all instructional programs:
    (1) Describe the department's effort to ensure that the curriculum responds to the needs of the constituencies that it serves.

PERSIST use of the ACE Foundational Curriculum has led to the development of the variable unit LRNRE classes now linked to First Year Experience English, PACE, and Public and Human Services. In short, FYE has been an institutional scaling-up of core elements of PERSIST.

THE FIRST YEAR EXPERIENCE is a scaling up of the basic principles of PERSIST. FYE facilitates two or more linked classes taken together – a learning community/linked classes/cohort model. Cohorts provide students with a community of support for the first-time college student, while instructors and counselors work together to coordinate teaching approaches, assignments, and student support.

Every student who arrives below transfer level has the opportunity take an ACE (Academy for College Excellence) Foundations Course, which helps students identify working styles and essential study skills. At present , The FYE is composed of the following programs

- **PERSIST**
- **Green Career Pathways**
- **Public and Human Services**
- **Global Studies**
- **All Developmental English Classe**

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)**
1. Implement Action Plans based on Assessment Findings	**Fall '12 :Meet with assessment committee, district resource** **Spring '13: Complete program assessment, develop inquiry on recommended changes**	**Program coordinator**	**X Assessment Findings** **__BI Data** **X Institutional Goals** **__Other**
2. Develop Integrated Curriculum toward contextualized learning	**Fall '12:Weekly meeting with program faculty toward practice in Spring '12** **Spring '12: Develop**	**PERSIST faculty, Program Coordinator**	**__Assessment Findings** **__BI Data** **X Institutional Goals** **__Other**

	Youth Radio Cohort class schedule		
3. Develop acceleration in writing and computa-tional skills	Adopt ENG 248 UQ Adopt Math Pre-Stats	English Chair/ Program Coordinator	__Assessment Findings __BI Data <u>X</u> Institutional Goals __Other
4. Professional Development	Fall'12: weekly meeting, Affective webinar for FELI Participants Recruit for, offer Faculty Experiential Leadership Institute (FELI) training For PERSIST and First Year Experience	Program coordinator	__Assessment Findings <u>X</u> BI Data <u>X</u> Institutional Goals __Other

V. Resource Needs	Link to Action Plans (Section)
Please describe and prioritize any **faculty, classified, and student assistant** needs.	
Program Coordinator	1, 2, 3, 4
Faculty	2,3,4
Instructional Assistant	1, 3
Please describe and prioritize any **equipment, material, and supply** needs.	.
Supply list for LRNRE 220, LRNRE 221 and LRNRE 221	2, 3
Classroom/Office Supplies	2, 3, 4
PERSIST/LRNRE	2, 3
Please describe and prioritize any **facilities** needs.	
Large smart classroom space with capability of arranging 20-25 seat in a circle or u-shape	2, 3, 4
Office space for individual student meetings	1, 2, 3, 4
Dedicated computer lab	2, 3, 4
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

Berkeley City College's Institutional Goals are aligned with the PCCD Strategic Goals, and are listed below:

Advance Student Access, Success & Equity
Engage our Communities & Partners
Build Programs of Distinction
Create a Culture of Innovation & Collaboration
Develop Resources to Advance & Sustain Mission