**Peralta Community College District**

## Annual Program Update Template 2013-2014

## DISTRICT-WIDE DATA by Subject/Discipline Fall Semesters

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| Overview |
| BI Download: |  | Coordinator: |  Adán Olmedo |
| Subject/Discipline: | First Year Experience (FYE) | Dean: | Carlos Cortez |
| Campus: |  Berkeley City College |
| Mission Statement | The mission of First Year Experience (FYE) is to help first-time college students obtain an associate degree and/or transfer to a four-year university in two years. FYE’s innovative cohort program provides intensive support and early planning to help full-time students succeed in college and prepare to transfer in a timely manner. |

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| Enrollment |
|  | Alameda | Berkeley | Laney | Merritt | District |
| Census Enrollment F11 |   | N/A |  |  |  |
| Census Enrollment F12 |  |  |  |  |  |
| Census Enrollment F13 |  |  |  |  |  |
| Sections F11 |  | N/A |  |  |  |
| Sections F12 |  |  |  |  |  |
| Sections F13 |  |  |  |  |  |
| Total FTES F11 |  | N/A |  |  |  |
| Total FTES F12 |  |  |  |  |  |
| Total FTES F13 |  |  |  |  |  |
| Total FTEF F11 |  | N/A |  |  |  |
| Total FTEF F12 |  |  |  |  |  |
| Total FTEF F13 |  |  |  |  |  |
| FTES/FTEF F11 |  | N/A |  |  |  |
| FTES/FTEF F12 |  |  |  |  |  |
| FTES/FTEF F13 |  |  |  |  |  |

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| Student Success |
|  | Alameda | Berkeley | Laney | Merritt | District |
| Total Graded F11 |  | N/A |  |  |  |
| Total Graded F12 |  |  |  |  |  |
| Total Graded F13 |  |  |  |  |  |
| Success F11 |  | N/A |  |  |  |
| Success F12 |  |  |  |  |  |
| Success F13 |  |  |  |  |  |
| % Success F11 |  | N/A |  |  |  |
| % Success F12 |  |  |  |  |  |
| % Success F13 |  |  |  |  |  |
| Withdraw F11 |  | N/A |  |  |  |
| Withdraw F12 |  |  |  |  |  |
| Withdraw F13 |  |  |  |  |  |
| % Withdraw F11 |  | N/A |  |  |  |
| % Withdraw F12 |  |  |  |  |  |
| % Withdraw F13 |  |  |  |  |  |

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| Faculty  |
|  | Alameda | Berkeley | Laney | Merritt | District |
| Contract FTEF F11 |  | N/A |  |  |  |
| Contract FTEF F12 |  |  |  |  |  |
| Contract FTEF F13 |  |  |  |  |  |
| TEMP FTEF F11 |  | N/A |  |  |  |
| TEMP FTEF F12 |  |  |  |  |  |
| TEMP FTEF F13 |  |  |  |  |  |
| Extra Service FTEF F11 |  | N/A |  |  |  |
| Extra Service FTEF F12 |  |  |  |  |  |
| Extra Service FTEF F13 |  |  |  |  |  |
| Total FTEF F11 |  | N/A |  |  |  |
| Total FTEF F12 |  |  |  |  |  |
| Total FTEF F13 |  |  |  |  |  |
| % Contract/Total F11 |  | N/A |  |  |  |
| % Contract/Total F12 |  |  |  |  |  |
| % Contract/Total F13 |  |  |  |  |  |

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| Qualitative Assessments  |
| **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.  |  |
| Transfer and Basic Skills: Describe how your course offerings address transfer, basic skills, and program completion.  | First Year Experience (FYE) offers transfer-minded students cohorts (teams) of linked classes that enrich their learning experience through complementary and/or shared curriculum, support services (tutoring, peer support), and dedicated counseling. The cohort model, featuring Counseling 24 in the first semester, ensures students identify a clear academic plan that is right for them, helping them feel directed, focused and connected throughout the semester. Students’ participation in this special program with special benefits will help them feel valued, nurtured, and engaged. These six affective categories that the RP Group has identified as student needs are precursors to student success; the FYE program anticipates and meets these student needs. |

1. Program Outcomes and Assessments: For each one, cite Institutional Learning Outcomes (Appendix I)

Note: If program assessment has not been completed, describe assessment plan, including date, under “Assessment Findings” and put “NA” under “Action Plan.”

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| Program | Assessment Plan | Assessment Findings | Action Plan |
| Program 1: * First Year Experience
 | Assess annually in the spring (see below) | Fall 2014-Spring 2015 | N/A |
| Program 2: |  |  |  |
| Program 3: |  |  |  |
| Any general education components: * English 1A
* English 5 or English 1B
* Electives: Anthropology 1, Art 3, Social Sciences 2, Sociology 1, Humanities 1
 |  |  |  |
| Any basic skills components: |  |  |  |
| Describe assessment methods you are using:* The groundwork for assessment has been laid: 5 Program Outcomes have been mapped to the 7 Peralta District Institutional Learning Outcomes, and 3 Achievement Outcomes have been set as goals in a “First Year Experience Program Curriculum Alignment Matrix,” attached in Appendix III.

In sum, the five Program Outcomes are 1) write strong, well organized, well developed essays and research papers, 2) develop self-awareness and identify personal educational pathways, 3) apply knowledge of personal working styles and authentic communication to effective teamwork, 4) analyze how cultural issues shape perception and 5) take the appropriate level mathematics class to fulfill the student educational plan; these have been mapped to all 7 Institutional Learning Outcomes. The three achievement outcomes are 1) retention of 85% or higher in the 2nd semester and 2) increase in program completion and 3) increase in number of students earning an associate degree or transferring from BCC.Assessment methods include a portfolio individual and group presentations, student surveys and course completion rates (grade C or higher). |
| Describe how assessment of program-level student learning outcomes led to certificate/degree program improvements:* Not available.
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| Action Plans |
| Please describe your plan for responding based on the preceding data: BI Tool (see II., III., IV. above), program learning outcomes action plans (see VI. above), Berkeley City College (BCC) and Peralta (PCCD) institutional goals (see Appendix II), and/or external evidence (see V. above) if appropriate. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges. Include overall plans/goals and specific action steps. Please add rows as needed. |
| Action Item | Steps/Timeline | Person(s) Responsible | Supporting Data Source (check all that apply) |
| 1. Identify lead faculty for learning community courses. Establish Fall 2014 and Spring 2015 schedules. | Ongoing | Coordinator and Department Chairs |  P.O. Assessment Action Plans BI DataX BCC Institutional GoalsX PCCD Institutional Goals Other |
| 2. Hire two full-time Learning Community Counselors to assist with FYE recruitment, enrollment and publicity  | Spring 2015 – Fall 2015 | Coordinator, FYE faculty, Dean | X P.O. Assessment Action Plans BI DataX BCC Institutional GoalsX PCCD Institutional Goals Other |
| 3. Build curriculum: joint assignments. | Ongoing | FYE faculty |  P.O. Assessment Action Plans BI DataX BCC Institutional GoalsX PCCD Institutional Goals Other |
| 4. Create a FYE club; hold events or go on field trips  | Spring 2015 – Fall 2015; ongoing | FYE students, faculty and coordinator and the Director of Student Activities and Campus Life |  P.O. Assessment Action Plans BI DataX BCC Institutional GoalsX PCCD Institutional Goals Other |
| 5. Update website to include current information on FYE program benefits, faculty contact information, courses and programs offered. Develop ongoing maintenance/update schedule | Ongoing | Coordinator and FYE faculty |  P.O. Assessment Action Plans BI DataX BCC Institutional Goals PCCD Institutional Goals Other BCC Institutional Goals |
| 6. Create PLO statements and begin assessment. Refine SLO assessment tools and process to form more consistent system across all courses, perhaps implementing a “wicked problem.”  | Spring 2015 – Fall 2015 | Coordinator and FYE faculty |  P.O. Assessment Action Plans BI Datax BCC Institutional Goals PCCD Institutional GoalsX Other\_ BCC Institutional Goals |
| 7. Recruit full cohorts prior to the beginning of the semester. | Fall 2014 – Spring 2015 | Coordinator, Learning Community Counselors |  P.O. Assessment Action Plans BI DataX BCC Institutional Goals PCCD Institutional GoalsX Other BCC Institutional Goals |
| 8.Publicize FYE: foster relationships with local high schools, especially Berkeley High School | Ongoing | Coordinator, Learning Community Counselors |  P.O. Assessment Action Plans BI Datax BCC Institutional Goals PCCD Institutional GoalsX OtherX BCC Institutional Goals |
| 9. Become more institutionalized and renew funding | Ongoing | Coordinator, Learning Community Counselors, Administration, Grant Writer |  P.O. Assessment Action Plans BI Datax BCC Institutional Goals PCCD Institutional GoalsX Other\_ BCC Institutional Goals |
| 10. Hire an LRC Coordinator to improve availability of support services to students (more tutoring, more Saturday library hours, more homework assistance lab hours) | Spring 2015 | LRC Coordinator, Administration |  P.O. Assessment Action Plans BI Datax BCC Institutional Goals PCCD Institutional GoalsX Other\_ BCC Institutional Goals |
| 11. Develop a Guidebook and application as part of improving enrollment and program expectations for students, faculty, counselors and administration | Update and post each semester | Coordinator, LC Counselors |  P.O. Assessment Action Plans BI Datax BCC Institutional Goals PCCD Institutional GoalsX Other\_ BCC Institutional Goals |
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| Narrative: For disciplines that support interdisciplinary programs provide additional qualitative data if appropriate. |
| 1. First Year Experience is a learning community***1*** with Fall and Spring enrollment/entry; as such, it requires that faculty teaching First Year Experience learning community classes  1a. Develop complementary and/or shared curriculum 1b. Engender collaborative relationships between faculty and students across the learning community through events, club activities and/or celebrations  1c. Develop LC or FYE POs and SLOs  1d. Receive stipends to compensate them for their extra service  2. First Year Experience and Berkeley City College’s other Learning Communities require the assistance of two full-time dedicated Learning Community counselors to assist with enrollment, recruitment and publicity matters that recur year-round. One of the advantages we offer students is dedicated counseling services, which is going to become increasingly difficult to manage with the recent expansion of the First Year Experience program. 2a. First Year Experience the Fall 2013 consisted of 4 total cohorts of English 204A or English 1A paired with Counseling 24 classes; the following semester FYE expanded in scope, adding Social Sciences 2, Mathematics, English 5 and English 208. In Fall 2014, FYE offerings expanded to include Art 3, Anthropology 1 (with lab), English 1B, Humanities 1 and Sociology for a total of 10 cohorts. With lighter enrollments in the general population in spring semesters, FYE will offer 9 Spring 2015 cohorts. Fall 2015 is slated to add LIS 80, which will bring incoming FYE minimum unit requirements to 15, better enabling all students to potentially transfer in 2 years. The LIS 80 class will offer valuable support to the English 1A class by providing students with research support.  2b. FYE requests funding of its own FTEF, so although FYE is housed in the departments, its FYE courses will not draw from the department course offerings.3. Students in First Year Experience receive priority registration and additional support services (homework assistance labs); the latter requires funding for both Fall 2014 and Spring 2015 semesters. These labs are part of an early alert system that will help struggling students succeed.4. First Year Experience, like any special program, requires a coordinator to liaison between faculty and administration, respond to institutional and faculty needs that recur unexpectedly throughout the year: develop PLOs and SLOs, speak at town halls, compile priority registration lists, speak at high school recruitment events, coordinate course schedules, file APUs, develop an FYE website with student voices and faces, and facilitate faculty meetings. In short, First Year Experience students are more likely to persist and succeed in college because they develop a formal Student Education Plan their first semester, become avid collaborators and take a full-time load of classes together. **1** *A learning community is a cohort-based educational program with a defined common goal and timeline, faculty collaboration, and dedicated support services, which could also include linked classes, shared curriculum and assignments, team-teaching, service learning, and/or internships. A cohort is a group of students, who take classes together, study together and* *succeed together.* |

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| College Strategic Plan Relevance |
| Check all that apply [x] New program under development[x] Program that is integral to your college’s overall strategy[x] Program that is essential for transfer[x] Program that serves a community niche**[x]**  Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc.[ ] Other  |

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| Resource Needs: Please use the Excel template to estimate the cost of your needs, which will be used to support budget planning efforts. | Link to Action Plans (Refer to # of item in section VI) | Estimated Cost: Please use Excel template to estimate costs. |
| Please describe and prioritize any **faculty, classified, and student assistant** needs.1. Two full-time, contract Learning Community Counselors by Fall 20152. For Spring 2015: 2 student workers for the Anthropology 1 class; for Spring 2015: 2 student workers for the Social Sciences 2 class3. Release time for a FYE coordinator4. Stipends for all FYE faculty to attend bi-weekly meetings: work on SLOs/PLOs and begin assessment of student success5. Develop APU template populated with accurate BI Tool data to assess program success6. Administrative support to implement learning community institutionalization plan7. Learning Communities grant writer8. Maintain extended evening and Saturday tutoring9. Maintain extended library hours10. Standardized learning communities enrollment protocols11. Standardized learning communities assessment and placement protocols12. Field trip/s and events | 1. Items 7, 82. Items 1, 3, 4, 5, 63. Items 1, 3, 4, 5, 64. Items 1, 2, 4, 5, 6, 7, 85. Items 2, 3, 4, 5, 66. Item 67. Item 98. Item 109. Item 1010. Item 1111. Item 612. Item 4 | 1. $195,6242. $6,0003. 0.35 FTE4. $4,500 5. 6.7. $80,0008. $3,2459. $10,90510. 11. 12. $2,000 |
| Please describe and prioritize any **equipment, material, and supply** needs.1. Office supplies are needed for the department (paper clips, manila folders, hanging files, paper, dry erase markers, stapler, giant poster sized Post-It notes, etc.)2. Promotional materials (brochures, fliers, tabling banner, etc.)3. Commencement/program completion reception and awards | 1. Items 1-6: Office supplies are needed to teach courses, conduct SLO assessment, and maintain office files and records.2. Items 7, 83. Items 4 and 8 | 1. Supplies: $2002. Promotional materials: $7503. $600 |
| Please describe and prioritize any **facilities** needs.1. We recommend the college acquire a new building to handle current space demands and to prepare for growth.2. Office space in the new building to hold meetings, office hours and FYE club meetings. | 1. Items 1-82. Items 1-8 |  |

**Appendix I: BCC Institutional Learning Outcomes (ILOs)**

**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 (Quantitative Reasoning\*)

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 (Intercultural Competency\*)

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.*

\*Proposed changes as of November 2013**Appendix II: Goals**

**Berkeley City College**

**Institutional Goals 2013 - 2014**

1. Increase certificate/degree completion and transfers to 4-year colleges or universities by inspiring and supporting students
2. Improve career and college preparation progress and success rate (successfully transition from basic skills to college-level, CTE to career)
3. Ensure BCC programs and services reach sustainable, continuous improvement level
4. Collaborate to ensure Fiscal Stability
5. Meet BCC resident FTES target (3,691) by preserving and nourishing resources

 **Peralta Community College District**

**Strategic Goals 2013 - 2014**

1. Advance Student Access, Equity, and Success
2. Engage and Leverage Partners
3. Build Programs of Distinction
4. Create a Culture of Innovation and Collaboration
5. Develop and Manage Resources to Advance Our Mission

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| **BCC Goals** | **Alignment with PCCD Goals Below** |
| 1. Increase certificate/degree completion and transfers to 4-year colleges or universities by inspiring and supporting students
 | 1. Advance Student Access, Equity, and Success
2. Engage and Leverage Partners
3. Build Programs of Distinction
 |
| 1. Improve career and college preparation progress and success rate (successfully transition from basic skills to college-level, CTE to career)
 | 1. Advance Student Access, Equity, and Success

C. Build Programs of Distinction |
| 1. Ensure BCC programs and services reach sustainable, continuous improvement level
 | 1. Engage and Leverage Partners
2. Build Programs of Distinction
3. Create a Culture of Innovation and Collaboration
 |
| 1. Collaborate to ensure Fiscal Stability
 | 1. Create a Culture of Innovation and Collaboration
2. Develop and Manage Resources to Advance Our Mission
 |
| 1. Meet BCC resident FTES target (3,691) by preserving and nourishing resources
 | 1. Develop and Manage Resources to Advance Our Mission
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**Appendix III: First Year Experience Program Curriculum Alignment Matrix**

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| **Course** | **Program Outcome 1** | **Program Outcome 2** | **Program Outcome 3** | **Program Outcome 4** | **Program** **Outcome 5** | **Achievement Outcomes 1 & 2** |
| English 1A | I, D |  | D | I |  |  |
| English 5 **or** 1B | M |  |  | I |  |  |
| English 208 | I |  |  |  |  | I |
| Math preparation |  |  |  |  | I, D | I |
| Counseling 24 |  | I, D, M | I, D | I |  | I, D |
| Pathways 1st Steps |  | M |  |  |  | D |
| Library and Info. Sci. 80 *(Fall 2015)* | I |  |  |  |  | I |
| \*Anthropology 1\*Art 3\*Sociology 1\*Social Sciences 2\*Humanities 1 | IIIII | III | I | II, DI, DI, D |  |  |

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| **Outcomes** | **Assessment Methods** |
| PO 1: Write strong, well organized, well developed essays and research papersILOs: Communication; information competency; critical thinking | Portfolio (English 1A and Library Workshops) |
| PO 2: Develop self-awareness and identify personal educational pathwaysILOs: Self-awareness & interpersonal skills | Student Education Plan & Survey |
| PO 3: Apply knowledge of personal working styles and authentic communication to effective teamworkILOs: Self-awareness & interpersonal skills | Survey |
| PO 4: Analyze how cultural issues shape perceptionILOs: Intercultural competency; self-awareness & interpersonal skills; ethics and personal responsibility | Diversity showcase Presentations (Social Sciences 2) |
| PO 5: Take the appropriate level mathematics class to fulfill the student educational plan ILOs: Quantitative Reasoning | Pass math with a grade of C or higher |
| AO 1: Increase in retention to at least 85% in 2nd semester FYE enrollment | Achievement data |
| AO 2: Increase in program completions at BCC for these students  | Achievement data |
| AO 3: Increase in number of students earning an associate degree or transferring from BCC. | Achievement data |

**I = Skill Introduced; D = Skill Developing; M = Skill Mastered**

**\*Student will take some but not all of these courses**